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## THE EFFECT OF DIRECT INTERACTION STRATEGY IN TEACHING READING COMPREHENSION AT EIGHT GRADE OF MTS PONPES DARUL QURAN MEDAN

**Omivia Mada**

Universitas Islam Negeri Sumatera Utara Medan

Email: [Omiviamada01@gmail.com](mailto:Omiviamada01@gmail.com)

### ABSTRAK

This research aimed to find out The Effect of Direct Interaction Strategy in Teaching Reading Comprehension in Narrative Text at the Eight Grade of MTS Ponpes Darul Quran Medan in 2020/2021 Academic Year. The population of the research was the eight grade student that amount 53 students consist of two classes. The research methodology was an experimental research, which conducted the experimental class (VII1 -1 ) and control class (VII1-2) as sample. The result of the research shown that The Effect of Direct Interaction Strategy In Teaching Reading Comprehension at Eight Grade of MTS Ponpes Darul Quran Medan in 2020/2021 Academic Year can be describe as below: the average of the score 76,55 with the highest score is 92 and the lowest score is 62 (by using Direct Interaction Strategy) and the average of the score is 59,45 with the highest score is 86 and the lowest score is 54 (by using Conventional Method)The test consist of two types, namely pre-test and post-test, the data were analized by using t-test formula. After analyzing the data, the result of the research show that the value of t-count wash higher than the value of t-table  $11,277 > 2,000$  at the level significant of a  $=0.05$  and at the degree of freedom (df)= 51. It was indicated there is the significant effect of direct interaction strategy in teaching reading comprehension, and the alternative hypothesis (Ha) was accepted and hypothesis (Ho) was rejected.

**Keywords:** *Teaching Reading Comprehension, Narrative Text, Direct Interaction Strategy*

### INTRODUCTION

The mastery of English is important to be able to access information that is always changing rapidly. So, that people can survive it is necessary to apply an effective English learning approach. 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, student can have English competence both oral and written. One of language skills that is needed in accessing knowledge through print media is reading. Reading can be thought of as a way to draw information from a text and to from an interpretation of that information. Reading does not only read the words but also understand the information. The main purpose of reading is comprehension. Comprehension is a process of understanding meaning of the text.

Currently the teaching and learning process of reading in the classroom is usually the teacher only confronts books or some text to students, and after that the teacher usually asks students to only read the text and answer the question. As for the teaching and learning process like this usually makes it more difficult for students to understand the content of the text they read and students are more likely to be passive in the class. Therefore as a teacher in the class they must be able to use strategies that are in accordance with the learning material, so that students are more active, and easier to understand the material presented by teacher in the class.

Based on my observation, why students not interest in learning English and the difficulties of students in understanding a reading text at that school there are some factors, like limited vocabulary, difficult concentrating in reading English text, not understanding good grammar, and lack of interest in reading.

## **Research Method**

This research was conducted by using classroom action research. Classroom action research is design to help teachers to solve the problem that was happened in their own classroom and improve professional practices.

According to Kemmis in Hammersley, actionresearch as a form of self-reflective enquiry undertaken by participants a social (including educational) and ideal atmosphere for students' to produce writing text,

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<sup>1</sup> Richard, Jack C and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (England, Cambridge University,2002), p.30.

<sup>2</sup>Zuhra. Senior High School Students' Difficulties in Reading Comprehension. *English Education Journal (EEJ)*, Vol. 6, No. 3. July 2015.<sup>3</sup> 1Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, *Journal of Foreign Language Teaching and Learning*, volume 3, number 1, p. 1.

<sup>3</sup> Chawang, N. (2008). *Investigation of English Reading Problems* Nakhonratchasima: Srinkharinwirot University Press.

situation in order to improve the rationality and justice of 1) their own social or educational practice, 2) their understanding of these practice, and 3) the situation in which the practice are carried out". It means that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

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According to Michael J. Wallace, classroom action research is a type of classroom action carried out by the teacher in order to solve problems or to find answe toward context specific issues. It means thatto begin classroom action research the researcher or the teachers needs to identify and investigate problems within a specific situation.

In additional, according to Burns, action research function best when it is co- operative action research. Cooperative action research has the concomitants of beneficial affect for works and improvement of the service, conditions and the function of the situation. In education, this activity translates into more practice in research and problem solving by teachers, administrators, pupils, and certain personal, while the quality of teaching and learning is in the process of being improved.<sup>40</sup> It means that in the scope education, action research is done to improve the quality of teachers, administrators, students and the teaching learning process. Based on the statement above, classroom action research is method carried out as a device to overcome diagnosed problems in learning activity in class to improve the quality of teacher and student. Classroom action research procedures that was used in this research based on Kemmis and McTaggart scheme. In this classroom action research, the researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning, action, observation, and reflection based on Kemmis and McTaggart scheme.

