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The Effectiveness Of Direct Instruction Strategy In Teaching Reading
(An Experimental Study At SMA Negeri 1 Simeulue Barat)

Raswiliani [*1], Regina Rahmi[2], Maulizan ZA[3]
[1,2,3]Universitas Bina Bangsa Getsempena

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah strategi intruksi langsung dapat meningkatkan kemampuan membaca dan untuk mengetahui persepsi siswa tentang penggunaan strategi intruksi langsung dalam pembelajaran membaca. Metode penelitian ini menggunakan kuantitatif eksperimental. Hasil penelitian menunjukkan bahwa strategy intruksi langsung efectif diterapkan dalam teknik membaca. Hal tersebut dibuktikan dengan peningkatan hasil belajar siswa. Nilai rata-rata pos-test lebih tinggi daripada pre-test (77,16> 63,33).Berdasarkan analisis uji-t di peroleh skor uji-t (11,15) lebih tinggi dari skor kritis pada taraf signifikansi 0,05 yaitu 2,01505, yang membuktikan bahwa hipotesis alternative penelitian ini adalah diterima dan hipotesis nol ditolak. Hal ini menunjukan bahwa strategi pembelajaran langsung efektif diterapkan dalam pembelajaran membaca. Berdasarkan analisis kuesioner menunjukan respon yang positif. Mayoritas siswa (81,81%) mengatakan bahwa kemampuan membaca mereka meningkat setelah menggunakan strategi intruksi langsung.

Kata Kunci: Strategi Pengajaran Langsung, Mengajar Membaca

Abstract

This study aims to investigate wheter direct instruction strategy can improve reading skills and to determine students' perceptions about the use of direct instruction strategies in learning reading. The method used in this study was experimental quantitative. The results showed that direct instruction strategies were effective in reading techniques. This is proved by the increasing of student's learning outcomes. The post-test mean score was higher than the pretest (77.16> 63.33). Based on the t-test analysis, the t-test score (11.15) was higher than the critical score at the 0.05 significance level, 2.01505, which proves that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It shows that direct learning strategies are effectively applied in reading learning. Based on the results of the questionnaire analysis showed a positive response. The majority of studenst (81.81%) said that their reading skills improved after using direct instruction strategies.

Keywords: Direct Instruction Strategy, Teaching Reading.

*correspondence Addres
E-mail: raswiliani4@gmail.com

INTRODUCTION

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 Englsih 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, e.t.c. 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) that 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, according to Maulizan (2020:4) that reading is not only spell words by words of a written material, but it is also understanding to what we read, we have to get the meaning, information and construct new experience of this activity.

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 observation while Teaching Practice Program (PPL) on August 30th 2019, August 31st 2019, September 6th 2019, and September 7th 2019, MAN 3 Banda Aceh 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 student understands about the subject that is taught by the teacher.

Unfortunately, when the researcher came to the class to teach the target language in teaching learning process, the reasearcher 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 speel 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 te 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.

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 readingskill. 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. Besides the direct instruction strategy, there is a strategy used to teaching readig comprehension namely direct reading thinking activity. According to Lusyani (2019: 6) that the DRTA is an effective strategy for teaching reading comprehension because it helps students set reading purposes by making predictions, read more actively and enthusiastically, and remember more information from what they have read. It means that, Direct Reading Thinking Activity (DRTA) can help students in reading comprehension and let the students to have critical thinking based on what the students have read.

The researcher intended to conduct a research by implementing the Direct Instruction strategy to the students of SMA Negeri 1 Simeulue Barat. The researcher wants to know whether the Direct Instruction strategy improving the students' ability in reading. Furthermore, the researcher want to apply quantitave 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 Effectiveness of Direct

Instruction Strategy in Teaching Reading to the Students of SMA Negeri 1 Simeulue Barat". The problem in this study are does the Direct Instruction Strategy improve the students' ability in reading and what are the students' perception about using the Direct Instruction Strategy in teaching reading.

