

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and discussion of the research. The statement of the problem is the implementation of use direct learning method to teach reading comprehension in Private vocational high school in mijen , the challenges, the benefits and drawbacks of using direct learning method to teach reading.

### A. Research Result

This study chose to use qualitative methods. Therefore researcher must describe the data obtained through interviews, observations, and documentation that has been done.

#### 1. The Implementation Direct Learning Method in Teaching Reading Comprehension at Private Vocational High School in Mijen

In learning English there are four abilities that must be possessed by students, including reading, writing, listening and speaking. Each ability that must be achieved certainly requires different learning methods. At Private vocational high school in mijen , an English teacher named Mrs. X uses the direct learning method to teach reading comprehension.

“I ended up using the direct method, so I as a teacher can also act as a facilitator or as an intermediary for students to be able to understand the meaning of words without me translating them into Indonesian.”<sup>1</sup>

This statement is also proven by the learning module used by Mrs. X in teaching.

Sekolah	SMK Muhammadiyah 5 Mijen, Demak
Kelas	X
Pengetahuan/Keterampilan Prasyarat	Membaca-Memirsa
Alokasi Waktu (menit)	4 X 45 (180 Menit)
Jumlah Pertemuan (JP)	2 JP
Metode Pembelajaran	Direct Learning Method
Sarana Prasarana	1. LKPD/Modul 2. Gambar 3. Papan tulis, spidol, Handphone
Moda Pembelajaran	Tatap Muka (TM)
Target Peserta Didik	Peserta Didik Regular
Karakteristik Peserta Didik	Siswa yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis dalam mencari jawaban dan tidak pantang menyerah dalam belajar.

<sup>1</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

This is also evidenced by the statements of students “She uses direct method, she actively speaks English in class and all students must follow the rules to speak only English. We are not allowed to use other languages.”<sup>2</sup>

“The teacher is also fluent in using English in class, we are required to speak English too, even though it was difficult at first but now I understand little by little”.<sup>3</sup>

In teaching reading comprehension using the direct learning method, Mrs. X forbids her students from using dictionaries, google translate and other translation applications. Mrs. X said that:

“ I more inclined to teach reading using the target language directly so that this becomes a habit and student’s English ability can be more active and fluent. Not dependent on translation”.<sup>4</sup>

In another statement, Mrs. X also explained that by not allowing students to use dictionaries or other translation tools, she must become a facilitator for students and prepare all tools or media that can be used to help students find the meaning of a word.

“The way to catch students to understand the target language is of course different, so the way I work around this is by continuing to provide instructions through gestures, or expressions and pictures must be carried out actively and conical so that students can understand what I mean by the meaning of the text we read”.<sup>5</sup>

This is also evidenced by the statements of several students of , as follows:

“Now we are not allowed to open the dictionary, we must focus on paying attention to the teacher’s

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<sup>2</sup> Student A, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>3</sup> Student B, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>4</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>5</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

instructions, his words, expressions, body movements and the pictures she brings to demonstrate in class”.<sup>6</sup>  
 “When learning to read, the teacher brings pictures and forbids us from using dictionary”.<sup>7</sup>  
 “My teacher not allowed us to open the dictionary, she asks us to think and imagine. My teacher brings pictures, displays certain expressions as a form of expression, or sometimes uses gestures so that we understand the meaning of the topic”.<sup>8</sup>



In the implementation of direct learning method, the researcher found three steps that are used by the teacher. The first step is preparation, the second step is implementation, and the last step is closing.

a. Preparation

Teacher can provide good quality learning by preparing everything for learning purposes. Therefore, before teaching the teacher has prepared a learning plan. She said:

“Before entering the new school year, each teacher I required to make and prepare teaching materials, and these teaching devices will be approved by the school principal. So every teacher is sure to

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<sup>6</sup> Tri Wahyudin Wijaksono, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>7</sup> Student C, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>8</sup> Student E, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

prepare learning tools before teaching. For the 2013 curriculum we prepare lesson plans, syllabus, and for the independent curriculum we make teaching modules.”<sup>9</sup>

The next step that must be prepared is learning media. In learning to read, the teacher prepares the text in advance according to the topic of the material to be taught. She said:

“In reading lessons, of course there are lots of texts, yes, there are descriptive, narrative, recount texts and so on. So I make it according to the topic that I will teach”<sup>10</sup>

b. Implementation

In the implementation of learning to read using the direct learning method, the researcher divided it into three parts. Pre-teaching, Whilst teaching and Post teaching.

