

DIRECT INSTRUCTION AS ALTERNATIVE SOLUTION IN IMPROVING STUDENTS' READING COMPREHENSION AT SMPN 5 PUJUT

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Abstract

The research aimed to improve students' reading comprehension by using direct instruction at second grade students VII.C class of SMPN 5 Pujut in academic year 2021/2022. The research was classroom action research (CAR) with qualitative and quantitative approaches. The research used four steps namely planning, acting, observing dan reflecting. The subject of the research was students at second grade of VII.C class of SMPN 5 Pujut with total number of the subject 22 students. The instrument used of the research was multiple-choice test with total number of the item 25. The data analyzed used qualitative and quantitative approaches. Based on the data analysis was gotten that the average score of in the first cycle 74,5 with classical completeness 50% and in the second cycle the average score of the students 87,5 with classical compactness 100%. Therefore, it took conclusion that there was improvement of the students reading comprehension trough direct instruction at second grade of VII.C class of SMPN 5 Pujut.

Keywords : *Direct Instruction, Reading Comprehension.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dengan menggunakan instruksi langsung pada siswa kelas II VII.C SMPN 5 Pujut tahun ajaran 2021/2022. Penelitian yang dilakukan adalah penelitian tindakan kelas (PTK) dengan pendekatan kualitatif dan kuantitatif. Penelitian ini menggunakan empat langkah yaitu perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian adalah siswa kelas VII.C SMPN 5 Pujut dengan jumlah subjek 22 siswa. Instrumen yang digunakan dari penelitian ini adalah tes pilihan ganda dengan jumlah butir 25. Data yang dianalisis menggunakan pendekatan kualitatif dan kuantitatif. Berdasarkan analisis data diperoleh bahwa nilai rata-rata pada siklus I 74,5 dengan ketuntasan klasikal 50% dan pada siklus II nilai rata-rata siswa 87,5 dengan kekompakan klasikal 100%. Oleh karena itu, diambil kesimpulan bahwa ada peningkatan pemahaman membaca siswa melalui instruksi langsung pada kelas VII.C SMPN 5 Pujut.

Kata Kunci : *Instruksi Langsung, Pemahaman Membaca.*

INTRODUCTION

Extraordinary achievement if they can understand the language that written use in the book and know about the meaning about something that they read (Stephenson & Harold, 2009). The theory may tell us the important of reading in our daily life where reading has important role in educational sectors. Reading not only will give the students ability in understanding about the text they read but also the students will get the information about all the things they need (Brown & Abeywickrama, 2004). Reading will help the students to get new knowledge any many positive aspect in

developing their ability in learning English (Johnson, 2008). As the information reading is one of the important aspects should be mastery by the students in learning English (Hughes, 2020). The position of reading as one of the main skills that is though from basic level to high university level. So that way, all single students demand to develop their ability in reading.

Reading is one of important skills in learning language. It is not only in English subject, but also in studying all of subjects that related to the language, because through reading, the readers can enhance their experience, develop new

concept, solve the problem, and broaden their thinking (Lindsay, 2014).

By doing an observation at SMPN 5 Pujut, the researcher found some problems related on the study purposes where many students still difficult to remember important information of the text, the students' cannot identify the general idea by considering all of the support the example detail, fact, and discussion about the topic provide by the writer, the students' cannot searching for specific information, looking for the clause, or review information, the students' cannot certain expressions the meaning of the immediately context, the students' cannot refer to some other words or phrase in the text, and the students' cannot making infrence of the text that include determine the meaning of a noun words from context and propotional information. Beside that the standar Ceriteria Minimum Score (CMS) at the school was in high level 75. So that way many students didn't achieve standard ceriteria that have been valid by the headmaster of the school.

Based on the problems explained above, the teacher should pay attention with the method that they used in teaching learning process at the class not only focus with material but also should taking care the way hot to deliver the material. In here means that teacher should find alternative solution to over come the problems that faced by the students by finding new method in teaching learning process. Because as a teacher we not only teach at the class but also able tube motivator, initiator and inspirator for our students, with other language teachers as the row model at the class (Husna, 2021). Based on the complex problems faced by the students at the school, the researcher intrest to find out the solution by using Direct Instruction as Alternative Solution in Improving Students' Reading Comprehension at Second Grade of SMPN 5 Pujut.

RESEARCH METHOD

The kinds of this reseach was classroom action research. Classroom action research, it is a reflective process which help teachers to explore and exmine aspects of teaching and learning and to take action to change and imporve (Cresswell, 2012). Bogdan & Biklen (1992) explain that action reserach is the systematic collection of information that is designed to bring about social change.

Classroom action research consists of 4 stages, namely: planning, action, observing and reflecting (Mertler, 2009). The reserach design that used by the researcher here adopted from Kemmis dan Mc Taggart model as follows:

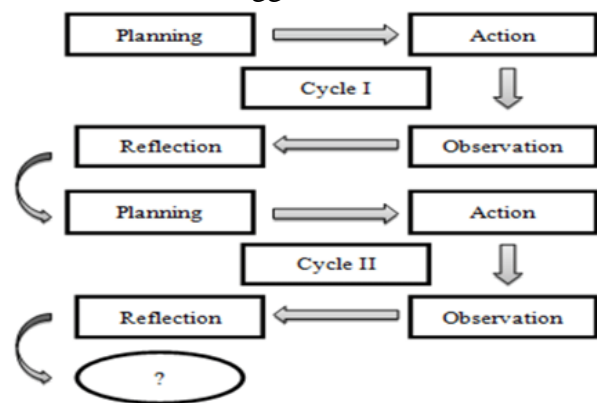


Figure 1. Classroom Action Research Cycle

The diagram explained the research procedure that have been done by the researcher in classroom action research. So that way, the researcher follow the route that have been written by the expert. The design of this research was classroom action research (CAR) by purposing to improve students' reading comprehension through direct instruction.