RESEARCH METHOD

This type of research is a descriptive qualitative method. The research was conducted at SMA Negeri 1 Darul Imarah which is located on Soekarno Hatta Street KM.3117 Lampeuneurut Ujong Blang, Subdistricts Darul Imarah, Aceh Besar. The data source in this study is teachers' teaching English language, the totals of 5 English teachers, the participant selection technique is purposive sampling. The researcher used an structured interviews as the instruments of this particular study, the interview was designed with open-ended questions to investigated information about the perception of English language teaching and learning online at SMA 1 Darul Imarah, Aceh Besar.

Data collection techniques are used to collect data according to research procedures to obtain the required data. It was aimed at collecting qualitative data related to their perceptions. In this case, the researcher collects the data by giving the respondents some questions related to the used e-learning in teaching the English language systematically and objectively. The given questions also include the teachers' perception of learning the English language online. To keep credibility, the researcher prepared an audio recording those functions to record the results of the interview.

Johan (2015:46-48) state that activities in data analysis namely data reduction, data display, and conclusion drawing/verification, namely, after the data is collected and recorded all, then it is reduced, namely classifying, decipher, get rid of unnecessary, and organizing so that later it is easy to conclude. Data display that has been reduced is a set of information that is then compiled or proposed to give the possibility of concluding and taking action. Thereafter the data is presented, then draw conclusions or verification.

RESULTS AND DISCUSSION

The type of this research is an experimental quantitative research. Arikunto (2011:12) states that quantitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result. The type of the research design used by researcher is pre-experimental design of one group pre-test and post-test to investigate the problems of students of SMA Negeri 1

Simeulue Barat. According to Sukmadinata (2016:194), an experimental research tries to decide the influence of one or more variables to other variables. It is a trial by the researcher to maintain control over all factors that may affect the result of the experiment. It means that the students in the class are given the test in reading before treatment, while in post-test they will be given the test after getting treatment. The researcher applied the treatment or teaching in the second grade students of SMA Negeri 1 Simeulue Barat as an experimental class. The researcher gave treatment by applying Direct Instruction as a strategy. The teaching was held in four meetings.

The writer conducted this research at SMA Negeri 1 Simeulue Barat. It is one of the schools in Kabupaten Simeulue. The Location of it is at Desa Malasin, Kecamatan Simeulue Barat, Kabupaten Simeulue. Population of this research was all of the first year students of SMA Negeri Simeulue Barat academic years 2020/2021. The researcher choses the sample of this research were students in class X IPA which consist of 30 students. The strategies are Direct Instruction Strategy and Directed Reading Thinking Activity (DRTA).

In order to get problems or clarify initial topic, a researcher should conduct the data. However, as a researcher will do two techniques to collect the data namely test and questionnaire. There are two kinds of tests in this research; pre-test and post-test. Pre-test is a test that is given by writer in the first meeting. This activity is given to identify the student's ability in reading before treatment is done. Meanwhile, post-test is a test that is given by researcher to the students. This activity is given after the treatment is done. The test aims to know the student's improvement of reading after the treatment is done. Meanwhile, questionnaire that is used in this research is closed questionnaire because the question which is given by the researcher will be answered by choosing the available answer. Every question in the questionnaire has five answer choices. The answer from the respondent written by giving the checklist on the available questionnaire, they are really agree, agree, less agree, disagree, really disagree.

In analyzing the data, the researcher classified them to read for one to two minutes. Test items were taken according to the appeared text and adapted or modified from the curriculum of the school. The value of the presentations was analyzed by reading assessment. There are main idea, detail information, explicit information and students' background knowledge. Each assessment will be score 1-20. Meanwhile the highest possible score is 100. In the other hand the researcher give the zero score to students who make a lot of mistakes in their reading. The result of the test classified into

five categories based on criterion evaluation that suggested by Brown (2011:173) as follows: excellent, very good, good, enough, and bad.

RESEARCH FINDING AND DISCUSSION

The research was done in one meeting for pre-test in orther to compare the score between the result from reading explanation text test before implementing diret instruction strategy and the result after implementing direct instruction strategy.

