

## The Influence of The Use of Direct Method in Teaching Reading Comprehension and The Students' Achievement

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**ABSTRACT:** Direct method of teaching is a systematic instructional method that first and foremost requires the teacher to have a command of the subject matter at as close to mastery level as possible. This means that whether subject matter is at the elementary level, middle school level, high school level, college level or adult education level, the teacher thoroughly "understands" the content. The main purpose of direct method of teaching is to provide information within a structure that enables all students to attain the stated objectives at a level of mastery. The aim of the research was whether there was any influence between the use of direct method in teaching reading comprehension and the students' achievement in reading comprehension or not. The methods of collecting data were questionnaire, test for reading, and documentary study. The data of this research are analyzed by using "Product Moment Correlation" Person method. The result of calculation of the correlation coefficient between the use of direct method in teaching reading comprehension and the students' achievement up to 0.93. The value of product moment in the table with  $N = 30$  or  $df = N-2 = 28$  in significant 5% is 0.361 and 1 % is 0.463. If this value or  $r_{xy}$  is compared with the value of product moment, so  $0.361 < 0.93 > 0.463$  or  $r_{xy} > r_{xyt}$ , it means the value found is bigger than the value in the table. It is a significant correlation between the use of direct method in teaching reading comprehension and the students' achievement.

**Keywords:** *direct method, reading comprehension, students' achievement.*

### Introduction

Direct method of teaching is a systematic instructional method that first and foremost requires the teacher to have a command of the subject matter at as close to mastery level as possible. This means that whether subject matter is at the elementary level, middle school level, high school level, college level or adult education level, that the teachers thoroughly "understand" the content. Such understanding presupposes that the teacher "knows" more than the facts, but also the structure of the content. In short, it means that the teacher understand each item of the content in more than one-way. The main purpose of direct method of teaching is to provide information within a structure that is enabling all students to attain the stated objectives at a level of mastery. Inferences may be made at this point that direct method of teaching is least attractive to those teachers who themselves lack mastery of the content.

Direct method of teaching is a systematic way of planning, communicating, and delivering in the classroom. One does not become proficient at this, or any skill without practice and relevant feedback. Direct method of teaching is probably best for teaching skill, not understandings, and so, the teacher must practice these skills himself as perfectly as possible. (<http://ww-w.adprima.com/direct-method.htm>, 2006).

Thus the problem of this research is that on one side the English teacher has done some effort to overcome students' difficulties in learning English, particularly in learning reading comprehension, but on the other side, most students still do not understand the content of the reading texts that taught to them.

This research is aimed to find out (1) the students' response on the use of direct method in reading comprehension, (2) the students' achievement in reading comprehension, and (3) the influence of using direct method in reading comprehension towards the students' achievement.

## Literature Reviews

### a. Direct Method

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA) (Terrell, T.D. 1977: 325).

The direct method was introduced by the German educator Wilhelm Victor in the early 1800's. Focusing on oral language, it requires that all instruction be conducted in the target language with no recourse to translation. Reading and writing are taught from the beginning, although speaking and listening skills are emphasized--grammar is learned inductively. It has a balanced, four-skill emphasis. (Howatt, A. 1984: 134).

Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines languages teaching methodology.

Direct teaching or direct instruction is a systematic way of planning, communicating, and delivering in the classroom. One does not become proficient at this, or any skill without practice and relevant feedback. Direct teaching is probably best for teaching skills, not understandings, and so, the teacher must practice these skills himself as perfectly as possible (Richards, J., & Rodgers, T. 2001: 54).

The main characteristics of this method according to James J. Asher (1979: 234) as follows:

- a. The use of everyday vocabulary and structure.
- b. Grammar taught by situation.
- c. The use of many new items in the same lesson to make the language sound natural and too encourage.
- d. Normal conversation.
- e. Oral teaching of grammar and vocabulary.
- f. Concrete meanings through object lesson, abstract ones through the association of ideas.
- g. Grammar illustrated through visual presentation.
- h. Extensive listening and imitation until forms become automatic.
- i. Most of work done in class, more class hours needed for the method.
- j. The first new week devoted to pronunciation.

