

ABSTRACT

Isnaini, Lailatul. 2017. *The Effect of Instructional Conversation on Reading Comprehension of Male Students at SMK Daruttaqwa*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Khoirul Anwar, M.Pd, (II) Ulfatul Ma'rifah, M.Pd

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Reading is one of important skills in learning English because reading does not only read the text without knowing the meaning and what actually the writer says, but it is for informing the reader something by the text. Some learners get difficulty in learning reading comprehension. Moreover for students in Indonesia, English as foreign language has some aspects in learning it. So, it can be mastered by appropriate method. One of them is Instructional Conversation method. Instructional Conversation can be one of methods in learning reading comprehension. Based on some previous studies, Instructional Conversation was only for teaching female students. So that, the researcher wants to research The Effect of Instructional Conversation on Reading Comprehension of Male Students.

This study was Experimental Research. The main purpose of this research is to find out the significance difference in reading comprehension between male students who are taught using instructional conversation and without it. This research was conducted in SMK Daruttaqwa. This research started during November, 2016. The students learnt report text and procedure text which were the reading text for the first semester in SMK Daruttaqwa. The subject of this research was students in the eleventh grade of SMK Daruttaqwa especially in the eleventh grade of XI TMA and XI TMB. There are two groups named experimental group and control group. The data was collected through pre-test and post-test in both groups.

The post-test mean result showed that experimental group was higher than control group. The post-test score mean of the experimental group was 77.8947 while control group was 73.0556. The result of this study showed that probability value of both groups was 0.002. It means that the probability value was lower than the level of significance 0.05 ($0.002 < 0.005$). This result implied that the experimental group and control group were different in their ability after giving a treatment. It can be concluded the research conclusion (RC) is: "There is enough evidence to say that the ability in reading comprehension between experimental and control group are significantly different in the 5% level."

Based on what have been stated above, the researcher found that there was significant difference in reading comprehension between the students who were taught using Instructional conversation and who were taught using Oral Reading. Besides that, Instructional Conversation could increase their confidence in speaking. Even they did not use English a hundred percent they could be mix English and Bahasa. Other effect is increasing their critical thinking because in

discussion, they must have a reason for their opinion. That was why Instructional Conversation motivated male students in comprehending the text.

Having known from the finding of the study, it was indicated that Instructional Conversation significantly influence reading comprehension of male students at SMK Daruttaqwa. For the next researcher, the researcher expected to do further research about Instructional Conversation. The next researcher can use Instructional Conversation on both female and male students with the same skill or different skill and field. Then, giving the test which the items contain of critical thinking.