

IMPROVING READING COMPREHENSION BY USING DIRECT METHOD

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Absrtact

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According to Jeffries and Mikulecky (1996:4) in Aprillianto, reading is one of the important ways to improve general language skills in English. They say that reading helps the students learn to think in English, enlarge the students' vocabulary, improve the students' writing, practice the students English if the students live in a non-English – speaking country, prepare the students if they want to study in an English – speaking country, and get experiences. According to Burns et.al (1987:16), Reading is developmental. It is not only a single skill, but also interrelated process of many skills. It means that reading is a complex process that is related with our interpretation while reading the text.

In this research, the research problem is “How can the use of Direct Method improve Reading Comprehension of the Eighth grade students at SMP Plus Al Aziz in the 2016/2017 academic year?”

. Based on the problems, the research objective is intended “To Improve Reading Comprehension by using Direct of the Eighth grade students at SMP Plus Al Aziz in the 2016/2017 academic year?”

This research was Classroom Action Research. The research area was SMP Plus Al Aziz in Jember. Furthermore, the research subjects of this research are the VIII A students of SMP Plus Al Aziz. Test and observation are used to obtain the data. In order to calculate the students' reading score, Alpha Cronchbach Formula is

used. The data was analyzed using formula $E = A/N \times 100\%$. Direct Method improves the students' Reading Comprehension in two Cycles. In the cycle 1, the mean score of the students in learning process was 50%. The result of students always improve in every meeting but not high. In cycle 2, the mean score of students in learning process improved it was 80%. It means that Direct Method can improve the students' Reading Comprehension. Besides that, the students score in reading test also improve. It can be seen in the end of cycle 1 the mean score of students were 57.75 and the presentation of students succeeded were 50% with 4 students success and 4 students not success. Then in cycle 2 the mean score of students were 71.5 and the presentation of students succeeded were 75% with 6 students success 2 students not success.

MENINGKATKAN PEMAHAMAN MEMBACA DENGAN MENGGUNAKAN METHODE LANGSUNG

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Abstrak

Puspitasari, Ayu, 2017, Meningkatkan Pemahaman Membaca menggunakan Metode Langsung di SMP Plus al Aziz Jember di Tahun Akademik 2016/2017. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Pendidikan, Universitas Muhammadiyah Jember.
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Kata Kunci : Metode Langsung, Pemahaman Membaca

Menurut Jeffries dan Mikulecky (1996:4) di Apprillianto, membaca adalah salah satu cara penting untuk meningkatkan dasar Bahasa Inggris secara umum. Mereka mengatakan bahwa, membaca akan membantu siswa untuk mempelajari Bahasa Inggris, untuk memperluas kosakata siswa, meningkatkan menulis siswa, melatih Bahasa Inggris siswa jika mereka tidak bertempat tinggal di area Inggris- negara berbicara, menyiapkan para siswa jika mereka ingin belajar di Inggris- negara

berbicara, dan mendapatkan pengalaman. Menurut Burns et.al (1987:16), Membaca adalah perkembangan. Ini bukan hanya satu kemampuan, tapi juga berhubungan dengan beberapa kemampuan. Maksudnya adalah membaca merupakan proses lengkap yang berhubungan dengan tafsiran teks membaca. Penelitian ini, mempunyai masalah penelitian yaitu "Bagaimana penggunaan metode Langsung untuk meningkatkan pemahaman membaca siswa kelas VIII di SMP Plus Al Aziz di Tahun Akademik 2016/2017?". Berdasarkan masalah tersebut, objectif penelitiannya adalah " untuk meningkatkan pemahaman membaca siswa kelas VIII di SMP Plus Al Aziz dengan menggunakan metode langsung di tahun akademik 2016/2017". Penelitian ini menggunakan PTK. Tempat penelitian adalah SMP Plus Al Aziz di Jember. Yang mana, subject penelitian adalah siswa kelas VIII SMP Plus Al Aziz. Tes dan Pengamatan dilakukan untuk memperoleh data siswa. Yang bertujuan untuk menghitung nilai membaca siswa dengan menggunakan rumus $E = \frac{A}{N} \times 100\%$. Metode Langsung meningkatkan pemahaman membaca siswa dilakukan dalam 2 siklus. Di siklus 1, rata rata nilai membaca siswa adalah 50% yang berarti bahwa peningkatan di setiap pertemuan belum tinggi. Di siklus ke-2, nilai rata rata dalam proses pembelajaran sudah meningkat 80%. Ini berarti bahwa, penggunaan Metode Langsung dapat meningkatkan Pemahaman Membaca Siswa. Selain itu, nilai tes pemahaman membaca siswa meningkat. Dapat dilihat dari siklus terakhir (1) nilai rata rata siswa hanya 57,75 dan persentasi hanya 50% dengan 4 siswa yang sukses dan 4 siswa yang tidak sukses. Kemudian, di siklus ke-2 rata rata nilai siswa adalah 71.5 dan persentasi kesuksesan adalah 75% dengan 6 orang yang sukses dan 2 orang tidak sukses.