1) Pre- teaching

The teacher enters the class, greets, asks how and checks student attendance. After that the teacher will warm up and stimulate the topic material.



Before starting the lesson the teacher shows the picture *"rabbit and turtle"*. The teacher gives a trigger question *"what picture is this?"*, *"Has anyone read this story?"*

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<sup>9</sup>X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>10</sup>X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

2) Whilst teaching

While teaching, The instructor carried out the primary tasks, utilized media for instruction, deployed appropriate tactics, used previously prepared extra material, and invited the students to draw conclusions from the book.

In implementing the use of the direct learning method, Mrs. X also always provides intermezzo or humor so that learning in class becomes more interesting, interactive and not boring. This is evidenced by her statement and also the students statements.

“Apart from giving material, I often give intermezzos such as singing, listening to music, movies and games”.<sup>11</sup>

“What I like about the current method is it was fun, because we also become active in class, we don’t just sit all the time, we actively guess pictures, demonstrate like mime. I think this is interesting and very good. So, this method is good to continue.”<sup>12</sup>

“The activities that Mrs. X gives in class are always fun and exciting, not monotonous”.<sup>13</sup>




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<sup>11</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>12</sup> Student C, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>13</sup> Student A, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

The first thing that was done was Mrs. X, to send a text in the form of a document to the WA group for the English class. Students are asked to open the material via their respective cellphones. After that the teacher made sure that everything was ready.

The teacher invites students to read the text together by means of repetition. She read first then followed by students. In every sentence that has been read the teacher will practice expressions, gestures or show pictures related to the sentences that have been read, so that students can find out the meaning of the contents of the text. The following is a narrative text that is learned:

### The Rabbit and The Turtle




A rabbit was bragging about his ability to sprint quickly one day. He was making fun of the turtle for moving slowly. The turtle unexpectedly challenged the rabbit to a race. The rabbit accepted the challenge since he believed it was a funny prank. The race's umpire was supposed to be the fox. The race started, and as expected, the turtle was far in front of the rabbit. When the rabbit reached the midway point, he was unable to locate the turtle. He chose to halt and take a quick nap because he felt hot and exhausted. He would be able to sprint ahead of the turtle to the finish line even if he passed him.

The turtle continued to go forward throughout, one step at a time. No matter how hot or exhausted he became, he never gave up. He simply kept moving. But the rabbit awoke after sleeping longer than he anticipated. Nowhere could he find the turtle, though! He raced to the finish line at full speed but encountered the turtle waiting for him.


After the reading process is done, the teacher asks students to look for vocabulary that they do not know the meaning of. The following are the results of the city of words that are considered difficult for students:

No.	Vocabularies	Meaning
1.	Boasting	Membual
2.	Laughing	Tertawa
3.	Race	Balapan
4.	Umpire	Wasit
5.	Take a short nap	Tidur siang sebentar
6.	Never quit	Tidak pernah berhenti


After knowing which vocabulary words were difficult to understand, Mrs. X explained the words one by one. The following is an explanation:

No.	Vocabulary	Pictures
1.	Boasting	

Mrs. X explained the meaning of the word boasting through a picture. The picture shows that there are 2 children, likened to the rabbit and the turtle in the text. The expressions of the 2 children show an act of underestimating a friend. This is what Mrs. X emphasizes to her students, that the behavior of the child in the picture is what is meant by boasting.

