

CHAPTER I INTRODUCTION

A. Research Background

English has become one of international languages, because of this reason most of countries in the world try to master English well. In Indonesia, English as a foreign language and to master English as a foreign language, people need to learn the four language skills; listening, speaking, reading, and writing. They have to master all those four skills well in order to interact easier in the society. One of the basic skills that must be mastered by students is reading. Reading is important for students to be able to obtain information. Of course, by reading students will get new experiences and information that can increase their creativity. However, many students do not know the meaning of the text they read. Students feel they are not able to follow the lesson well. This is also supported by previous research, understanding a book is challenging for kids who lack language competence.¹ When they come across terms that are challenging to grasp, students frequently consult dictionaries.

Reading is a must for all humans in order to obtain information or knowledge. It is shown by the first verse in the Qur'an which commands people to read. In accordance with the Qur'an Surah Al-Alaq Verse 1:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

“Read! In the name of your God, who has created (all that exist)”.

Reading ability is the ability to understand, process reading or information obtained from reading for later collaboration or integration with previously known knowledge.² The direct learning method is a direct learning model where the teacher explains directly using the target language. Language is a knowledge/tool/media that is studied for the purpose of

¹ Jayanti, G. F. Reading difficulties; Comparison on Students' and Teachers' Perception. *International Seminar on English Language and Teaching*. 2016.

² Suryanto. An Investigation on Reading Comprehension Problems in Indonesian Culture contexts. The 1st International Conference on Education, Science, Art and Technology . Makkasar. 2017, 200-205.

communication. Person's language skills will be honed if he often practices the language in his life. Direct learning method is one way that can be used by English teachers to teach and practice the language for their students. By practicing the target language directly in reading learning, students will quickly understand the context of the text they read.

Based on the pre-observation or preliminary study data that the researcher conducted by conducting interviews with the related teacher who would be participants in this study, she explained to the researcher that some of the problems that often occurred were as follows:

Students feel they are not able to follow the lesson well. This is also supported by previous research, understanding a book is challenging for kids who lack language competence.³ When they come across terms that are challenging to grasp, students frequently consult dictionaries. The next consideration is a text's syntax and semantics. Students frequently mistake the meaning of a sentence in a text because they don't comprehend the purpose of a term. The application of the plan will be the final step and the primary focus of the issue at hand. Students frequently read all the readings in the text during reading exercises provided by the teacher without utilizing any methods. This makes students waste a long time in understanding a reading and this makes them unable to well-understand the text. Knowing and comprehending the many approaches that may be taken to address these issues is crucial.

Students are less enthusiastic about reading long texts because it is related to understanding they do not understand. Reading is very important to increase insight and knowledge, but unfortunately many students do not have the initiative to improve their knowledge. Of course this is an important problem in learning. This is supported by previous research as follows, Numerous academics have identified a number of issues that prevent pupils from reading well. According to Kasim and Raisha, one of the issues with reading is that pupils often lack prior information, making it difficult for them to comprehend what they are reading⁴. Understanding what you're

³ Jayanti, G. F. Reading difficulties; Comparison on Students' and Teachers' Perception. *International Seminar on English Language and Teaching*. 2016.

⁴ Usman Kasim and Siti Raisha. EFL Student's Reading Comprehension Problems: Linguistic and Non Linguistic Complexities. *ENGLISH EDUCATION JOURNAL (EEJ)*. 2017, 308-321.

reading plays a big part in comprehension. Students will better absorb and retain information from the book if they have a solid background. Lack of vocabulary in texts might cause pupils to have trouble understanding what they are reading. Students struggle to grasp the entire text because of their restricted vocabulary, which prevents them from understanding the meaning of words.

Students do not understand the culture of the reading text that is delivered, often this makes students confused. They find it difficult to interpret readings which sometimes differ in their cultural background from that in Indonesia. One example that we often encounter in this problem is the use of greetings for "good night" and "good evening" which are different when translated into Indonesian. The problem of differences in cultural backgrounds is also supported by previous research as follows, another problem mentioned by Suryanto is classified into three main problems. The issues include social context difficulties, issues with English teaching and learning, and issues with culture⁵. Problems in culture-based issues in reading comprehension are oral and written culture and the general nature of student-teacher relationships. Both of these problems are related to students' reading comprehension. Students who read in Indonesian regularly are able to comprehend texts written there. Students who read in English must comprehend the book in its original language. Additionally, a teacher's examples may not always be relevant to the topics being covered. While the instructor noted that some of them lacked the skills necessary to make learning engaging for pupils and easy for them to comprehend. The time allotted to comprehend a reading material is the last issue. The time required by pupils to comprehend the content is considerable. As a result, due to time constraints, pupils cannot fully comprehend the text. The sociocultural divide is the final obstacle to reading. Some social-contextual issues exist. First, the material is written in English for the Indonesian audience. Second, the limited chances kids have to study English. Only in class and during reading class can students learn English.