Introduction

English is one of the most important language. We know that Indonesia is a developing country that needs to study English. Not only the technology, but also education is needed in developing country. In study English we know about the four skills, they are : speaking, reading, writing and listening. One of the skill will discussed in this research is Reading. According to Lewis (1991) reading can be viewed as an act of critical thinking, and reading class will be effective with strategies that improve the students ability to express what they think, read or write. He also adds that reading is important for the students to extend their knowledge. According to Jeffries and Mikulecky (1996:4) in Aprillianto, reading is one of the important ways to improve general language skills in English. They say that reading helps the students learn to think in English, enlarge the students' vocabulary, improve the students' writing, practice the students English if the students live in a non-English – speaking country, prepare the students if they want to study in an English – speaking country, and get experiences.

Based on the observation in SMP Plus Al Aziz, the researcher found that the students' reading comprehension is still low. It was showed by their score in reading class. The mean of their reading score was 45 whereas the minimum standard mastery is 65. Another problem found by the researcher was on teacher's method. The teacher only used one method while process teaching and learning. The students only speaks in Bahasa Indonesia in finding the meaning of the text. Because, the teacher using Bahasa Indonesia to teach them.

There are many way to teach English to the students. As a good teacher we should choose the best way teaching in order to make our students interested and enjoy with our lesson. One of the method in language teaching is by using diercet method. The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual and aids, with no recourse to the students' native language (Diller 1978).

Teachers who use the Direct Method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations.

Based on the preliminary study and the observation that is conducted by the researcher, that students' Reading Comprehension still need to be improved. In fact, Among 8 students, there were 3 students or only 37.5 % of students who could achieve. The action is regarded successful if more than 62.5 % of students can achieve the target score, which are 65. However if the requirement above cannot be achieved in the first cycle, the action will be continued with the next cycle. The researcher increases the percentage of students' achievement after implementing cycle into 87.5 %.

The reasons why the students get minimum score is caused by some factors, such as the students bored and lack of interest, the media in teaching learning activity was not optimally used.

Based on problems in the class, there are some appropriate medias. One of them is direct method that is expected to improving students' reading comprehension. The researcher and the English teacher of the eight class of SMP Plus AL Aziz agreed to conducts Classroom Action Research with that media.

Based on the explantion above, a Classroom Action Research entitled "Improving Reading Comprehension by Using Direct Method at SMP Plus Al Aziz in the 2016/2017 Academic Year" is conducted.

RESEARCH METHOD

The Objectives of the Research is:

- The objectives of the research referring to the research problem is to improve the Eighth grade students reading comprehension at SMP Plus Al Aziz in the 2016/2017 academic year.

