THE IMPLEMENTATION OF DISCUSSION TECHNIQUE IN TEACHING READING AT THE EIGHTH GRADE OF SMP N 2 GEMOLONG

Submitted as a Partial Fulfillment of the Requairements for Getting Bachelor
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APPROVAL

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PUBLICATION ARTICLE

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Abstrak

Penelitian ini bertujuan untuk menentukan jenis teknik diskusi yang di gunakan guru dalam pembelajaran reading kelas delapan di SMP N 2 Gemolong, dan menggambarkan prosedure teknik diskusi yang di terapkan guru dalam pembelajaran reading kelas delapan di SMP N 2 Gemolong. Penelitian ini menggunakan metode deskriptif kualitatif. Metode pengumpulan data penelitian bersumber dari observasi, interview dan dokumentasi. Seubject penelitian ini adalah guru dan siswa kelas delapan SMP N 2 Gemolong. Teknik diskusi secara umum memiliki beberapa jenis, antara lain: Jigsaw, Small Group Discussion, Cooperative Integrated Reading and Composition (CIRC), Make a Match, and Number Hand Together. Hasil penelitian menunjukan bahwa guru menerapkan teknik diskusi dalam pembelajaran reading. namun, jenis teknik diksusi tidak termasuk jenis yang disarankan dalam teory. Dalam penerapan prosedur teknik diskusi guru tidak menyampaikan strategy reading. Namun, guru hanya menyampaikan materi dan prosedur diskusi yang akan di terapkan dalam pengajaran reading. guru menerapkan pre teaching, whilst teaching and post teaching dalam pembelajaran reading. Namun, pada pre teaching, guru tidak mengajarkan strategy reading.

Kata kunci : Diskusi, prosedur diskusi, siswa dan guru.

Abstract

This study aims to identify the types of discussion techniques used by the teachers in teaching reading in eighth grade SMP N 2 Gemolong, and to describe the procedure of the discussion techniques implemented by teachers in teaching reading at eighth grade of SMP N 2 Gemolong. This research uses qualitative discribtive methode. The methods of data collection are observation, interview and documentation. The subject of this research are the teacher and eight grade of SMP N 2 Gemolong. Theoretically, there are many types of discussion techniques applied for teaching reading, namely Jigsaw, Small Group Discussion, Cooperative Integrated Reading and Composition (CIRC), Make a Match, and Number Hand Together. The results showed that the teacher applied a discussion technique in teaching reading. However, the type of the discussion technique does not belong to the types suggested in the theory. The teacher applied pre teaching, whilst teaching, and post teaching in teaching reading. However, in pre teaching, the teacher did not teach reading strategy.

Keywords: discussion, procedure of discussion, students and teachers.

1. INTRODUCTION

Language has a function as a communication tool that is used by human to exchange information and tools to exchange ideas. In addition, language as a tool to interact with others to be closer to one another. To facilitate communication and exchange of information, unifying languages is needed between countries. The unifying language that is used internationally today is English.

English has important aspects in life, such as art, economics, and politics. Now we often encounter news letters such as magazines, newspapers and articles written in English.

Therefore, it is necessary to improve student's reading skill, especially reading English writing.

Reading ability is an important ability in teaching and learning activities. Students' reading skills can affect student learning outcomes. Reading is an important activity and influences student learning outcomes in absorbing knowledge received in teaching and learning activities in the classroom. If student learning outcomes are felt to be unsatisfactory, it means that students have difficulty in understanding the text.

In teaching and learning activities teachers have their own learning models to improve the ability of students in the classroom. To improve students' abilities, teachers must create interesting and innovative methods in teaching and learning activities in class. The teacher must master the learning techniques that will be used to teach. Mastering a technique is needed by the teacher to create a fun and not monotonous classroom atmosphere.

