

# PROCEEDING **AISTEEL**

**THE FIRST ANNUAL INTERNATIONAL SEMINAR  
ON TRANSFORMATIVE EDUCATION  
AND EDUCATIONAL LEADERSHIP**

DEVELOPING FUTURE TEACHERS' EDUCATIONAL MODEL



Medan, November 19<sup>th</sup>, 2016  
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*Character Building*  
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POST GRADUATE SCHOOL, STATE UNIVERSITY OF MEDAN  
NORTH SUMATERA - INDONESIA  
JLN. WILLEM ISKANDAR PSR. V - MEDAN ESTATE



# Proceedings of The First Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2016)

*“Developing Future Teachers’ Educational Model”*

State University of Medan, North Sumatera, Indonesia  
November, 19<sup>th</sup> 2016

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## Chairman Foreword

*The honorable,*

- *Professor Peter Charles Taylor, PhD, Director of Transformative Education Research Centre and a Professor of STEAM Education at Murdoch University, Perth - Western Australia*
- *Associate Professor Elisabeth Taylor, PhD, an expert in Curriculum Theory, Peace Education, Science Education at Murdoch University, Perth - Western Australia*
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- *Director of Postgraduate School of UNIMED*
- *Lecturers, researchers, students, all speakers and participants*

Assalamualaikum Wr Wb

Good Morning, *Salam Sejahtera*, Praise to Allah the Almighty for all His blessing, where today we are here to participate in 'The First Annual International Seminar on Transformative Education and Educational Leadership' with the theme "Developing Future Teachers' Education Model".

Ladies and Gentlemen,

This seminar presents a keynote speaker, 5 guest speakers from Australia, Malaysia and Indonesia and 132 researchers covering lecturers, teachers and students with around 860 participants. The researchers come from Manado, Palu, Kendari, Malang, Surabaya, Solo, Bandung, Jakarta, Palembang, Jambi, Batam, Pekanbaru, Padang, Aceh, Medan and North Sumatera.

I would like to express greatest thankful to all colleagues in the steering committee for cooperation in administering and arranging the seminar. Hopefully this seminar will be continued in the coming years with many more insight articles from inspiring research.

Wassalamualaikum Wr. Wb.

Rahmad Husein



## Welcoming Speech of Director of Postgraduate Study State University of Medan

Best wishes for all of us,

First of all thanks to God who has given grace and health to us so that we can assemble this place to attend The First Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL) 2016. This seminar is organized by Postgraduate Study (PPs) of the State University of Medan (Unimed). Welcome to all keynote speakers, researchers, students and, participants.

This international seminar is one of the manifestations of the vision and mission of PPs of Unimed, namely the dissemination and implementation of the results of research and studies related to the community. Therefore we strongly support the activities of this seminar which is also a series of academic activities of Unimed. Through this seminar, the participants will exchange information related to the latest research in the field of Transformative Education and Educational Leadership, which is expected to bring new ideas in solving various problems that arise particularly in the world of education.

In accordance with the theme presented in this seminar “Developing Future Teachers Education Model” it is expected that PPs Unimed can lead and strengthen the future teachers. The goal of transformative education is to develop visionary teachers and teacher educators to be capable of and committed to transforming education systems worldwide so that they prepare citizens with high-level abilities for solving global crises such as internationally political conflicts, climate change and loss of biocultural diversity.

Thank you for all committee to has well organized this seminar. Thanks to all keynote speakers who have attended, presented and shared their ideas on transformative education and educational leadership. Thanks to all researchers, students and participants and hopefully this will be scientific discussion to develop the future education.

Finally, I hope that all academicians and stakeholders of PPs Unimed hand-in-hand to excel our institution to be a world class university.  
Best wishes for all of us

Director,

Prof. Dr. Bornok Sinaga, M.Pd



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# IMPROVING STUDENTS' READING COMPREHENSION THROUGH PANEL DISCUSSIONS

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**Abstract** - Reading comprehension is the act of understanding a text. While the definition can be simply stated, the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. This paper deals with the use of panel discussions technique in teaching reading comprehension. The population of this study was the 2015/2016 grade XII students of SMA Swasta Bina Bersaudara Medan. The total number of population of the study was 60 students which consist of 2 classes. The sample of the study was 60 students. The sample classes were divided into two groups, namely the experimental group that was taught by applying Panel discussions Technique, and the control group that was taught through lecturing. The data were taken by administering the pre-test and post-test to both of experimental and control groups. The test was taken and selected from the National Examination test items that were related to the kind of discussion text. The data were analyzed by using t-test formula at the level of significance  $\alpha (0.05) = 1.669$  with the degree of freedom ( $df$ ) = 65. It was found that the t-observed was higher than t-table (t-observed= 4.93 > t-table = 1.669;  $\alpha = 0.05$ ). Thus, Panel discussions Technique significantly improves the students' achievement in reading comprehension.

