N : the number of the students

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

**4.1 Research Findings**

This research is about to improve students reading comprehension of the first grade of SMAS Satria Dharma. This research was conducted from February to Maret 2020. The aim of this research is to improve students’ reading comprehension using Direct Method to the tenth grade students’ of SMAS Satria Dharma.

In order to reach the objectives of the research, the writer used classroom

action research (CAR) which consisted of 2 cycles and every cycle was conducted in 3 meetings. Here each cycles contains 4 elements, namely planning, acting observing, and reflecting. The description of each cycle can be seen as follows:

Before doing action, the researcher conducted observation to know the condition of the English teaching and the learning process of X IPA students of SMAS Satria Dharma. Based on the observation, the researcher found the problems during the English teaching learning process at X IPA students of SMAS Satria Dharma. The students daily scores were not good, between 3 to 9 which happens because the student had low reading comprehension in the text and pronounce the word correctly. It happened because the students had difficulties in comprehending the text and they had no attention to the teacher’s explanation.

The research continued to the next step, the researcher conducted interview to the students of class X IPA of SMAS Satria Dharma. The students said that they felt bored and were not interested when the teacher was doing the teaching learning process. Then, the students also said that the teacher could not handle the classroom. It happened because the teacher just concentrated on reading the book. The indicator of the problem could be seen from the internal factors. The internal factor can be seen from the result of observation and students interview. Most of them had opinion that English is difficult to learn and they were lazy to comprehend the text. Therefore, the researcher wanted to give a different technique to teach English subject to increase their comprehension in reading the text. From the implementation of teaching reading comprehension by using direct method, the researcher hoped that it can improve the students reading comprehension. So, the researcher gave pre-test to the students before the implementation of direct method. The students reading comprehension was measured by the test. The rules of pre-test are as follow :

1. Opening

The English teacher SMAS Satria Dharma accompanied the researcher to enter the classroom. Then the teacher gave greeting to the student and check attendance. Before beginning the lesson, the English teacher gave the test to the students about narrative text but the students were still confused on the questions given by the teacher. Then, the teacher asked the researcher to introduce himself. The English teacher also explained to the students that English lesson would be taught by the researcher for six meetings appropriate to the time of the English lesson for the researcher in the classroom of X IPA.

2. Informing the students

The researcher gave information on the same activities in those six days. The information of the activities were sent 90 minute every meeting. The activities were pre-test, the teaching material, and then post-test. Then, the researcher gave information the procedure of pre-test, the material of pre-test and

time allocation.

3. Giving Pre-test

The researcher gave a pre-test that consist of 20 questions and the allocation time was around 45 minutes. The form of test was multiple choices and essai.

4. The result of Pre-test

The result of pre-test can be seen from the scores of students‟ reading

comprehension as follows :

**Table 4.1**

**The Students’ pre-test Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Passing Grade** | **Pre-test** | **Category** |
| 1 | A D | 70 | 60 | Failed |
| 2 | A Z | 70 | 50 | Failed |
| 3 | A S | 70 | 40 | Failed |
| 4 | A P | 70 | 60 | Failed |
| 5 | B A | 70 | 50 | Failed |
| 6 | D D | 70 | 50 | Failed |
| 7 | E L | 70 | 60 | Failed |
| 8 | E m | 70 | 50 | Failed |
| 9 | E B | 70 | 60 | Failed |
| 10 | F T | 70 | 60 | Failed |
| 11 | F A | 70 | 70 | Passed |
| 12 | F M | 70 | 40 | Failed |
| 13 | F A | 70 | 50 | Failed |
| 14 | G W | 70 | 50 | Failed |
| 15 | J S | 70 | 60 | Failed |
| 16 | L M | 70 | 60 | Failed |
| 17 | L S | 70 | 60 | Failed |
| 18 | M G | 70 | 60 | Failed |
| 19 | M S | 70 | 50 | Failed |
| 20 | N C | 70 | 50 | Failed |
| 21 | N | 70 | 50 | Failed |
| 22 | N F | 70 | 40 | Failed |
| 23 | N I | 70 | 50 | Failed |
| 24 | P H | 70 | 60 | Failed |
| 25 | R A | 70 | 60 | Failed |
| 26 | R | 70 | 50 | Failed |
| 27 | R S | 70 | 50 | Failed |
| 28 | R | 70 | 50 | Failed |
| 29 | R W | 70 | 30 | Failed |
| 30 | W S | 70 | 50 | Failed |
| 31 | W L | 70 | 50 | Failed |
| 32 | Y R | 70 | 50 | Failed |
| 33 | D A | 70 | 60 | Failed |
|  | **TOTAL SCORE** |  | 1.740 |  |
|  | **MEAN** |  | 52,72 |  |