## **RESULT AND DISCUSSION**

After researcher given the post-test to experimental class by used Direct Interaction Strategy and control class by Conventional Method, there were 53 students are response of this research. Based on the students' scores, the highest score of students' post-test in control class was 86 and the lowest score was 54. While the highest score of students' post-test in experimental research was 92 and the lowest score was 62. So obtained measurement data to English reading as follows:

**Table 1.2 Research Result Data**

Statistic Source	Class of Learning Model	
	Control Class	Experimental Class
	Post-test	Post-test
N	24	29
X (Mean)	67.42	76.55
S	7.78	9.01
S <sup>2</sup>	61.73	81.11
Median	68	76

**Table 1.3 Frequency Distribution of Post-test in Control Class**

No	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	54	1	54	2916	2916
2	58	1	58	3364	3364
3	60	2	180	3600	10800
4	62	3	124	3844	7688
5	64	4	256	4096	16384
6	66	3	198	4356	13068
7	68	1	68	4624	4624
8	70	3	210	4900	14700
9	72	1	72	5184	5184
10	74	1	74	5476	5476
11	76	1	76	5776	5776
12	80	1	80	6400	6400
13	82	1	82	6724	6724
14	86	1	86	7396	7396
<b>Total</b>		<b>24</b>	<b>1618</b>	<b>68656</b>	<b>110500</b>

From the data above, the researcher found the result of FiXi was 1618 and FiXi<sup>2</sup> was 110500.

**Table 1.4 Frequency Distribution of Post-test in Experimen Class**

No	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	62	2	124	3844	7688
2	64	1	64	4096	4096
3	66	2	132	4356	8712
4	68	2	136	4624	9248
5	70	3	210	4900	14700
6	72	1	72	5184	5184
7	76	4	304	5776	23104
8	78	2	156	6084	12168
9	80	4	320	6400	25600
10	82	2	164	6724	13448
11	86	1	86	7396	7396
12	88	1	88	7744	7744
13	90	2	180	8100	16200
14	92	2	184	8464	16928
<b>Total</b>		<b>29</b>	<b>2220</b>	<b>83692</b>	<b>172216</b>

From the data above, the researcher found the result of  $\sum FiXi$  was 2220 and  $\sum FiXi^2$  was 172216.

**Table 1.5 Normality test by Liliefors test in Control class**

No.	X	Z <sub>i</sub>	F(z <sub>i</sub> )	S(z <sub>i</sub> )	F(z <sub>i</sub> )-S(z <sub>i</sub> )	F(z <sub>i</sub> )-S(z <sub>i</sub> )
-	1	2	3	4	5	6
1	54	-1.735218509	0.041351055	0.041666667	-0.000315612	0.000315612
2	58	-1.221079692	0.111027924	0.068965517	0.042062407	0.042062407
3	60	-0.964010283	0.167520385	0.137931034	0.029589351	0.029589351
4	60	-0.964010283	0.167520385	0.137931034	0.029589351	0.029589351
5	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
6	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
7	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
8	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
9	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
10	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
11	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
12	66	-0.192802057	0.423556996	0.583333333	-0.159776337	0.159776337
13	66	-0.192802057	0.423556996	0.583333333	-0.159776337	0.159776337
14	66	-0.192802057	0.423556996	0.583333333	-0.159776337	0.159776337

15	68	0.064267352	0.525621326	0.625	-0.099378674	0.099378674
16	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
17	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
18	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
19	72	0.57840617	0.718505035	0.791666667	-0.073161631	0.073161631
20	74	0.835475578	0.798275004	0.833333333	-0.035058329	0.035058329
21	76	1.092544987	0.862703186	0.875	-0.012296814	0.012296814
22	80	1.606683805	0.945938126	0.916666667	0.029271459	0.029271459
23	82	1.863753213	0.968821816	0.958333333	0.010488482	0.010488482
24	86	2.377892031	0.991294038	1	-0.008705962	0.008705962
Mean	67.5				Lo	0.159
SD	7.785 16				Lt	0.173

So, the researcher concluded that the data pos-test in control class was **Normal**,

because coefficient data distribution  $L_0 (0,159) < L_t (0,173)$ .

