

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of The Research**

The background of this research is to enhance understanding through direct interaction strategies among students in reading instruction. Reading instruction is a learning process aimed at helping students develop effective reading skills. It includes letter recognition, vocabulary mastery, text comprehension, as well as proper reading techniques. Teaching methods may vary, ranging from phonics, analytical, to whole language approaches, with a focus on developing skills to comprehend and analyze the information being read. Reading instruction is essential to support students' literacy and overall learning abilities.

Reading instruction is the process of teaching students to understand, analyze, and interpret texts. The goal is to develop effective reading skills. Anri Nofitria (2017) defines that reading instruction is applicable to all levels of education. At the vocational high school level, reading instruction encourages students not only to know the content of a text but also to comprehend the material being read.

Rina Rahmawati (2020) defines reading as one of the essential skills and a primary need for everyone. Buzan, as cited in Nggermanto (2001:77), describes reading as a reciprocal connection between the individual and symbolic information. Isiti Humairah (2016), stated that education is a process that provides students with the opportunity to develop their early potential, enabling them to think rationally and achieve outstanding academic performance by making meaning of what they see, hear, and read. Through reading, individuals can interact with knowledge and gain much inspiration. Teaching reading is crucial because good reading skills contribute to students' success and abilities.

Reading is a mandatory activity, but students often face difficulties due to low interest. Yulia Rahmi (2020), described language skills as including listening, speaking, reading, and writing. Among these skills, reading plays a very important role. Many students are not interested in reading, which results in low motivation to understand the text. Additionally, students often do not get enough practice in reading, leading to a lack of comprehension skills. Riani (2021) defines that overcoming these difficulties requires a varied approach, including increasing motivation, using more interactive teaching methods, and efforts implemented by teachers.

Effective reading instruction should include varied practice, interactive techniques, and the use of engaging reading materials so that students can optimally develop their reading skills. Anugrah Agung (2020), stated that one of the factors affecting students' reading ability is the learning process at school; therefore, teachers need to have an appropriate teaching model. According to Abdul Kholik (2019), reading skills are the ability to understand, interpret, and process text.

Amiliya (2012) defines reading as an intensive activity that can be developed by fostering students' desire and enthusiasm. Reading skills in reading instruction encompass several important aspects, including reading comprehension the ability to understand the meaning of the text, such as the main idea, details, and inferences; text analysis the ability to analyze the structure of the text, such as genre and writing techniques; and reading flexibility, which refers to adjusting reading strategies according to the type of text, such as skimming for information or reading analytically.

However, some students at SMK Telkom 2 Medan face obstacles in improving comprehension through direct interaction strategies in reading instruction. Initial observations and teacher feedback indicated issues in building student engagement, adapting the teaching approach, and adjusting methods. The challenges in adapting include minimal student engagement, varying student abilities, and a lack of understanding of the concepts being presented. Awaliyah Dahlani (2019), described that because comprehension in reading plays a significant role in the learning process at school, this skill becomes essential for students to master at that level. Additionally, rigid teaching strategies may overlook students' learning styles, making it difficult for all students to fully grasp the material.

Interacting directly in the process of teaching reading to students is an effective way to help them better understand texts by actively engaging them in developing deeper reading skills. Iis Aprinawati (2018), dedicated a learning method designed to facilitate students in identifying and summarizing the main points of a text. According to I Gusti Ngurah Adhi Windu (2021), direct instruction is a teaching model that involves a step-by-step approach to support the learning process, which includes students' knowledge in reading instruction.

Interacting directly in the process of teaching reading to students is an effective way to help them better understand texts by actively engaging them in developing deeper reading skills. According to I Gusti Ngurah Adhi Windu (2021), direct instruction is a teaching model that involves a step-by-step approach to support the learning process, which includes students' knowledge in reading instruction.

The knowledge gained from such research can help enhance the understanding of the effectiveness of reading instruction among students.

Weaknesses were found in the research regarding the specific discussion of direct interaction strategies in reading instruction among students. This awareness highlights the importance of specific research for a thorough analysis of the long-term impact of using direct interaction strategies in reading instruction, exploring in depth how these strategies can be implemented and adapted to various student needs. The knowledge gained from such research can help enhance the understanding of the effectiveness of reading instruction among students.

The purpose of this research is to conduct a comprehensive analysis and identification of the impact of understanding levels through direct interaction strategies on XI grade students in reading instruction at SMK Telkom 2

Medan. Using research and observation, this study aims to identify students' comprehension levels, evaluate the effectiveness of direct interaction strategies, and implement more effective strategies in reading instruction. The findings are significant for improving the quality of reading instruction at SMK Telkom 2 Medan and other vocational schools throughout Indonesia.

## **1.2 Research Problems**

Based on the identification and analysis of the issues explained above, the research questions in this study are:

- A. Is there a difference in the improvement of comprehension between students who participate in direct interaction strategies in reading instruction and those who do not?
- B. How is the reading ability of XI grade students at SMK Telkom 2 Medan after the implementation of direct interaction in reading instruction?

## **1.3 Objective of the Research**

The objectives of this research are to:

- A. Determine the effect of applying direct interaction strategies on improving the reading skills of XI grade students at SMK Telkom 2 Medan.
- B. Analyzing the extent of improvement in students' comprehension after the implementation of direct interaction strategies in reading instruction.

#### **1.4 Limitation of the Research**

The limitations of this study encourage the researcher to work towards achieving their objectives.

- A. Focus on XI grade students at SMK Telkom 2 Medan. This research only involves XI grade students at SMK Telkom 2 Medan.
- B. Direct interaction strategies in reading instruction. The focus of this study is solely on the application of direct interaction strategies as a method in reading instruction. This research does not include other strategies that may also influence students' comprehension, such as technology-based learning or other methods.

#### **1.5 Significant of the Research**

##### **1. Theoretical Benefits**

- A. This research Expands existing theories related to direct interaction strategies in learning, then modifies those theories, particularly focusing on how such strategies can enhance students' comprehension of texts.
- B. This can be used as material for consideration by future researchers who relate to using direct interaction strategies in teaching reading.

##### **2. Practical Benefits**

- A. For Researchers

The development of more effective teaching methods, such as the impact of improving students' reading comprehension through direct interaction strategies in teaching reading.

- B. For learners

Helping to improve comprehension in reading lessons by applying direct interaction strategies, learners can better understand reading materials through relaxed discussions and collaboration with peers.

- C. For teachers

Increasing student involvement with interaction methods, teachers can attract students' attention and increase their participation in learning so that students understand what they read.

- D. For school

The results of the research can be used as evaluations and improvements. Schools can evaluate the effectiveness of existing learning research and make improvements based on direct interaction strategy learning methods that are appropriate for students in teaching reading.