- k. All reading master first presented orally.

### **Objectives of Direct Method**

The basic premise of the direct method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process whatsoever. Mora, Jill Kerper Ed.D.(1999: 234) state that objectives include teaching the students how to use the language spontaneously 'and orally, linking meaning with the target language through the use of realia, pictures or pantomime. There is to be a direct connection between concepts and the language to be learned.

### **b. The Theory of Reading Comprehension**

#### **- Definition of Reading**

According to A.S. Hornby (1994: 1024) the word "reading" is a noun from the word "to read" (infinitive verb without to) "to read" means to look up and be able to understand something written or printed: to produce in the mind about the words or meanings of what is written or printed. Reading is action of person who read, way in which something is interpreted or understands. Robert Lado give the formulation of definition of reading is to read is to grasp language patterns from their written representation. In second language, reading is usually taught to the student who is already literate in the source language (1964: 132).

Comprehension is the process of acquiring meaning from reading. It is also explained that comprehension is the art of understanding what we read. Comprehension is probably the most misunderstood aspect of reading because it is also unlike speed, which can be basically be attributed to eye movement.

There are specific skills of reading comprehension that are explained by Janet (1985:360):

1. Nothing clearly stated facts and important details of selection  
This skill is considered one of the easiest comprehension skills. Most of the questions asked on reading test and by teachers are question of details. For example: "what color was Jones's new dress? What is the larger city in Montana?" this skill required memory. If the details can be related to main idea, it is easier to remember.
2. Grasping the main idea  
This skill entails the readers to get the nucleus of the idea presented or capture the one of information. It is harder than finding details and meaning readers are unable to see through the details to get the central thought of selection. Teachers can help the students, this skill by asking them to select to bet little for selection from several alternatives by having them make up a little for selection.
3. Following a segment of event or steps  
This skill is one of the organizing being able to see the steps of process Or the events in a story seeing such order is important to thinking understanding language or reading.
4. Drawing inferences and reaching conclusions  
This skill requires great emphasis on thoughtful reading and interpretation. Here the reader must go beyond the lines and the fact given in order to reach conclusion question as what does the author mean? Or "can you predict or anticipate what will happen next?"
5. Organizing ideas  
The skill refers to the ability to see interrelationship among the ideas of reading selection. It involves sensing cause and effect, comparing and contrasting relationships

and seeing the table of contents, looking at the topic heading and lining are techniques to help the students see how the ideas are organized.

6. Applying what is read to solve a problem and verify a statement if reading is to be a functional skill.

The material must be adapted to new situations and integrated with previous experiences. The ability to transfer and integrate the knowledge and skill gained in reading is difficulty skill for many students to acquire information gained. Through reading a story about boy in Mexico be applied to a lesson in social studies or problem can be formulated and the answer found through reading consistency.

7. Evaluating material for bias

Relevance and consistency this skill is sometimes referred to as critical reading. Making judgments about the author's bias company several sources of information. Detecting propaganda technique.

### Method

This research was conducted in MTs PUI Cilimus Kuningan. The sample was 30 of 200 third-year students. The instruments used were questionnaires and test on reading comprehension taught to students. In collecting the data, first the writer observed the process of teaching and learning reading comprehension in the classroom carried out by the teacher and the students. Then the writer interviewed the teacher and the students, spread direct and close questionnaires to students, and gave the students teacher-made test in term of subjective test. The last, the writer documented all the data needed. In analysing the data, the writer employed product moment with the following formula

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  : The product — moment correlation coefficient between variable x and y

X : Independent variable

Y : Dependent variable

N : The number of cases (respondent)

$\sum xy$  : The sum of the cross product (a cross product is each person's x score multiplied by his y score)

$(\sum x)(\sum y)$  : The sum of all the x scores multiplied by the sum of all the scores y.