Teachers who are not good in mastering learning techniques will make students less interested and seem neglected when teaching and learning activities take place. In order to achieve the learning objectives well, the teacher is expected to master the material to be taught and the techniques that will be used. There are various learning of reading models in the classroom that can improve student interest in teaching reading and learning of reading activities in the classroom, one of tehm is a discussion techniques.

Discussion technique is a technique commonly used by teachers in teaching and learning activities in class. Discussion techniques can be applied in several subjects, one of which is reading. Discussion activities can increase student activity and interest in the classroom.

The application of discussion techniques in reading learning is not as easy as imagined. In fact there are several factors that affect the enthusiasm of students to focus in teaching and learning activities in the classroom, such as personal conditions, teaching-learning process, and class room conditions.

The English teacher at SMP N 2 Gemolong uses discussion techniques in learning to read English lessons. They find it easier to apply and are effective for improving students' abilities such as: creativity, training in argumentation, and training students to be more critical in thinking. Seeing some of the advantages of using reading learning discussion techniques in English lessons the teacher hopes, students are more active, confident and easily accept the subject matter that the teacher is saying when the learning process takes place with a sense of security and comfort. That is the reason for English language teachers in

SMP N 2 Gemolong choosing to use discussion techniques to improve students' reading abilities.

Angelo, T.A., & K.P. Cross (1993) and Bookfield, S. D. & S. Preskill (2005) mention various strategies of discussion methode such as, 5 minute informal writing in respons to question, stand where stand debate, think, pair, share, Think - Aloud Pair (Traid) Problem Solving (TAPPS), etc. Based on the explanation above, the researcher is interested in identifying the type of discussion method applied by the teacher in teaching reading and their application. The real implementation of teaching reading using discussion technique so that the writer conducted this research under the title "THE IMPLEMENTATION OF DISCUSSION TECHNIQUE IN TEACHNING READING AT THE EIGHTH GRADE OF SMP N 2 GEMOLONG".

2. METHOD

This research uses qualitative descriptive method. The collecting of research data is taken from observations, documentation and interviews. The purpose of this study is to identify the types of discussion techniques used by teachers in learning reading in eighth grade SMP N 2 Gemolong, and to describe the procedure of the discussion techniques implemented by teachers in teaching reading at eighth grade of SMP N 2 Gemolong. The subject of this research is the teacher and eighth grade students of SMP N 2 Gemolong. The object of this research is teaching-learning process reading comprehension using discussion technique. Data analysis is retrieved from data reduction, data display, conclusion drawing and verification.

3. FINDING AND DISCUSSION

3.1 Research Finding

The research finding is divided into two parts namely, the kind of discussion technique in teaching reading at eighth grade of SMP N 2 Gemolong and the procedure of the discussion techniques implemented by the teacher in teaching reading to the eighth grade students of SMP N 2 Gemolong.

3.1.1 The Type of Discussion Technique in Teaching Reading

The observation was conducted in twice; Tuesday (August, 27 2019) and Wednesday (August, 28 2019). The reseacher observed the activities in class 8G, 8E and 8F. The following is the method applied by the teacher in the classroom.

Reseacher	:	*"Metode apa yang bapak gunakan dalam pemebelajaran reading?"*
Teacher	:	*"Metode yang sering saya gunakan pada pemebelajararan reading adalah meode diskusi kelompok."*
Reseacher	:	*"Bagaimana prosedure diskusi kelompok yang bapak terapkan?"*
Teacher	:	*"Prosedur diskusi yang saya terapkan yaitu, langkah pertama saya menyuruh siswa membuat kelompok. Dalam pebagian kelompok biasanya saya menyesuaikan dengan barisan tempat duduk siswa Misalnya, meja depan yang ujung sampai kebelakang (satu barisan) dianggap kelompok A biasanya terdiri dari 8 siswa dan untuk kelompok B barisan sebelah kanan atau kiri kelopok A, begitu juga dalam pembentukan kelompok C, dan D. Kemudian saya memberitahu siswa tentang topik dan materi apa yang akan dipelajari hari ini sekitar 15 - 20 menit, misal hari ini belajar It's English Time kemudian saya menyuruh siswa untuk membaca teks dialog yang berkaitan dengan materi yang akan di pelajari (It's English Time) dan mengerjakan latihan soal yang berhubungan dengan teks dialog (It's English Time) tersebut. Setiap kelompok harus memiliki satu perwakilan kelomopok untuk mempresentasikan hasil diskusi. Apabila kegiatan diskusi dan presentasi selesai, tetapi waktu KBM tersisa biasanya saya memberikan kuis yang berkaitan dengan materi yang dipelajari. Tetapi jika waktu KBM habis saya sebagai guru memberikan kesimpulan dan memberikan reward pada kelompok yang memiliki sekor tertinggi dalam menjawab latihan soal."*