⁵Suryanto. An Investigation on Reading Comprehension Problems in Indonesian Culture contexts. *The 1st International Conference on Education, Science, Art and Technology*. 2017, 200-205.

English teacher are required to use effective teaching media to help students learn the target language.⁶ These various problems made an English teacher at private vocational high school in Mijen , Demak, named X. she brings up creative ideas in teaching in the classroom. She focuses on improving English reading skills for her students. She applies direct learning method to teach reading comprehension. Her experience at the Vocational High School can be said to be interesting and unique because gender-wise, we can observe that she is the only female teacher and teaches all male students in the automotive majors. Of course, her experience in teaching must be very interesting and inspiring, just imagine that male students who enter their teens to adults will definitely have unique behaviors. We can learn from the experience of Mrs. X about how she applied the direct learning method to teach students at private vocational high school in Mijen , Demak.

Using the aforementioned information, the English instructor employs direct learning method to teach reading comprehension at private vocational high school in Mijen , a good human being is a human who always wants to learn and grow, so we need to learn from the experiences of others. In this case, English teacher can add new experiences indirectly from what the teacher has done, especially in teaching reading using the direct learning method taught to vocational students. Based on the information provided above, the researcher chose to carry out a study named "*Exploring Teacher's Experience in The Implementation of Direct Learning Method : A Case Study on Muhammadiyah Vocational High School, Mijen*".

B. Research Focus and Scope

The primary goal of this study is to find out the implementation of teaching reading comprehension using the direct learning method conducted by an English teacher at Private vocational high school in Mijen . This study will focus on discussing the challenges, benefits and drawbacks of teaching reading using the direct learning method.

⁶ Wahyudin, A. Y. E-Comics In Teaching: Using Comic Strip Creators To Enhance Junior High School Students' Writing Ability. Proceedings of the 2nd ICON ELTL, Bandar Lampung: November 16, 2019, 126-133.

C. Research Problems

1. How is the implementation of Direct Learning Method in teaching Reading Comprehension at private vocational high school in Mijen ?
2. What are the challenges faced by the teacher in teaching Reading Comprehension by using the Direct Learning Method at private vocational high school in Mijen ?
3. What are the benefits and drawbacks of using direct learning methods to teach reading?

D. Research Objectives

1. To describe the implementation of the direct learning method used in teaching reading.
2. To reveal the problems or challenges faced by English teachers while teaching reading comprehension using the direct learning method for students of Private vocational high school in Mijen .
3. To find out the benefits and drawbacks that can be obtained from using direct learning methods to teach reading.

E. Research Significances

The following are some of the anticipated results of this study:

1. Theoretical Benefits

By offering experiences in instructing reading comprehension through direct learning methods in the realm of narrative inquiry, this research helps the Department of English Language Education develop new ideas.

2. The Pedagogical Benefits

In order to teach reading comprehension, English teachers adopt a direct learning approach, which is what this research seeks to convey. The results of this study might help readers locate suitable techniques for imparting and acquiring reading comprehension. When reading research data, readers and researcher are urged to adopt direct learning techniques to meet their reading learning objectives.

3. The Practical Benefits

Practically, the findings of this study should be beneficial in the ways that follow:

- a. For students
This research is expected to be able to contribute to students to improve their reading comprehension well, so that students are able to achieve learning targets.
- b. For teachers
This research contributes to English teachers that direct learning methods may be used to enhance pupils' comprehension of reading.
- c. For schools
Schools can improve the quality of learning so as to produce quality of learning.

F. Definition of Key Terms

In this study, there are four key terms that will be used. They are:

1. Reading comprehension is the ability to understand, process reading or information obtained from reading and then collaborated or combined with previously known knowledge.
2. Direct Learning Method is a direct learning model where the teacher explains directly using the target language.
3. Narrative inquiry is a methodology in a research that focus to uncover someone's history.

G. Organization of Thesis

The organization of the thesis is stated as follow:

Chapter I gives background data and the research's justification. It provides an overview of the planned study's scope and substance. This chapter should answer the following questions: 1) What is the study about? 2) How does the study fit into the current context? 3) What is the research's primary focus?.

Chapter II provides a survey of theoretical works and research connected to the subject of the study. The review is more than just a collection of sayings and theories. Instead, it makes an effort to combine many theories to provide a theoretical framework for the research.

Chapter III review of theoretical works and research connected to the subject of the study is presented. The review is more than just a summary of theories and quotations. Instead, it aims to combine several theories to provide a theoretical framework for the research.

Chapter IV offers analysis and conclusions from the investigation. The results are presented in this chapter along with an explanation of how they were organized and analyzed in accordance with the methodology. Besides In light of the study questions, the chapter elaborates on how the findings should be interpreted. The presentation of the study findings should clearly demonstrate how they relate to the goals and theoretical framework covered in the earlier chapters.

Chapter V Includes Recommendations and Conclusions. This chapter offers all of the research's primary conclusions, arguments, and limitations in one place.