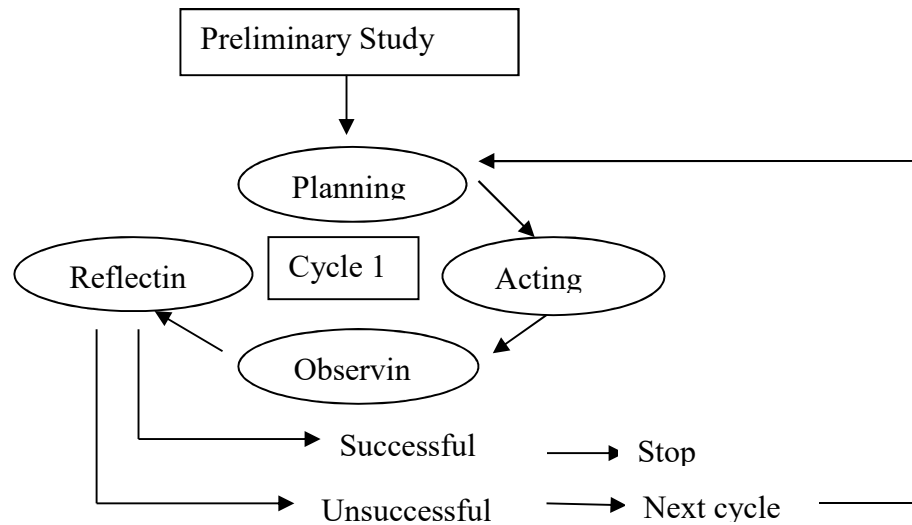
Action Hypothesis

- The hypothesis of this research is the use of Direct Method can improve the reading comprehension of the eighth grade students at SMP Plus Al Aziz in the 2016/2017 academic year.

Kind of Research

This research belongs to a classroom action research (CAR). CAR is a research that is conducted by the teacher in the class to complete and improve teaching learning process, there were four components of action research, they were planning, acting, observing, and reflecting.

Arikunto (2013:134) says that Classroom Action Research belongs to qualitative research and it's a kind of recurring and sustaining process. Although Classroom Action Research belongs to qualitative research, the data in taking decision could be in the form of quantitative in order to make it more accurate.



Adapted from Kemmis and Taggart in Arikunto (2010:137)

Criteria of Success

The criterion is used to determine whether the actions being given are successful or not. The students result would be analyzed using the following formula:

$$\text{The students score} = E = \frac{n}{N} \times 100\%$$

Notes:

- E= the percentage of the students score of writing test
- n= the number of the students achieving the target score
- N= the total number of the students.

(Ali, 1993:186)

This research could be said succeed when at least 70% of students pass the target score of vocabulary score which was 70. While, for the students' active participation, it was needed 70% of students participated during the teaching and learning process while implementing Guessing Words Game.

THE RESULT OF THE RESEARCH

1. Result of Reading Test in Cycle 1

There were three meetings in cycle 1. The first meeting was held on November 15, 2016 from 06.45 to 08.15 a.m. The second meeting was held on November 17, 2016 from 08.15 to 09.45 a.m. The third meeting of this cycle was held on November 22, 2016 from 06.45 to 08.15 a.m.

Cycle 1 was carried out through certain procedures with cycle model which consists four components of action research, they are (1) planning (2) acting (3) observing and (4) reflecting (Arikunto:2013:131). From the test result, 4 students ≥ 65 and 4 students got ≤ 65 in reading test

2. Result of Observation Checklist in Cycle 1

In Cycle 1, there were two data that had been analyzed. The first data was the students' involvement during teaching and learning process by implementing Direct Method. The data was gotten from the classroom observation by using an observation checklist. For the observation result of Cycle 1. Based on the calculation, 61% of 8 students were actively involved in the teaching learning process.

3. Result of Reading Test in Cycle 2

After conducting the two meetings in Cycle 2, the researcher gave a test to find out the significant impact of Direct Method on the students' reading comprehension. The test was held on January 3, 2017. The researcher asked the students answered the question based on the material given. Based on the test result Based on the test result, 6 students got ≥ 65 and 2 students got ≤ 65 in reading test. The mean score was 71.5 and the percentage of students who get score ≥ 65 was 75%. It means that teaching reading comprehension by using Direct Method in cycle 2 could reach the target score and the requirement of students scoring ≥ 65 . From the data above, it can be concluded that the requirement in this research had already been achieved.

4. Result of Observation Checklist in Cycle 2

For the observation result of Cycle 2. Based on the calculation 81% of 8 students were active to join the teaching learning process of reading. It can be conclude that requirement of students active involvement in teaching learning process of reading had already been fulfilled. In cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1.

5. The Result of Reflection in Cycle 1

Based on the calculation, the mean score was 57.75 and the percentage of students who scored ≥ 65 was 50%. Based on the Reading test result of Cycle 1, it can be concluded that the standard requirement of the mean score and percentage score of the students in reading test was not achieved yet. It was because Direct Method was a new method for the students, and the students needed a lot of practice. Furthermore, the students did not have enough vocabulary so it's difficult for them to know the meaning of words. Besides, the materials given was too difficult for the eight grade students. The action in Cycle 2 is needed improvement by giving more reading activities using direct method.