**Keywords:** reading comprehension, cluster sampling, panel discussions

## 1. INTRODUCTION

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information (Scanlon, 2010: 9). Grabe and Stoller (2002:19) stated that reading is ability to draw meaning from the printed pages and interpret this information appropriately. It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

The purpose of reading comprehension is to get some skill to understand the text. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The students often feel that reading passage is not interesting and the teaching method could not motivate the students. This situation occurs because the teachers still use conventional teaching method, the teacher asks some students to read the text and invite them to answer the questions based on the text. Consequently, most of the students always get bad score in reading comprehension.

The percentage of Grade XII students' score in Reading

Semester	KKM	Score	Students	Percentage	Mean
First Semester 2015/2016	75	<75	20 students	75	65,5
		≥75	10 students	25	
First Semester 2015/2016	75	<75	25 students	82,5	61,7
		≥75	5 students	17,5	

Panel discussions is a situation in which a group of people are gathered together to discuss an issue, often to provide feedback on something, to brainstorm solutions to a problem or to discuss an issue of public concern in front of an audience. A panel discussion, or simply a panel, involves a group of people gathered to discuss a topic in front of an audience, typically at scientific, business or academic conferences, fan conventions, and on television shows. Panels usually include a moderator who guides the discussion and sometimes elicits audience questions, with the goal of being informative and entertaining.

This paper discusses the problem in teaching reading comprehension, particularly in reading discussion text. Technique is needed in order to improve the students' enthusiasm in learning activities.



Therefore, applying Panel discussions is expected to solve the student's problem in comprehending discussion texts and improve their achievement in reading comprehension.

## 2. THEORY

Comprehension is understanding what is being said or read. When it comes to reading, It is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further accomplished when the learner becomes proficient in literal, inferential and critical comprehensive reading.

### 1. Literal Meaning

Literal meaning is simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. The type of information that could be identified as literal meaning:

- The main idea
- Stated facts
- The sequence of events
- Characters in the story

### 2. Inferential Meaning

Inferential meaning involves determining what the text means. Readers start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires readers to think about the text and draw a conclusion.

Examples of the type of information that could be identified as inferential meaning include

- Generalizations
- Cause and effect relationships
- Future predictions
- An unstated main idea

### Critical Meaning

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material.

## 3. DISCUSSION TEXT

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. The structures are as follows:

1. Stated issue; what issue is going to be discussed. This must drive problematic discussion from different points of view.  
*There are a lot of discussions as to whether children should be given homework or not.*
2. Supporting arguments: after stating the issue, it is necessary to present the argument to support that one point is agreeing.  
*The evening is a good time for children to sit down and think about what they have learned in school.*
3. Against arguments: beside the supporting argument, discussion text needs the arguments which disagree to the stated issue.  
*Children do enough work in school already*
4. Recommendation; finally in the end of the discussion, it is important to re-think to formulate certain recommendation for the discussed issue.  
*Homework is good idea but that should only be given at the weekend when children have more time.*

### Language Feature of Discussion

- Introducing category or generic participant
- Using thinking verb; feel, hope, believe, etc
- Using additive, contrastive, and causal connection; similarly, on the hand, however, etc
- Using modalities; must, should, could, may, etc
- Using adverbial of manner; deliberately, hopefully, etc



The following is an example of a discussion text

### **Giving Children Homework: Pros and Cons**

There are a lot of discussions as to whether children should be given homework or not. Is it enough for children having time to study at school or needing additional time in home for study after school time? Some people claim that children do enough work in school already. They also argue that children have their hobbies which they want to do after school, such as sport or music. A further point they make is that a lot of home works are pointless and does not help the children learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore they claim that the school day is too short to get anything done. It makes sense to send home tasks like independent reading or further writing task which does not need the teacher's support. I think, on balance, that homework is good idea but that should only given at the weekend when children have more time.

### **Panel discussions**

The word 'panel' means a group of experts. The discussion held among these expert members in front of an audience could be called panel discussion. The panel is another approach to discussion teaching. Differing from general discussion, question and answer, and buzz groups, the panel is almost always used with a large group, and generally utilizes panel members who have either differing points of view on the subject or special training and experience which equip them to speak authoritatively about the matter. Properly planned, the panel is a small discussion group performing its discussion before an audience with the objective of giving that audience a better understanding of the matter at issue.

Usually there are no prepared speeches and, in the best panels, interaction between the panel members will make up at least half of the time allotted to the panel's presentation. During that interaction there may be agreement, disagreement, qualification of points, and defense of various positions.

### **Values of Panel discussions**

A good panel discussions can focus attention of the class on what certain experts have to say about the subject at hand. It is considerably more personal than reading books about the subject and contains that important educational ingredient—interest. If the topic is well selected, it is relevant, problematic, controversial, and therefore attracts attention immediately. Wise selection of the panel members will offer the audience more than one viewpoint and thereby heighten interest.

Because of the multiplicity of input, the panel discussions offers a breadth and depth of information which usually exceeds research presented by one speaker. The class can realize that well-informed people may hold different points of view and yet maintain respect for one another. The freedom and informality of the panel discussions removes the pressure of having to prepare a structured speech. Panel members literally think aloud in front of the class and collectively move toward a solving of the problem placed before them.

