

**IMPROVING STUDENTS' READING COMPREHENSION BY USING
DIRECT INSTRUCTION AT THE SEVENTH GRADE STUDENTS OF SMP
NEGERI 2 LANGSA**

THESIS

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ABSTRACT

Reading is one of the skills in learning a foreign language. It is considered as one of important skill than others. It is caused reading is a basic skill which has to be mastered by students to discover other skills or knowledge. In SMP Negeri 2 Langsa, the seventh grade students have many troubles in reading comprehension skill. Therefore, the researcher tried an approach to help students in reading comprehension. In this step, the researcher applied direct instruction approach. Direct instruction is one of the approaches which is set particularly to complete the students' learning process which has related to declarative knowledge and procedural knowledge, which is set in order and can be taught step by step. In this research, the researcher did the experimental research at SMP Negeri 2 Langsa. The writer applied class VII4 on experimental class that consisted of 28 students. On the other hands, the writer conducted VII5 as controlled class that consist of 27 students. The research was done by applying teaching reading comprehension by using direct instruction. After conducting treatment the students ability in reading comprehension is developed, the students at experimental class got mean 78,98. In other words, the controlled class got mean 65, 92. Besides of the comparison of the mean score in the both class. the researcher also did hypothesis testing. Based on the result of hypothesis testing, the researcher got that $t_{\text{observed}} > t_{\text{table}}$ that is $16,69 > 2,775$. Therefore, H_a was accepted and H_o was rejected. Therefore, direct instruction can improve students' ability in teaching reading comprehension at the seventh grade students at SMP Negeri 2 Langsa.

Key Words : Reading Comprehension and Direct Instruction

ABSTRACT

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Reading is one of the skills in learning a foreign language. It is considered as one of important skill than others. It is caused reading is a basic skill which has to be mastered by students to discover other skill or knowledge. In SMP Negeri 2 Langsa, the seventh grade students have many troubles in reading comprehension skill. Therefore, the researcher tried an approach to help students in reading comprehension.

In this step, the researcher applied direct instruction approach. Direct instruction is one of the approaches which are set particularly to complete the students' learning process which has related to declarative knowledge and procedural knowledge, which is set in order and can be taught step by step. Therefore, the English teacher can teach and monitor the students' reading comprehension in detail. In the other hand, the English teacher also can study the development of the students' reading comprehension in every step.

In this research, the researcher did the experimental research at SMP Negeri 2 Langsa. In order to collect the data, the writer did pre-test, treatment and post-test. The writer did reading test as instrument to measure the students' reading comprehension, the reading comprehension test is done both on experiment and control class. The writer applied class VII4 on experimental class that consisted of 28 students. On the other hands, the writer applied VII5 as controlled class that consist of 27 students. The research was done by applying teaching reading comprehension by using direct instruction. The treatment is conducted for experimental class, in the other hand, the writer control class is taught by the English teacher of SMP Negeri 2 Langsa. After conducting treatment the students ability in reading comprehension, the writer compared both of score between experimental and control class. Consequently, the students of experimental class got the higher score than control class. The students at experimental class got mean 78, 98. In other words, the controlled class got mean 65, 92.

Besides of the comparison of the mean score in the both class. the researcher also did hypothesis testing. Based on the result of hypothesis testing, the researcher got that $t_{\text{observed}} > t_{\text{table}}$ that is $16,69 > 2,775$. Therefore, H_a was accepted and H_o was rejected. Therefore, direct instruction can improve students' ability in teaching reading comprehension at the seventh grade students at SMP Negeri 2 Langsa. Based on the result, the researcher tries offers some suggestions for the reader, The English teachers should apply Direct Instruction continuously in every learning activity appropriately, the students of SMP Negeri 2 Langsa to improve their reading ability

continuously, particularly in reading comprehension ability. Therefore, the students can understand the information within capture in reading text.

Key Words : Reading Comprehension and Direct Instruction

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the skills in learning a foreign language. It is considered as one of important skills than others. It is caused reading is a basic skill which has to be mastered by students to discover other skills or knowledge. As Louisia statement, “reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Any child who does not learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.”¹

In syllabus of English, reading is one of skills which is studied in English subject. Reading skill is started to be studied from beginning level. The reading skill is discussed particularly as well as other skills like speaking, listening, and writing. In studying reading skill, teacher gives some texts for students. Then, the students are demanded to understand the meaning which is included in the reading text or usually called reading comprehension.

Reading Comprehension is the act of constructing meaning through interaction and involvement with written text. Comprehension involves an interaction between the reader, the text, and the activity.² Reading comprehension is the activity which is conducted by teacher to recognize the meaning of the text

¹ Louisa C. Moat, *Teaching Reading is Rocket Science*, (Washington DC: NICHD, 1999), P.05

² *Definition of Reading Comprehension*, (online) <http://www.learningunlimitedllc.com/2014/05/9-definitions-reading-comprehension/> is accessed on 18th April 2015

for students. Consequently, the students can answer the questions which relate to the text to check their understanding.