$\sum x^2$  : The square of each x score subsequently added together

$(\sum x)^2$  : The sum of all the x score, squared

$\sum y^2$  : The square of each y score, subsequently added together

$(\sum y)^2$  : The sum off all the y scores, squared.

**Table 1**  
**The Interpretation of 'r' Value**

Value of 'r'	
Product moment 0,00 — 0,20	<i>Antara variable x dan variable terdapat korelasi yang sangat rendah sehingga sering diabaikan</i> (there is a very low correlation between variable x a variable y, so it is often neglectful)
0,20 — 0,40	<i>Antara variable x &amp; variable y terdapat korelasi yang rendah.</i> (There is a low/weak correlation between variable x & variable y)
0,40 — 0,70	<i>Antara variable x &amp; variable y terdapat korelasi yang sedang/cukup.</i> (there is enough/sufficient correlation between

Value of 'r'	
	variable x & variable y)
0,70 — 0,90	<i>Antara variable x &amp; variable y terdapat korelasi yang kuat/tinggi</i> (there is a strong or high correlation between variable x & variable y)
0,90 — 1,00	<i>Antara variable x &amp; variable y terdapat korelasi yang sangat tinggi.</i> (There is a strong & very high correlation between variable x & variable y)

(Anas Sudijono, 1999; 180)

To examine the significant correlation or r-value used the formulation below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

(S. Margono, 1972:207)

The significant of correlation between x and y standardized by the formulation below:

$$K = \sqrt{1-r^2}$$

(Gaos, 1983: 116)

To find a conclusion from the correlation of variables in this research the writer carries on the calculation to know the grade of correlation that uses percentage (%). This calculation will use the formulation as follow:

$$E = 100 (1 - k)$$

Note: E = Prediction efficiency index

100 = percentage (%)

K = Standard or correlation

(Gaos, 1983: 11)

## Findings and Discussion

### Findings

The writer takes two variables on this research namely the direct method in teaching reading comprehension as variable X and the students' achievement in reading comprehension as variable Y and then these variables will be analyzed by using the correlation approach.

In order to get the original data; the writer does the research by using questionnaire for variable X and test of reading comprehension for variable y.

#### A. The Students' Response on The Use of Direct Method in Reading Comprehension

In order to get data about the use of direct method in teaching reading comprehension at *MTs PUI Cilimus Kuningan*, the writer has given out 20 sheets of questionnaire to 20 students who have been taken as sample of the research.

$$P = \frac{F}{N} \times 100 \%$$

Notes: P = Procedure

F = Frequency

N = Respondent

100 % = Fixed numeral

The question consists of items about the use of direct method in teaching reading comprehension. Then the writer gives alternative answers in every item. Item number 1-10 is positive statement, so the alternative answers have score:

1. The score for answering "A" is 5 (five points)
2. The score for answering "B" is 4 (four points)
3. The score for answering "C" is 3 (three points)
4. The score for answering "D" is 2 (two points)
5. The score for answering "E" is 1 (one point)

Item number 11-20 is negative statement, so the alternative answers have score:

1. The score for answering "A" is 1 (one point)
2. The score for answering "B" is 2 (two points)
3. The score for answering "C" is 3 (three points)
4. The score for answering "D" is 4 (four points)
5. The score for answering "E" is 5 (five points)

So from the presentation; the writer will get point 100 as a maximum point, then the writer will divided the point 100 by 10 to get score 10. To make clear the student' interests in reading the writer presented the data quantitatively as follows:

