

THE EFFECT OF DIRECT INTERACTION STRATEGY IN TEACHING READING COMPREHENSION AT THE TENTH GRADE OF SMA NEGERI TAEKAS IN THE ACADEMIC YEAR 2024/2025

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ABSTRACT

This study aimed to examine the effect of the Direct Interaction Strategy on teaching reading comprehension of narrative texts at the tenth grade of SMA Negeri Taekas in the academic year 2024/2025. The research employed a quasi-experimental design with two groups: an experimental class that received instruction using the Direct Interaction Strategy and a control class that was taught using conventional teaching methods. Data were collected using pre-tests and post-tests to measure students' reading comprehension before and after the intervention. The findings reveal a significant improvement in the reading comprehension scores of the experimental class compared to the control class. The experimental group showed an increase from an average pre-test score of 43.6% (categorized as "Very Poor") to a post-test score of 89.86% ("Excellent"), marking a 106% improvement. In contrast, the control class, which was taught using conventional methods, showed minimal improvement, with an average score increase from 30% to only 28.26%, still categorized as "Very Poor." These results indicate that the Direct Interaction Strategy effectively enhances students' comprehension of narrative texts by fostering engagement, encouraging critical thinking, and providing real-time feedback. The study concludes that implementing the Direct Interaction Strategy in teaching reading comprehension significantly benefits students' understanding of narrative texts. Therefore, it is recommended that educators incorporate this approach into their teaching practices to optimize students' learning outcomes.

Keywords: *Direct Interaction Strategy, Reading Comprehension, Narrative Text, Experimental Study, Teaching Strategy.*

INTRODUCTION

Reading is an activity carried out by someone to absorb and understand information through the text read. According to Afflerbach (2016), Reading is a dynamic and complex process that involves the application of many strategies and skills to comprehend text. The purpose of reading is to understand all the information contained in the reading text in order to develop the reader's intellectual abilities.

There are many reasons for students' poor reading ability. It was found from the research by Sofyan, et al (2019). There are some students who are still struggling to read. This is influenced by both internal and external factors. Internal factors that cause learning difficulties in students include a lack of interest on their part in learning to read, which made learning to read difficult. They also claim that reading is very unappealing because they struggle with vocabulary and pronunciation.

According to Alvermann & Moje (2020) Reading comprehension is a fundamental skill that underpins students' academic success across all subjects. However, many students, particularly those at the high school level, encounter challenges in understanding and interpreting written texts. This is particularly true when they are presented with dense or complex reading materials that may lack engagement. Consequently, teachers are continuously searching for effective strategies and materials that can not only improve students' reading comprehension skills but also foster an enjoyable learning experience. One such approach is the use of *narrative texts* as a medium in teaching reading comprehension. Narrative texts, which include stories, fables, myths, and legends, are intrinsically engaging due to their story-like structure and relatability. These texts often follow a clear sequence of events and are rich in characters, settings, and moral lessons, making them not only appealing to students but also educational. By offering students reading materials that naturally evoke curiosity and emotional responses, narrative texts can stimulate a more profound interest in reading. This emotional connection can enhance comprehension by motivating students to think critically about the plot, characters, and themes.

Used strategy when the learning process in the classroom will help students understand the material presented by the teacher more easily, especially during the learning process reading class, and can solve problems that often occur in the class when learning to read, such as lack of interest in reading, lack of vocabulary, not paying attention to the teacher, sleepy, etc. So the teacher can use one of the strategies that are appropriate for the reading class such as direct interaction strategy. As for the purpose is to provide long term support for the development of students reading comprehension in the classroom.

Previous Studies

This research was relevant to the three previous research. These three research have similarities and differences with present study which can be used as references to conduct a better study.