From the table above, we know the result of pre-test. Mean score of the students pre-test on the table is a follows:

X=

=

= 52,72

It can be seen that the mean score of the student‟ is very unsatisfying. Therefore, the researcher should do something to change or improve students’ reading comprehension.

* + 1. **Interview**

Type of interview in this study was the unstructured interview. Here, the writer asked to the teacher some questions related to the general condition in English class, on students’ performance and achievement, the problem that was faced in the second grade class on reading comprehension and the kinds of technique which is applied by the teacher to solve the students’ reading difficulties in reading comprehension before Classroom Action Research.

The teacher explained the real condition in English class. There is just one class for first grade in SMAS Satria Dharma. That class has many problems in learning English. In that class, most of the students thought that English is a complicated subject and then they regarded reading text are the most difficult activities in studying English. The next question of the interview was about the students’ difficulties in reading comprehension that is related to their difficulties in getting the author’s message within a text. Most of them got difficulties to comprehend the content of the text, because during translating into Bahasa Indonesia, they are lazy to look up the dictionary. In addition, they got difficult to grasp the main point of the text; whereas they have known the meaning of vocabulary. As the result, they did not understand the text and answered incorrectly.

Moreover, the teacher indicated that based on the school policy, if they still considered English as a difficult subject, they will be hard to reach the criterion of minimum completeness (KKM). The last part of the writer’s question was about the kind of technique in teaching reading to solve the students’ difficulties in reading comprehension. The teacher said that to make students focus on reading comprehension at the classroom, the teacher taught them by applying reading aloud and repeated reading.

Then he described the technique when the teacher chooses one student and let him/her read aloud, other students just listen and look at the text. The next session, after listening and following the text read by one student, the teacher appointed a word and pronounced it together. The teacher added that he also ever asked the students to memorize a new one word a day hoping that they will memorize about three hundreds words a year. So that it can make them easy to comprehend reading texts. However, in reality only several students did the task. At the last, the writer suggested to the teacher to implement different technique in assisting students’ reading comprehension. And the teacher allowed the writer to teach narrative text through direct method at the X IPA class.

**4.1.2 Observation**

Before implementing the classroom action research, the writer observed the classroom while teaching learning process. That class consisted of 33 students. Apparently, while the writer was observing the teaching learning process, the teacher was explaining about the reading text and the schematic structure of the text. After that, the teacher read aloud in front of the class. Only several students obeyed the instruction and followed him. Then, the teacher gave an instruction to translate the text into Bahasa Indonesia.

When doing the task, it could be seen some students lack understanding about the text, they came forward to the teacher’s table and asked difficult section. Other students did many things, for instance, the diligent students looked up the dictionary and did the task. Nevertheless, other students ignored the instructions, chatting and kidding with their friends.

In general, during the teaching learning process in the classroom, the teacher requested them to read the text that they had to translate it into Bahasa and answered some questions based on the text. Most of the students did not bring their own dictionary, so the teacher is being forced to tell them every vocabulary that they don’t know the meaning. It makes the students become lazy and become loss their focus and considered that reading is not interesting activity.

**4.2 Research Implementation**

The implementation on teaching reading comprehension through direct method through classroom action research consisted of two cycles. For both cycles, the researcher gave a post test. The test had 20 questions to be answered. Each cycle consisted of two meeting for delivering the materials and group discussions. Each meetings took 90 minutes. In cycles 1, the title of the text was Cinderella and Snow White. Every cycle consisted of steps consisting of identifying the problem, planning the action, the implementation the action, observing or monitoring the action, reflecting and evaluating the result of the observation, and revising plan.

