

# THE IMPACTS OF DIRECT INSTRUCTION TEACHING TECHNIQUE ON EFL LEARNERS' READING COMPREHENSION OF FOURTH SEMESTER STUDENTS OF MADAKO UNIVERSITY

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## Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan instruksi langsung didalam peningkatan kemampuan membaca mahasiswa. Studi quasi experimental ini menggunakan purposive sampling yang melibatkan 50 mahasiswa pada kelas eksperimen dan kelas kontrol dari total keseluruhan mahasiswa. Mereka adalah mahasiswa semester keempat Universitas Madako Tolitoli. Data yang diperoleh berasal dari tes awal dan tes akhir. Dari data yang diperoleh menunjukkan bahwa nilai rata-rata kelompok eksperimen adalah 79.36 lebih besar dari pada nilai rata-rata yang terdapat pada kelompok kontrol yaitu 70.8. Data penelitian ini dianalisa dengan menggunakan rumus t-test. Hasil perhitungan data  $t_{hitung}$  adalah 2.349, yang berarti lebih besar dari pada  $t_{tabel}$  (48): 1.677. Hasil tersebut menunjukkan bahwa terdapat peningkatan pada hasil belajar mahasiswa pada pemahaman bacaan yang diberikan pengajaran melalui instruksi langsung. Dapat disimpulkan bahwa pengajaran pemahaman membaca melalui instruksi langsung efektif untuk memperbaiki pemahaman bacaan mahasiswa.

**Kata Kunci:** Instruksi Langsung, Pengaruh, Pemahaman bacaan.

English is global language that is widely used in many countries in the world either as a second language or a foreign language. English has an important role to people live in this modern era. English is useful for people to engage and to share any information in many aspects such as: education, business, economic, and technologies. Focused on the importance of English it is an obligation for people to know English particularly the learners in many field. English have to master by the learners to make them easy compete with other. In order to communicate well, the learners need to master English as their mother language.

Teaching English as Foreign Language the learners have different ways in learning English. Some of them learn it better by seeing charts, graphs, and pictures; some others learn by listening to lectures and reading; and some learn by doing. Each learner will adopt an approach to learning

which comfortable for them. If the lecturers have particular method, there is possibility that some learners will learn less actively than others. The learners more enthusiast retain material presented longer than before if the method enjoyable, interactive and stimulating environment. In order to achieve the goal, the combination of teaching methods and techniques are important.

The significant difference on English academic achievement has shown clearly among learners at Madako University. The learners who have low motivation more enthusiasts to participate in learning process who learn through direct instruction. In vocabulary mastery the learners who lack of vocabulary has shown their improvement by answering the reading questions correctly.

When we think about learners' problem in learning process, we should aware of learners' condition. The techniques of teaching that are well-matched on learners'

condition. It may seem impossible to do this, but it can be done through direct instruction technique. In direct instruction lecturers guide the learners one by one from the simple text to complex text. Based on the previous facts, the researcher formulated problem as follows: Does the use of direct instruction have positive effect on learners' reading comprehension?

Research objective consists of general descriptions about the information that the researcher wants to obtain from the preliminary observation, from the research subject, and explanation of possible comparisons. A research objective is a clear, concise, declarative statement which provides direction to investigate variables. The objective of the research was to investigate the learners' improvement in reading comprehension after they got sequence of treatment from the researcher through direct instruction.

### **Reading**

In this research definition of reading is the active process of understanding print and graphic texts. Reading is a thinking process. Good readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while learners are learning subject-specific content. To support the explanation above the researcher take the definition about reading from They (Patel and Jain, 2008: 90) define that reading is the process of consolidating and extending one's knowledge of the language so reading involves the identification and recognition of printed or written symbols. Thus reading is a creative interaction between the reader and the text which needs appropriate knowledge and

understanding. Reading is a tool for people of many societies to access information.

### **Reading Comprehension**

Reading is a receptive skill in learning and teaching language. Many definitions and explanations of reading have been proposed by experts. The complexity of the reading process and incompleteness of existing knowledge causes the numerous definitions of reading. Alyousef (2005) states that reading as an interactive process can lead the reader to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meanings and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Alyousef (2005) further argues that many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills in reading.

Another proposes that reading involves acting on or interpreting the text (Edigar, 1999: 154). The ability to interpret the text is very much depending on background knowledge and experience of a reader. Reading is an active process consisting recognition and comprehension skill.