Because of reading comprehension is considered as the fundamental skills which have been taught in the early age. The reading comprehension is started to study from junior high school up to secondary school. For example, at SMP Negeri 2 Langsa, students have studied reading skill from the seventh grade. In this level, the students are still difficult to understand reading text. Because they ignore the teacher while she is explaining some texts and asking students to construct the text.

According to the result of interview to one of English teachers of this school, the writer found that the seventh grade students has problems in reading comprehension. For instance, the students cannot answer the question to check their reading comprehension. Consequently, the teacher is demanded to apply an effective approach to teach reading comprehension.

Based on the reason above, the writer is interested in practicing one of approaches to help students in reading comprehension. Direct instruction is one of the approaches to teach reading comprehension. Marck stated that “there is an approach to teaching early reading, an approach called Direct Instruction. That is known to work very well. It is a highly organized, teacher-directed approach informed by a careful analysis of the skills that must be acquired by anybody learning to read”.³

Direct Instruction is one of the approaches which has to be proven can help students in reading comprehension. The data showed that “Direct Instruction

³ Marck, C. Shucg, Ph. D. et al, *Direct Instruction and the Teaching of Early Reading* (online) is accessed on [www. Wpri.org](http://www.Wpri.org), P. 01 is accessed on 15th April 2015

using the corrective reading materials was an effective method for improving the participant's reading skills. The student completed the *Peabody Individual Achievement Test* (PIAT) after the last day of data was taken for this study. He showed immense improvement from a 7.2 grade level to greater than a 12.9. This was a gain of over five years.⁴

Based on the quotation above, the writer is interested to do a research which is entitled **“IMPROVING STUDENTS’ READING COMPREHENSION BY USING DIRECT INSTRUCTION AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 2 LANGSA”**.

B. Research Question

Based on the result of the interview to the English teacher at SMPN 2 Langsa, the writer found some students have difficulties in reading comprehension text. Therefore, the writer tries to do the research to answer the problem of the study “Does Direct Instruction improve students’ ability in reading comprehension?”

C. Purpose of Study

Based on the research question, the research has purpose “To analyze the effect of Direct Instruction in improving students’ ability in reading comprehension.”

⁴ Anne Gregory, T. F. McLaughlin and K. P. Weber, *The Effects of Using Direct Instruction And A Re-Reading Contingency With A High School Student* (online) The International Journal of Special Education 2005, Vol 20, No.1

D. Significance of Study

After getting the result of the research, the writer tries to offer the significances of the study to the reader. The writer divides the significance of the study in theoretical and practical. The significances of the study consist of:

a. Theoretical Significance

1. Can improve the professionalism of teachers in applying the techniques of teaching reading.
2. Can increase the innovative power and creativity of teachers in designing lesson plans.

b. Practical Significance

1. The results of this study will allow students to solve problems encountered in the teaching of reading in the classroom.
2. The results of this study will add the motivation of students in learning reading with various methods and approaches given.
3. This study is expected as additional information for further researcher who wants to do a research with the same topic.

E. The Hypothesis of Study

According to Arikunto hypothesis is “a prediction of the result of research that must be checked the truth by doing the research”.⁵ The hypotheses of the study consist of as follow:

⁵Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*.(Jakarta: Rineka Cipta, 2002), P. 127

H_a : Direct Instruction can improve students' ability in reading comprehension

H₀ : Direct Instruction cannot improve students' ability in reading comprehension.

F. Terminology

To avoid misunderstanding about the research, the writer explains the terminologies as follow:

1. Reading Comprehension

Reading Comprehension means “what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the idea in the text to what you already know. It is also remembering what you have read. In the other words, comprehending means thinking while you read”.⁶ It means that reading comprehension is constructing the meaning and connecting the idea in the text and remembering the information which is included inside.

2. Direct Instruction

Direct instruction is an approach to teaching. It is skill-oriented, and the teaching practices it implies are teacher-directed. It emphasizes on the use of small group, face to face instruction by teachers and ideas using carefully articulated lesson in which cognitive skill are broken down into small units, sequenced deliberately, and taught explicitly.⁷ It can be

⁶ Betrice S. Mikulecky and Linda Jeffris, *Advance Reading Power, extensive, Vocabulary Building, Comprehension Skill and Reading Faster*, (Pearson Longman), P. 74

⁷Marck, C. Shucg, Ph. D. et al, *Direct Instruction and the Teaching of Early Reading* (online) is accessed on [www. Wpri.org](http://www.Wpri.org), P. 03 is accessed on 15th April 2015

concluded that direct instruction is an approach which apply teacher-directed, which focus the activity on small group, face to face instruction and idea using carefully.