

THE EFFECT OF DIRECT INTERACTION STRATEGY IN TEACHING READING

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui keefektifan interaksi langsung dalam pembelajaran pemahaman membaca dan untuk mengetahui hambatan dalam membaca di SMP Islam Darul Hikmah Makassar. Rancangan penelitian ini adalah pra eksperimen dengan menggunakan metode kuantitatif. Instrumen penelitian yang digunakan adalah Pre-Test, Post-Test, dan angket. Penelitian ini terdiri dari 5 kali pertemuan termasuk treatment. Sampel penelitian ini adalah kelas 7 yang terdiri dari 32 orang. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada Pre-Test adalah 59,75 dengan nilai minimal 33 dan nilai maksimal 80, dan nilai rata-rata pada post-test adalah 71,57 dengan nilai minimal adalah 54 dan skor maksimum adalah 88. Disimpulkan bahwa persentase hasil Post-Test lebih tinggi dari persentase hasil Pre-Test. Selain itu, perhitungan hipotesis statistik menggunakan uji sampel berpasangan menunjukkan nilai signifikan (2-tailed) adalah $0,00 < 0,05$, sehingga H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa terdapat perbedaan rata-rata antara Pre-Test dan Post -Test hasil belajar, artinya penggunaan strategi interaksi langsung berpengaruh signifikan dan dapat meningkatkan pemahaman membaca siswa.

Kata kunci: Efektivitas, Pemahaman Membaca Siswa, Interaksi Secara Langsung.

Abstract: The purpose of this research was to determine the effectiveness of direct interaction in teaching reading comprehension and to determine the obstacle in reading at SMP Islam Darul Hikmah Makassar. The research design is pre-experimental using quantitative methods. The research instruments were Pre-Test, Post-Test, and questionnaires. This research consisted of 5 meetings including treatment. The sample of this research was class 7 which consisted of 32 people. The results of this research show that the average score of students on the Pre-Test was 59,75 with the minimum score was 33 and maximum score was 80, and the average score on the post-test was 71,57 with the minimum score was 54 and maximum score was 88. It was concluded that the percentage of Post-Test results was higher than the percentage of Pre-Test results. In addition, statistical hypothesis calculations using paired sample tests show a value significant (2-

tailed) is $0.00 < 0.05$, so H_0 is rejected and H_a is accepted, It can be concluded that there is an average difference between the Pre-Test and Post-Test learning outcomes, which means the use of direct interaction strategy significant effect and can improve students' reading comprehension.

Keywords: Effectiveness, Students' reading comprehension, Direct interaction strategy.

INTRODUCTION

English as a foreign language in Indonesia has influenced many aspects of life. Language has important role on the intellect, improvement and society. Now a days English already become one of the most important languages. In other words by mastering English either actively or passively, we can grasp a half of this world not only in business world but also in politics and in education. English is a subject that taught by beginning from elementary school to university.

In today's, worldwide the significance of English can't be denied and disregarded since English is the best normal language spoken all around. As we know that there are four skills in English language it are listening, speaking, reading and writing. But in this case the researcher focuses on reading teaching.

The global world requires the similarity of languages, and so far what will be recognized as a world language is English. The mastery of English is important to be able to access information that is always changing rapidly. English learning includes four aspects of skills, namely: listening, speaking, reading, and writing. All four aspects of this skill need to be mastered by students, so, students will have English competence both oral and reading. According to Eddie C Kennedy (1981), reading is the ability of an individual to recognize a visual form, associate the form with sound or meaning is aquire in the past, and on the basis of past experience, understand and interpret is meaning.

Furthermore, Gardon (2007) stated that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. In line with statements above, reading comprehension does not focus on pronunciation or load reading, but it focuses on understanding a main idea and related details.

In overcoming the difficulties on reading comprehension there are many strategies can be used by the students. According to Oxford (1990), there are two kinds of learning strategies which can be applied in reading, i.e. direct strategies and indirect strategies. Direct strategies are tactics that are used directly by students while they read a reading comprehension text. It consists of memory strategies, cognitive strategies and compensational strategies. Meanwhile, in direct strategies is intentional, tactics by which learners monitor, identify and remediate their reading. It consists of metacognitive strategies, affective strategies and social strategies.

Among these strategies, the cognitive strategies is one of the most popular strategies used in reading. Based on Anne Ratna S (2014), the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning. It involves word-by-word translation, meaningful translation,

underlying keywords, guessing meaning from the context, inferring and many others. From the elaboration above, the researcher assumes that the cognitive strategies is one of the best strategies can be used by the students in overcoming the reading comprehension difficulties. In term of this matter, the researcher will interest in conducting a research relate to the topic of the use of direct strategies by students of senior high school in reading comprehension.