Patel and Jain, (2008: 90) define that reading is the process of consolidating and extending one's knowledge of the language. Reading involves the identification and recognition of printed or written symbols. Thus reading is a creative interaction between the reader and the text which needs appropriate knowledge and understanding. Reading is a productive skill. It is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. It is why the students, from very beginning, should be taught to use previous knowledge to understand unknown elements such as ideas or simple words.

### **Levels of Reading Comprehension**

Reading comprehension has several levels. Here, the researcher quotes from Smith (1980:107), reading comprehension is divided into four levels: 1). Literal comprehension. 2) Interpretation, 3). Critical reading and 4) Creative reading.

1. Literal Comprehension (understanding the lines)

Reading on the literal comprehension stage requires a lower level of thinking skills than the other three levels. It related to the skill of understanding information or refers to the idea and facts that are written directly in the pages. Through the literal reading, a reader just recalls from his/her memory what the text says. The reader only uses information that is explicitly stated in the text. According to Harras and Sulistianingsih (1997) that literal comprehension is a reading activity limited with recognizing and comprehending explicit meaning. It means that the reader only comprehends the information literally or reads the lines and does not try to comprehend the implicit meaning included reading by the lines and beyond the lines.

2. Interpretation (Understanding between the lines)

Interpretation is considered to be the higher level of the first category. It is also called interpretative reading. It involves reading between the lines and making inferences for greater depth of meaning. According to Smith (1989:170)' interpretative reading is considered to be higher level in thinking'. In this level, the reader must have a high level of thinking ability because the questions in this level are concerned with the answer that are not directly stated in the text but are implied. It concerns with the term inference which may be defined as something which is not directly stated but suggested

in the statement. In other words, the reader is able to understand what is implied though not directly stated.

3. Critical Reading (understanding beyond the lines. This level of reading comprehension has a higher level than the two categories before. Rubin (1982) states that critical reading is the higher level than the other two levels: literal and interpretative comprehensions since it involves evaluation, making of personal judgment, the reader must be able to collect, interpret, apply, analyze, and synthesize the information.

4. Creative Reading (understanding beyond the lines). According to Harras and Sulistianingsih (1997:29), creative reading is a reading process to get benefit of new knowledge in the reading passage by identifying prominent ideas or combining the knowledge they get before. In senior school students, the level of reading which is applied is literal comprehension. Since this level requires a lower level of thinking skills and related to the skill of understanding information refers to the idea or facts that are written directly in the text pages

### **Components of reading**

Reading skill can be divided in three components, they are decoding, fluency, and comprehension, Hollowell (in Paerunan, 2011:8-9).Decoding; Carrine at al, (1990:30) define that decoding is translating printed words into a representation similar to oral language. Through the process of decoding, learners will be able to increase the speed at which they read and will be able to comprehend what they have read. Fluency; Fluency is the ability to read phrase and sentences accurately and expressively while understanding them as expressions of complete ideas. It means that the students can comprehend the text well if they have ability to read fluency. Comprehension; Anderson (in Paerunan, 2011:8) defines that

comprehension is activating or constructing a scheme that provides a coherent explanation of objects and events mentioned in the discourse. Moreover, (Block & Pressley, 2002:30) argue Comprehension involves constructing meaning that is reasonable and accurate by connecting.

### Direct instruction

Direct instruction is developed in the United States in the 1960, ([http://theconversation.com/direct instruction](http://theconversation.com/direct-instruction)) focused particularly on the needs of learners with learning difficulties. Building on behaviorist 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, teacher are provided with closely scripted lesson plans, learners respond to the teacher orally and as a group, and the group does not move on until everyone understands the material.

Direct Instruction is an instructional model that focuses on the instruction between teacher and learners. It is mean that, in conducting teaching process teacher has to modeling, reinforcement, feedback, and successive approximations” Joyce,Weil.(2000). States, that in design of direct instruction, the teacher framing of learner performance into goals and tasks, breaking the tasks into smaller component tasks, designing training activities for mastery, and arranging the learning events into sequences that promote transfer and achieve of pre-requisite learning before moving to more advance learning. Direct instruction in comprehension means explaining the steps in a though process that give birth to comprehension. It means the teacher models a strategy by thinking aloud about how he or she is going to understand a passage. The instruction includes information on why and when to use the strategy, instruction of this type is means in

developing the strategic processing that is indentified earlier as characteristic of skilled readers.