For the first step, the researcher needed to determine the range of score (R) and amount of interval class (K), the rescarcher used the following formula to get the range of score:

According to the pre-test result of exprimental class, the highest score was 69 and the lowest was 60.

$$R = H - L$$
$$R = 69 - 60$$
$$= 9$$

Next step was calculating the interval class by using the formula:

$$K = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log 6$$
$$= 1 + (3,3) \, 0,7781$$
$$= 1 + 2,56773$$
$$= 3,56773 = 3,6$$

Then the researcher needed to calculate the length of interval class by using the formula as follows:

$$I = \frac{R}{K}$$

$$I = \frac{9}{3,6}$$

$$I = 2,5$$

The last step was substituting the score as follow:

60   61   62   62   66   69

$$X = \frac{\sum x_i}{n}$$

$$X = \frac{60 + 61 + 62 + 62 + 66 + 69}{6}$$

$$X = \frac{380}{6}$$

$$X = 63,33$$

This score means that the average score for this test is not good enough to make the students of a whole class passed the examination of reading because the minimun score of reading examinition was 75. But, the students got the average score only 63,33. It means the students still have not good capability in reading especially in explanation text.

The Analysis of Post-test

After analizing the pre-test score, the researcher continued to analized the result of post-test in experimental class.

According to the pre-test result of experimental class, the highest score is 80 and the lowest was 75.

R = H – L

R = 80 – 75

R = 5

Next step is calculating the interval class by using the formula:

K = 1 + (3,3) log n

= 1 + (3,3) log 6

= 1 + (3,3) 0,7781

= 1 + 2,56773

= 3,56773 = 3,6

Then the result needs to culculate the length of interval class by using the rormula as follows:

The calculation of the class length is:

$I = \dfrac{R}{K}$

$I = \dfrac{5}{3,6}$

$I = 1,38 = 1$

The last step was substituting the score as follow:

75   76   77   77   78   80

$X = \dfrac{\sum Xi}{n}$

$X = \dfrac{75+76+77+77+78+80}{6}$

$X = \dfrac{463}{6}$

X= 77,16

This score showes that the average score for this test is good enough to make students of whole class pass the examination of reading because the minimum average

score of a reading examination is 75. The students in this class got 77,16 of the average score. It means that the score reached to the criteria of success in implementing the direct instruction strategy in teaching reading.

The Examining of Hypothesis

1. **Alternative hypothesis (Ha) and Null hypothesis (Ho) was determined as follow:**

   Ha: There is a significant difference of the ability in reading explanation text between the students taught by implementing Direct Instruction Strategy and the students taught without using Direct Instruction Strategy.

   Ho: There is no significant difference of the ability in reading explanation text between the students taught by implementing Direct Instruction Strategy and the students taught without using Direct Instruction Strategy.

The test-formula: $t = \dfrac{md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$

T   : Significance test

MD   : The main of gain

$\Sigma x^2 d$: Sum of quadrate of deviation

N   : The Number of Students

<div align="center">Table 4.3.1 Analysis Pre-test and Post-test</div>

No	Groups	Pre-test	Post-test	Gain(d)	Xd=(d-Md)	X²d
1	Group 1	61	77	16	2,17	4,7089
2	Group 2	69	80	11	-2,83	8,0089
3	Group 3	62	77	15	1,17	1,3689
4	Group 4	60	78	18	4,17	17,3889
5	Group 5	62	75	13	-0,83	0,6889
6	Group 6	66	76	10	-3,83	14,6689
Σ		380	463	83		46,8334
Md (Σd/N)				13,83	Σx²d	

$md = \dfrac{\Sigma d}{N} = \dfrac{83}{6} = 13,83 = 14$

$t = \dfrac{md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$

$t = \dfrac{13,83}{\sqrt{\dfrac{46,8334}{6(6-1)}}}$

$$t = \frac{13,83}{\sqrt{\dfrac{46,8394}{6(5)}}}$$

$$t = \frac{13,83}{\sqrt{\dfrac{46,8394}{30}}}$$

$$t = \frac{13,83}{\sqrt{1,56}}$$

$$t = \frac{13,83}{1,24}$$

$t = 11,15$

Based on the data analysis above, the researcher decided to accept or rejected the hypothesis. The statement was proved by use criteria below:

DF = N-1

= 6-1

= 5

Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (11,15) is higher than critical at level significant 0,05 (2,01505) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different between two test.