**Table 2**  
**The Influence of the Use Direct Method in Teaching Reading Comprehension**

N O	NAME	I T E M																				TOT AL	SCO RE		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
1	Aam Hambali	4	4	4	3	4	4	4	4	4	4	3	4	4	4	3	2	2	2	2	2	2	2	65	6,5
2	Aan Hayatun Nufus	5	4	5	4	5	4	4	5	3	2	5	5	4	3	3	3	3	3	3	3	4	77	7,7	
3	Aiz Nura'izzah	4	4	4	3	5	5	4	4	3	3	4	5	4	4	4	5	3	3	4	4	4	79	7,9	
4	Adhi Subiantoro	5	3	4	4	4	4	4	4	3	3	4	5	4	4	4	4	4	3	3	4	4	77	7,7	
5	Anita Saptawati	3	3	3	3	3	5	5	4	2	2	5	5	3	5	3	4	3	2	2	3	3	68	6,8	
6	Asep Rudiana	3	3	3	3	4	5	4	4	3	2	3	3	3	3	3	3	4	2	3	4	4	65	6,5	
7	Daniel Iskandar	5	4	4	3	5	4	5	3	2	5	4	5	4	4	3	4	5	4	3	5	5	81	8,1	
8	Dede Sulaiman	4	4	4	2	4	4	5	4	3	3	4	4	4	4	4	3	4	3	4	4	4	75	7,5	

NO	NAME	ITEM																				TOTAL	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
9	Didi Suradi	5	4	5	5	4	3	5	5	5	3	5	5	4	4	5	5	4	3	3	5	87	8,7
10	Emma Srinawati	4	3	4	3	4	4	4	3	3	2	3	3	2	2	2	3	3	2	2	3	59	5,9
11	Hana Euis	4	4	4	3	4	5	4	4	3	3	4	5	4	4	5	5	5	3	4	4	81	8,1
12	Haris suhardi	4	3	3	3	5	4	5	2	3	3	5	1	5	4	3	5	5	3	3	4	73	7,3
13	Jessika	5	4	4	3	5	5	5	5	2	3	4	5	4	4	4	4	5	3	4	5	83	8,3
14	Larin Tika Febrianti	4	3	4	3	4	4	4	3	3	2	4	4	3	4	3	4	3	3	3	4	69	6,9
15	Melliya Shafah	3	3	4	3	4	3	4	4	3	2	4	4	2	3	2	4	3	2	3	4	64	6,4
16	Naila Rahmawati	5	3	3	4	5	4	5	4	2	2	4	5	2	5	3	3	4	2	3	3	71	7,1
17	Nana Danna-wan	4	3	4	3	4	5	5	4	3	2	5	5	4	5	3	4	3	1	2	3	72	7,2
18	Nurfiani	4	4	5	4	5	3	4	4	4	2	4	4	4	4	4	4	4	3	4	4	78	7,8
19	Onny Setiawan	3	4	3	3	4	4	3	4	2	2	4	4	3	2	3	3	3	2	3	3	62	6,2
20	Otto Muliana	3	3	4	3	4	4	5	5	3	2	4	4	3	4	4	4	3	1	3	4	70	7,0
21	Ragit sugino	4	4	4	4	4	4	4	5	4	2	4	4	4	4	3	3	4	3	2	4	74	7,4
22	Ria Maulida	4	3	5	3	3	5	5	5	2	2	4	4	3	4	2	3	5	1	3	4	70	7,0
23	Rully Panji	4	3	4	4	4	5	5	5	3	3	5	5	3	5	3	5	3	1	3	5	78	7,8
24	Sunarto	4	4	3	2	4	5	4	5	3	3	4	3	4	2	3	4	3	1	3	3	67	6,7
25	Yanto siswan-to	4	3	4	3	5	5	3	4	3	2	5	5	4	4	4	3	4	4	3	4	76	7,6
26	Yenni Maryani	5	4	3	3	4	4	5	5	3	2	4	4	4	3	4	4	5	2	4	4	76	7,6

N O	NAME	I T E M																				TOT AL	SCO RE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
27	Yuniar Supria- tin	4	2	4	4	4	2	4	4	2	2	4	4	2	4	2	3	3	2	2	3	61	6,1
28	Yusuf Rahmat	5	4	4	3	4	4	4	5	3	3	4	4	4	5	3	5	4	3	3	4	78	7,8
29	Zezen Zaenu- din	4	3	4	3	4	3	4	4	2	3	5	4	3	4	2	3	4	2	2	4	67	6,7
30	Zeliya Fitriani	4	4	3	2	4	4	4	4	2	2	4	4	4	4	2	4	2	2	2	4	65	6,5
	TOTAL SCORE																						216,5
	MEAN																						7,22