The first research was conducted by Mada (2021) studied a study to investigate the effect of Direct Interaction Strategy in teaching reading comprehension of narrative texts at the eighth grade of MTS Ponpes Darul Quran Medan during the 2020/2021 academic year. The research aimed to determine the effectiveness of this strategy in improving students' reading comprehension. Using an experimental research design, the study involved 53 eighth-grade students as the population, divided into two classes: the experimental class (VIII-1) and the control class (VIII-2). The sample consisted of students from both classes. The instrument used for data collection was a reading comprehension test consisting of pre-test and post-test. The procedure included implementing the Direct Interaction Strategy in the experimental group and the conventional method in the control group. Data collection

techniques involved administering the tests and observing the differences in scores between the two groups. The data were analyzed using a t-test formula. The findings showed that the experimental group achieved an average score of 76.55 (with a range of 62 to 92), while the control group scored an average of 59.45 (with a range of 54 to 86). Statistical analysis revealed that the t-count value (11.277) was higher than the t-table value (2.000) at a significance level of $\alpha = 0.05$ and a degree of freedom (df) = 51. These results indicated a significant effect of the Direct Interaction Strategy on students' reading comprehension. The study concluded that Direct Interaction Strategy is more effective than conventional methods for teaching reading comprehension, and it recommended its use in educational contexts to enhance students' learning outcomes.

The second previous study is Flores (2013) examined a study to investigate the effectiveness of Direct Instruction (DI) in teaching reading comprehension and language skills to students with autism spectrum disorders (ASD) and developmental disabilities (DD). Using a quantitative research approach, the study involved 18 elementary students as participants, selected from a population of students with ASD and DD. The research utilized curriculum-based assessments as instruments to evaluate reading comprehension and language skills, with data collected through observation of student performance during lessons and documentation of assessment outcomes. The entire lessons from the DI comprehension program were implemented without modification, and data were gathered over time to monitor progress. To analyze the data, a one-way analysis of variance (ANOVA) was employed, revealing significant improvements in students' skills as a result of the DI lessons. The findings highlighted that Direct Instruction is an effective method for enhancing reading comprehension and language skills among students with ASD and DD, supporting its use as a structured and impactful approach in special education contexts.

The Third previous study is Fallon (2004) investigated a study on the effects of Direct Instruction (DI) on the single-word reading skills of children who require augmentative and alternative communication (AAC). The research focused on addressing the lack of empirically validated strategies for teaching reading skills to children with severe speech impairments. Using a single-subject, multiple-probe-across-subjects design, the study examined the reading performance of 5 participants aged 9 to 14 years old. The participants were selected from a population of children with severe speech impairments who relied on AAC. The instructional program utilized targeted reading interventions and evaluated participants' ability to match written words to corresponding pictures, generalize these skills to novel-word reading, and apply them in book contexts. Data were collected through observations and documented assessments during the instructional sessions. A

descriptive analysis was employed to measure the outcomes. The findings revealed that all 5 participants achieved the criterion for matching written words to pictures, 3 participants generalized their skills to reading novel words, and 4 applied their skills in reading books. The study concluded that Direct Instruction is an effective strategy for teaching single-word reading skills to children using AAC and suggested further exploration of DI strategies in broader contexts to enhance literacy outcomes for this population.

RESEARCH METHOD

Research Design

This Study employed a quasi-experimental research design to examine the effect of direct interaction strategy in teaching reading comprehension at the tenth-grade of SMA Negeri Taekas. According to Creswell (2014), a quasi-experimental design allows researchers to study the effect of an intervention by comparing outcomes between an experimental, and a control class, without random assignment. Experimental class used the direct interaction strategy, which includes interactive discussion, question-and answer sessions, and collaborative activities to enhance reading comprehension. And Control class used conventional methods, such as individual reading and teacher explanations. This design was appropriate for educational settings where random assignment is not feasible.