This research was done at SMPN 5 Pujut academic year 2021/2022. The subject of this research was students VII.C class with total number of the subject 22 students. The subject was taken because the condition of the class was in low average level of KKM. The first test of students score was 72,5. The score didn't indicate the criteria of minimum score with level standard rank 75 average score in central

Lombok area especially in SMPN 5 Pujut. Where the student's classical completeness with the percentage under 50%. So that way, the researcher has initiation to improve students' ability to understand reading comprehension by using direct instruction method.

RESULT AND DISCUSSION

Finding

In the findings of this study, the author presented the results of the research that had been conducted. In this part, the author shows the results of data analysis obtained from the investigation.

Cycle 1

1. Planning

In this step the researcher focusing to arrange the lesson plan related to the method that used in solving the problems.

- a. Arrange the lesson plan based on the method that used in teaching learning process at the class.
- b. Arrange the instrument of the research based on reading comprehensions indicators to avoid misunderstanding of instruction given
- c. Preparing instrument test for the first and second cycle to measure the student's improvement in each cycle.
- d. Preparing learning model by using direct instruction.
- e. Preparing all the material needed in learning process by using direct instruction.
- f. Preparing scenario mitigation if in the first cycle was not achieve criteria minimums score.

2. Acting

In this steps, the researcher implemented the plan that have been arranged in the planning. The acting related to SK and KD of English subject of the SMP level by taking reading comprehension material focusing and formulate the procedure such as:

- a. The researcher explained the purposes of the learning by looking the KD

- b. The researcher explained learning material of reading comprehension
- c. The researcher explained the learning procedure or steps by using direct instruction method
- d. The researcher gave the chance to the students to give some question about the learning material
- e. The researcher reexplained if the students did not understand with the material given
- f. The researcher discussed together with the students about the material deliver
- g. The researcher gave the test in the end of the cycle proses.

3. Observing

In the observation process, the researcher collaborated with the teacher at the school by observing some activities that may included'

- a. Observing whole activities of the students in learning process
- b. Observing the implementation of the lesson plan that have made
- c. Observing the procedure of teaching learning process by using direct instruction
- d. The researcher and teacher collaborated to take evaluation of learning activities by using instruments that arrange before course begin.

4. Reflecting

In this final steps, the researcher evaluated whole activities that have been done during the researcher process to measure the achievement of the data analysis. This result of analysis proved the data the elaborated above. The elaboration included first and second cycles of the research. The reflection was done to measure the improvement of teaching learning process by elaborating the result of evaluation. The minus activities in the first cycle repaired in the second cycle. This activities was done to achieve CMS of English subject with standard 75 point score.

Cycle 2

In this cycle the researcher reflecting whole activities that have been done in the first cycle by

evaluating the students did not achieve the CMS. By understanding the condition and the score values in first cycle, the researcher rearranges the process of teaching. The process following the process in the first cycle. Some revision related to the proses of implementing steps in teaching and some ambiguous of instruction.

Based on the implementation process in cycle II by implementing direct instruction method. The data analysis showed that the improvement of the students where the classical percentage till 100% with the average result score 87,5. This result indicted that direct instruction was effective to improve student reading comprehension.

Discussion

Based on the research findings, This research was considered successful because it had fulfilled the indicator of success of CAR itself where all of students in the class who took and attended the teaching and learning process could achieve the score of minimal passing grade (CMS). The research used two cycle because at the first cycle (cycle I) the students classical completeness was achieve 50% with the average score around 74,5. This indicated that the researchers should continued with cycle II by arrange lesson plan dan revise teaching procedure. In the cycle II the researcher following whole steps process in the cycle I that included planning, acting, observing and reflecting. Based on the test analysis in cycle II, there researcher found the improvement of students score achievement with the average soccer 87,5. So that way, the total number of percentage of students' classical completeness achieve 100%. This indicated that there was improvement of students reading comprehension through direct instruction.

The Direct Instruction method was treated in the process of teaching reading comprehension especially in narrative text. This method made students to be more active in the classroom when

learning process, because this method gave chance to the students to solving a problem and try to make a conclusion together. According to Louden (2014) Direct Instruction is a teaching method developed in the United States focused particulary on the needs of children with leraning difficulties. Building on behaviourist learning theory, Direct Instruction breaks each learning task down into its smallest component and requires mastery of simpler skills before proceeding to more difficult skills. Students are grouped according to their achievement, teachers are provided with closely scripted lessons plans, students respond to the teacher orally and as a group, and the group does not move on untill everyone understands the material.

The direct instruction method was effective towards students' reading comprehension, it can be inferred that used direct instruction method to help students in reading comprehension. In addition direct instruction method is also an appropriate method could be used to made students feel comfortable to learn in group. In the result of data analysis, the direct instruction method had positive effect in improving students' reading comprehension at second grade students of VII.C class of SMPN 5 Pujut in academic year 2021/2022.

CONCLUSION

The conclusion of the research that the direct instruction effective in improving students' reading comprehension at second grade students of VII.C class of SMPN 5 Pujut. This improvement proved by calculating the data from cycle I to Cycle II, where the classical completeness at the cycle I was 50% and in the cycle II 100% with the average score of the students in the cycle I 74,5 and cycle II 87,5. Therefore it suggested to use direct instruction for the alternative solution in teaching reding comprehensions

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