### B. The Students' Achievement in Reading Comprehension

The writer carried out reading comprehension test for measure students' ability in reading comprehension. The test consists of one text that follows up with 5 questions. For the entire item that answered perfectly, the writer gives 2 (two) scores but if the answer not perfect, the writer give 1 (one) score. So if the entire item answered perfectly, the writer will get 10 points. To analyze the result of the test, the writer will calculate central tendency with the formulation a previous. And the result of reading comprehension test can be seen on the table below:

Table 3. Score Tabulation

SCORE	F	Fkb	Fka	F.X
9	7	30	7	63
8	12	13	19	96
7	11	11	30	77
	30			236



## A. Computing Central Tendency

## a. Mean (M)

$$M = \frac{\sum fx}{N}$$

$$= \frac{236}{30}$$

$$= 7,87$$

## b. Median (Me)

$$Me = 1 + \frac{(0,5N - fkb)}{fl}$$

$$= 7,50 + \frac{(0,5 \cdot 30 - 13)}{12}$$

$$= 7,50 + \frac{(15 - 13)}{12}$$

$$= 7,50 + \frac{2}{12}$$

$$= 7,50 + 0,17$$

$$= 7,67$$

## c. Modus (Mo)

$$Mo = 3Me - 2M$$

$$= 3(7,67) - 2(7,87)$$

$$= 23,01 - 15,74$$

$$= 7,27$$

The marks among mean, median, and modus is different that is  $7,87 > 7,67 > 7,27$ .

### C. The Influence of the Use Direct Method in Reading Comprehension Towards The Students' Achievement.

The last target, the writer analyses the result of the correlation between the influence of the use of direct method in teaching reading comprehension and the students' achievement. The writer use computation as step follows:

1. The writer calculates two variable X and Y with the formulation below:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

2. To test the correlation significant with the formulation:

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

3. To determine the level of correlation value the writer orients to the limitation below:

**Table 4.**

**The Interpretation of "r" Value**

Value of 'r'	
Product moment 0,00 — 0,20	Antara variable x dan variable terdapat korelasi yang sangat rendah sehingga sering diabaikan (There is a very low correlation between variable x a

	variable y, so it is often neglectful)
0,20 — 0,40	Antara variable x & variable y terdapat korelasi yang rendah. (There is a low/week correlation between variable x & variable y)
0,40 — 0,70	Antara variable x & variable y terdapat korelasi yang sedang/cukup. (There is enough/sufficient correlation between variable x & variable y)
0,70 — 0,90	Antara variable x & variable y terdapat korelasi yang kuat/tinggi (There is a strong or high correlation between variable x & variable y)
0,90 — 1,00	Antara variable x & variable y terdapat korelasi yang sangat tinggi. (There is a strong & very high correlation between variable x & variable y).

(Areas Sudijono, 1999; 180)

4. If there is no correlation between the variable X and variable Y, to determine value use the formulation below:

$$K = \sqrt{1 - r^2}$$

5. To look how far the influence of variable X and variable Y, the formulation is:

$$E = 100 (1-K)$$

In analyzing the influence of the use of direct method in teaching reading comprehension and the students' achievement at *MTs PUI Cilimus Kuningan*, the writer use the correlation approach. As the writer has mentioned previously that the influence of the use of direct method in teaching reading comprehension as variable X and the students' achievement in reading comprehension as variable y, it can be seen in table below:

**Table 4**

*The influence of the use direct method in teaching reading comprehension and the students' achievement*