**1. The First Cycle**

a. Identifying the problem

Before making the planning of the action for this cycles, the problems identified on the pre-research were as follow. 1) the students‟ reading comprehension on narrative text was low, 2) the students‟ had difficulties in understanding the narrative text. To solve these problems, the researcher decided to conduct an action research by using Direct Method to improve the students ”reading comprehension on narrative text. The researcher believed that teaching reading comprehension through Direct Method would improve the students”. Reading comprehension and changed their assumption toward English lesson especially in reading comprehension.

b. Planning the Action

By considering of the facts explained above, the researcher planned to

solve the problem. The researcher choses to go through Direct Method to teach narrative text. The researcher believed that teaching reading through direct method would improve the students’ reading comprehension. The researcher constructed the lesson plans that consisted of three terms. They are opening, main activity, and closing. The time allotment for every meeting was 90 minutes. The genre was narrative text. The first cycles used a narrative text with the topic Fairy Tale.

c. Implementing the Action Research.

Dealing with the implementation of action research, the researcher conducted the research in two cycles consisting of four steps such as planning, acting, observing, and reflecting. There was an additional step in cycle one. It was revising the plan. The first cycle was based on the problem identification that had been conducted, while the second cycle was based on the revision of the first cycle. There were three meeting in each cycle. Two meetings were for the implementation and one meeting for the post-test.

1) The first meeting on cycle 1

a) Opening

In the beginning of the lesson, the researcher as the teacher greeted the students and checked the students attendance. The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using direct method.

b) Main Activity

Firstly, the researcher distributed the material including the text and picture of Cinderella. In the first meeting the researcher would present about narrative text. Secondly , the researcher explored the students knowledge about the topic by giving some pre-reading questions. The question were such as “ What is a narrative text?”, “What kind of narrative text do you like ?”, “Do you like reading fairy tale?”, and “Do you enjoy reading a fairy tale?” . The teacher asked the students to read the text and answer some questions for the students‟ exercise that deal with the topic which had been learned. While the students read the test, the teacher corrected them. The teacher wrote down the difficult words on the whiteboard and asked the students to note. The teacher pronounced the words. Then the teacher asked the class to repeat after the researcher. After that, the teacher emphasized the result of the discussion.

c) Closing

Having finished conducting the second meeting, the asked the researcher students’ whether they had difficulties or not, and then teacher summed up the topic of that day’s lesson together narrative text. When the researcher found that the students’ had understood the lesson, she said goodbye.

2) The second meeting on Cycles 1

a) Opening

The researcher opened the lesson by greeting and checking the students’ attendance. Besides, the researcher reminded and checked the students’ understanding about the previous topic which was narrative text. Also, the researcher asked the students’ to collect their home work from the previous meeting. After that, the researcher the reading text.

b) Main Activity

In this second meeting, the researcher would present about the text. Secondly, the researcher explored the students’ knowledge about the topic by giving some pre-reading question. The question were such as “What is Snow white?”, ”Do you remember story about Snow white?” “ Do you like reading story about Snow white?”, “How many character in the story?”. At the second meeting, the students seemed rather familiar with the researcher. Thirdly, the researcher asked two of the students to read text on the worksheet. One students read the first paragraph and another students read second paragraph. While reading the text, the students still made had mistakes in pronouncing some words correctly. Then, the teacher gave the example of how to pronounce the word correctly. Then, the teacher explained narrative text which comprised orientation, complication, and resolution. The teacher asked the students to answer the question in the worksheet. Actually they still had difficulties in translating some words from Indonesia to English. The second task was group activity; the teacher asked the students to search the example of narrative text and analyzing it based on purpose, generic structure and language features.

c) Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not the then she discussed the topic of that day’s lesson together with the students in order to review the students’ understanding in reading narrative text. When the researcher found that the students had understood the lesson, she said goodbye.