METODE

This research was a type of pre-experimental design research. According to Effendi Syahrin (2013), pre-experimental design was often referred to as a design that is not yet good or an experiment design that was not truly experimental. This design was also often called a quasi-experiment. In its implementation, this type of experiment has not yet fulfilled the requirements of a scientific experiment by following certain rules that have been established. The research design used is the One-Group Pre test – Post test Design where this experiment will be carried out in only one group without a comparison group. In this design using a pretest before being given treatment. This the results of the treatment can be known more accurately, because it could compare the conditions before and after treatment.

The researcher tried to describe the effect of treatment of two different, the researcher design were pre-test and post-test therefore, the design would be called a pre-test and post-test design.

The method used in this research was a quantitative method using a pre-experimental design for the first grade of SMP Islam Darul Hikmah Makassar to improve students' reading comprehension using direct interaction strategy. The place of this research at SMP Islam Darul Hikmah Makassar. The time of this research was 29 May, 1 June, 5 and 8 June, and 12 June 2023. The population of this research was the first grade of SMP Islam Darul Hikmah Makassar in 2022/2023 academic year. The total of the population is 32 students will distribute in one class. The pre-test, treatment, and the post-test were conducted 4 times. Each meeting was conducted in 80 minutes. The researcher would use two research instruments, a reading test, and a questionnaire. The data were analyzed by using SPSS V.25 program statistics and Google form.

RESULT AND DISCUSSION

This chapter deals with the presentation of the data analysis as well as the discussion on the result of the data analysis. There were two kinds of instruments used in this research to collected the data, namely: reading test and questionnaire.

Table 1. The Mean Score and Improvement of The Students' Tests

Indicator	Mean Score		Improvement %
	Pre-Test	Post-Test	
Reading Comprehension	2.138	2.852	33,39%

Based on the data, showed that the rate percentage of the students' before treatment was fair because most of them were in the fair classification. And the

rate percentage of the students' after treatment was good because most of them were in the good classification and there are 9% in the very good classification.

Table 2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk	Df	Sig.
	Statistic	Df	Sig.	Statistic		
Pre-Test	0.103	32	.200*	0.964	32	0.350
Post-Test	0.106	32	.200*	0.966	32	0.389
a. Lilliefors Significance Correction						

Based on the output table of "Tests of Normality" in the Shapiro Wilk test section, it knows that the value significant for the Pre-Test value 0.350, and the Post-Test value of 0.389. Because the value is greater than 0.05, it can be concluded that the Pre-Test and Post-Test data values are normally distributed.

Table 3. Table Output Paired Sample Test

Paired Samples Test									
		Paired Differences					T	Df	sig. (2-tailed)
		mean	std. deviation	std. error mean	95% Confidence Interval of the Difference				
					lower	Upper			
pair 1	Pre test - Post test	-11.812	9.583	1.694	-15.268	-8.357	-6973	31	0.000

Based on the table of "Paired Sample Test" it is known that the value of significant (2-tailed) is $0.00 < 0.05$, the H_0 is rejected and H_a is accepted. It can be concluded that there is an average difference between the Pre-Test and Post-Test learning outcomes, which means the use of direct interaction strategy significant effect and can improve students' reading comprehension.

Chart 1: I feel awkward when I have to speak in front of my classmates or teacher.

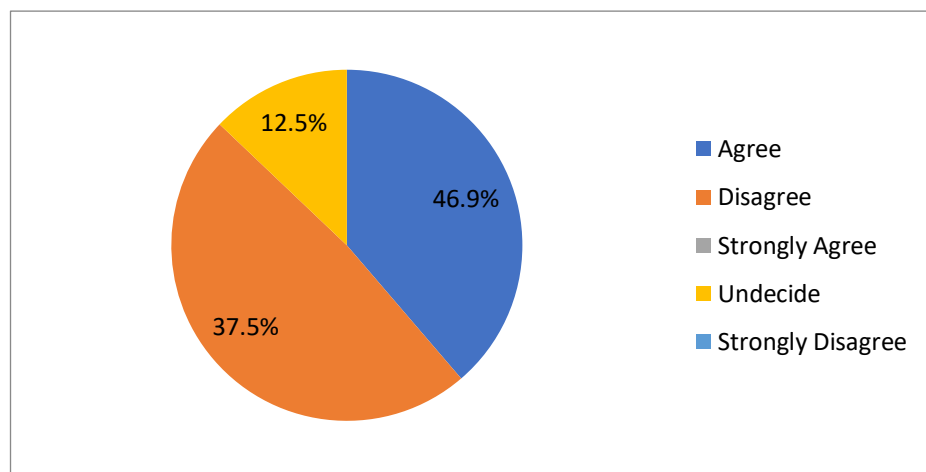


Chart 1 showed 46.9% of students choosed agree, 37.5% disagree and 12.5% undecided. Means, there is increase in implementing direct interaction strategy.