No.	Vocabulary	Pictures
2.	Laughing	


In the second vocabulary explanation Mrs. X showed a picture of the emoticon "laughing" and she also gave an example with a laughing expression and made a sound of "*hahaha*". Then the students said "*oh, I see*". After the students understand, the teacher asks the students to practice laughing expressions together.

No.	Vocabulary	Pictures
3.	Race	

To give a clear picture regarding the meaning of the word Race, Mrs. X gave an example of the gesture of a person running, after which she showed a picture where there was a picture of someone doing a running competition. Finally the students jointly guessed "*run, they are running*" and she answered, yes. And asking four students to come forward, they are directed to run together as in the example picture





shown. Finally, the students understood what the word race meant.

No.	Vocabulary	Pictures
4.	Umpire	

In the next vocabulary she still uses the same method, he shows pictures. She also hinted that the male figure in the picture has a task similar to their sports teacher, Mr. Zulmi. To clarify students' understanding, she asked five students to come forward, and he asked one student to play the role of an umpire. She gave an example for hands as if holding a whistle and he sounded "*prriit, priit, priit*". After that the students could be heard saying "*oh, yes*", "*He likes Mr. Zulmi*" there are also those who guess "*it is a coach*", "*it is judges*". Then Mrs. X explained again the meaning of the word umpire. And the students answered "*I am understand*".

No.	Vocabulary	Pictures
5.	Take a short nap	

In the next vocabulary, Mrs. X showed words related to "take a short nap" according to the context in the text. In the picture you can see a man sleeping under a big tree. To understand her students, she asked two children to move forward. One student acts as a tree and another imitates a sleeping man. It can be seen that students are active and pay attention to the lesson well. Students also increasingly understand the meaning of the word because it is practiced together.

No.	Vocabulary	Pictures
6.	Never quit	 

Mrs. X explained that the words never quit and never give up have the same meaning. She also showed a picture, then she invited the students to make a fist together and say *“never give up”*, and *“never quit”* repeatedly.

3) Post teaching

After all the vocabulary is discussed students can understand well. Mrs. X gave her appreciation to the students for participating well in the learning that was being carried out. The teacher and students clap together.



c. Closing

At this closing stage the teacher guides students to find conclusions from the text that has been in the language. After the conclusion is obtained the teacher conveys the task and also conveys what material will be discussed at the next meeting. After that, the teacher asked the class leader to prepare the students to go home and pray.

**2. The Challenges Faced by Teacher in Teaching Reading Comprehension by Using the Direct Learning Method at Private Vocational High School in Mijen**

Challenges or problems are defined as a statement about circumstances that are not in accordance with something expected. Challenges or problems can also be interpreted as words used to describe a situation that originates from the relationship between two or more factors that results in a confusing situation or solution.

Challenges in classroom learning can of course be caused by various factors including internal and external factors. Internal factors include teachers and students. External factors include problems faced by students outside the home, the teacher's duties apart from administration and so on.

“Supporting factors we can use various media, we can use cellphones, pictures, sounds, that can motivate students to think and imagine”.<sup>14</sup>

“The way I overcome these difficulties is by saying if I don’t understand what the text meant, then the teacher explain it again”.<sup>15</sup>

“The teacher often brings pictures that are in accordance with the contents of the text and that also makes me understand more and I can imagine how the contents of the text being discussed are roughly like”.<sup>16</sup>

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<sup>14</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>15</sup> Student A, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>16</sup> Student B, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

Of course, one problem with another problem that is being faced by students and teachers can work together to become a difficulty in teaching and learning activities in the classroom.

Of course, almost nothing is perfect in the learning method used by every teacher, because in one class there are students who have different thinking abilities and diverse interests. So, of course, every learning method will certainly have its own challenges.

