

P-ISSN: 2337-7364

E-ISSN: 2622-9005

PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 7 NO. 1 APRIL 2020



Diterbitkan Oleh:

Fakultas Agama Islam (FAI)

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat
(LP4M) Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569

<http://ejournal.unmuha.ac.id/index.php/pedagogik>

**Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran
Fakultas Tarbiyah Universitas Muhammadiyah Aceh
Vol. 7, No. 1, April 2020**

Editor in Chief

Dr. Saiful, S.Ag., M.Ag.

Jurnal Manager

Muhammad Yani, M.Pd

Managing Editors

Fauziah, M.Si.

Dedi Zumardi, S.Pd.I

Board of Editors

Meutia Zahara, Ph.D

Ika Kana Trisnawati, M.Ed

Ismail Darimi, S.Pd.I, MA

Yuniarti, SS., M.Pd

Board of Riviewers

Prof. Dr. M. Nasir Budiman, M.A.

Prof. Dr. H. Jamaluddin Idris, M.Ed

Prof. Dr. M. Ali Sarong, M.Si

Dr. Nuralam, M.Pd

Dr. Sri Suyanta, M.A.

Dr. Anton Widyanto, M.Ag

Dr. H. Muharrir Asy'ari, Lc., M.Ag.

Dr. Aslam Nur, M.A.

Dr. Amin Haris, M.Pd

Akhsanul In'am, Ph.D

Mursalin, M.Pd

Muksal, M.E.I

Siti Safura, M.Ed

Nazariah, M.Pd

Distribusi

Rosnidarwati, S.Ag., M.A.

Ema Sulastri, S.Pd.I., M.Pd.

Ulia Hanum, M.Si.

PENERBIT:

Fakultas Agama Islam Universitas Muhammadiyah Aceh dan

Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat (LP4M)

E-mail: jurnal.pedagogik@unmuha.ac.id

PENGANTAR EDITORIAL

Syukur kehadiran Allah Swt, karena hanya izin-Nya Jurnal Pedagogik yang sekarang berada di tangan para pembaca dapat diluncurkan. Selawat dan salam kita sampaikan kepada Nabi Muhammad Saw yang telah membawa ummat manusia ke jalan kebajikan dan keselamatan di dunia dan di akhirat.

Jurnal ilmiah ini diadakan untuk memfasilitasi dan mendorong lahirnya karya tulis ilmiah, berupa hasil penelitian dalam dunia pendidikan dan pembelajaran. PEDAGOGIK: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh ingin membagi pendapat dan ide dalam pengembangan dan peningkatan mutu pendidikan dan pembelajaran secara nasional maupun internasional. Keberadaan jurnal ini menjadi semakin penting untuk memacu tumbuhnya nuansa akademis di lingkungan para pendidik mulai pada tingkat rendah hingga perguruan tinggi serta bagi para peneliti pendidikan dan pembelajaran. Tetapi tidak tertutup kesempatan bagi pihak lain yang juga memiliki inisiatif untuk memaparkan hasil penelitiannya yang relevan dengan pendidikan dan pembelajaran.

Pada edisi Ini, Jurnal Pedagogik menyajikan beberapa tulisan yang menganalisis isu-isu pendidikan dan pembelajaran yang bersumber dari berbagai perspektif yang meliputi pendidikan dalam konteks sains, sosial, dan bahasa; pendidikan karakter; organisasi dan manajemen pendidikan; serta strategi pembelajaran dan kurikulum. Berdasarkan tema tersebut, beberapa artikel menarik yang disajikan yaitu: Kontribusi Pengetahuan Ayat-Ayat Kawunyah Terhadap *Self-Confidence* Siswa (Suatu Kajian Pengintegrasian Ayat-Ayat Kawunyah dalam Pembelajaran Matematika di SMA Kota Banda Aceh) oleh *Bainuddin Yani*; Implementing Direct Method Using Games to Improve EFL Students' Reading Comprehension oleh *Putri Dini Meutia, A. Halim Majid, dan Sufiah Nafisah*; Urgensitas Pendidikan Diniyah (Upaya Pengembangan Pendidikan Islam Indonesia) oleh *Saiful*; Internalisasi Etika Berbicara Santri kepada Guru (Penelitian pada Dayah Terpilih di Bireuen Aceh Utara) oleh *Sri Suyanta*; Pengaruh Penggunaan Model Pembelajaran *Picture and Picture* dengan *Word Square* pada Siswa Kelas VIII MTsN 3 Banda Aceh oleh *Yeni Safrijar dan Cut Novrita Rizki*; Upaya Penanaman Nilai dan Norma sebagai Pembentuk Karakter Siswa di SDN 09 Parak Gadang oleh *Sri Siawati Wulandari, Irdamurni, dan Neviyarni*.

