

ABSTRACT

Gina Amalia Shalehah. 2026. Direct Instruction, teaching strategies, degrees of comparison, English grammar. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd,

Keywords: Direct Instruction, teaching strategies, degrees of comparison, English grammar

This study aims to describe the strategies employed by teachers in implementing Direct Instruction to improve students' understanding and mastery of degrees of comparison (positive, comparative, and superlative degrees) in English grammar. Direct Instruction is a structured, teacher-centered approach characterized by explicit explanation, modeling, guided practice, and independent practice, which is considered effective for teaching rule-based grammatical concepts such as degrees of comparison. This research employed a descriptive qualitative method, with data collected through classroom observation, interviews with the English teacher, and documentation of lesson plans and students' worksheets. The subject of this study was an English teacher at Asy-Syuhada Integrated Islamic Senior High School who taught degrees of comparison to eleventh-grade students. The data were analyzed using qualitative data analysis techniques, including data reduction, data display, and conclusion drawing. The findings reveal that the teacher applied several strategies within the Direct Instruction framework, namely presenting clear rules and examples of degrees of comparison, modeling correct sentence formation, providing guided practice through exercises, giving corrective feedback, and reinforcing students' understanding through repetition and independent practice. These strategies were found to help students better understand the rules of forming comparative and superlative forms and reduce common errors in using degrees of comparison. The study concludes that Direct Instruction, when implemented with well-planned and systematic strategies, can effectively improve students' mastery of degrees of comparison. It is suggested that teachers combine explicit instruction with varied practice activities to maintain students' engagement and reinforce long-term retention of the grammatical rules.

ABSTRAK

Gina Amalia Shalehah. 2026. *Direct Instruction: Teacher Strategies in Improving Students' Degrees of Comparison* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, M.Pd

Kata kunci: Direct Instruction, strategi pengajaran, degrees of comparison, tata bahasa Inggris

Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan guru dalam menerapkan metode Direct Instruction untuk meningkatkan pemahaman dan penguasaan siswa terhadap degrees of comparison (positive, comparative, dan superlative) dalam tata bahasa Inggris. Direct Instruction merupakan pendekatan pembelajaran yang berpusat pada guru, bersifat terstruktur, dan ditandai dengan penjelasan eksplisit, pemodelan, latihan terbimbing, serta latihan mandiri, yang dinilai efektif untuk mengajarkan konsep gramatikal berbasis aturan seperti degrees of comparison. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data dikumpulkan melalui observasi kelas, wawancara dengan guru bahasa Inggris, serta dokumentasi rencana pembelajaran dan lembar kerja siswa. Subjek penelitian ini adalah seorang guru bahasa Inggris di SMA IT Asy-Syuhada yang mengajarkan materi degrees of comparison kepada siswa kelas 11. Data dianalisis menggunakan teknik analisis data kualitatif, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan beberapa strategi dalam kerangka Direct Instruction, yaitu menyajikan aturan dan contoh degrees of comparison secara jelas, memberikan pemodelan pembentukan kalimat yang benar, memberikan latihan terbimbing melalui berbagai latihan soal, memberikan umpan balik korektif, serta memperkuat pemahaman siswa melalui pengulangan dan latihan mandiri. Strategi-strategi tersebut terbukti membantu siswa lebih memahami aturan pembentukan bentuk comparative dan superlative serta mengurangi kesalahan umum dalam penggunaan degrees of comparison. Penelitian ini menyimpulkan bahwa Direct Instruction, jika diterapkan dengan strategi yang terencana dan sistematis, dapat secara efektif meningkatkan penguasaan siswa terhadap degrees of comparison. Disarankan agar guru mengombinasikan pengajaran eksplisit dengan aktivitas latihan yang bervariasi untuk menjaga keterlibatan siswa dan memperkuat retensi jangka panjang terhadap aturan gramatikal tersebut.