1. The third meeting on Cycle 1

In the third meeting, there was a post-test 1. The post-test was aimed to know improvement of students comprehension on narrative text. The result of the post-test showed that the students’ mean score increased from 52,72 in the pre-test to 70,30 in the post-test.

1. Observing and Monitoring The Action

To observe the result of the action done in cycle 1, the researcher used some two techniques: interview and observation. 1 in order to measure how far the improvement the students made was. The improvement of the students achievement could be seen from the mean score of the test. The researcher also interviewed the students and the teacher. The next technique was observation. it was done during the teaching and learning process and the data was poured in the field notes. From observing the teaching learning process in the first cycle the researcher finds that the use of direct method can motivate the students in learning English, especially in learning comprehending narrative texts. It can be seen from their activeness during the lesson when they found difficult words or unfamiliar terms. They were not reluctant to open their dictionary or raise their hands to ask for difficult words. The class could be controlled although sometimes they were noisy during the lesson. The improvement of the comprehension skill from the score or pre-test and post-test 1 can be seen :

**Table 4.2**

**Score Pre-test and Post-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Passing Grade** | **Pre-test** | **Test Cycle I** | **Category** |
| 1 | A D | 70 | 60 | 70 | Passed |
| 2 | A Z | 70 | 50 | 80 | Passed |
| 3 | A S | 70 | 40 | 70 | Passed |
| 4 | A P | 70 | 60 | 70 | Passed |
| 5 | B A | 70 | 50 | 60 | Failed |
| 6 | D D | 70 | 50 | 70 | Passed |
| 7 | E L | 70 | 60 | 80 | Passed |
| 8 | E m | 70 | 50 | 60 | Failed |
| 9 | E B | 70 | 60 | 80 | Passed |
| 10 | F T | 70 | 60 | 70 | Passed |
| 11 | F A | 70 | 70 | 80 | Passed |
| 12 | F M | 70 | 40 | 70 | Passed |
| 13 | F A | 70 | 50 | 70 | Passed |
| 14 | G W | 70 | 50 | 60 | Failed |
| 15 | J S | 70 | 60 | 70 | Passed |
| 16 | L M | 70 | 60 | 70 | Passed |
| 17 | L S | 70 | 60 | 70 | Passed |
| 18 | M G | 70 | 60 | 70 | Passed |
| 19 | M S | 70 | 50 | 70 | Passed |
| 20 | N C | 70 | 50 | 70 | Passed |
| 21 | N | 70 | 50 | 70 | Passed |
| 22 | N F | 70 | 40 | 60 | Failed |
| 23 | N I | 70 | 50 | 70 | Passed |
| 24 | P H | 70 | 60 | 70 | Passed |
| 25 | R A | 70 | 60 | 70 | Passed |
| 26 | R | 70 | 50 | 90 | Passed |
| 27 | R S | 70 | 50 | 80 | Passed |
| 28 | R | 70 | 50 | 60 | Failed |
| 29 | R W | 70 | 30 | 60 | Failed |
| 30 | W S | 70 | 50 | 80 | Passed |
| 31 | W L | 70 | 50 | 70 | Passed |
| 32 | Y R | 70 | 50 | 60 | Failed |
| 33 | D A | 70 | 60 | 70 | Passed |
|  | **TOTAL SCORE** |  | 1.740 | 2.320 |  |
|  | **MEAN** |  | 52,72 | 70,30 |  |

**Chart 4.1 : The Increase Students’ Reading mean Score in Cycle I**

From the calculation of the students’ reading comprehension, we knew that the students’ reading comprehension improved significantly. There was an improvement on the students’ reading comprehension from pre-test to post-test. Then the result of mean score of the students’ post-test 1 on the table is as follows:

X=

=

= 70,30

From the result of the tests, the mean score of pre-test is 52,72 and the mean score of the post-test 1 is 70,30. It indicates that the students’ reading comprehension increased but it had not satisfied yet. Therefore, the researcher still had to do something to improve the students’ reading comprehension.

b) Reflecting and Evaluating the result of the Observation

After observing and evaluating the result of the observation in cycle 1, there was an improvement of the students’ reading comprehension. It was shown from the result of the first test in cycle 1 that was 70,30. It was higher than the mean score of the pre-test that was 52,72. There were changes in the students’ behaviors toward teaching and learning process. It could be seen from the students’ interest and motivation during the lesson. They paid more attention to the teacher’s explanation. The researcher concluded that the test was good enough

and the pictures were interesting and suitable for the tenth grade students of senior high school in learning comprehending text, even though some students got difficulties in understanding the meaning of the words.