Following are the challenges experienced by English teacher and students in applying the direct learning method to teach reading comprehension:

- a. The first challenge experienced by teachers and students is the challenge of speaking English fully in class. There are some students who can immediately follow well, some are confused to speak fully in English. Here Mrs. X also feels full of challenges as to how she should try to convey material using vocabulary that students are familiar or giving instructions through gestures, so the instructions given by the teacher must be as maximal as possible so that students can understand.

“I as a teacher can also act as a facilitator or as an intermediary for students to be able to understand the meaning of words without me translating them into Indonesian. So later we can immediately practice using expressions, or pictures, or objects around us and also make use of gestures or body movements. And finally they became more active in class”.<sup>17</sup>

- b. The second challenge experienced by Mrs. X was that she had to try hard to make the class atmosphere come alive. Because at the beginning of learning, of course, children are confused, they can't catch it yet. So she had to think hard about inviting students to be active while she had to consistently speak English.

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<sup>17</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

“The teacher must be more active in encouraging students to be imaginative in imagining or thinking about the meaning of words from the text”<sup>18</sup>

- c. Students are not confident to speak fully in English. Some students find it difficult to pronounce fluent pronunciations when speaking in English, so some students feel insecure because they are still afraid of errors in pronunciation.

“The difficulty that experienced was that it was difficult to express what wanted to say because I was shy, afraid of saying the wrong thing”<sup>19</sup>

- d. The teacher must play the role of a mother who first teaches children to speak. With the direct learning method the teacher must always speak in a foreign language, and students must also try to communicate in a foreign language as well. Of course, this is something that students have never done before, so teaching students to use a foreign language fully in class is the same as the role of a mother.

“I am like a mother who teaches students to speak, o know words for the first time.”<sup>20</sup>

- e. The last challenge comes from students where students find it difficult to find the intended meaning of the word, so it needs repetition so they can understand it well. This can also cause multiple interpretations among students or ambiguity.

“The challenge is sometimes there are many foreign words or certain situations that don’t exist or we rarely find here, so guessing is difficult”<sup>21</sup>

### **3. The Benefits and Drawbacks of Using Direct Learning Method to Teach Reading**

In using each method, we will definitely get benefits and drawbacks, because after all, no method is perfect. Benefits

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<sup>18</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>19</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>20</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>21</sup> Tri Wahyudin Wijaksono, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

are benefits, benefits, profits, profits that are obtained from the matter of practicing something or the results of work from implementing something where the results obtained are something that has a positive impact and adds goodness.

In applying a learning method there are definitely benefits that the method used will be useful for students so they can more easily receive and digest the information conveyed by the teacher. In using the direct learning method to teach reading comprehension there are various benefits such as: training students' ability to think critically and imaginatively, training students to become accustomed to communicating using English in two directions, training pronunciation skills, training students to understand foreign languages without a dictionary or translation tool another.

Following are the benefits and drawbacks of using direct learning methods to teach reading.

The benefits of using direct learning method to teach reading:

- a. Students are used to speaking English fully, so they can improve their speaking skills. With the habit of communicating fully in English during learning it will have a big impact on students' English skills, especially in their speaking, listening and reading.  
 “The benefit is that my speaking skill in English has improved”.<sup>22</sup>
- b. Improve student’s reading comprehension better without using translation tools.  
 “The benefits of this method are good for improving understanding of English without having to look up a dictionary and so we know the context of sentences by connecting them to our daily activities or to things around us”.<sup>23</sup>
- c. Train students to think critically and imagine because the teacher does not directly translate the meaning of words in Indonesian, but students have to guess pictures, or instructions, or expressions and gestures from their teacher.

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<sup>22</sup> Student E, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>23</sup> Tri Wahyudin Wijaksono, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

So that they are also accustomed to think critically, imaginatively and more active in class.

“We can ask students to be involved and practice directly on the topics to be conveyed, students actively participate in giving appropriate gestures or expressions”.<sup>24</sup>

- d. Making student pronunciations better, because they are used to listening to English speaking teachers and students also practice speaking English directly.