Selanjutnya juga ada Penerapan Strategi Pembelajaran *Learning Start with A Question* (LSQ) Terhadap Hasil Belajar dan Motivasi Belajar Siswa di SMPN 3 Beutong oleh *Basmi, Qurratu Aini, dan Mauizah Hasanah*; Tartib Al-Nuzul dalam Diskursus Para Ulama oleh *Muhammad Fadhillah dan Mulyazir*; Pengaruh Metode *Role Playing* Terhadap Hasil Belajar Siswa pada Materi Indera Penglihatan dan Alat Optik di SMPN 3 Seunagan oleh *Rita Muslarita dan Mauizah Hasanah*; Respon Siswa

Terhadap Penerapan Model Pembelajaran Kooperatif *Student Team Achievement Division* (STAD) pada Materi Aritmatika Sosial oleh *Siti Mawaddah dan Nailul Authary*.

Sesuai dengan jurnal ilmiah, publikasi Jurnal Pedagogik ini diharapkan dapat menjadi bahan rujukan dan sumber kajian yang relevan dan aktual serta memberikan wawasan para pembaca dalam pendidikan dan pembelajaran. Kepada penulis, tim penyunting dan penerbit serta semua pihak yang telah memberikan dukungan atas terbitnya Jurnal Pedagogik ini, kami sampaikan ucapan terima kasih. Semoga Allah Swt berkenan memberikan balasan yang setimpal atas usaha baik ini.

Salam,
Tim Penyunting

DAFTAR ISI

Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh Vol. 7, No. 1, April 2020

	Hal
Pengantar Editorial	ii
Daftar Isi	iv
Ketentuan Penulisan Naskah Jurnal PEDAGOGIK	v
Kontribusi Pengetahuan Ayat-Ayat Kawunyah Terhadap <i>Self-Confidence</i> Siswa (Suatu Kajian Pengintegrasian Ayat-Ayat Kawunyah dalam Pembelajaran Matematika di SMA Kota Banda Aceh)	1-15
<i>Bainuddin Yani</i>	
Implementing Direct Method Using Games to Improve EFL Students' Reading Comprehension	16-20
<i>Putri Dini Meutia, A. Halim Majid, dan Sufiah Nafisah</i>	
Urgensitas Pendidikan Diniyah (Upaya Pengembangan Pendidikan Islam Indonesia)	21-32
<i>Saiful</i>	
Internalisasi Etika Berbicara Santri kepada Guru (Penelitian pada Dayah Terpilih di Bireuen Aceh Utara)	33-56
<i>Sri Suyanta</i>	
Pengaruh Penggunaan Model Pembelajaran <i>Picture and Picture</i> dengan <i>Word Square</i> pada Siswa Kelas VIII MTsN 3 Banda Aceh	57-63
<i>Yeni Safrijar dan Cut Novrita Rizki</i>	
Upaya Penanaman Nilai dan Norma sebagai Pembentuk Karakter Siswa di SDN 09 Parak Gadang	64-70
<i>Sri Siawati Wulandari, Irdamurni, dan Neviyarni</i>	
Penerapan Strategi Pembelajaran <i>Learning Start with A Question</i> (LSQ) Terhadap Hasil Belajar dan Motivasi Belajar Siswa di SMPN 3 Beutong	71-80
<i>Basmi, Qurratu Aini, dan Mauizah Hasanah</i>	
Tartib Al-Nuzul dalam Diskursus Para Ulama	81-96
<i>Muhammad Fadhillah dan Mulyazir</i>	
Pengaruh Metode <i>Role Playing</i> Terhadap Hasil Belajar Siswa pada Materi Indera Penglihatan dan Alat Optik di SMPN 3 Seunagan	97-105
<i>Rita Muslarita dan Mauizah Hasanah</i>	
Respon Siswa Terhadap Penerapan Model Pembelajaran Kooperatif <i>Student Team Achievement Division</i> (STAD) pada Materi Aritmatika Sosial	106-113
<i>Siti Mawaddah dan Nailul Authary</i>	