Analysis of Reading Test by Implementing Directed Reading Thinking Activity (DRTA) Strategy

The Analysis of Pre-Test

The research was done in one meeting for pre-test in orther to compare the score between the result from reading explanation text test before implementing diret instruction strategy and the result after implementing direct instruction strategy.

According to the pre-test result of exprimental class, the highest score was 69 and the lowest was 60.

R = H – L

R = 69 – 60

= 9

Next step was calculating the interval class by using the formula:

K = 1 + (3,3) log n

= 1 + (3,3) log 6

= 1 + (3,3) 0,7781

= 1 + 2,56773

= 3,56773 = 3,6

Then the researcher needed to calculate the length of interval class by using the formula as follows:

The calculation of the class length is:

$$I = \frac{R}{K}$$

$$I = \frac{9}{3,6}$$

$$I = 2,5$$

The last step was substituting the score as follow:

| 60 | 61 | 62 | 62 | 66 | 69 |

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{60+61+62+62+66+69}{6}$$

$$X = \frac{380}{6}$$

X= 63,33

This score means that the average score for this test is not good enough to make the students of a whole class passed the examination of reading because the minimun score of reading examinition was 75. But, the students got the average score only 63,33. It means the students still have not good capability in reading especially in explanation text.

The Analysis of Post-test

After analizing the pre-test score, the researcher continued to analized the result of post-test in experimental class.

For first step, the reseacher needs to determine the range of score R = H – L

Where:

R = Class range

H = the highest score

L = the lowest score

According to the post-test result of experimental class, the highest score is 79 and the lowest was 71.

R = H – L

R = 79 – 71

R = 8

Next step is calculating the interval class by using the formula:

K = 1 + (3,3) log n

= 1 + (3,3) log 6

= 1 + (3,3) 0,7781

= 1 + 2,56773

= 3,56773 = 3,6

Then the result needs to culculate the length of interval class by using the rormula as follows:

The calculation of the class length is:

$$I = \frac{R}{K}$$

$$I = \frac{8}{3,6}$$

$$I = 2,22 = 2$$

The last step was substituting the score as follow:

71   72   74   76   77   79

$$X = \frac{\sum X_i}{n}$$

$$X = \frac{71+72+74+76+77+79}{6}$$

$$X = \frac{449}{6}$$

X = 74,83

This score showes that the average score for this test is not enough to make students of whole class pass the examination of reading because the minimum average score of a reading examination is 75. The students in this class got 74,83 of the average score. It means that the score is not reached to the criteria of success in implementing the Directed Reading Thinking Activity (DRTA) Strategy.

The Examining of Hypothesis

2. **Alternative hypothesis (Ha) and Null hypothesis (Ho) was determined as follow:**

   Ha: There is a significant difference of the ability in reading explanation text between the students taught by implementing Directed Reading Thinking Activity and the students taught without using Directed Reading Thinking Activity

   Ho:There is no significant difference of the ability in reading explanation text between the students taught by implementing Directed Reading Thinking Activity and the students taught without using Directed Reading Thinking Activity

The test-formula: $t = \dfrac{md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$

T : Significance test

MD : The main of gain

$\Sigma x^2 d$: **Sum of quadrate of deviation**

N : The Number of Students

<div align="center">Table 4.3.1 Analysis Pre-test and Post-test</div>

No	Groups	Pre-test	Post-test	Gain(d)	Xd=(d-Md)	X²d
1	Group 1	61	74	13	1,5	2,25
2	Group 2	69	77	8	-3,5	12,25
3	Group 3	62	71	9	-2,5	6,25
4	Group 4	60	72	12	0,5	0,25
5	Group 5	62	76	14	2,5	6,25
6	Group 6	66	79	13	1,5	2,25
Σ		380	449	69		29,5
Md (Σd/N)				13,83	Σx²d	

$md = \dfrac{\Sigma d}{N} = \dfrac{69}{6} = 11,5$

$t = \dfrac{md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$

$t = \dfrac{11,5}{\sqrt{\dfrac{29,5}{6(6-1)}}}$

$t = \dfrac{11,5}{\sqrt{\dfrac{29,5}{6(5)}}}$

$t = \dfrac{11,5}{\sqrt{\dfrac{29,5}{30}}}$

$t = \dfrac{11,5}{\sqrt{0,98}}$

$t = \dfrac{11,5}{0,49}$

$t = 23,46 = 23,5$

  Based on the data analysis above, the researcher decided to accept or rejected the hypothesis. The statement was proved by use criteria below:

   DF = N-1

       = 6-1

= 5

Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (23,5) is higher than critical at level significant 0,05 (2,01505) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different between two test.