“My speaking skill in English has improved because previously my English was passive but, after my teacher often used instructions in English and students had to use English too, I feel that my English skills are progressing”.<sup>25</sup>

- e. Do not rely on dictionaries or translation applications, so that when learning students are focused on listening to explanations from the teacher.

“I get make me understand more and I can understand the meaning of the contents of the text without looking at the dictionary again”.<sup>26</sup>

In every benefits there are still drawbacks of a learning method used. The drawback of a learning method is something that is not owned by the method used with other methods that already exist or have been used.

The use of the direct learning method to teach reading comprehension has drawbacks in terms of time usage, it takes longer time, the level of focus is higher, and because students do not use translator tools, there are some misunderstandings or disagreements about the meaning of a word that is used. Is being discussed.

The drawbacks of using direct learning method to teach reading:

- a. It takes a high focus for students and teachers to be able to use this method, because it is clear that the full use of English in the classroom certainly requires a lot of

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<sup>24</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>25</sup> Student E, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>26</sup> Student B, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

concentration. If the teacher is not creative, learning will become monotonous.

- b. It takes a long time, to be able to make students understand what the teacher means requires a lot of repetition until students can understand the meaning of the text conveyed.
 

“Even though the process of understanding them is long, I as a teacher, have to keep trying to find ways to understand them. Alhamdulillah, we can do it together. And finally students want to speak in English actively and they can understand the text without translation”.<sup>27</sup>
- c. Causing misperceptions or ambiguity in the interpretation of the meaning of one student and another, because the translation is not mentioned in Indonesian.
 

“The challenge is sometimes there are many foreign words or certain situations that don’t exist or we rarely find here, so guessing is difficult”.<sup>28</sup>
- d. The direct learning method used will show effectiveness and more satisfying results when we combined with the Total Physical Response method, also known as TPR. Teacher and students can communicate what they want to say in language and accompanied by movements that can help others understand well.

## B. Discussion

### 1. The Implementation Direct Learning Method in Teaching Reading Comprehension at Private Vocational High School in Mijen

Reading is a skill that students studying English as a second language must master. One of the linguistic skills that English language learners need to acquire is reading. It is the endeavor or procedure of deriving significance from written content.<sup>29</sup>

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<sup>27</sup> X, S.Pd, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>28</sup> Tri Wahyudin Wijaksono, The Interview from The Researcher, transcript, January, 26<sup>th</sup>, 2023

<sup>29</sup> Melasari, Alan Jaelani & Movi Riana Rahmawati. A Narrative Inquiry Study On Teaching Reading Using Authentic Materials. English Journal. 2021, 155.



Both instructors and students place a high importance on reading ability. Reading is the process of obtaining and comprehending information in language via print media. It is also the activity of interpreting text.<sup>30</sup>

Reading comprehension can be away to understand and think the process to understand the meaning of a text using the text and knowledge that is owned.<sup>31</sup> Understanding is built from information sources that communicate with people each other on the feedback of the written page, according to the interactive reading model. Thus, understanding is a method of connecting new data or entering into existing data already stored in memory.

A direct technique is one where the teacher instructs students in the target language (in this case, English) in the classroom. When some pupils don't understand what the teacher is saying, the teacher may not translate but instead utilizes visual aids or hands-on activities to demonstrate what the words mean.<sup>32</sup>

A learning paradigm called direct teaching is specifically created to help students' acquisition of declarative and procedural information that is well-structured and can be delivered in a step-by-step fashion. Additionally, it is referred to as a training paradigm, an active teaching model, mastery teaching, and explicit instruction. In this technique, the students are required to provide all of the instruction for the other students, and the final assessment is used to track the students' comprehension.<sup>33</sup>

A direct technique is one where the teacher instructs students in the target language (in this case, English) in the classroom. When some pupils don't understand what the teacher

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<sup>30</sup> Jack C Ricards and Willy A. Renandya. *Methodology in Language Teaching*. An anthology of Current Practice. University of Cambridge. 2008, 273.

