

The Effect of Direct Method on the Students' Reading of Narrative Text in Medan, North Sumatera

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Abstract: The objectives of the study are to find out the effect of direct method on the students reading narrative at the fourth semester of Universitas Harapan Medan. The number of students is 40 students. One class becomes the experimental group and the second of eleventh class as the control group. This research used experiment research. Direct method can give significant effect on the students' reading mastery. It also made the students more social and active, more independent in the classroom and made the students more interested in the subject as well.

Keywords: Direct Method, Experimental Group, Effect, Reading, Narrative.

INTRODUCTION

English is an international language used as a tool for communication in daily life and in academics, functioned as a first, second or foreign language. In Indonesia, English is a foreign language and formally it is taught in schools from senior high school until university. It has become an obligatory subject and as one of the subjects examined in the National Examination (Ujian Nasional: UN). So, learning English is a necessity and a must for all the people in the world, especially in Indonesian school. Therefore, the students should master English.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing.

As one of the language skills, reading has a major and crucial role in facilitating students to learn a foreign language. Reading enables students to find out information from an array of texts, ranging from textbooks, newspapers, magazines, advertisements, to brochures. Reading also enables students to know how English is actually used in printed and written forms.

Reading is also central to a student's experiences at school and in everyday life. Thus, teaching students to read is a major task for reading teachers today. Since students arrive at schools at different reading developmental stages, and teachers, therefore, are faced with helping less capable readers improve their reading skills by providing the best reading instruction possible.

In fact the students do not master the English yet. This can be proven by the low level of students' reading skill. The low level of the students' reading can be seen from the observation at SMA Muhammadiyah 8 Kisaran. The students always ask the teacher about the meaning of the words.

There are many factors that make the students' reading skill is low. They came from the internal factor

and the external one. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence etc., and the external is factors from outside of the students that affect their learning process such as economic background, learning materials, and teachers' performance including their teaching methods.

The teaching method is assumed as the factor that causes the students' reading skill is low. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines 'the what' and 'the how' of language instructions.

The Purposes of the Study

- To know the significant increase of reading ability by direct method
- To find out how much improvement reading ability by using direct method

It is not easy to teach a language without using suitable method because each method has advantages and disadvantages. Teaching English, especially reading skill is like teaching other social science, which needs suitable techniques and method in order to get the

successful learning. So, why it should be done the research about teaching reading skill related to the method that is in order to know the effectiveness of the method in teaching reading skill.

When the writer observes at the SMA Muhammadiyah 8 Kisaran, she found that the students who learn reading skill feel bored and confused. So, here the writer would like to propose the method that should be used in teaching reading skill at the SMA Muhammadiyah 8 Kisaran that is direct method. This method is called as a Natural Method, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new reading skill and in communication, and the teacher must use the pictures, gestures by using the target language that is familiar to the students in explaining the new words.

THE REVIEW OF LITERATURE

Reading

Sometimes we read and listen in order to understand everything we are reading in detail [1]. Reading is one of the important skills to master in learning English. It is the first of the most important factor that can support the process of mastering the other skills and improving knowledge. Reading also is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the reader's selection of texts.

Lado [2] to read is to grasp language patterns from their written representation. Read is look at and be able to understand something written or printed. Further, Young & Bowers in Breznitz [3] states that reading is a complex ability in which the reader is required to use a number of different cognitive processes including word recognition, access to word meaning, syntactic division, semantic analysis of sentences, and interpretation of the overall text all of which need to occur rapidly.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture. In www.nclrc.org/essentials/ (online), states that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it.

Teaching cannot be defined apart from learning [4]. The communicative approach to language teaching has given teachers a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the

goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

One of the most important functions of the language teachers is to help students move past this idea and use top-down strategies as they do in their native language. Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Strategies that can help students read more quickly and effectively include (www.nclrc.org/essentials/speaking/):

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Reading Comprehension

Comprehension is the ultimate goal and hopefully the end result of reading. In fact, reading without understanding cannot be called reading, because reading, by definition, involves deriving meaning from the written word. According to Blair and William [5] comprehension is a multidimensional thinking process; it is the interaction of the reader, the text, and the context. Further they state that comprehension occurs when readers make critical connections between their prior knowledge and new-found knowledge in the text. While reading a text, readers activate their prior knowledge or schemata about a topic.

Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas

of a text and exploring the organization of a text are essential for good comprehension [6]. In spite of the importance, the fact shows that not every individual learns reading well. Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent for teaching reading in elementary and secondary school around the world. In fact, it is probably true to say that more time is spent in teaching reading than any other skills.

The most important activity in any language class is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating one's knowledge of a language. Reading is a complex ability in which the reader is required to use a number of different cognitive processes including word recognition, access to word meaning, syntactic division, semantic analysis of sentences, and interpretation of the overall text—all of which need to occur rapidly [3]. In other words, reading activities can bring many benefits for students such as information, pleasure and knowledge. Almaguer [7] points out that reading is essential for success in our society.

The purpose for reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. A person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. The teachers can help their students become effective readers by teaching them how to use strategies before, during, and after reading [8].

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

According to Carroll [9] there are some tips to make reading comprehension test to be easier:

- Read all the questions or questions stems quickly once.
- As you read, write the question number next to the part of the passage that addresses the questions.
- Stop to answer the question as you read unless the questions require knowledge of the entire passage.
- Don't let an unfamiliar word throw you. Just keep going; the meaning may become clear as you read on, and you can then back to the question.

NARRATIVE

Narrative paragraph tells us about a story. This definition is briefly explained by Anderson and Anderson [10]. He defines a narrative paragraph telling a story, either fiction or non-fiction, of an event or some events. Its purpose is to present a view of the world that entertains or informs readers or listeners. In Wishon and Burks [11] narrative paragraph is the form of writing used to relate the story of acts or events, narrative places occurrences in time and tells what happened according to natural time sequence. Types of narrative include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

Meyers [12] states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. From the definition above, it can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

Narratology gives a system by which narratives can be understood and written [13]. This system is not "some kind of machine into which one inserts a text at one end and expects an adequate description to roll out at the other". It is simply a helpful tool. By using terms such as fabula, event, actor, story, object, time, and location, narratology clarifies the differences between those texts that are and are not narratives.

The definition of narrative can be attempted and be understood like with many other words, there is no one clear definition because of the many conflicting opinions surrounding the topic. Bal's studies were often based on two assumptions, both involving homologies, relatedness between things. The first assumption is that

there is a homology between sentence structure and text structure. The second assumption states that a homology exists between narrative fabulas and 'real' fabulas. Both assumptions can be argued against, but are what will be used in this definition.

Having for the definition of narrative, the differences between a story, a fabula, and a narrative text must first be established. A fabula is the elements in a story in chronological order and deals with events, actors, time, and location. A story is the fabula as the author chooses to tell it, the same material looked at from a certain, specific angle. The aspects that separate it from a fabula are sequential ordering, rhythm, frequency, the change from actors to characters, the change from place to space, and focalization. "If one regards the fabula primarily as a product of imagination, the story could be regarded as the result of an ordering [14]. A narrative text is a numbered, structured whole in which a narrative agent tells a story. It involves a narrator, non-narrative comments, description, and levels of narration. After establishing these differences, a more detailed description of all three will help bring together the definition of the term "narrative."

An event, a transition from one state to another, in a fabula to be considered an event, it must show change, choice, and confirmation. Once an event has been labeled as such, the relationships between events must be established. The selection of actors begins by separating those who cause or undergo functional events and those who do not. Those who do not are not taken into consideration, but this does not mean they are unimportant. From here, actors can be classified as subjects, objects, helpers, or opponents. Events are "always seen in relation to the actors forming part of it, and the actor in relation to the events they initiate or suffer". Events occur in a certain order, during a certain period of time, and at a certain location.

The sequential ordering of a story can cancel the laws of everyday logic. Events can take place however the author chooses to tell them as long as she/he considers direction, distance, span, and possible difficulties that may be experienced by the reader. The rhythm, speed of presentation, and frequency, numerical relationship between the events in a fabula and those in a story, must both be given much consideration by the author. Focalization, a central concept in discussing stories, describes the point of view from which a story is being written. It is often what makes a story a story and not a fabula.