Subject of the Study

Population

The population of this study consists of all Tenth grade students at SMA Negeri Taekas during the 2024/2025 the academic year. There are 100 students in the tenth grade, distributed across five classes: X-A, X-B X-C, X-D, and X-E. This population was selected because it aligns with focus of the research, which is to measure the effectiveness of the direct interaction strategy in teaching reading comprehension of narrative texts.

Sample

The researcher used a random sampling technique to select samples from the population. The sample in this research comprised students from classes XA and XB of the tenth grade. The tenth class of the five existing classes, two classes were be selected as research .The total number of students involved in this study is 30 students. Both classes were chosen to ensure similar initial academic abilities among students. Class XA and XB have consistently demonstrated comparable performance in previous assessments, as evidenced by their similar average test scores across key subjects. This selection aims to maintain balance and fairness in the research process, ensuring that

any observed differences in reading comprehension outcomes can be attributed to the intervention strategy rather than initial disparities in student abilities.

Instrument

Research instrument was important part of the research because conducting test by used instrument, the researchers must choose an instrument to tool collecting data. The instrument should be valid reliable. Another defenition from Arikunto in Sulisty (2013), states that an instrument is a devided or facily used in collecting the data or information so that the works can be easily and the result can be better. This study aims to investigate the effect of direct interaction strategy in teaching reading comprehension at the tenth grade of SMA Negeri Taekas. In this study the research will use a list test consisting of 30 multiple choice questions. The reseach instrument consists of pre-tests and post-tests designed to assess students reading comprehension abilities before and after the intervention. The pre-test topic was a narrative text titled Cinderella, while the post-test topic was Snow white. During the test, the researcher directly assigned scores based on the rubric for each student.

Procedure of Data Collecting

Pre-test

The pre-test was conducted before the learning process to measure students' understanding about narrative text. So this was held in the first meeting. The same pre-test was given to both experimental class and control class in order to investigate the students reading ability. Both experimental and control group were asked to read a narrative text based on the topic given about Cinderella. The pre-test provides a measure of some characteristics, the researcher assesses participants in the trial before they receive treatment. In this study, the pre-test consisted of 30 multiple-choice questions, where each question provided four options (a, b, c, and d) for students to choose from. Students get 100 score if they can answer all questions correctly.

Treatment

The treatment phase was conducted after giving pre-test and teaching-learning activity with the students in both experimental and control class in second meetings. In this teaching and learning process, experimental class used direct interaction strategy and the control class used conventional method. Both of experimental class and control class were taught with the same material.

Tabel 3. 1 The Elaboration of Lesson Plan

No	Item	Point
1.	Standard of Competence	Students are able to comprehed etc.)various text (e.g.stories,articles, and respond appropriately

2.	Basic of competence	<ul style="list-style-type: none"> Identifying the main idea and supporting details in a text. Making inferences based on the text. Responding to the text through various activities (e.g., summarizing, questioning).
2	Indicators	<ul style="list-style-type: none"> Identifying the main idea of a given text accurately. Supporting the main idea with relevant details from the text. Making logical inferences about the characters, setting, or events in a text. Responding to the text by summarizing, asking questions, or making personal connections.
4.	Learning Objective	<p>By the end of this lesson, students are:</p> <ul style="list-style-type: none"> Actively participating in direct interaction activities during reading comprehension tasks. Improving their understanding of the text through discussion and questions. Demonstrating increased comprehension of the text through various assessment tasks.
5.	Instructional Materials	<ul style="list-style-type: none"> Textbooks or reading materials appropriate for the students level Whiteboard or projector Markers or pens Chart paper Various props or visuals to support the lesson
6.	Method/Strategies	<ul style="list-style-type: none"> Direct Interaction Strategy
7.	Learning Activity	<ul style="list-style-type: none"> Pre activities Whilst activities Post activities
8.	Evaluation	<ul style="list-style-type: none"> Multiple choice questions Assessing performance through tasks.