No.	NAME	X	Y
1	Aam Hambali	6,5	7
2	Aan Hayatun Nufus	7,7	8
3	Aiz Nura' izzah	7,9	9
4	Adhi Subiantoro	7,7	8
5	Anita Saptawati	6,8	7
6	Asep Rudiana	6,5	7
7	Daniel Iskandar	8,1	9
8	Dede Sulaiman	7,5	8
9	Didi Suradi	8,7	9
10	Emma Srinawati	5,9	7
11	Hana Euis	8,1	9
12	Haris suhardi	7,3	8
13	Jessika	8,3	9
14	Larin Tika Febrianti	6,9	7
15	Melliya Shafah	6,4	7
16	Naila Rahmawati	7,1	8
17	Nana Dannawan	7,2	8
18	Nurfiani	7,8	9
19	Onny Setiawan	6,2	7
20	Otto Muliana	7,0	8
21	Ragit sugino	7,4	8
22	Ria Maulida	7,0	8
23	Rully Panji	7,8	8
24	Sunarto	6,7	7
25	Yanto siswanto	7,6	8
26	Yenni Maryani	7,6	8

No.	NAME	X	Y
27	Yuniar Supriatin	6,1	7
28	Yusuf Rahmat	7,8	9
29	Zezen Zaenudin	6,7	7
30	Zeliya Fitriani	6,5	7

The table above has the marks of each variable, column X is the result of questionnaire about the use of direct method in teaching reading comprehension and the writer puts the result of reading comprehension test into column Y. the next step is the writer adds up the whole score of become  $\sum X$  and adds up the whole score of Y become  $\sum Y$ .

To count  $r_{xy}$  value, the writer makes column  $X^2$  as square each value of variable X and  $Y^2$  as square each value of variable Y. the whole value of  $X^2$  become  $\sum X^2$  and  $Y^2$  become  $\sum Y^2$ , then X and Y is multiplied and the result put into column X.Y. for more clear, the calculation can be seen on the table below:

**Table 5**

*The influence of the use direct method in teaching reading comprehension to the students' achievement*

No.	NAME	X	Y	$X^2$	$Y^2$	X.Y
1	Aam Hambali	6,5	7	42,25	49	45,5
2	Aan Hayatun Nufus	7,7	8	59,29	64	61,6
3	Aiz Nura' izzah	7,9	9	62,41	81	71,1
4	Adhi Subiantoro	7,7	8	59,29	64	61,6
5	Anita Saptawati	6,8	7	39,69	49	44,1
6	Asep Rudiana	6,5	7	42,25	49	45,5
7	Daniel Iskandar	8,1	9	65,61	81	72,9
8	Dede Sulaiman	7,5	8	56,25	64	60
9	Didi Suradi	8,7	9	75,69	81	78,3
10	Emma Srinawati	5,9	7	37,21	49	42,7
11	Hana Euis	8,1	9	65,61	81	72,9
12	Haris suhardi	7,3	8	53,29	64	58,4
13	Jessika	8,3	9	68,89	81	74,7
14	Larin Tika Febrianti	6,9	7	47,61	49	48,3
15	Melliya Shafah	6,4	7	40,96	49	44,8
16	Naila Rahmawati	7,1	8	50,41	64	56,8
17	Nana Dannawan	7,2	8	51,84	64	57,8
18	Nurfiani	7,8	9	60,84	81	70,2
19	Onny Setiawan	6,2	7	38,44	49	43,4
20	Otto Muliana	7,0	8	49	64	56
21	Ragit sugino	7,4	8	54,76	64	59,2
22	Ria Maulida	7,0	8	49	64	56
23	Rully Panji	7,8	8	60,84	64	62,4
24	Sunarto	6,7	7	44,89	49	46,9
25	Yanto siswanto	7,6	8	57,76	64	60,8
26	Yenni Maryani	7,6	8	57,76	64	60,8
27	Yuniar Supriatin	6,1	7	37,21	49	42,7
28	Yusuf Rahmat	7,8	9	60,84	81	70,2
29	Zezen Zaenudin	6,7	7	40,96	49	46,9
30	Zeliya Fitriani	6,5	7	1575,74	49	44,8
				65,61	1874	1717,3

