

**THE IMPLEMENTATION OF DIRECT INSTRUCTION STRATEGY IN
TEACHING READING**

(An Experimental Study at 1st Grade Student of SMA Negeri 1 Simeulue Barat)

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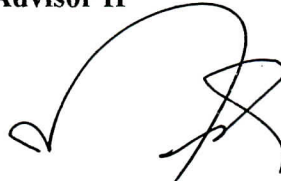
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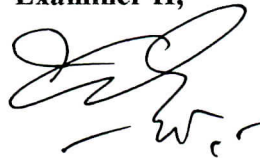
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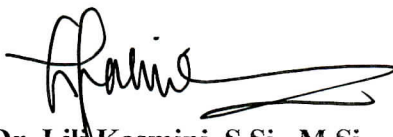
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LIST OF CONTENT

	Page
APPROVAL FORM	
DECLARATION	
ABSTRACT	i
ACKNOWLEDGEMENT	ii
LIST OF CONTENT	iv
LIST OF TABLES	vi
LIST OF APPENDIXES	vii
CHAPTER I INTRODUCTION	
1.1 Background of Study	1
1.2 The problem of Study	7
1.3 The objective of Study	7
1.4 The Significance of Study	7
1.5 The Scope of The Study	8
1.6 Hypothesis	8
1.7 The definition of Terms	8
CHAPTER II LITERATURE REVIEW	
2.1 Definition of Reading	10
2.2 Definition of Reading Comprehension.....	11
2.3 Types of Reading	12
2.4 Teaching Reading	14
2.5 The Process of Reading	15
2.6 Reading Strategies	17
2.7 The Definition of Direct Instruction	20
2.8 The Advantages of direct Instruction Strategy	22
CHAPTER III RESEARCH METHOD	
3.1 Design of the study	24
3.2 Location of the reserach	24
3.3 Population and Sample	25
3.4 Research Instrument	26
3.4.1 Test	26
3.4.2 Questionnaire	27
3.5 Data Collecting Procedures.....	27
3.6 Data Analysis.....	29
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
4.1 The Description of Data.....	38
4.2 The Analysis of Reading Test by Implementing DIS.....	38
4.2.1 The Analysis of Pre-test.....	38
4.2.2 The Analysis of Post-test.....	42

4.2.3 The Examining of Hypothesis	46
4.4 The Analysis of Questionaire	48
4.5 The Discussion of the Result	59
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	58
5.2 Suggestion.....	59
REFERENCES.....	61



LIST OF TABLES

	Page
Table 3.1 Score Category Assessment.....	30
Table 3.2 Rubric of Scoring Reading Test.....	34
Table 4.2.1 Students' Pre-Test score in experimental class.....	38
Table 4.2.2 Students' Post-Test score in experimental class	42
Table 4.3.1 Students' Pre-Test score in experimental class.....	47
Table 4.4.1 Students' result of questionnaire number 1.....	48
Table 4.4.2 Students' result of questionnaire number 2.....	49
Table 4.4.3 Students' result of questionnaire number 3.....	49
Table 4.4.4 Students' result of questionnaire number 4.....	50
Table 4.4.5 Students' result of questionnaire number 5.....	51
Table 4.4.6 Students' result of questionnaire number 6.....	51
Table 4.4.7 Students' result of questionnaire number 7.....	52
Table 4.4.8 Students' result of questionnaire number 8.....	52
Table 4.4.9 Students' result of questionnaire number 9.....	53

LIST OF APPENDIXES

Appendix 1 Explanation Texts

Appendix 2 Questionnaire



CHAPTER I INTRODUCTION

This chapter contains the background of study, the problem of study, the objective of study, the significant of study, the scope of study, hypothesis, and the definition of term.

1.1 Background of Study

There are four skill in English that have to be mastered by learners. They are speaking, writing, reading, and listening. These four skill should be involved by teacher in the teaching and learning process in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skill (Harmer, 2010).

From the four skills that have been mentioned above, reading is one of important skill in English which very important to be learned by sudents. The students are able to improve their own knowledge and experience through reading activity. They will get a lot of information and ideas that they want to know. The information can be gained from books, magazine, paper. Furthermore, the students also will know what they do not know before. The more they read, the more information they get.