**2. The Second Cycle**

a. Revised Plan

Based on the first cycle, it was found that some students were still shy to be active. The researcher also found that the students were active and interested in the teaching and learning process when the text given to the students was illustrated by picture. In this cycle, the researcher taught the same topic of narrative text as the one in the first cycle, but she taught using different texts and the students studied the narrative text using direct method. It was the same as the activity done in the first cycle. The texts used in cycle two were Nikini, The Little Girl and Daffodelia.

b. Designing the lesson plan

This lesson plan was designed as the result of revised lesson plan in the cycle 1. The researcher made a lesson plan for three meetings at one. It was divided into two meetings for implementing the action and one meeting for the post test. The time allotment for each meeting was 2x45 minutes. In this step, the researcher planned pre-teaching, while teaching, and also post-teaching. The researcher prepared Nikini, The Little Girl and Daffodelia for two meeting.

c. Implementing the action

1) The first meeting on cycle II

a) Opening

The researcher opened the class by greeting and checking the absence. Before the researcher started the lesson, the researcher gave the students some questions dealing with the topic. It was done in order to check the students’ understanding about the materials they had learnt. Most of them still remembered it.

b) Main activity

Firstly, the researcher distributed the copies of text. The title was Nikini, The Little Girl. The researcher also gave the picture of Nikini, The Little Girl the researcher read the text and told it the students. Picture was about story of Nikini, The Little Girl. The researcher asked the students, “ Do you know your mother‟s

birthday?”, “Do you also say „Happy birthday‟ to your mother on her birthday?” “What is best thing to give to your mother on the special day?” and “ Do you give a special gift for your mother on her birthday?”. The researcher explained the actions in the picture. The researcher pointed one of the students to tell the story in front of class., the students paid attention to it. After the students read it, the researcher gave the worksheet to the students tried to do the assignment in worksheet. The assignment was about the question related to the story of Nikini, The Little Girl. Then, the researcher and the students discussed the answer together. Besides the students explained their opinion as the result of their findings orally.

c) Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulties or not and then she summed up the topic of that day’s lesson together with the students in order to check the students’ understanding in reading narrative text. When the researcher found the students had understood the lesson, she said goodbye.

2) The second meeting on cycle II

a) Opening

The researcher opened the class by greeting and checking the students’ attendance. Before the teacher started the lesson, she gave the students some question dealing with the topic. It was done in order to check the students’ understanding about the materials they had learned. Most of them still remembered it.

b) Main Activity

Firstly, the researcher distributed the copies of the text. The title of the text was Daffodelia. The researcher also gave them the picture of Daffodelia In the next activity, the researcher checked the students knowledge about the topic by giving some pre-reading question. The question were such as “ Have you ever heard Daffodelia story before?”, “ Who are the participant in that story?” and “how about the character of each participant?” and was the researcher showed the

picture in the some papers, the picture was about story of Daffodelia. The researcher explained the action in the picture. The researcher pointed one of the students to tell story. The other students paid attention to it. After the students read it, the researcher gave the worksheets to the students and the students tried to do the assignment on worksheets. The assignment was about the question related the story of Daffodelia . Then, the teacher and the students discussed the answer together.

c) Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulties or not and then she summed up the topic of topic day’s lesson together with the students in order to check the students’ understanding in reading narrative text. When the researcher found the students had understood the lesson, she said goodbye.

3) The third meeting in cycle II

In the third meeting of cycle II there was a test . The test was aimed to know the students comprehension or narrative text. The result of the test in cycle II showed that the students mean score increased from 70,30 in the test of cycle I to 81,21 in the test cycle II.

a) Observing and monitoring the action.