Tabel 3. 2 Teaching Activities in second meeting

Steps	Activities
Pre -activities (15 minutes)	<ul style="list-style-type: none"> ✓ Greetings ✓ Praying together ✓ Checking student attendance list ✓ Brainstorming ✓ Asking the students to guess what the topic to be discussed ✓ Introduction the topic discussion

Introduction

- Reviewing the concept of narrative text
- Introducing the elements of narrative text (e.g,setting, characters,plot, conflict,resolution)
- Providing example of narrative texts (e.g.,fables,fairy tales,short stories)

Building Vocabulary

Whilest-

Activities(60 minutes)

- Showing the flashcard to the students
- Asking them to repeat after the teacher
- Writing examples on the board and explain the differences
- Practicing with the class by asking them to identify the vocabulary in the sentence
- Deviding students into groups and assign them to read a short narrative text
- Asking each group to identify the element of narrative text they have read.
- Having each group present their findings to the class
- Conducting a class discussion on the similarities and difference between the texts.

Engagement and Motivation (15 minutes)

- Asking students to create their own narrative text based on a given prompt or picture
- Having students share their story with the class
- Providing feedback on their own

Question and Answer (10 minutes)

- Asking students question about the narrative text such as(What is the main idea of the story?, Who are the characters ? ,What is the setting ,What is the problem in the story? ,How is the problem solved?)

Post-

Activities(15 minutes)

- ✓ Summarizing the main points of the lesson
 - ✓ Assigning homework, such as writing a short narrative text.
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Post-test

The post-test was administered to evaluate the progression of experimental class after the teacher give treatments to the students. In this final meeting, the researcher administers a test to the experimental classes. The format of the test is similar to the pre-test. In analyzing and assessing the students reading ability, just like the pre-test, there are 30 multiple-choice questions. The content of the test focuses on the Snow White story, maintaining the same composition and characteristics. Students will receive a score of 100 if they can answer all questions correctly. The purpose of the post-test is to measure the effectiveness of the direct interaction strategy in improving students reading comprehension of the Snow White narrative text.

Technique of Data Analysis

In this study, the data analysis technique used descriptive statistics to compare the results of the pre-test and post-test obtained from the experimental and control classes. The data analysis process consists of the following steps:

Calculation of the Average Score

The first step was to calculate the average score of both tests. The average score was obtained by summing all students' scores and dividing by the number of students who took the test. The formula used is as follows:

$$\text{Average} = \frac{\sum \text{scores}}{n}$$

Explanation:

- Σ Scores = total sum of all students' scores
- n = number of students

According to Creswell (2014), calculating the average score was useful for measuring the central value or general score that represents the group in quantitative research, facilitating an overall data analysis.

Calculation of Percentage Increase

To determine the improvement in students' reading comprehension after applying the Direct Interaction strategy, the percentage increase is calculated using the following formula:

$$\text{Percentage Increase} = \frac{\text{Post-test} - \text{Pre-test}}{\text{Pre-test}} \times 100$$

Explanation:

- **Post-test** = score after the intervention
- **Pre-test** = score before the intervention

If the results showed a significant positive increase, it can be concluded that the direct interaction strategy is effective in improving students' reading comprehension. Creswell (2014) suggests that this method is appropriate for experimental research as it allowed for direct comparisons between experimental and control groups to assess the effects of an intervention quantitatively

Classification of Students' Competency Levels

To categorize students' reading comprehension ability, the following grading scale is used:

Tabel 3. 3 Level of Mastery

No	Score	Level of mastery
1	86-100	Excellent
2	61-85	Good

3	47-60	Fair
4	0-45	Very poor

Calculation of Standard Deviation

To determine the variation of students' scores, the standard deviation is calculated. According to Greenland et al. (2016), standard deviation helps to understand data distribution and the level of consistency in test results within a group.