### Hypothesis of the Research

Having obtained the t-test then will be compared with the t-table  $\alpha$  provisions that have been adjusted. The t-table is found by adjusted df with the formula in significance level  $\alpha = 5$  percent or 0, 05. Thus the t-test result can be known. In this research, the alternative hypothesis ( $H_A$ ) and the null hypothesis ( $H_0$ ) need to be accompanied statements that it is opposed. Testing criteria for this hypothesis are:

$$H_0: \mu_1 = \mu_2$$

$$H_A: \mu_1 \neq \mu_2$$

If comparability with t-table, then:

□ If t-count > t-table, then  $H_0$  is rejected and  $H_A$  is accepted

□ If t-count  $\leq$  t-table, than  $H_0$  is accepted and  $H_A$  is rejected

*The use of direct instruction has positive effect on learners' reading comprehension of Madako University.*

### METHOD

This research employed quasi-experimental research design (Nonequivalent Control Class Pretest-Posttest Design). In conducting the research used test and treatment as a procedure of collecting data. Pretest was conducted to get the primary data about learners' ability in reading comprehension. Treatment was conducted after the primary data about the learners' ability collected and treatment was conducted to make an influence about learners' ability. Posttest was conducted to know the learners' ability in reading comprehension after the treatment was conducted. Populations of the research were students of English Education Study Program at Teacher Training and Education Faculty of Madako University. The samples of the research were 25 learners'

treatment class and 25 learners in control class.

**Populations and Sample**

**a. Population**

A population is group of individuals that have one more characteristic in common area of interest in the research. Based on the statement, the researcher took the population of the subject ware learners of English department of Madako University which consists of five classes; each class consists of 25 learners. Total number of population is 125 learners.

**b. Sample**

In the process of taking sample the researcher used purposive sampling. The population of this research was not homogeneous ability in reading comprehension. In this research the researcher took class E as a treatment class and class D as a control class. The reason of the researcher took class E as sample because of class E has lowest score than other class especially class D.

**Variables**

Variables are known as the conditions or characteristics are going to be manipulated, controlled, or observed. It consisted of two types; independent and dependent variables. This research is carrying out to examine these variables. The independent variable of this research was Direct Instruction, while the dependent variable was reading skill of the learners in fourth semester at Madako University.

**Instruments and the Procedure of Data Collection**

Instruments of the research used in this research were test and non test. The test consists of two kinds: pretest and posttest, while the non test includes an observation

**a. Test**

In this research, the researcher gave the learners Pre-test in collecting the primary

data. The test had a purpose to measure the learners' outcomes in reading comprehension before the treatment applied to them. The pre-test was giving to the class experiment and class control. The total numbers of question given to the learners were 25 numbers multiple choices. Post-test administrated after the researcher conducted treatment to the learners, the researcher gave the learners posttest in a purpose to know the learners reading ability. The total number of question was not different from pre-test but in post-test, the researcher administered different questions.

**Technique of Data Analysis**

The result of learners' scores both pretest and posttest analyzed statistically. To determine the individual standard score of the learners, the researcher applied the formula proposed by Sugiyono (2013) as follows:

$$\Sigma = \frac{x}{N} x 100$$

Learners were classified success or fail by criteria which presented in the following table:

Table 1: Criteria Classification System

Individual Score	Description	Criteria	Qualification
90-100 (A)	Excellent	Successful	Passed
75-89 (B)	Very Good	Success	Passed
65-74 (C)	Fair	Success	Passed
50-64 (D)	Poor	Fail	Failed
0-49 (E)	Very Poor	Fail	Failed

The data of individual score then counted to find the mean score of both classes. It was counted by the formula proposed by Sugiyono (2013).

$$X_1 = \frac{\Sigma x_1}{n_1}$$

$$X_2 = \frac{\Sigma x_2}{n_2}$$

The average squared deviation or variance of each class was calculated after finding the mean score. The results were used later in counting the t-test. Sugiyono (2013) proposed the formula in counted the variance for each sample class which can be looked at bellows:

$$S_x^2 = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}$$

Analysis of independent data sample t-test was used to measure whether there was a significant improvement in learners' learning outcomes in experimental class after treatment or not. The variants of the research were not same or not homogeneous. Therefore, the t-test formula of polled variant as proposed by Sugiyono (2013) can be used for analyzing the t-count result.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{(n_1 - 1)SS_1 + (n_2 - 1)SS_2}{n_1 + n_2 - 2}\right) \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Table 2: Descriptive Statistic