Tabel. 4.2.2 Percentage Students' Questionnaire

No	Statements	Student's Responses	Frequency	Percentage
1.	Students' interest in learning reading explanation text by using direct instruction strategy	Really Agree	4	13,33%
		Agree	25	83,33%
		Less Agree	0	0%
		Disagree	0	0%
		Really disagree	1	3,33%
2.	Students' obstacle in learning reading explanation text is identifying the main idea	Really Agree	0	0%
		Agree	8	26,66%
		Less Agree	18	60%
		Disagree	4	13,33%
		Really disagree	0	0%
3.	Students' comprehension in reading explanation text by using direct instruction strategy	Really Agree	5	16,66%
		Agree	20	66,66%
		Less Agree	4	13,33%
		Disagree	1	3,33%
		Really disagree	0	0%
4.	Some reasons that make the students understand in learning explanation text by direct instruction strategy as easier in understanding the text, identifying the topic sentence, and getting new vocabulary	Really Agree	10	33,33%
		Agree	20	66,66%
		Less Agree	0	0%
		Disagree	0	0%
		Really disagree	0	0%
5.	The main reason that make the	Really Agree	17	56,66%

No.	Statement	Response	Count	Percentage
	students interest in learning explanation text by using direct instruction strategy is the topic in the story related in daily life with the result that facilitate the students in comprehending the story	Agree	13	43,33%
		Less Agree	0	0%
		Disagree	0	0%
		Really disagree	0	0%
6.	Some reasons that make the students do not interest in learning explanation text by using direct instruction strategy like difficult to understand the story, and do not use daily vocabulary	Really Agree	0	0%
		Agree	5	16,7%
		Less Agree	13	43,33%
		Disagree	10	33,33%
		Really disagree	2	6,66%
7.	Students' perception toward the improvement of reading comprehension ability by using direct instruction strategy	Really Agree	0	0%
		Agree	28	93,33%
		Less Agree	1	3,33%
		Disagree	1	3,33%
		Really disagree	0	0%
8.	The students' perception about the direct instruction strategy is wasting of time. Therefore, it makes them feel bored in reading.	Really Agree	0	0%
		Agree	5	16,67%
		Less Agree	13	43,33%
		Disagree	10	33,33%
		Really disagree	2	6,67%
9.	Direct instruction strategy becomes one of the best strategy to improve students' reading ability.	Really Agree	7	23,33%
		Agree	20	66,66%
		Less Agree	2	6,66%
		Disagree	1	3,33%
		Really disagree	0	0%

The table shows that direct instruction strategy is one of the best technique to improve students' reading ability. Based on the data above, 23,33% students' pereption really agree with this strategy and then 66,66% students also agree that direct instruction

strategy is one of the best strategy which can improve students' reading ability as the result of post-test.

The Discussion of the Result

Based on the data analysis, the researcher found that the scores of post-test are more highly increased than the score of pre-test. After implementing Direct Instruction Strategy in experimental class, the researcher found the different score for pre-test and post-test. The mean score of post-test was 77, 16 and pre-test got 63, 33. This result shows that there is significant difference score of reading explanation text between the students taught by using Direct Instruction Strategy and the students taught without using Direct Instruction Strategy. The result showed that t-score (11, 15) is higher than critical at level significant 0,05 (2,01505) for one test. It means that there was significant different between two test. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it answers the first research question that using Direct Instruction Strategy improved the students' ability in reading explanation text.