KETENTUAN PENULISAN NASKAH JURNAL ILMIAH PEDAGOGIK

A. Ketentuan Umum

Tulisan harus orisinal dan belum pernah dipublikasikan di media apapun yang berkaitan dengan pendidikan dan pembelajaran

- Panjang tulisan maksimum 15 halaman kertas A4 dengan spasi 1,5 dan diketik dengan program MS Word ukuran 12 dengan huruf *Times New Roman*.
- Biodata singkat penulis di catatan akhir naskah.
- Naskah dikirim 1 (satu) eks dalam bentuk softcopy

B. Ketentuan Khusus

- Kerangka tulisan meliputi: *Judul, Nama Penulis, Abstrak, Kata Kunci, Pendahuluan, Metode Penelitian, Hasil dan Pembahasan, Kesimpulan dan Saran, dan Referensi*.
- *Judul* harus mencerminkan permasalahan yang dibahas dalam tulisan
- *Nama penulis* ditulis tanpa titel atau gelar kesarjanaan. Nama lengkap dan gelar ditulis di halaman akhir (di atas *end note*) dengan memberi tanda (*)
- *Abstrak* memuat secara singkat latar belakang permasalahan, tujuan dan analisis serta kesimpulan dengan panjang tulisan maksimal 250 kata.
- *Kata kunci* merupakan tema sentral tulisan maksimal 5 kata.
- *Pendahuluan* harus secara eksplisit memuat latar belakang masalah, tinjauan kepustakaan, relevansi hasil penelitian terdahulu dan keterbaruan, rumusan masalah dan tujuan penelitian.
- *Metode Penelitian* harus secara sistematis memuat rancangan penelitian, populasi dan sampel (kuantitatif) atau subjek penelitian (kualitatif), instrumen penelitian dan teknik pengumpulan serta analisis data
- *Hasil dan Pembahasan* harus memaparkan temuan dan menganalisis data yang diperoleh dalam penelitian serta mengaitkan dengan hasil penelitian sebelumnya.
- *Kesimpulan* harus menjawab semua permasalahan yang dikemukakan dalam pendahuluan. Di samping itu, dalam kesimpulan dapat juga ditambahkan beberapa saran penulis bagi pihak-pihak yang berkorelasi erat dengan isi tulisan.
- *Referensi* memuat sumber yang menjadi rujukan sesuai dengan standar APA (*American Psychological Assosiation*).
- *Sistem kutipan* yang dipakai adalah model *innote*.

C. Artikel dalam bentuk soft copy-nya dikirimkan paling lambat 1 (satu) bulan sebelum bulan penerbitan kepada: Fakultas Agama Islam Universitas Muhammadiyah Aceh. Jalan Muhammadiyah No. 91 Bathoh Banda Aceh Telepon/Fax. 0651-27569. Penulis juga dapat melakukan registrasi secara online melalui *website*: <http://ejournal.unmuha.ac.id/index.php/pedagogik> atau dapat mengirim melalui *email*: jurnal.pedagogik@unmuha.ac.id

IMPLEMENTING DIRECT METHOD BY USING GAMES TO IMPROVE EFL STUDENTS' READING COMPREHENSION

Putri Dini Meutia¹⁾, A. Halim Majid²⁾, dan Sufiah Nafisah³⁾

¹⁾²⁾³⁾ Program Studi Pendidikan Bahasa Inggris Universitas Abulyatama, Aceh, Indonesia

Email: putridini_bhsinggris@abulyatama.ac.id

Abstrak: Keterampilan membaca adalah salah satu aspek dari bahasa asing yang perlu dikuasai oleh siswa. Oleh karena itu diperlukan metode yang tepat untuk meningkatkan keterampilan membaca siswa, terutama pemahaman membaca. Peneliti melakukan penelitian dengan menggunakan *Direct Method* untuk meningkatkan pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui apakah *Direct Method* dengan menggunakan *games* dapat meningkatkan pemahaman membaca siswa. Sampel dari penelitian ini adalah siswa XI MAN Sibreh yang terdiri dari 25 siswa. Penelitian ini dilaksanakan dalam empat pertemuan. Dalam pengumpulan data, peneliti menggunakan pre-test dan post-test sebagai instrumen penelitian. *Pre-test* diberikan pada pertemuan pertama sedangkan *post-test* diberikan pada pertemuan terakhir. Setelah menganalisis data, *t-score* yang diperoleh adalah 3,92. Ini menunjukkan bahwa ada perbedaan yang signifikan antara *pre-test* dan *post-test*. Selain itu, nilai kritis *t* untuk tingkat kebebasan adalah 2,06 pada tingkat signifikansi 5% (0,05). Dengan demikian, *t-score* (3,92) lebih tinggi dari *t-tabel* (2,06). Karena itu, hipotesis diterima.