From the table above, it can be known the value of  $\sum X$ ,  $\sum Y$ ,  $\sum X^2$ ,  $\sum Y^2$ , and  $\sum XY$ , To count the correlative coefficient, the writer just insert these values into

correlative coefficient, the writer just inserts these values into correlative formulation, The calculation is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30(1717.3) - (216.4)(236)}{\sqrt{\{30(1575.74) - (216.4)^2\}\{30(1874) - (236)^2\}}}$$

$$r_{xy} = \frac{448.6}{\sqrt{(47272.2 - 46828.96)(56220 - 55696)}}$$

$$r_{xy} = \frac{448.6}{\sqrt{(443.24)(524)}}$$

$$r_{xy} = \frac{448.6}{\sqrt{232257.76}}$$

$$r_{xy} = \frac{448.6}{481.93}$$

$$= 0.93$$

The result of calculation above, that the correlation coefficient between the use of direct method in teaching reading comprehension and the students' achievement up to 0,93, The value of product moment in the table with  $N = 30$  or  $df = N-2 = 28$  in significant 5% is 0,361 and 1 % is 0,463, If this value or  $r_{xy}$  is compared with the value of product moment in the table with, so  $0,361 < 0,93 > 0,463$  or  $r_{xy} > r_{xyt}$ . It means the value found is bigger than the value in the table, It is a significant correlation between the use of direct method in teaching reading comprehension and the students' achievement at the third year students of Mrs PUI Cilimus Kuningan.

To examine  $r_{xy}$ , whether it is significant or not at certain real level of the calculation above, the writer calculates it by using the formulation below:

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

$$t = \frac{0.93\sqrt{30-2}}{1-(0.93)^2}$$

$$t = \frac{(0.93)(5.29)}{\sqrt{0.14}}$$

$$t = \frac{4.92}{0.37}$$

$$t = 13.29$$

The value of "t" with  $df = N-1$  or  $30-1 = 29$  is 13,29 and the value of "t" distribution in significant 5% is 2,04 and in significant 1% is 2,76, so the value of "t" is bigger than "t" distribution in table ( $t < t$  table), It means a bigger significant value.

Then the result of correlation ( $r_{xy}$ ) is compared with the level of correlation value as the writer heel mentioned above, The value of  $r_{xy} = 0,93$  is existing between 0,90-1,00 it indicates that there is enough or sufficient correlation between variable X and variable Y.

To determine the rank of no correlation, the writer calculated the formulation below:

$$K = \sqrt{1 - r^2}$$

$$\begin{aligned}
 &= \sqrt{1 - (0.93)^2} \\
 &= \sqrt{1 - 0.8649} \\
 &= \sqrt{0.1351} \\
 &= 0.37
 \end{aligned}$$

After knowing the rank of no correlation, the writer considered the calculation of the influence of variable X to variable Y is by using formulation as follows:

$$\begin{aligned}
 E &= 100 (1 - k) \\
 &= 100 (1 - 0,37) \\
 &= 100 (0,63) \\
 &= 63
 \end{aligned}$$

Based on the calculation above we know that 63 % is the level of the influence of the use of direct method in teaching reading comprehension to the students' achievement. Besides, it can be interpreted that 37% is the other factors that influence the students' achievement in reading comprehension at the third year of *MTs PUI Cilimus Kuningan*.

## Conclusion

From the research, it can be concluded that:

- Mean score of x variable or the mean score of the students' response on the use of direct method in reading comprehension at the third year *MTs PUI Cilimus Kuningan* is 7,12.
- Mean score of y variable or the mean score of students' achievement in reading comprehension at the third year *MTs PUI Cilimus Kuningan* is 7,87,
- The result of calculation of the correlation coefficient between the use of direct method in teaching reading comprehension towards the students' achievement up to 0,93, The value of product moment in the table with  $N = 30$  or  $df = N - 2 = 28$  in significant 5% is 0,361 and 1 % is 0,463, If this value or  $r_{t,e}$ , is compared with the value of product moment in the table with, so  $0,361 < 0,93 > 0,463$  or  $r_{t,e} > r_{t,y}$ , It means the value found is bigger than the value in the table, It is a significant correlation between the use of direct method in teaching reading comprehension and the students' achievement at the third year students of *MTs PUI Cilimus Kuningan*.

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