<sup>31</sup> Rengur, Z.A., & sugirin. The Effectiveness of Using Comic strips To Increase Student's Reading Comprehension For The Eight Grade Of SMPN 1 Pundong. *ICoSSCE*. 2019, 127.

<sup>32</sup> Nurhayati Sitorus, harpen Silitonga. The Implementation of Direct Method to Improve Student's Ability in Speaking. *ETLIN Journal*. 2018, 80

<sup>33</sup> Trisetia Wijayanti, Yuli Agustina. Mplementation of Direct Instruction Learning Method to Increase Student's Understanding and Learning Outcome for Company Budgeting Course. 2016, 1-2.

is saying, the teacher may not translate but instead utilizes visual aids or hands-on activities to demonstrate what the words mean.<sup>34</sup>

The learning practice carried out by Mrs. X in teaching reading uses the direct learning method, she first prepares a teaching module or lesson plan, materials and learning media. She designs learning steps that are carried out in the classroom. With good preparation can improve the quality of learning outcomes in the classroom. In the direct learning method applied, teachers and students must speak English fully during the learning process, so they are not allowed to speak Indonesian or Javanese.

The next step, she entered the classroom. She greeted and asked how the students were doing, she also slipped in a little intermezzo to break the ice in the class, after which she checked the attendance of students one by one.

After carrying out the opening stage in class, she conveyed the material to be discussed that day. She said that the topic being studied that day was narrative texts, she explained the definition of narrative texts, then he gave a narrative text to her students which was sent through the WA group for the English subject class. She checked her students one by one and made sure that all students had obtained the narrative text file.

When everything was ready, she guided the students to read the text together, she used the repetition method. She read one sentence, then followed by the students. After this was done, she explained the purpose of the contents of the text by discussing the sentences one by one. In each discussion, students are asked to look for difficult words or words they don't know the meaning of. Because if in one sentence there are words that cannot be understood, it will make it difficult for students to grasp the meaning of the sentence in the text.

After getting a few words that they found difficult, Mrs. X began to give explanations one by one. Mrs. X gave an explanation, while showing a picture and asking students to guess what the meaning of the word meant was. With this strategy students still seem confused and can't guess, to overcome this, Mrs. X added expressions to her facial

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<sup>34</sup> Nurhayati Sitorus, Harpen Silitonga. The Implementation of Direct Method to Improve Student's Ability in Speaking. *ELTIN Journal*, Volume 6/Ii. 2018, 80.

expressions, it can be seen that students are starting to be interested and trying to guess, the atmosphere in the class is becoming more active, it takes a while to arouse student activity.

After the students could follow the rhythm in learning, she invited students to participate in giving meaning to the vocabulary that was considered difficult earlier. Several students were asked to come to the front of the class, and practice a word according to the instructions and directions from her. Learning is getting more exciting, active and fun, students finally understand the context of the words and sentences in question.

The results obtained from supporting sources, as well as participants, namely Mrs. X, also stated that the direct learning method can help students develop and hone their English skills, especially in reading skills. This is also supported by previous research entitled *Using Direct Method In Teaching Reading Comprehension* written by Sri Yuliani and Henni Astria. the result shows that teaching reading comprehension through direct learning method to the eight grade students at the state junior high school number 44 Palembang was effective.<sup>35</sup>

Based on the results of interviews with several students at Private vocational high school in Mijen , the use of the direct learning method to teach reading comprehension can improve their reading skills, they become more understanding with the intent of the contents of the text without relying on dictionaries or translation applications.

## **2. The Challenges Faced by Teacher in Teaching Reading Comprehension by Using the Direct Learning Method at Private Vocational High School in Mijen**

Every method used for teaching must have its own difficulties or challenges, all of that cannot be dXed. Many factors can pose challenges to a teaching method used, all of these factors can of course differ from one another depending on the situation and conditions encountered. The use of the direct learning method to teach reading at Private vocational high school in mijen also has some challenges.