Based on the result of interview above, the teacher explained that the method applied in the classroom was group discussion. In carrying out group discussions usually a teacher had its own characteristics in its application such as, in group formation, number of group members, techniques used, etc. Based on theories there are five types of group discussion namely, Jigsaw, Small Group Discussion, Cooperative Integrated Reading and Composition (CIRC), Make a Match, and Number Hand Together. In the recent study, it is found that the teacher used discussion technique, which does not belong to any type of the reading discussion mentioned above. The procedure used by the teacher when conducting discussion activities in class can be used as the data for the researcher to identify the type of discussion technique used by the teachers in SMP N 2 Gemolong.

Based on the result of observations made, in class 8G on August, 27 2019, discussion was held in teaching reading dialog text. The teacher assigned the students to work on some questions related to dialogue text with members in groups, then each group discussed the answers with their members and the teacher in the class.

The result of the second observation conducted by the researcher in the class of 8F, on the 28th of August 2019 was similar with the previous one. The discussion was done by reading dialogue text with members of the discussion group. Each group discussed the result of the answers with the group members and the teacher in the class.

The last observation was conducted by the researcher in the class of 8E, on the 28th of August 2019. The discussion activities contained were reading the dialogue text, working on some questions related to the dialogue text with members of the discussion group, then discussing the result of the answers with the group members and the teacher in side class.

From the observations taken from 27th – 28th of August 2019 in the class of 8G, 8F, and 8E, it was found that the teacher applied group discussion technique. While in the discussion activities, the students were grouped into several groups, each group consisted of eight students, they read a dialogue text to find main idea in a dialogue text, then each group did exercises questions related to dialogue text, in the last, they made a presentation in front of the class, and teacher made conclusion. By looking at the procedure in the application of reading learning in the class of 8G, 8F, and 8E SMP N 2 Gemolong, the teacher used discussions technique in learning English.

3.1.2 Procedure of Reading Technique Applied at the Eighth Grade of SMP N 2 Gemolong

This session discusses the second finding about the procedures of Disccuion technique applied by the teacher in teaching reading.

a. Pre-teaching

Pre-teaching is the first step that teacher used to prepare the teaching activities. Based on the result of observation made by the researcher on the 27th – 28th of August 2019, in the class of 8E, 8F, and 8G the teacher opened it by greeting. Following is the sample conversation in greeting students in class 8F.

Teacher : *" Assalamualaikum wr. wb."*
Student : *" Waalaikumusalam wr.wb."*
Teacher : " Hello, good morning students."
Student : " Good morning."
Teacher : " How are you today?"
Student : " I'am fine. And you?"
Teacher : " I'am fine too. *Siapa yang tidak masuk hari ini?*"
Student : " *Nihil !!!, pak.*"
Teacher : " *Oke, anak-anak hari ini kita akan belajar tentang* it's English time."
Student : *"...... (semua murid diam, kemudian membuka handbook dan kamus)*
Teacher : " What is the meaning of *it's English time* ? *apa arti dari* it's English time itu? *Hayoo, angkat tangan siapa yang tau?*

Student : .... (silent)
Teacher : " No body know ?"
Student *: " Waktunya berbahasa inggris, pak."*
Teacher : " Ya, excellent. *Jadi*, it's English time *artinya waktunya berbahsa inggris.* Attantion, please. *Sekarang kita bersama-sama mengucapkan. Yes, we are ready.* We will use English in the English class. Oke?."
Student : " Yes, we are ready. We will use English in the English class".