To observe result of the action done in cycle II, the researcher used some techniques which were the same as the technique used in cycle I; they were test, interview and observation. The improvement of the students, techniques, interviews was given in order to know how far the action influenced the students towards the lesson. The observation was done during the text teaching and learning process. The data were written in the form of field notes. From observing the teaching learning process in the second cycle, the researcher found that the use of pictured stories motivated the students in learning English, especially in learning comprehending text. It could be seen from the students activeness during the lesson when they found difficult word of unfamiliar terms. They were not reluctant to open their dictionaries and answer the questions in front of the class.

b) Reflecting the action

The reflecting activity was done after analyzing the observation result either from the first meeting or second meeting. There were some improvements based on the result of observation. The students were more enthusiastic than the cycle I. Furthermore, they showed more confidence so that it decreased the nervousness of the students. The atmosphere also encouraged more the teaching learning process. The improvement was also shown from the score of post-test. The mean score of the test in cycle I was 70,30 while the pre-test 52,72 the improvement to the students.

**Table 4.3**

**Students’ Score of Cycle II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Passing Grade** | **Test Cycle II** | **Category** |
| 1 | A D | 70 | 80 | Passed |
| 2 | A Z | 70 | 80 | Passed |
| 3 | A S | 70 | 90 | Passed |
| 4 | A P | 70 | 70 | Passed |
| 5 | B A | 70 | 80 | Passed |
| 6 | D D | 70 | 90 | Passed |
| 7 | E L | 70 | 90 | Passed |
| 8 | E M | 70 | 80 | Passed |
| 9 | E B | 70 | 90 | Passed |
| 10 | F T | 70 | 70 | Passed |
| 11 | F A | 70 | 90 | Passed |
| 12 | F M | 70 | 80 | Passed |
| 13 | F A | 70 | 70 | Passed |
| 14 | G W | 70 | 80 | Passed |
| 15 | J S | 70 | 80 | Passed |
| 16 | L M | 70 | 80 | Passed |
| 17 | L S | 70 | 90 | Passed |
| 18 | M G | 70 | 70 | Passed |
| 19 | M S | 70 | 80 | Passed |
| 20 | N C | 70 | 80 | Passed |
| 21 | N | 70 | 80 | Passed |
| 22 | N F | 70 | 80 | Passed |
| 23 | N I | 70 | 80 | Passed |
| 24 | P H | 70 | 80 | Passed |
| 25 | R A | 70 | 90 | Passed |
| 26 | R | 70 | 90 | Passed |
| 27 | R S | 70 | 70 | Passed |
| 28 | R | 70 | 90 | Passed |
| 29 | R W | 70 | 80 | Passed |
| 30 | W S | 70 | 80 | Passed |
| 31 | W L | 70 | 90 | Passed |
| 32 | Y R | 70 | 70 | Passed |
| 33 | D A | 70 | 80 | Passed |
|  | **TOTAL SCORE** |  | 2.680 |  |
|  | **MEAN** |  | 81,21 |  |

**Chart 4.2: The Increase Students’ Reading Mean Score in Cycle II**

From the calculation of the students reading comprehension, we know that the students’ reading comprehension was more improved. Then, the result of the mean score of students post test II in the table is as follows:

X=

=

=81,21

Based on the table 2 above, it could be summarized that the skill of the students reading comprehension, from pre-test to test cycle II. It was shown from the result of the first test in cycle II that was 81,21. It was higher than the mean score of the pre-test that was 52,72 and it could improve 28,49 from pretest up to test in cycle II. The table shows that the enthusiastic of the students clearly influenced the score. The students enjoyed the teaching learning process. Therefore they could achieve reading comprehension the material in English lesson enthusiastically.

**4.3 Discussion of the Research**

Based on the observation in cycle I and cycle II, it can be concluded that

reciprocal teaching technique can improve the students’ reading comprehension for the Senior High School students. It can be seen in the improvement of students’ scores that improved from cycle to cycle and from pre-test to cycle I test and cycle II test. From the result of the implementation of the action, there are some improvements as follows :

1. The lesson seemed to be more attractive to be noticed by the students during reading class.

2. The students solved the difficulties which they found in the teaching learning process by asking the way the higher ranked students did the task.