After conducting research, the researcher found several challenges faced by teacher in using the direct learning method to teach reading, namely:

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<sup>35</sup> Sri Yulianti & HX Astria. Using Direct Method In teaching Reading Comprehension. *English Community Journal*. 2020.

- a. Teachers are required to be more active and creative. The teacher must always give instructions and explain in English even though the students still seem confused, the teacher must continue to try to find equivalent vocabulary so that students are able to understand the meaning conveyed. Mrs. X must actively invite students to continue to think and guess what the intent is conveyed.

When students are not familiar with this teaching method students will feel confused and do not understand, but if this is done continuously and becomes a habit students will quickly understand. It takes process and consistency to apply this direct learning method.

Students and teachers are required to be active in learning in class. Communication that is created in the classroom must be two-way communication, not only the teacher to students but also students actively respond and respond to material from the teacher. So, there must be a reciprocal process from teachers and students.

- b. The challenge of speaking English fully in class. Students are not confident to speak fully in English. Some students feel insecure because they are still afraid if they are making mistakes in pronunciations. Mrs. X overcomes this by facilitating her students to use visual aids, for example displaying pictures, sounds, gestures. And expressions that can support students to understand the meaning well without translation aids.

This is in accordance with research that has been conducted by Nurhayati Sitorus which states that in using the direct learning method the teacher should try to convey the material using vocabulary that students are familiar or giving instructions through gestures, so the instructions given by the teacher as maximal as possible so that students can understand well. If some students do not know the meaning of the words that spoken by the teacher the teacher may not translate but she or he uses visual aid or through demonstrations to illustrate the meaning of the words.<sup>36</sup>

- c. Teachers need more time to make students understand the target language conveyed. It takes a long time to do

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<sup>36</sup> Nurhayati Sitorus, Harpen silitonga. The Implementation of Direct Method to Improve Students' Ability in Speaking. *ELTIN Journal*, Volume 6/li. 2018, 80.

repetitions regarding the explanations, gestures, and expressions that are practiced. This repetition must be done so that students can understand well.

English is a foreign language for students, to be able to make students understand without having to use a translation application certainly requires a long process. Students must be trained like babies who are learning a language for the first time, need lots of repetition processes, and practice.

- d. The teacher must play the role of a mother who first teaches children to speak. It takes consistency and also patience from both teachers and students to continue to maintain the full use of English in the classroom. Mrs. X becomes like a mother, who patiently introduces the language to her child. Thus the direct learning method for teaching reading is like a natural or natural method that occurs through process and habituation.
- e. Lead to multiple interpretations or multiple meanings. Students find it difficult to find the intended meaning of the word, so it needs repetition so they can understand it well. To avoid ambiguity in meaning, Mrs. X must ensure that what she is demonstrating is correct according to the context and does not lead to multiple interpretations.

### **3. The Benefits and Drawbacks of Using Direct Learning Method to Teach Reading**

Every method used for teaching must have imperfections, it all depends on the situation and conditions being faced. Includes in the use of the direct learning method to teach reading at Private vocational high school in Mijen , has several benefits and also drawbacks.

The benefits derived from using the direct learning method to teach reading comprehension are as follows:

- a. Students' understanding of the target language is getting better. Students often hear and practice English directly in class, of course this can improve students' ability to speak English, especially in terms of reading.

If students only understand without practicing, it is definitely difficult to develop their abilities. With the teaching method that has been carried out by Mrs. X, she involves students directly to actively interact using English.

This is very good for training students to get used to speaking English, training students' self-confidence and of course students' abilities will be increasingly honed. Students actively speak English. By frequently guessing words and communicating in English, students' speaking skills also increase. Teaching actively using English and asking students to interact in English will certainly improve students' ability to speak English.