Based on the example of the conversation above that was done in the class of 8F at the first meeting (odd semester), the teacher tried to encourage students to find out the meaning of the sentence proposed by the teacher. The teacher attracted the students' attention by giving stimulus in the form of questions to students. Providing stimulus by the teacher aims to see students respond in the form of answers to questions that have been raised by the teacher.

The teacher, Mr. Anwar, provided a stimulus to students in the form of questions asked. Examples of stimulus carried out by Mr. Anwar was like, "What is the meaning of it's English time? *Apa makna it's English Time?* Hayoo. Angkat tangan, siapa yang tau?". Then Mr. Anwar invited students to try to speak English in the classroom by having students read a text dialogue found in a handbook. Then Mr. Anwar gave the students time to ask a question, such as, "Any question? *Ada pertanyaan*?".

b. Whilst-teaching

Whilst teaching is the second step in classroom activities that are combined with learning objectives. Based on the results of observations made by the researcher on the 27th - 28th of August 2019, in the class of 8E, 8F, and 8G the teacher started by explaining the material, created group, then told the students to read and do the exercises to find information in reading, if students had difficulty in doing the exercises the questions, they could ask the teacher. The discussion activities were divided into three processes namely, pre-discussion activities, whilst discussion activities, post discussion activities.

(a) Pre- Discussion Activities

Pre-teaching is the first step that the teacher uses to prepare for discussion activities after opening activities with a duration of about 5 minutes. In this activity, the teacher explained the topics to be discussed by students and provides examples. Provision of explanation to students aimed to make students understand and know what steps will be taken during the discussion activities. The author gave examples of teacher and student conversations during Pre-Discussion Activities in the class of 8F.

Teacher : *"Sebelum kita memulai diskusinya, pak guru akan membagi kalian dalam beberapa kelompok. Yang pertama kelompok A baris paling timur mulai dari depan sampai meja belakang, kelompok B baris sebelah kanan kelompok A mulai dari meja depan sampai belakang. keompok C barisan sebelah kanan kelompok B mulai dari depan sampai meja belakang. kelompok D kelompok yang paling timur di mulai dari meja yang depan samapai meja paling belakang. Mengerti?"*

Students : *" ..... (Gaduh)"*

Teacher : *"Ayo anak-anak jangan ramai, dengerin dulu penjelasan bapak. Pertama sebelum kalian memulai diskusi bapak ingin satu perwakilan tiap kelompok maju ke meja guru untuk mengambil dua lembar kertas yang satu berisi dialog percakapn bahasa inggris, kemudian lembar kertas yang kedua berisi beberapa soal. mengerti? "*

Students : *"lIya pak, mengerti. (Gaduh)."*

Teacher : *"Kalau sudah, silahkan yang perwakilan kelompok maju kedepan ambil lembar kertas yang ada di meja pak guru."*

Students : *".... (Siswa mulai maju ke depan mengambil lembar dialog dan soal)."*

Teacher : *"Hari ini kalian akan belajar English time dengan memahami isi dari sebuah teks dialog dan akan mengerjakan latihan soal yang ada di lembar ke dua secara kelompok, kemudian di diskusikan bersama. saya beri contoh 1 soal, yaitu soal nomor 1."*

Dini :" Next week is a long holiday, Dad. ..."

MR. Yudi : " How about going to Bali? ....."

Heru : " I do agree whit you, Dad. ...."

MR. Yudi : "So, what is your opinion, Heru?"

Heru : " I think Bandung is good to visit.