Based on Bernhardt (2009:6), reading is an activity in understanding a written text which involves both perception and thought. It means that when someone is reading, she or he can give their opinion about the subject wich have been read. Furthermore, Snow (2013:15) stated that reading is not occur in vacuum, it is done for a purpose to achieve the end of the text. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend

and understand the passage. So, she or he can achieve the purpose of reading when the activity is done.

There are two process of reading, they are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to someone's spoken language, meanwhile comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

The essence of reading is comprehension, because it is a process of readers in combining informations of a text and their own prior knowledge to constuct the meaning. According to Lem (2010:3) that reading comprehension is the ability to build meaning of a written text. Reading comprehension is not a stagnant competency, it varies based on the purposes for reading and the text that is occupied. Reading becomes and evolving relations between the background knowledge of the reader and the text. The readers will not understand the text well and are not able to obtain the meaning of the text without any comprehending.

In teaching reading, strategy is very important. It is because the good strategy in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depend on the strategy that is implemented by the teacher. Strategy is an action that the teacher takes to obtain the teaching and learning goals. In addition, the strategy can also be defined as a general direction set for the teaching process and its various components to achieve the expected goals. A teacher require to create and use

many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the students interests.

Based on the researcher's preliminary research on August 30th 2020, August 31st 2020, September 6th 2020, and September 7th 2020, SMA Negeri 1 Simeulue Barat is a school which has good teaching and learning in English language lesson. It can be seen from the student's achievement in studying English. A good teacher is the most determinant of the students' achievement in the classroom (Hayes, 2003: 54). A teacher is considered as a successful teacher in teaching the subject toward the student if the students understand about the subject that is taught by the teacher.

Thus, the achievement of the students is seen from how the teachers master all the abilities of teaching. In this case, the researcher observes that the student understand the subject that is taught by the teacher, also the student are active while teaching and learning process. Furthermore, as a proof that students understand the subject, when the teacher gives some exercises unexpectedly, the students are able to answer the question correctly and appropriately. Even though, there are still some students who cannot answer it perfectly, but most of students in the class can do that.

In addition, the other evidence is the student achievement in English lesson. The student obtain high score and above KKM. The KKM in the school is 75, and the average of the student's score is 80. Therefore, the researcher conclude that teaching and learning process that handle by the teacher is successful that is proven by the fact that the students score in English is high. The teaching and learning achievement is not regardless of the teacher's ability on how the teacher manages the class.

Unfortunately, when the researcher came to the class to teach the target language in teaching learning process, the researcher found the fact that there were some problems in reading learning process such as lack of grammar knowledge, poor vocabulary, lack of reading interest, and hard to spell the words. Based on the observation done by the researcher while conducting her practical teaching, the researcher found that many students encountered difficulties when their teacher asked them to read and comprehend the text. For instance, the students find difficulties when the teacher asks them about some information that do not purely mention in the text but still in the context.

In addition, the students are lack of vocabulary that made them find difficulties in understanding the text, another difficulty that is faced by the students is in finding the main idea of the text. Moreover, the teaching methods or strategy with which the students were taught were not interesting for them so that they often feel bored during the teaching and learning process in the classroom.

Considering the above conditions, as the English teacher it is better to know various strategies in teaching English in order to make the students motivated and interested in learning reading by involving them into groups, discussing about the context in the text with their friends and composing a good reading comprehension.

Based on the problems faced by students in the school, the researcher attempts to apply one of the good strategies which is believed can be implemented to improve students reading ability. Direct Instruction is a strategy that can be used by the English teacher in teaching reading skill. According to Hanner, & Johnson (2012:20) direct

instruction strategy is a scripted strategy with brisk paced instruction that enables students to learn systematically through steps and a sequence of well organized. It means that, as an instruction strategy, direct instruction typically focuses on accomplishing instructional target by providing training on skills that are closely related to the targets (students). In addition, it requires well – planned, neat, and organized lessons.

Several previous studies have already proven that Direct Instruction Strategy is very effective to be used in reading class. The first research was conducted by Koutraki. The research is about “ The Effect of Direct Strategy Instruction through Reciprocal Teaching on the Reading Comprehension and Strategy Use of English Foreign Language Learners with Dyslexia in 2017.” The findings from the study indicated that the three students with dyslexia who received direct strategy instruction through reciprocal teaching improved their reading comprehension scores and strategy knowledge in the EnglishForeign Language.