The formula for calculating standard deviation is as follows:

$$SD = \sqrt{\frac{\sum x^2 - (\sum X)^2}{n - 1}}$$

Where :

SD = Standard Deviation

$\sum X$ = The sum all square

N = The total number of students

$(\sum X)^2$ = The sum square of the sum square

FINDINGS AND DISCUSSION

Findings

This chapter presents the research findings and discussion based on the data collected from the experimental and control classes. The focus is on analyzing students' reading comprehension achievement before and after the implementation of the direct interaction strategy in the experimental class and conventional teaching methods in the control class.

Table 4. 1 Pre test score of Experimental class

No.	Right Answer		Wrong Answer		Score	Level of Mastery
	Score	%	Score	%		
1	18	60	12	40	60	Fair
2	20	66	10	33	66	Good
3	18	60	12	40	60	Fair
4	20	66	10	33	66	Good
5	18	60	12	40	60	Fair
6	21	70	9	30	70	Good
7	9	30	21	70	30	Very poor
8	14	46	18	53	46	Very poor
9	8	26	22	73	26	Very poor
10	7	23	23	76	23	Very poor
11	14	46	18	53	46	Very poor
12	8	26	22	73	26	Very poor

13	7	23	23	76	23	Very poor
14	8	26	22	73	26	Very poor
15	8	26	22	73	26	Very poor
Total	198	654	256	836	654	Very poor
Average	13,2	43.6	17,06	55,73	43,6	Very poor

Table 4. 2 Pre test score of Control class

No.	Right Answer		Wrong Answer		Score	Level of Mastery
	Score	%	Score	%		
1	7	23	23	76	23	Very poor
2	7	23	23	76	23	Very poor
3	10	33	20	66	33	Very poor
4	10	33	20	66	33	Very poor
5	7	23	23	76	23	Very poor
6	9	30	21	70	30	Very poor
7	13	43	17	56	43	Very poor
8	9	30	21	70	30	Very poor
9	10	33	20	66	33	Very poor
10	7	23	23	76	23	Very poor
11	10	33	20	66	33	Very poor
12	6	20	24	80	20	Very poor
13	13	43	17	56	43	Very poor
14	9	30	21	70	30	Very poor
15	9	30	21	70	30	Very poor
TOTAL	136	450	314	1040	450	Very poor
Average	9.06	30	20,93	69,33	30	Very poor

Table 4. 3 Post test score of Experimental class

No.	Right Answer		Wrong Answer		Score	Level of Mastery
	Score	%	Score	%		
1	27	90	3	10	90	Excellent
2	28	93	2	6.66	93	Excellent
3	25	83	5	16.6	83	Good
4	29	96	1	3.33	96	Excellent
5	29	96	1	3.33	96	Excellent
6	28	93	2	6.66	93	Excellent
7	28	93	2	6.66	93	Excellent
8	25	83	5	16.6	83	Good
9	26	86	4	13.3	86	Excellent
10	28	93	2	6.66	93	Excellent
11	28	93	2	6.66	93	Excellent

12	26	86	4	13.3	86	Excellent
13	24	80	6	20	80	Good
14	27	90	3	10	90	Excellent
15	28	93	2	6.66	93	Excellent
TOTAL	406	1348	44	146,42	1348	Excellent
Average	27,06	89.86	2,93	18,30	89,86	Excellent

Table 4. 4 Post test score of Control class

No.	Right Answer		Wrong Answer		Score	Level of Mastery
	Score	%	Score	%		
1	6	20	24	80	20	Very poor
2	8	26	22	73	26	Very poor
3	8	26	22	73	26	Very poor
4	7	23	23	76	23	Very poor
5	8	26	22	73	26	Very poor
6	9	30	21	70	30	Very poor
7	12	40	18	60	40	Very poor
8	11	36	19	63	36	Very poor
9	10	33	20	66	33	Very poor
10	7	23	23	76	23	Very poor
11	11	36	19	63	36	Very poor
12	7	23	23	76	23	Very poor
13	10	33	20	66	33	Very poor
14	8	26	22	73	26	Very poor
15	7	23	23	76	23	Very poor
TOTAL	129	424	321	1064	424	Very poor
Average	8,6	28,26	21,4	70,93	28,26	Very poor