Sample	N	Mean Score of Pretest	Mean score of posttest	Mean Deviation	Variance	Df	Sig level	T
Experimental Class	25	54.56	79.36	24.8	65.333			
Control Class	25	63.04	70.8	7.25	25.76			
Equal variance assume						48 (1.677)	0.05	2.329

The table 2 represented the summary of statistic data. The mean score of pretest from both classes were difference. It means that both classes were not homogenous. After the treatment was conducted in experimental class, the mean scores of the pretest improved. The improvement is clearly seen in mean deviation score from each class. The mean deviation score of experimental is 24.8 which mean 17.15 greater than 7.25 mean score of control class. To test the hypothesis and make sure the significant different from the data gained, the analysis used was independent sample t-test with degree of freedom 48 or equal to 1.677 in probability 0.05. The result of data computation t-count was 2.329, it was greater than the t-table (df:48): 1.677. The result indicates that there

The researcher then compared the result of t-count with the t-table to find out whether Ho is accepted or rejected. The t-table is found by adjusted df with the formula in significance level  $\alpha = 5$  percent or 0, 05.

## DATA PRESENTATION AND ANALYSIS

### Research Findings

The researcher calculated every correct item gained by each learner in pretest and posttest. In the following table 2, the mean scores of pretest and posttest data from both classes are listed with their summary of mean deviation and variance. Passing score and frequency of both classes for their results are summarized in table 3. Following these, the interpretation of the table was presented.

is a significance improvement on learners learning outcomes on English which is taught by direct instruction technique. Briefly, the alternative hypothesis (HA) was accepted and null hypothesis (Ho) was rejected.

## DISCUSSION

This research was focused on the impact of direct instruction teaching technique on EFL learners' reading comprehension. It was conducted to find out whether there was significance improvement on learners' learning outcomes or not. In conducting teaching and learning process the researcher applied direct instruction to the learners procedurally and made an approach to them in order to control them. In treatment class the researcher administered the material

given to the learners with breaks into smallest component and trains the learners to mastery the simple skill about the material before proceeding to more difficult skills. The learners are grouped in small group and made a clear lesson plan. The learners' respond the researcher orally one by one and they do not move until all learners understand the material. Teaching reading skill through direct instruction there are some advantages and disadvantages have to consider by the lecturers to teacher according to Martin A Kozloff et al. (1999). States that, in the process of conducting teaching process direct instruction enables the teacher or lecturers to communicate complex information at the learners' level. Direct instruction also allows the lecturers to present information available to the learners from other sources. The advantages of direct instruction are; 1). The lecturers have control of the time of the lesson. 2). Learner is physically easy to monitor. 3). the lecturer has control over what will be learned. Disadvantages of direct instruction according to Martin A Kozlof et al (1999) the structure of direct instruction can be rigid enough to hinder the creativity of the teacher. There is very little room to improvise because this technique follows a step by step procedure.

Based on the learning theories that in direct instruction the lecturers have to teach the learners from the simple task before the complex ones and only measurable learning is worthwhile. The learners do not have a sense of the overall purpose of the simple steps. The lecturers cannot assess what the learners' prior knowledge is so will be unaware of why particular learners cannot learn. Retention of how to solve the problem is low, because the learners have not struggled with the problem themselves. These disadvantages can be overcome by having the learners do many complex problems on their own.

## **CONCLUSION**

The statistic data analysis result indicates that the mean score of the experimental score (79.36) is greater than the mean score of control class (70.8). The data gained from both classes were statistically analyzed by the applying t-test. Since the number of sample  $n_1 \neq n_2$  and the variant meet the same, degree of freedom was counted by using formula  $(df) = n_1 + n_2 - 2$ . The df value counted was 48. In accordance with the significance probability level 0.05, the value of t-table was 1.677. The result of t-computation indicated that t-count (2.349) is greater than t-table (1.677). It means that the alternative hypothesis ( $H_A$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. This suggests that there is significant improvement on learners' learning outcomes on reading comprehension which is taught by direct instruction. Therefore, it can be concluded that direct instruction is effective to improve the learners' reading comprehension.

## **Suggestion**

The learners should be encouraged to improve their reading comprehension through read many resource of English so it can build their vocabulary mastery and improve their reading comprehension. The lecturers can use direct instruction as a technique to help the learners improve their reading comprehension. Based on the result of this research and the experience of the researcher when he was conducting this research direct instruction is a good technique to use for learners because the lectures guide the learners one by one until they mastery the skill before move to other skill. This technique is suitable for small class and not for large class because the lectures have to give more time and opportunity to guide the learners.

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