The second is about “Improving Students’ Learning Outcomes through Application of Direct Instruction Learning Strategy. The study was conducted by Sidik and Winata from the University of Pendidikan Indonesia in 2016. The result of the study, obtained information that the learning outcomes using direct instruction learning strategy included into higher classification. Thus schools can apply the str ategy of direct instruction to improve the students’ learning outcomes.

The last research is about “The Effect of Direct Instruction Programs on Teaching Reading Comprehension to Students with Learning Disabilities in 2014”. The

study comes from Leigh, J. and Parker, S. from Liberty University. The result of the study shows that after a 10 - week intervention period, post test scores from the literary text subtest, informational text subtest, and vocabulary development sub test of the reading portion of Measure of Academic Progress Assessment were compared using three separate ANCOVA. The pretest scores served as the covariate. There were no significant differences found between the two treatment groups. Practical and methodological implications and limitations are discussed and recommendations for future research are included.

However, many of educators feel that the Direct Instruction strategy is waste of time and students will be bored with it after a while. Moreover, teachers who teach for a while are not in favor of the Direct Instruction strategy because they are set in a style of teaching, and it is very difficult for them to change (Janet & Kenneth, 2016:34). Although there is much controversi over Direct Instruction strategy, there has been many researchers using the strategy. The researchers, such as Englemann, Watkins, Lindsley, and others in 2014 did many research to find out the effectiveness of Direct Instruction Strategy. The data result of their research shows that the Direct Instruction strategy is effective in teaching reading comprehension.

Based on the previous researcher that have conducted, it shows that the use of Direct Instruction strategy has given a good impact toward the students learning outcomes in teaching reading. It is recommended for teachers to apply Direct Instruction strategy. The researcher intended to conduct a research by implementing the Direct Instruction strategy to the students of SMA Negeri 1 Simeulue Barat. The

researcher intends to know whether the Direct Instruction strategy improves the students' ability in reading. Furthermore, the researcher intends to apply quantitative method to measure the students' ability in reading after implementing the Direct Instruction strategy. Therefore, the researcher intended to conduct a research on the title **“The Implementation of Direct Instruction Strategy in Teaching Reading to the Students of SMA Negeri 1 Simeulue Barat”**

1.2 The Problem of Study

The problems of the study are :

1. Does the Direct Instruction Strategy improve the students' ability in reading?
2. What are the students' perception of using the Direct Instruction Strategy in teaching reading?

1.3 The Objective of Study

The objective of the study is:

1. To find out whether or not Direct Instruction Strategy improve the students' reading ability.
2. To know the students' perception about using the Direct Instruction Strategy in teaching reading

1.4 The Significance of Study

The results of this research are expected to give benefit for education world theoretically and practically.

Theoretically, it is expected to enrich the theories of reference of teaching reading as well as to give more meaning and deep understanding generally for the

readers and especially for the English teachers in order to find out the innovative and creative method that can be applied in teaching reading.

Practically, this research is expected to give positive and meaningful contribution to the readers and the teachers about how to use direct instruction strategy in teaching reading.

1.5 The Scope of Study

Based on the explanation above, the writer gives scope and limitation as follows:

1. This research focuses on the use of Direct Instruction Strategy in improving students' ability in reading.
2. This study is conducted only with the students of the first grade of SMA Negeri 1 Simeulue Barat.

1.6 Hypothesis

H₀: There is no significant difference between students who are taught by using Direct Instruction Strategy than the students who are not taught by using Direct Instruction Strategy.

H_a: There is a significant difference between students who are taught by using Direct Instruction Strategy than the students who are not taught by using Direct Instruction Strategy.

1.7 The Definition of Term

1. Teaching Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2010:2) reading

means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

2. Direct Instruction Strategy

Direct Instruction is a strategy that refers to instructional approaches that are structured, sequenced, and led by the teachers. In addition, the direct instruction strategy means the presentation of academic content to students by the teacher. In other words, it is a strategy in which the teacher is "directing" the instructional process or instruction is being "directed" at students. For instance, teachers may use direct instruction strategy to prepare the students for an activity in which the students work collaboratively on a group project with guidance and coaching from the teacher as needed.