How many people are there in the dialogue above?

" Untuk menjawab soal nomor 1, kalian harus menghitung jumlah orang yang terlibat percakapan dalam teks dialog tersebut. Oke sekarang kalian lihat ada berapa orang yang terlibat dalam percakapan tersebut, siapa yang tahu?."

Students : " Four, *pak.*"

Teacher : *" Apakah, jawaban teman kalian ini benar?"*

Students : *" Benar, pak"*

Teacher : *" Ya... benar, yang terlibat dalam percakan dalam teks dialog tersebut ada 4 orang. Siapa saja?*

Students : *" Dini, MR. Yudi, Mrs. Yudi, Heru."*

The first study was conducted in the class of 8G (the 27th of August 2019), Mr. Anwar delivered the topic of discussion, namely it's English time. The teacher gave an explanation of English time then he gave an example. Here the teacher gave the direction to the students in conducting English Time discussion activities in the form of groups. Mr. Anwar gave practice questions that originated from books, about English time.

The second study was conducted in the class of 8E and the third was conducted in the class of 8F (the 28th of August 2019). Mr. Anwar used the same steps as in the 8G class. Before conducting the discussion, he delivered the topic of discussion, namely it's English time. The teacher gave an explanation of English time then gives an example. Here the teacher gave the direction to the students in doing English time discussion activities in group form. Mr. Anwar gave training that originated from books, about English time.

(b) Whilst-Discussion Activities

Whilst discussion is the second step in discussion activities in the class. Therefore, each student advised to focus on the text. Why students are advised to focus with the text? Because they could start discussion activities and answer the questions given.

The research was conducted in the class of 8E, 8F, and 8G. The teacher gave the direction to the students to make groups based on seats. Each group consists of 8 (eight) students. Then he gave instructions and practice assignments that will be discussed.

The second and third studies were conducted in the class of 8E and 8F. The teacher tried to explain exercise about its English time by carefully reading the dialogue text. The text is related to the English time story without a title, taken from the "Student Teaching Materials Book" module and the "when English rings bell" handbook. Then after the teacher directed students in each group to read the dialogue text, he asked the students to answer questions.

The first study was conducted in the class of 8G, there were the differences with the second and third studies. In forming discussion groups teachers need more time due to active students. In the class of 8G the teacher tried to handle the situation of students in a quite noisy discussion. Therefore, teachers' paid more attention in class 8G compared to classes of 8E and 8F.

In the second and third research was conducted in the class of 8E and 8F, the teacher gave same material. But there were some differences:

Students *: "Pak mau tanya soal nomor 8, itu maksudnya gimana?*
Teacher : *"Apa kamu tidak bawa kamus? Coba di cari dulu di kamus, kata yang menurut kalian sukar. Ayo.*
Students : *"Baik pak...."*
Teacher : *"Sudah? Kalok sudah apa maksudnya?"*

Students : *"Temukan satu expresi dalam teks dialog tersebut."*
Teacher : *"Benar. tapi kurang sedikit, yang paling tepat maksud dari teks dialog tersebut adalah temukan satu expresi menurut pendapat kalian dalam teks dialog tersebut."*

Based on the results of research conducted in the class of 8E, there was a student who asked the teacher about the purpose of the problem, then the teacher asked the students to open a dictionary to find difficult words. That means that the relationship between teacher and student, in class learning activities runs interactively. Students asked questions and the teacher responds them.

When the discussion took place, the teacher observed each group. After 30 minutes' discussion, the teacher gave a direction for students to presenting the results of the discussion they have done in front of the class and compared the results of their discussion with other groups. While the presentation of the results and discussion took place, there were a debate, clarify, and give an opinion to the other groups.

(c) Post-Discussion Activities

Post Discussion Activities are the closure of discussion activities in the classroom. After students carried out discussion and presentation activities, the teacher asked the students to collect the results of discussion. Then the teacher gave a score to the students. The teacher judged which group has the highest score, then the teacher rewarded by saying congratulations and applause together.