Chart 2: I have difficulty starting or taking part in discussions or conversations with classmates or teachers.

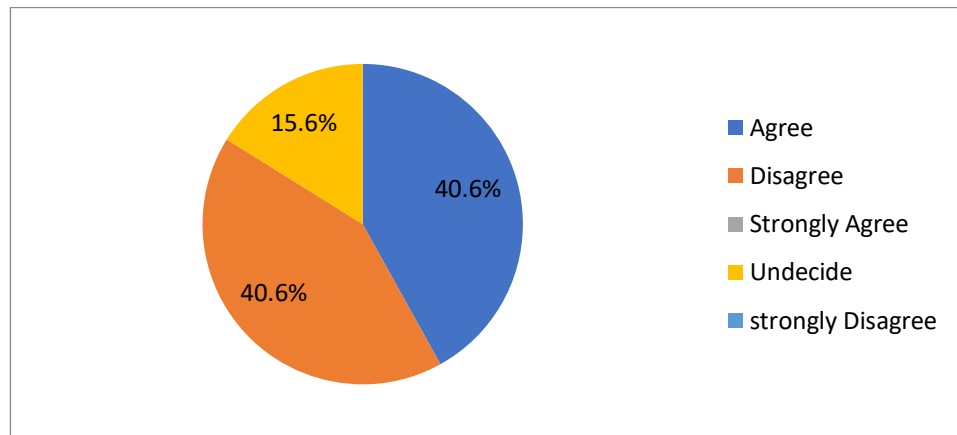


Chart 2 showed 40.6% of students chose agree, 40.6% disagree and 15.6% undecided. This means that using Direct Interaction Strategy can help them to understand the lesson easily.

Chart 3: I tend to be passive and just listen, rather than actively participate in discussions or conversations.

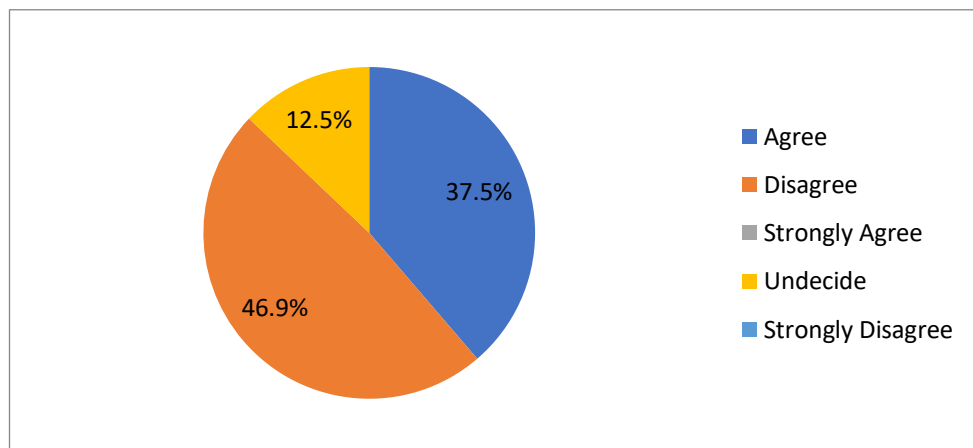


Chart 3 showed 37.5% of students chose agree, 46.9% disagree, and 12.5% undecided. It means using direct interaction strategy can help the students more actively in discussions or conversations.

The researcher found that there was significance in students' reading comprehension in reading narrative texts taught by direct interaction strategies. This means that students' reading comprehension taught by direct interaction strategy is better than those taught by conventional methods.

Some researchers consider it the ultimate goal of the reading process, as it is said, whoever does not understand what he reads, has not read. Reading comprehension is among the mental skills most closely linked to the learning process and the most influential in academic excellence in the various educational tasks, therefore, due to its significance, many educational and psychological researchers have studied its components, levels, and factors affecting it. Furthermore, many educators and psychologists have set multiple definitions of the concept of reading comprehension.

CONCLUSION

The students' comprehension in reading text that was taught by using direct interaction strategy got mean 59,75 in pre-test with the minimum score was 33 and maximum score was 80. While in post-test got mean 71,57 with the minimum score was 54 and maximum score was 88. And the significant effect of using direct interaction strategy in teaching reading comprehension at the first grade smp islam darul hikmah. It can be seen that the result of the significant effect are 0.00 less than 0.05, then null hypothesis (H_0) is rejected and hypothesis alternative (H_a) is accepted, and it can be concluded that there is difference between the learning outcomes of the Pre-Test and Post-Test. Means there was significant effect of using direct interaction strategy in teaching reading comprehension in narrative text.

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