6. The Result of Reflection in Cycle 2

. Based on the calculation, the mean score was 71.5 and the percentage of the students who scored ≥ 65 was 80% in succesful. It means that the standard requirement of the mean score of the students in reading subject had already been achieved. The action can be stopped in Cycle 2.

In conclusion, direct method is able to improve the reading comprehension by doing intensive practice in reading and understanding. It could help the students to read English, understanding the text useful for improving reading comprehension.

Table: The Improvement of students Reading Comprehension in Each Cycle

Cycle	The percentage of students' reading score	The percentage of observation checklist
Cycle I	57.7%	50%
Cycle II	71,5%	75%

DISCUSSION

This research was aimed to improve the students' vocabulary achievement by applying Guessing Words Game during teaching and learning process especially for XA grade students at SMA Muhammadiyah 2 Wuluhan. The results from the preliminary study showed that there were some problems that students faced during learning English especially in vocabulary. They were students' low vocabulary achievement, they got difficulty to find the general and specific information fom the material. Moreover, they also had low motivation. Therefore, this media was applied to help the students' vocabulary achievement.

In Cycle one there were two data that have had gathered by the reasercher and the English teacher, first was the students' vocabulary test score and the second was their involvement during the implementation of Guessing Words Game. The result of their vocabulary score showed that the mean score of students was 61,8 and the percentage of students who scored ≥ 70 was 43,33%. While, based on the observation checklist it found that only 60% of students were involved in class or active. Based on the vocabulary test result of Cycle 1, it can be concluded that the

criteria of success of the mean score and the percentage score of the student in vocabulary achievement was not achieved yet.

Therefore, the researcher and the English teacher did investigation to find out what were the students problems in Cycle 1 and it was found that the students still had low motivation to study because they were still not accustomed with the new technique that had been used by the researcher and also they needed more exercises. Since the result of Cycle 1 was not reach the target requirement of this research, so the researcher conducted the next cycle.

DISCUSSION

The objectives of the research is to know, how direct method can improve the eight grade students' Reading Comprehension at SMP Plus Al Aziz in 2016/2017 academic year. Before the researcher can improve the eighth grade students' reading comprehension, the researcher must solve the problem of the students.

The problem of the students as follow : the students' reading comprehension was still low. It was showed by their score in reading class .The students were bored and afraid to follow the English teacher learning process because they did not know the meaning of the utterances that were being used. The students were difficult to understand the English text. They could not answer some questions, because they have lack of word.

In the first cycle, this technique still can not make students succeeded by get score. It can be happened because some factor : English still new for the students so they influenced by their mother tongue, the students have lack of some word, and the students also were not familiar with direct method make them confused to follow the steps of this method, this method needed more time.

In the second cycle , The researcher make some modification in second cycle to solve the problems. The researcher gave practice text to help students found the words that they need. The students may bring dictionary to help them to find the meaning of the words. In the cycle 2 of this research had already achieved and it can be said that it was succesful. It means that direct method can improve the students' reading comprehension. It proven that direct method is helpful and worth to be applied in improving the students' reading comprehension.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion of the result, it can be concluded that the use of direct method was able to improve the eight grade students' reading comprehension at SMP Plus Al Aziz in 2016/2017 academic year. During teaching learning reading process by direct method, the material was tried to be explained well and process of Direct Method was more focused on the reading aspect such as understanding the main idea, the structure, the meaning of the text. Narrative texts were provided to help in reading

comprehension. If the students master all those aspects, their reading comprehension will be improved. The students can and understand what they read.

Suggestion

Based on the result of the classroom action research, some suggestions are given to the English teacher, the students and other researchers.

1. The English Teacher

Direct Method can improve the students' reading comprehension, so the English teacher is suggested to apply Direct Method when teaching reading in the classroom. In this research, the researcher did not focus on grammar, but if the English teacher have given grammar lesson before, the teacher also can focus on that aspect.

2. The Students

The eight grade students at SMP Plus Al Aziz are suggested to be more motivated and serious in learning English and they should practice their English, not only in classroom but also in their daily activity.

3. The Other Researchers

The other researchers are suggested to make further research especially concerning on teaching reading comprehension through other methods or techniques so they could help the students in resolving their problems in learning reading.

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