**Table 1.5 Normality test by Liliefors test in Control class**

No	X	Zi	F(zi)	S(zi)	IF(zi)-S(zi)I	IF(zi)-S(zi)I
-	1	2	3	4	5	6
1	62	-1.614872364	0.053169169	0.068965517	-0.015796348	0.015796348
2	62	-1.614872364	0.053169169	0.068965517	-0.015796348	0.015796348
3	64	-1.392896781	0.081825503	0.103448276	-0.021622773	0.021622773
4	66	-1.170921199	0.120815227	0.172413793	-0.051598566	0.051598566
5	66	-1.170921199	0.120815227	0.172413793	-0.051598566	0.051598566
6	68	-0.948945616	0.171324136	0.24137931	-0.070055174	0.070055174
7	68	-0.948945616	0.171324136	0.24137931	-0.070055174	0.070055174
8	70	-0.726970033	0.233622157	0.344827586	-0.11120543	<b>0.11120543</b>
9	70	-0.726970033	0.233622157	0.344827586	-0.11120543	0.11120543
10	70	-0.726970033	0.233622157	0.344827586	-0.11120543	0.11120543
11	72	-0.504994451	0.306781367	0.379310345	-0.072528978	0.072528978
12	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
13	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
14	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
15	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
16	78	0.160932297	0.563926638	0.586206897	-0.022280259	0.022280259
17	78	0.160932297	0.563926638	0.586206897	-0.022280259	0.022280259
18	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
19	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
20	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965

21	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
22	82	0.604883463	0.727371784	0.793103448	-0.065731664	0.065731664
23	82	0.604883463	0.727371784	0.793103448	-0.065731664	0.065731664
24	86	1.048834628	0.852872882	0.827586207	0.025286675	0.025286675
25	88	1.270810211	0.898101912	0.862068966	0.036032947	0.036032947
26	90	1.492785794	0.932253366	0.931034483	0.001218884	0.001218884
27	90	1.492785794	0.932253366	0.931034483	0.001218884	0.001218884
28	92	1.714761376	0.956805507	1	-0.043194493	0.043194493
29	92	1.714761376	0.956805507	1	-0.043194493	0.043194493
Mean	76.5517				Lo	0.111
SD	9.00629				Lt	0.161

So, the researcher concluded that the data pos-test in control class was **Normal**, because coefficient data distribution  $L0 (0,111) < Lt (0,161)$ .

Based on the data above, the researcher concluded that all the data distribution in experimental class and control class was **normal**, because  $L0 < Lt$ , and the data are considered to be representative of the population.

## DISCUSSION

There was a significant difference on students' reading comprehension in reading narrative test by using Interaction strategy in teaching reading comprehension. The students that were taught by using Interaction Strategy in teaching reading comprehension have higher score than were taught by conventional method.

It was explained in Chapter II that the purpose of Direct Interaction Strategy is teacher and students have a reciprocal effect upon each other through which they say and do. It is supported by Douglas said: In the classroom, the main goal of the interaction between the teacher and the students is transferring knowledge or information. Interaction is the heart of communication. It is in the interaction what communication all about is found. It can be in the forms of sending messages, receiving them, interpreting them, or negotiating meanings. Communication plays a central role in all classroom activities. Classroom communication is similar to other communication forms. But, the classroom communication differs as a function of unique purposes, environment, and participation form From the calculation above it found that t-observed = 11,277 whereas the t-table = 2,000. It shows that students' reading comprehension in reading narrative

text by using direct interaction strategy was significant at  $\alpha = 0,05$ . From the result, the researcher found that there

## CONCLUSION

Based on the the result of the research, it can be concludes that by using Direct Interaction Strategy in Teaching Reading Comprehension at Eight Grade in MTS Ponpes Darul Quran Medan in academic year of 2020/2021 the researcher takes the conclusion as follow:

1. The students' comprehension in reading text that was taught by using conventional method got mean 50,41 in pre-test with the minimum score was 40 and maximum score was 70. While in post-test got mean 68,5 with the minimum score was 54 and maximum score was 86.
2. The students' comprehension in reading text that was taught by using direct interaction strategy got mean 59,45 in pre-test with the minimum score was 38 and maximum score was 82. While in post-test got mean 76,55 with the minimum score was 62 and maximum score was 92.
3. There is significant effect of using direct interaction strategy in teaching reading comprehension at eight grade. This support from The analysis of data, it can be seen the coefficient of tcount = 11,277 with the level  $\alpha = 0.05$ ,  $dk = n_1 + n_2 - 2$ . So,  $dk = 29 + 24 - 2 = 51$ , which the real level of  $t_{table} = 2.000$ . It was found that the value of tcount(11,277) is higher than the value of  $t_{table}$  (2,000). It can be seen as follow:  $11,277 > 2,000$  this result showed that null hypothesis was rejected, the hypothesis formulated as" there is significant effect of using direct interaction strategy in teaching reading comprehension in narrative text."

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