Kata Kunci: *Direct Method*, *Games*, pemahaman membaca,

Abstract: Reading skill is one of the aspects of the foreign language which need to be master by the students. Thus it needed an appropriate method to improve the students' reading skills, especially reading comprehension. Therefore, the researchers conducted the study by using the Direct Method to improve reading comprehension. The purpose of this study was to find out whether the Direct Method by using games can improve the students' reading comprehension. The sample was taken from the XI students of MAN Sibreh consisted of 25 students. The experiment was conducted in four meetings. In collecting the data, this study used pre-test and post-test as the research instruments. The pre-test was given in the first meeting while the post-test was given in the last meeting. After analyzing the data, the obtained t-score is 3,92. It indicates that there are significant differences between pre-test and post-test. Moreover, the critical value of t for the degree of freedom was 2,06 at the level significance of 5% (0,05). Thus, the t-score (3,92) is higher than the t-table (2,06). Therefore, the hypothesis is accepted.

Keywords: Direct Method, games, reading comprehension

A. INTRODUCTION

Teachers play great roles in transferring knowledge and educating to the students. The teachers' methods used in teaching have a great impact on the students' motivation and achievement in learning. Moreover, English teachers should have interesting techniques or methods for playing their roles in order to motivate the students in learning English deeply.

Some English teachers complain that their students often get difficulties to understand the English text that they already read. Sometimes they only know a little part of the text. The

other difficulty is most of the students are not able to answer the reading comprehension questions. Moreover, when the students find difficulty in understanding the text, they are going to be lazy and bored in reading the text. To overcome the problems, therefore, the teachers have to try to implement an appropriate method or technique to attract the students' interest in reading the text. Not only an appropriate method or technique, but the teacher also must prepare good materials and suitable for their level.

In addition, reading offers to access the information, aspiration, ideas, and actions of both in the past, present, and future. Through reading, someone extends his/her environment from home and community to the world as a whole (Hendry and Dechant, 1961). Because of the students' difficulties in comprehending the text, it is hard for them to gain the information given in the text. Therefore, it is important to use an appropriate technique or method to increase the students' reading comprehension.

In this case, the researchers conducted pre-experimental research by applying the Direct Method by using games. The purpose of this study was to know how effective this method to improve EFL students' reading comprehension.

In applying the Direct Method, the teacher should use the target language and should not translate the words to the native language (Batool, Anosh, Batool, Iqbal, 2017). It means that the students are actively engaged in using the target language in the teaching-learning process (Mart, 2013). In addition, Mart (2013) also argued that by applying the Direct Method, the students enable to understand the target language and help them to use the target language with enjoyment. Moreover, the basic principle of this method is dealing with the meaning of the words through the use of realia, pictures, pantomime (gestures) or authentic materials (Larsen-Freeman & Anderson, 2011).

Furthermore, Larsen-Freeman & Anderson (2011) also stated that another principle that the teacher must focus on is reading. It must be taught at the beginning of the learning process. To improve the students' reading skills, it should be taught together with speaking. Therefore, the teacher should use realia or pictures to help the students understand the meaning of the word. Besides that, the teacher can also demonstrate the meaning of that word by a gesture or pantomime and cannot translate it to the native language. By applying this method by using games (gesture), hopefully, the students can achieve the learning objective which makes them be able to comprehend the reading materials well and to avoid the misunderstanding.

B. RESEARCH METHODOLOGY

In conducting the study, the researchers used a pre-experimental design. The design used one group pre-test-post-test. It meant that the researchers only used one class as the sample of this study. The other reason was there was only one class for second-year students, therefore the sample of this was the total number of XI students consisted of 25 students.

The research was carried out in four meetings. The first meeting was for the pre-test, the second and the third meeting was for implementing the Direct Method and the last meeting was for the post-test. In implementing the Direct Method, the researchers used pictures and gestures as games in the teaching-learning process.

Moreover, the research instruments of this study were pre-test and post-test. The tests were in the form of a reading comprehension test. The tests consisted of 10 questions. The researcher asked the students to answer the question based on the text given.

After collecting the data, the researchers calculated the mean and standard deviation scores for both pre and post-test. After gaining the score, the researcher analyzed the t-score to answer the research hypothesis.