The first research in the class of 8G (27th of August 2019), the teacher collected the results of each group's discussion. The next step the teacher announced the results of the discussion. But the teacher did not give questions to some groups because time is up. Therefore, the teacher told the students to review the discussion material today at home.

In the second study in the class of 8F (28th of August 2019), the teacher did the same activity, gathering the results of the discussion of each group. The next step the teacher announced the results of the discussion and gives grades. The teacher gave random questions to several groups. The teacher did not give homework.

The last research in the class of 8E (28th of August 2019), the teacher also collected the results of the discussion of each group. The next step the teacher announced the results of the discussion. The teacher gave random questions for several groups. The teacher did not give homework.

3.1.3 Post-teaching

Based on the results of research that has been done in the class of 8G, 8E and 8F, the teacher conducted the closing activities by asking questions and greeting. For example in class 8G.

> Teacher *:"Perhatian anak-anak. Any question about materials today?"*
> Students : "No, Sir..."
> Teacher : *"Karena waktu sudah habis, let's say hamdallah together."*
> Students : *" Alhamdulillahirobil alamin..."*
> Teacher : *" Wasalamualaikum wr. wb."*
> Students : *" Wa'alaikumusalam wr.wb."*

Based on the observation, the researcher concluded that in the discussion activities teacher had an important role to control the students and observes each member of the discussion group to participate in the discussion activities. In the discussion activities, discussion procedures are needed to manage the discussion procedures in the development of learning for the better. Group discussion activities were useful for students to increase interaction and helped the students to answer questions more easily.

Discussion activities taught the students to exchange ideas and share answers with group members. It would train students to work together and find appropriate answers when solving problem exercises. The teacher responded when students ask questions or debate in presentations with other groups in discussion activities.

3.2 Discussion

Based on the writer's observation in implementation of the discussion technique in teaching reading at the eighth grade of SMP N 2 Gemolong, she finds some results as follows.

3.2.1 The kind of discussion technique by the teacher in implementing teaching reading is by using reading discussion

Theoretically, there are five types of discussion technique in teaching reading, namely Jigsaw, Small Group Discussion, Cooperative Integrated Reading and Composition (CIRC), Make a Match, and Number Hand Together. The results observation made in the class of 8E, 8G, and 8H of SMP N 2 Gemolong showed that the teacher applied discussion technique which did not belong to the five types of discussion The technique used must not only be in accordance with the material to be delivered. The teacher only assigned the students to read a dialogue text to find main idea in a dialogue text, then each group did exercises questions related to dialogue text, in the last, they made a presentation in front of the class, and teacher made conclusion. The application of Discussion technique in classes 8G, 8F, and 8H of SMP N 2 Gemolong is not in line with the theory suggested by Zain (2010:86). "According to Zain

(2010:86) the procedure of applying discussion technique should meet the following procedures.

    (1) Formulate the problem clearly

    (2) The teacher is leader, studen form discussion group, choose leaders chairperson, pioneers, and secretaries), arrage seats, rooms, facilities ect. In accordance with the purpose of the discussion.

    (3) The students are given superivision by the teacher in conducting discussion.

    (4) The teacher gives encouragement so students want to work.

    (5) All students record the results of the discussion well, systematically and delivered in front of the class.

In fact, the teacher had already applied discussion technique in managing large number of students. As stated by Salvin, (2010: 5), in discussion learning each group numbered four or five people. It seemed that the teacher faced several problems because each class contained 32 students, so it was difficult to control them. But the teacher had his own way of dealing with problems in the classroom. In this case, the teacher should be able to manage the class well.

3.2.1 The procedure of the discussion techniques implemented by the teacher in teaching reading at eighth grade of SMP N 2 Gemolong.