3. The mean score result for the pre-test was 52,72 and the test cycle II was 81,21 Based on the explanation above, it can be seen that the action hypothesis is accepted. Teaching students through direct method can improve the students’ reading comprehension.

**Table 4.4**

**Score of Pre-test, Test Cycle I and Test Cycle II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Name** | **KKM** | **Pre-Test** | **Test Cycle I** | **Test Cycle II** | **Category** |
| 1 | A D | 70 | 60 | 70 | 80 | Passed |
| 2 | A Z | 70 | 50 | 80 | 80 | Passed |
| 3 | A S | 70 | 40 | 70 | 90 | Passed |
| 4 | A P | 70 | 60 | 70 | 70 | Passed |
| 5 | B A | 70 | 50 | 60 | 80 | Passed |
| 6 | D D | 70 | 50 | 70 | 90 | Passed |
| 7 | E L | 70 | 60 | 80 | 90 | Passed |
| 8 | E M | 70 | 50 | 60 | 80 | Passed |
| 9 | E B | 70 | 60 | 80 | 90 | Passed |
| 10 | F T | 70 | 60 | 70 | 70 | Passed |
| 11 | F A | 70 | 70 | 80 | 90 | Passed |
| 12 | F M | 70 | 40 | 70 | 80 | Passed |
| 13 | F A | 70 | 50 | 70 | 70 | Passed |
| 14 | G W | 70 | 50 | 60 | 80 | Passed |
| 15 | J S | 70 | 60 | 70 | 80 | Passed |
| 16 | L M | 70 | 60 | 70 | 80 | Passed |
| 17 | L S | 70 | 60 | 70 | 90 | Passed |
| 18 | M G | 70 | 60 | 70 | 70 | Passed |
| 19 | M S | 70 | 50 | 70 | 80 | Passed |
| 20 | N C | 70 | 50 | 70 | 80 | Passed |
| 21 | N | 70 | 50 | 70 | 80 | Passed |
| 22 | N F | 70 | 40 | 60 | 80 | Passed |
| 23 | N I | 70 | 50 | 70 | 80 | Passed |
| 24 | P H | 70 | 60 | 70 | 80 | Passed |
| 25 | R A | 70 | 60 | 70 | 90 | Passed |
| 26 | R | 70 | 50 | 90 | 90 | Passed |
| 27 | R S | 70 | 50 | 80 | 70 | Passed |
| 28 | R | 70 | 50 | 60 | 90 | Passed |
| 29 | R W | 70 | 30 | 60 | 80 | Passed |
| 30 | W S | 70 | 50 | 80 | 80 | Passed |
| 31 | W L | 70 | 50 | 70 | 90 | Passed |
| 32 | Y R | 70 | 50 | 60 | 70 | Passed |
| 33 | D A | 70 | 60 | 70 | 80 | Passed |
|  | **TOTAL SCORE** |  | 1.740 | 2.320 | 2.680 |  |
|  | **MEAN** |  | 52,72 | 70,30 | 81,21 |  |

Based on the table, the use of direct method can improve the students’ reading comprehension in reading narrative text significantly. It can be concluded by analyzing the result of pre-test, the test in cycle I and the test in cycle II. There is difference between the three test results. It can be said that there is an improvement of the students’ reading comprehension.

The improvement of the students’ score from pre-test to cycle 2 can be served as follow:

**Chart 4.3: Students’ Mean Score Improvement**

The improvement of the students’ reading comprehension in reading narrative text it found the written test held in cycle I, the mean score of pre-test was 52,72 and it increased to become 70,30 in the test of cycle I. While in cycle II, the pre-test mean’s score was 52,72 It gained higher mean score for the test in cycle II that was 81,21. The result of the test scores indicate that using Direct Method was an effective technique in improving students’ reading comprehension.

Based on the explanation above, the researcher concludes that there is an improvement in reading comprehension. The researcher can conclude that the implementation of direct method in teaching reading can improve the students’ reading comprehension in X IPA class of SMAS Satria Dharma.