The input of the panel at the beginning of the period gives the audience some foundational information upon which their discussion can proceed. Without the panel, or at least some kind of formal presentation of material, the discussion might degenerate into a pooling of ignorance. With the presence of the panel, however, the discussion period becomes a forum for new ideas and experiences in the lives of the group.

There are three sets of participants in a panel discussion. They are: (1) The panel members who consist of experts in the field concerned; (2) The audience of selected students/trainees/participants and teachers, who ask questions of the panelist; (3) The moderator who initiates the discussion, questions, synthesizes and summarizes the key points.

When the theme or topic tends to be complicated and controversial in nature, a panel discussion often helps to clarify issues. The difficult aspects of the topic are considered in a systematic and objective manner.

Panel discussions can be set up through: (1) Experts in the field are invited as panelists; (2) There is an invited audience of trainers and trainees or teachers and students; (3) Questions on the proposed topic are collected in advance from the audience and handed over to the panelists; (4) Questions are



generally classified according to the sub-topic/ aspect/ dimension of the proposed theme. The panelists come prepared to the panel discussion.

How is a panel discussion conducted?

1. The moderator introduces the theme of the discussion to the participants. The moderator also initiates the discussion on the issue under consideration.
2. The questions are then addressed to the panelists in a pre-determined order.
3. The panelists are called (in a pre-determined order) to express their views
4. Later, panel members may react to, respond to or complement the views expressed by co-panelists.
5. At the end of the session, the moderator integrates and synthesizes the different points of view and presents them to the audience.
6. If there is time, the moderator can call for further questions
7. Finally, the moderator sums up the discussion and highlights the key points.

The advantages of a panel discussion are: (1) It facilitates clarification on knotty issues; (2) It highlights the multi-dimensionality of the issue under discussion; (3) It helps to develop critical thinking in both panelists and the audience; (4) It fosters logical thinking; (5) It develops presentation skills; (6) It teaches students to think of the issues under consideration and ask relevant questions.

#### 4. METHODOLOGY AND FINDINGS

The study was conducted in experimental research. The subjects are divided into two groups – experimental group and control group. The experimental group was given treatment using panel discussions technique while the control group was given lecturing technique.

Experimental Group	√	Panel discussions	√
Control Group	√	Lecturing	√

The population in this study is grade XII students of SMA Bina Bersaudara in Jalan Abdul Haris Nasution Medan. There are two classes of the grade which totally consist of 60 students. This study used pre-test and post-test that were given to experimental and control group. The data were collected through a multiple choice test which consists of 25 items. Each item consists of four options.

Data were analyzed by using T-test. T-test is used because, it compares two means. The technique can be drawn as follows:

1. Get the main score of each group (the experimental group and control group)
2. Compare the mean score of the two groups
3. Find out which one is higher
4. Explain the meaning of differences of the means score
5. Check the significant by using t-test
6. Explain the implication of the findings to the teaching of reading comprehension.

To find out the difference means of scores of the test between the experimental and control group, researcher use t-test formula. The formula of the t-test as the followings:

$$t = \frac{M_a - M_b}{\sqrt{\left\{ \frac{d_a^2 + d_b^2}{(n_a + n_b) - 2} \right\} \left\{ \frac{1}{n_a} + \frac{1}{n_b} \right\}}}$$

Where : t = Total score

$M_a$  = The mean of experimental group

$M_b$  = The mean of control group

$d_a$  = The standard derivation of experimental group

$d_b$  = The standard derivation of control group

$N_a$  = The total samples experimental group

$N_b$  = The total samples control group



## Findings

Comparing both of groups during the teaching process, students in experimental group had better comprehension than those in control group. This was because students in experimental group were directed to talk their minds while reading each part of text with Panel discussions. Meanwhile, students in control group were taught how to comprehend text with the classical method.

The total score in control group for pre-test was 880 with mean score of 27.5, and for post-test was 1320 with mean score of 41.25. Meanwhile, the total score in experimental group for pre-test was 990 with mean score of 30.94, and for post-test was 2090 with mean score of 65.31.

## 5. CONCLUSION

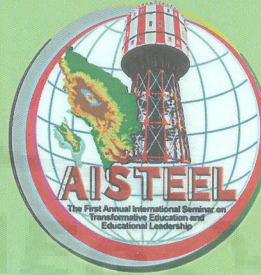
Panel discussions significantly improves the students' achievement in reading comprehension, since the  $t$ -observe  $>$   $t$ -table ( $4.79 > 1.671$ ;  $d_f = 60$ ,  $\alpha = 0.05$ ). The students explore their ideas with their own words and enriched their ideas with the others. The null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because there is significant effect of Panel discussions on students' achievement in reading comprehension.

English teachers are suggested to apply Panel discussions technique in teaching reading comprehension because it enables the students to discuss their minds actively and communicatively to each other to make it easier understand the texts. The readers who are interested for further study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension achievement by applying Panel discussions Technique.

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