Table 4.5 Percentage of Correct Responses for Each Item (Post-Test, Experimental Class)

Item Number	Number of Students Answering Correctly (out of 15)	Percentage (%)
1	15	100
2	15	100
3	14	93.33
4	15	100
5	15	100
6	15	100
7	15	100
8	14	93.33
9	14	93.33
10	15	100
11	15	100

12	14	93.33
13	13	86.66
14	15	100
15	15	100
16	14	93.33
17	15	100
18	14	93.33
19	15	100
20	14	93.33
21	13	86.66
22	15	100
23	15	100
24	15	100
25	15	100
26	13	86.66
27	15	100
28	15	100
29	13	86.66
30	15	100

Table 4.6 Percentage of Correct Responses for Each Item (Post-Test, Control Class)

Item Number	Number of Students Answering Correctly (out of 15)	Percentage (%)
1	3	20
2	4	26.66
3	4	26.66
4	3	20
5	4	26.66
6	5	33.33
7	6	40
8	5	33.33
9	5	33.33
10	3	20
11	5	33.33
12	3	20
13	5	33.33
14	4	26.66
15	3	20
16	4	26.66
17	5	33.33
18	4	26.66
19	5	33.33
20	4	26.66

21	3	20
22	3	20
23	3	20
24	4	26.66
25	5	33.33
26	4	26.66
27	3	20
28	5	33.33
29	4	26.66
30	5	33.33

Discussion

The discussion of the research findings derived from the results of students' reading comprehension in the pre-test and post-test at SMA Negeri Taekas indicates that the Direct Interaction Strategy significantly enhances students' reading comprehension. This section discusses how these findings address the research questions stated in Chapter 1.

The data in this study were collected through pre-test and post-test given to the experimental class and control class. The pre-test was conducted to measure students' initial understanding of the narrative text before the treatment was given. After that, the experimental class is taught using a direct interaction strategy, while the control class uses conventional methods. After a series of meetings, a post-test was conducted to assess the improvement of students' reading comprehension. The results of the study were analyzed using descriptive statistics to compare pre-test and post-test scores, as well as calculate the percentage of improvement in reading comprehension and Calculation of standard deviation. The data obtained were then discussed to evaluate the effectiveness of the direct interaction strategy in improving the reading comprehension of narrative texts.

The first research question investigates the effect of the Direct Interaction Strategy on students' reading comprehension. The results of the pre-test showed that the average score of the experimental class was 43.6%, while the control class obtained an average of 30%, both of which were in the 'Very Poor' category. After that, the experimental class is taught using a direct interaction strategy, while the control class remains using conventional methods. After the treatment is given, a post-test is carried out to assess the improvement of students' reading comprehension. The post-test results showed that the experimental class experienced a significant increase with an average score of 89.86% ('Excellent'), while the control class only experienced a slight increase with an average of 18,30% which was still in the 'Very Poor' category. In addition, the results of the standard deviation calculation support this finding. The standard deviation in the pre-test of the experimental class was 46.21, while in the post-test it increased to 95.78. This increase in the standard deviation indicates a

greater variation in students' scores after the implementation of the Direct Interaction Strategy, reflecting a significant improvement in their reading comprehension.