The use of this strategy also gave beneficial contribution in improving students' reading ability during instruction process. After each activity in Direct Instruction strategy, students in SMAN 1 Simeulue Barat are able to developed their critical thinking. They learned how to talk about their thinking strategies and how to improve their reading skill. This statement is supported by the evidence result of the research that the use of Direct Instruction Strategy could motivate the students to learn English and improve students' ability to compose reading explanation text. Moreover, it helps them to be familiar to interact with others communicatively. It means that, when students are in a group and then they discuss the topic that they want to read. They exchange arguments each others. Thus, this process will familiarize students to communicate with their friends. Therefore, it can help students to develop their own speaking inderectly. Finally, students can talk more easily in front of the class when makin presentations and others activity in the class.

Moreover, after implementing Directed Reading Thinking Activity (DRTA) Strategy in experimental class, the researcher found the different score for pre-test and post-test. The mean score of post-test was 74, 83 and pre-test got 63, 33. This result shows that there is significant score difference of reading explanation text between the students taught by using Directed Reading Thinking Activity and the students taught without using Directed Reading Thinking Activity. However, the result of the implementation Directed Reading Thinking Activity showes that the average score for this test is not

enough to make students of whole class pass the examination of reading because the minimum average score of a reading examination is 75. The students got 74, 83 of the average score. It means that the score is not reached to the criteria of success in implementing the Directed Reading Thinking Activity (DRTA) Strategy.

Therefore, based on the result of the two strategies; Direct Instruction Strategy and Directed Reading Thinking Activity, the researcher found the different score of the test. The mean score of Direct Instruction Strategy in post-test was 77, 16 and the mean score of Directed Reading Thinking Activity strategy in post test was 74, 83. This result shows that there is significant difference score of reading explanation text between the students taught by using Direct Instruction Strategy and the students taught by using Directed Reading Thinking Activity strategy. Therefore, based on the result if the research, the good strategy in teaching reading explanation text is the Direct Instruction Strategy.

In addition, the analysis of questionnaire showed positive response. The response was taken from the students in experimental class toward all of questions. One of the result tell that 68, 67% of the students like learning reading explanation text by using Direct Instruction Strategy. They have different reason for this statement. But, most of them explain that it helps them to gain lots of vocabulary and easily to know the main idea of the text.

Moreover, the questionnaire analysis also indicates that the majority of students (81, 81%) said that their reading ability improved after using Direct Instruction Strategy. The statement was supported by result of test in experimental class. The explanations above tell the students' perception about Direct Instruction Strategy improved their reading ability in explanation text. Therefore it answered the second research question; what are the students' perceptions about the implementation of Direct Instruction Strategy.

The researcher realizes that there is still weakness in implementing the Direct Instruction Strategy to teach reading explanation text. However, the result of this research may give us enlightenment toward the important to vary out strategy in teaching reading explanation text in senior high school in order to make the teaching and learning process could run as we expected.

CONCLUSSION AND SUGGESTION

Based on the research results and discussions, the researcher concludes that the direct instruction strategy is effective to be implemented in teching reading. This is proven by the improvement of students' learning outcomes. The mean score of post-test is higher than of the pre-test (77,16>63,33). This indicates that there is a significant difference in score between two means. It can be concluded that the improvement of the learning outcomes due to the use of direct instruction strategy

Moreover, based on the t-test analysis, the obtained t-test score (11,15) is higher that critical score at the level of significance 0,05 that is 2,01505, which proved that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It indicates that the direct instruction strategy is effective to be implemented in teaching reading.

Finally, based on the analysis of questionnaire, it also shows positive response. The majority of students (81, 81%) said that their reading ability improved after using Direct Instruction Strategy. The statement was supported by result of test in experimental class. The explanations above tell the students' perception about Direct Instruction Strategy improved their reading ability in explanation text. Therefore it answered the second research question; what are the students' perceptions about the implementation of Direct Instruction Strategy.

There are some suggestions offered in this study are addressed: for the teacher, considering the implementation of direct instruction strategy in teaching reading is effective, therefore, it is suggested that the English teachers need to use the strategy. In addition, the teachers must make teaching and learning process become more interesting. In order to make the students will not get bored in learning the target language, feel confident to deliver their ideas in front of the class, and knowing all the structures of the text that they read. For the future researcher, as this research is not perfect yet, it is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to implementation the direct instuction strategy in difference area of teaching.

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