- b. Improve student's reading comprehension better without using translation tools. The use of the direct learning method helps students to be able to examine, develop meaning with their understanding. With various instructions, pictures, gestures conveyed by the teacher, student will be able to understand without relying on translation aids. Students are trained to naturally know the language. The teacher provides opportunities for students to communicate using a foreign language actively, the teacher also become a facilitator who will help students express their thoughts.
- c. Train students to think critically. Students must be able to think critically and creatively to unify the meaning or purpose of what is being discussed. Students must be able to link the teacher's words, readings to the text, as well as pictures or gestures shown by the teacher so that they become a single unit of meaning that they can understand.
- d. Making students pronunciations better and sharpen students' listening skills. With the teacher speaking fully in English, of course, students will often listen to conversations in English, this is good for improving students' listening skills. Accustomed to being involved in English-language interactions, in addition to improving reading and speaking skills, listening skills will definitely improve as well. Sensitivity to what words are spoken will certainly be better. Correct pronunciation is given careful attention in direct learning method new vocabulary is taught using familiar words.<sup>37</sup>
- e. Students do not rely on dictionaries or translator apps. Because the teacher interprets with explanations, expressions, pictures, and body movements so that students

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<sup>37</sup> Lukman Nul Hakim. The Influence of The Use of Direct Method in Teaching Reading Comprehension and The Student's Achievement. 2019.

are not monotonous with dictionaries and translator applications. The benefit of using this method is that students can be detached and not depend on translation applications. Teachers always provide other ways to be able to provide a clear understanding to their students. He uses visual images, sounds, or body movements for students to understand well. Mrs. X also actively involves students in class learning.

The drawbacks that can be obtained from using the direct learning method to teach reading are as follows:

- a. Causing misperception or ambiguity. If the teacher does not continue to emphasize and repeat students to interpret a word or sentence based on their imagination, of course, each child has a different thinking imagination, which can lead to multiple interpretations among students. Someone's thinking to catch the meaning of something is definitely different. What's more, in English there are many pronunciations of words that are similar but in fact have different meanings, because students must be able to follow the interactions that occur in English class without translation aids making students experience multiple interpretations or ambiguity in interpreting the teacher's words. Requires several repetitions of meaning so that students really understand what is meant.
- b. Students need a high focus. To attract the attention of students the teacher must try harder, evoke the atmosphere in the classroom. It takes focus and high concentration to listen to the teacher's explanation so that misunderstandings do not occur. The teacher must be active and creative to attract the attention of students. Because each student has a different understanding, of course the teacher must prepare several ways to overcome this, not only with pictures and sound, but Mrs. X also combines her teaching with body movements and the right expressions. Students must also be actively involved in the practice.
- c. Takes longer time. Teachers must familiarize students to be able to communicate in a foreign language. It takes a long time to apply this method because everything takes place naturally like a baby who is just getting to know or learning a language. Consistency is needed in order to continue to

apply this method, teachers and students must actively interact in English.

In learning to read, it requires a lot of repetition of intent or meaning so this is quite time-consuming, but the results provided have a significant impact on students' abilities to read, listen, speak and write in English.

A learning strategy called direct teaching is specifically created to enhance students' acquisition of declarative and procedural information that is well-structured and can be delivered in a step-by-step fashion. Additionally, it is referred to as a training paradigm, an active teaching model, mastery teaching, and explicit instruction. Students are required to fully engage in the learning process using this strategy.<sup>38</sup>

- d. The direct learning method used will show effectiveness and more satisfying results when we combined with the Total Physical Response method, also known as TPR. Teachers and students can communicate what they want to say in language and accompanied by movements that can help others understand well.

Teachers can invite students to practice what is discussed in the text. For example, when there is a text that explains “*running*”, the teacher can ask student representatives to come to the front of the class while practicing the teacher’s instructions so that even if the teacher explains without translating into Indonesian, students can still understand and capture the meaning or intent of the teacher and the text.

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<sup>38</sup> Trisetia Wijayanti, Yuli Agustina. Implementation of Direct Instruction Learning Method to Increase Student’s Understanding and Learning Outcome for Company Budgeting Course. 2016, 1-2.