The second research question seeks to identify the specific difficulties faced by students in understanding narrative texts when taught using conventional methods. Based on the post-test results in the control class (Table 4.6), the data clearly show that students experienced challenges across various aspects of reading comprehension, as reflected in their responses to particular test items. For instance, students had difficulty identifying main ideas, as seen in Item 3 (“What is the main idea of the story of Snow White?”) and Item 10 (“What lesson can be learned from Snow White's story?”), with only 6.67% and 20% answering correctly. This suggests that most students could not grasp the central focus or purpose of the text, indicating a weak ability to synthesize information. Another prominent difficulty was making inferences, shown by Item 8 (“What can be inferred about the reason the dwarfs allowed snow white to stay with them?”) and Item 13 (“Where did Snow White find shelter?”), with only 20% and 33.33% correct responses, respectively. These items required students to connect clues from the story and draw conclusions that were not stated explicitly—an ability that is not effectively developed through passive, conventional instruction. Students also struggled with understanding vocabulary in context, especially in Item 6 (“What did the Evil Queen give Snow White disguised as a gift?”), which only 33.33% of students answered correctly. This shows that students were unable to interpret meaning through context, likely due to a limited vocabulary and lack of visual or contextual support during learning.

Additionally, difficulties were observed in recognizing sequence of events and cause-effect relationships, as seen in Item 2 (“Why did Snow White run into the forest?” – 26.66%) and Item 7 (“What happened to Snow White after she ate the poisoned apple?” – 26.66%). These results suggest that students could not follow the plot logically or identify the consequences of actions within the narrative. Even in literal comprehension, which is usually the most basic level, students performed poorly. For example, Item 1 (“Who was Snow White’s stepmother?”) and Item 5 (“What disguise did the Evil Queen use?”) each scored only 20–26.66%, indicating that many students were not able to recall explicitly stated information, possibly due to a lack of engagement and reinforcement during the lesson. These patterns of difficulty—spanning main idea recognition, inference, vocabulary understanding, sequence and cause-effect analysis, and even basic detail recall—demonstrate that the conventional method of teaching reading, which often involves teacher explanation and individual reading without active interaction, fails to equip students with the skills needed to understand narrative texts deeply. As a result, their comprehension remains at a very low level, as reflected by the class average score of 28.26%, still categorized as “Very Poor.” This supports the conclusion that traditional instruction is insufficient for addressing the multifaceted comprehension needs of students.

In conclusion, the Direct Interaction Strategy proves to be a more effective approach in teaching reading comprehension compared to conventional methods at SMA Negeri Taekas. By incorporating interactive discussions, structured questioning techniques, and collaborative activities,

students not only enhance their comprehension skills but also develop critical thinking and long-term retention of reading materials. These findings suggest that educators at SMA Negeri Taekas and other institutions should integrate direct interaction techniques into their instructional practices to optimize students' reading comprehension outcomes.

CONCLUSION

Based on the findings presented in Chapter IV, it can be concluded that the Direct Interaction Strategy has a significant impact on improving students' reading comprehension of narrative texts. The results of the study show that students in the experimental class, who were taught using the Direct Interaction Strategy, demonstrated substantial improvements in their reading comprehension skills compared to students in the control class, who were taught using conventional teaching methods.

The pre-test results of the experimental class revealed an average score of 43.6%, indicating that students initially had difficulties in understanding narrative texts. However, after applying the Direct Interaction Strategy, the post-test results showed a dramatic increase to 89.86%, reflecting an improvement of 106%. This suggests that the Direct Interaction Strategy is an effective teaching method for enhancing students' reading comprehension. On the other hand, the control class, which used conventional teaching methods, had a much lower improvement rate. The average pre-test score in this class was 30%, demonstrating students' initial struggles with reading comprehension. The post-test results showed only a slight increase to 38.30%, which still categorized their performance as "Very Poor." The lack of engaging and interactive learning activities in the conventional approach limited students' progress, highlighting the importance of using an interactive strategy in reading instruction. These results confirm that the Direct Interaction Strategy effectively addresses students' challenges in reading comprehension by fostering engagement, encouraging critical thinking, and providing real-time feedback. Students were more actively involved in analyzing narrative texts, which significantly improved their understanding and retention of information. Therefore, the Direct Interaction Strategy is highly recommended for teaching reading comprehension, particularly for narrative texts.

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