The teacher applied the discussion technique in teaching reading of dialogue text and reading comprehension exercise. The discussion activity was conducted following the procedure of pre-discussion activities, discussion whilst, and post discussions. The application of discussion techniques in teaching reading can be completed by the teacher well. Although the first observation on the teacher's post discussion, the teacher was not finished completely. The material used by the teacher fits the topic, but the students have not much reference material, they only depend on the handbook borrowed by the school. The teacher has an initiative by having students buy modules but module purchases are not required by the teacher.

Based on the findings above, the author will discuss the second research finding dealing with the procedure of the discussion technique in teaching reading. Based on observation, the teachers used discussion-based teaching. The discussion process consists of pre-discussion activities, whilst discussion activities, and post discussion activities. This process is appropriate and can be accepted in discussion activities. Class activities show that the teacher applies the discussion process well and clearly. In pre-discussion activities, each class teacher fully steps in the discussion in accordance with the discussion procedure. In

whilst discussion activities, the material is delivered quite clearly. In post discussion activities, it is not clear because there are several factors.

The researcher found some differences in implementing the procedure in group discussion. In each meeting, the first observation in the class of 8G the teacher uses discussion material, even the teacher uses different techniques in teaching. The use of different techniques results in incomplete discussion processes due to time management. While in the second and third observations, in grades 8E and 8F the teacher uses the full technique. In the second and third studies the teacher gave the same material. It can be concluded that 8G graders are active and energetic students. So, teaching and learning activities in class 8G requires more time to complete the material.

The discussion activities can be applied with a group method, problem solving methods and understanding methods. Henning (2008: 2) stated that:

> "More specifically, discussion based teaching has led to gains in general subject mastery, reading comprehension, conceptual understanding, problem solving ability moral development, attitude change and development, and communication skill." Henning, (2008: 2).

The teaching procedure applied by the teacher, especially in pre-reading activity, was not in line with what Smith (1994, 19–20) stated that in pre-reading, a teacher should teach *prediction* strategy. Predictions refers to the questions the readers should ask about the world and comprehension is receiving the answers. He also stated that this strategy is prediction that makes skilled readers effective when reading texts containing familiar subject matter. The finding showed that the teacher did not teach prediction strategy. He only explained steps in discussion.

Based on the research finding and discussion above, the researcher can conclude that the implementation of discussion technique is not in line with the principles of teaching reading. In addition, the teacher did not teach reading strategies.

4. CONCLUSION

The researcher describe conclusions based on the observations and interviews of the implementation of the discussion technique in teaching reading at the eighth grade of SMP N 2 Gemolong, which is done in the class of 8G, 8E and 8F. The researcher concludes, as follows:

1. The kind of discussion techniques applied by teachers in teaching reading at the eighth grade of SMP N 2 Gemolong is Discussion. However, the type of discussion applied does

not belong to the types of reading discussion, namely Jigsaw, Small Group Discussion Method, Cooperative Integrated Reading and Composition (CIRC), Make a Match, and Number Hand Together. The result of the observations conducted in the class of 8E, 8G, and 8H of SMP N 2 Gemolong can be concluded that, from those types of learning discussion, the teacher of eight grade of SMP N 2 Gemolong applied Discussion technique in reading task activity.

2. The implementation of discussion technique in teaching reading at the eighth grade of SMP N 2 Gemolong consisted of three processes, namely pre-discussion activities, whilst discussion activities, and post discussion activities. However, the teacher did not teach reading strategy, that is prediction, in pre-reading activity.

After drawing conclusions from the implementation of the discussion technique in teaching reading at the eighth grade of SMP N 2 Gemolong, it was classed. The researcher provides suggestions for teachers and students, such as:

1. For teachers

 a. The teacher must master the technique of discussion to be more effective.

 b. The teachers must teach reading strategies to be more effective.

 2. For students

 a. Students must be more active in learning activities in the classroom.

 b. Students must have a passion for learning

 c. Students must create a cheerful and conducive learning environment.

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