"A narrative text is a text in which a narrative agent tells a story". The narrative agent, narrator, is considered a function and not a person and is referred to as "it." The narrator can tell about others or about itself. Description in narrative texts is necessary, and there are many different levels of narration that involve relations between different fabula and text types. This is a

systematic account of only one theory and is hardly the only way a narrative can be described.

Language Features of Narrative

- The use of noun phrase
eg. a beautiful princess, a huge temple
- The use of connectives
First, before, that, then, finally
- The use of adverbial phrase of time and place
Two days ago, in the garden.
- Simple past tense
He walked away from the village
- Material processes / action verbs
Material processes are process of material doing.
e.g. walk, sleep, wake up
- Verbal processes / Saying verb
Verbal processes are processes of saying, or more accurately, of symbolically signaling.
e.g. say, tell, ask, explain, announce
- Mental Processes
Mental processes are mental, covert kinds of goings-on.
-Thinking verbs: think, understand, assume, conclude, discover, consider, doubt and believe.
-Feeling verbs: love, enjoy, hate, dislike, regret, fear, like, prefer.
-Verbs of sense: see, notice, observe, feel, smell, taste, watch, hear and listen.

DIRECT METHOD

The direct method of teaching was developed around 1900 in Germany and France. It is sometimes called the natural method because the aim is to teach students in a similar way that they acquire their first language. The direct method of teaching came as a response to the shortfalls of the grammar-translation method, which works to teach grammar and translate vocabulary from the native language of the student.

Therefore, the grammar-translation method relies heavily on the written language, whereas the direct method places the emphasis on both listening and speaking. Although the direct method isn't limited to teaching foreign language, it is however, often used for this purpose. In fact, you can see evidence of it being used in many English classrooms around the world today. The aim of this method for teaching English is to immerse the students in English; the teacher would use realia, visual aids and demonstrations to teach English to students.

The teacher would in this instance focus on repetitive patterns of teaching with grammar being taught inductively. This means that the rules of grammar are not taught directly, instead students would learn to change different parts of the sentence. For example, "I go to school", the word *go* could be changed for other verbs like *walk, run, jog, drive*, etc.

RESEARCH METHODS

This research used survey method in the fourth semester students, so that the sample is taken by random purposes, so it can take class in IV semester where used direct method 1 class as the experimental group and the X2 Class as the control group.

RESULTS AND DISCUSSION

The data obtained in the research note that with the help of direct method with strategy that is W able to improve students critical thinking ability. The experimental class I has a good improvement compared to experiment II. The most improved indicator is the learning indicator of the narrative essay concept or through a discussion explaining that the narrative topic is easy to obtain the idea of resolving, motivated to analyze and evaluate the topics in the discourse given by collecting creative ideas and feeling happy when the learning takes place and given breaks to show the group discussion result of 82,30%, as well as the ability to write with the ability to recollect inclusion in reading in the narrative with an average of 75.25.

This is then followed by testing the classical assumption of normality test with a writing sig of 0,061 and critical thinking ability of 0.150 thus it can be explained that the data is normally distributed, for homogeneity, it is known that the significantly. ue of writing ability of 0.121 and critical thinking ability 0.146, it means that the data is declared homogeneous with the acceptance of the above classical test. And then the test can be done.

For hypothesis, it is known that H_a is accepted with sign value of 0.000 ($0,000 < 0,05$) that there is a significant improvement of reading skill by using direct method for by hypothesis II it is know that the significant of 0.000 thus he accepted that there is a significant improvement of critical thinking ability by direct method.

It revealed that the average of reading achievement by using direct method in daily activity reading strategy is 75.25 with deviation standard 4.109 describes the effectiveness of learning process, it is easier for students to write all articles with good detail from figures to ease of finding storyline, without media only has an average of 55.50, the difficulty that student get ts when finding the flow even the students easily bored in reading and then write black , but keep in mind the students are still having in reading with the right students is English.

CONCLUSION

Having analyzed the data thoroughly, the conclusion is direct method can give significantly the effect on the students' reading mastery of narrative text. It also made the students more social and active, more independent in the classroom and made the students more interested in the subject as well.

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