C. RESULT AND DISCUSSION

1. Result of Study

After the pre-test and post-test were given to the students, the results were tabulated. The simple and suitable statistical formula by Arikunto (2002) was used to prove the hypothesis; means, variance, standard deviation and t-score. The result of means and standard deviation of both pre-test and post-test were followed.

Table 1. Means and Standard Deviation of Pre-test and Post-test

Test	Score	
	Means	Standard Deviation
Pre-test	63,6	10,34
Post-test	74,6	9,47

Based on the data above, it can be seen that the mean score of pre-test was 63,6 while the mean score of post-test was 74,6. After calculating the means and standard deviation scores, the researchers calculated the t-score. The obtained t-score was 3,92. Moreover, the critical value of the t-table for the degree of freedom of 25 sample is 2,06.

2. Discussion

This study was conducted in four meetings. In the first meeting, the students were asked to answer the questions about the text. The test consisted of 10 questions about reading

comprehension. The test was done in 45 minutes. In the next two meetings, the researchers applied the Direct Method in the teaching-learning process. Here, the students were asked to read the text. If the students were difficult to understand the words in the text, the meaning of the words was explained in the target language, not using the native language. Sometimes, it made the students were difficult to understand, especially for them who have low ability, because they need to associate the meaning with their native language. Therefore, the researchers used picture and gesture to help them. In addition, the communication is the purpose of language learning in the Direct Method (Larsen-Freeman & Anderson, 2011) thus the students should learn how to ask and answer the question. Moreover, the obstacles that were faced were it spent long time making the students understand the difficult words. So, it can be one of the disadvantages of the Direct Method. The other disadvantage that was drawn by Batool, et.al (2017) is Direct Method is useful in the early stage but unsuitable for a higher stage. Moreover, this method is also expensive because the used aids are high-cost aids.

Nevertheless, the Direct Method also has advantages. In this study, to minimize the cost of the aid, the researchers used gestures and expressions as well as pictures. Another advantage is all the students involved in activities. They communicated with each other by using the target language. Sometimes they used gestures or expressions to express their idea if their interlocutors did not understand what they talked about. Based on the researchers' experience while implanting the Direct Method, the students were more active to understand the given text. For the last meeting, the researchers gave the post-test to the students. The test also consisted of 10 questions.

After gaining all the data from the pre-test and post-test, it was found that the mean score of the post-test (74,6) was higher than the pre-test (63,6). Moreover, the t-score was 3,92. This indicated that there was a significant difference between pre-test and post-test. The critical value of t-table for the degree of freedom of 25 samples is 2,06 at the level significance level of 5% (0,05). To prove the hypothesis, it needed to compare the t-score and t-table. Based on the data t-score is higher than t-table, it means that the alternative hypothesis is accepted and the null hypothesis is rejected. The t-score of the implementation of the Direct Method is higher than the t-table, it shows that the researchers' hypothesis is accepted. It can be concluded that by applying the Direct Method, the students' reading comprehension improve.

D. CONCLUSION AND SUGGESTION

Based on the researchers' experience when conducted the research, it can be concluded that the Direct Method is one method that can be used to improve the students' reading comprehension. In this method, the students engage in all activity by using the target language. They comprehend the text trough communication. It means that their communication skills improve as well as their reading skills.

Moreover, the researchers' suggestion to the English teachers who implement this method to use pictures and gesture as games to make the students interested in the teaching-learning process. The pictures and gestures help the teacher to minimalize the using of native language.

E. REFERENCE

- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Batool, N., Anosh, M., Batool, A., Iqbal, N. (2017). The Direct Method: A Good Start To Teach Oral Language. *International Journal of English Language Teaching*, 5(1), 37-40
- Brown, H. D. & Lee, H. (2015). *Teaching by Principles. An Interactive Approach to Language Pedagogy 4th Edition*. New York: Pearson Education
- Henry, S. P., & Dechant, E. V. (1961). *Psychology in Teaching Reading*. New York: Prentice-Hall, Inc.
- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Mart, C. T. (2013). The Direct-Method: A good start to teach oral language. *International Journal of Academic Research in Business and Social Sciences*, 3(11), 182-184

PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 7 NO. 1 APRIL 2020



Diterbitkan Oleh:

Fakultas Agama Islam (FAI)

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat (LP4M)

Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569

<http://ejournal.unmuha.ac.id/index.php/pedagogik>

P – ISSN 2337-7364

E – ISSN 2622-9005

