

THE INFLUENCE OF INDIVIDUAL APPROACH TO TEACH READING VIEWED FROM STUDENTS' INTEREST

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Abstract: The objectives of the research are to examine whether: (1) Individual Approach is more effective than Group Approach to teach reading at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016; (2) The students having high interest have better reading comprehension than those having low interest at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016; and (3) there is an interaction between teaching approach and students' interest in teaching reading at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016. Based on the result of the research the writer got some research finding as follows; (1) Individual Approach is more effective than Group Approach to teach reading at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016; (2) The students having high interest have better reading comprehension than that of those having low interest at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016; and (3) There is an interaction between teaching Approach and students' interest in learning reading comprehension at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016. Referring to the research findings, it can be concluded that individual approach is an effective approach to teach reading at the second semester of Islamic banking Study of Institut Agama Islam Ma'arif (IAIM) NU Metro in the academic year of 2015/2016. The research also shows that the implementation of two different approaches for teaching reading gives the different learning result. Finally English teachers are recommended to apply both individual approach and group approach interchangeably in teaching reading in the class.

Keywords: *Individual Approach, Group Approach, and Interest.*

INTRODUCTION

Reading is one of the most important factors in assessing a learner's linguistic competence. However, it is common problem for some students to complain their problem how to

read effectively. Students are still feeling confused to find main idea of passage. Moreover, the teachers also find the difficulties in increasing reading classes. Hence, the teacher should have some strategies and

approaches for teaching reading effectively.

One of the principles that the teacher should know in teaching learning process are Individual differences. The scientific begin to know about its correlation to the teaching and learning process. Syaiful Bahri et.al (1995:63) defined that individual approach is a process or a method about how to understand a student individually., it means that it is important for the teacher to know the characteristic of his/her student individually, it is related to the teacher function as a motivator in the class, because sometimes the teacher must be a good motivator for his/ he student, and the way to be a good motivator is by understanding the students characteristic individually. Haris et.al (1984:93) states that there has been an increased of the importance of individual differences as a factor in reading. Yet some teachers still seem to believe that if their teaching is good, it should bring all or nearly all their pupils up to a fairly uniform level of achievement, so from this statement, the researcher concludes that the successful of teaching learning much more depend on teacher capability in controlling class. Brown (2005:138) states that the teacher ought to build students' self confidence by telling their student that the teacher believe in them; have them make list of their strengths, of what they know or have accomplished so far in their learning, by this action, it can be suggested that teacher really can have a positive and influential effect on both the linguistic performance and the emotional well-being of the student

so it can help learner to “unfold their wings” perhaps these teachers successes because they gave optimal attention both to linguistic goals to the personhood of their student.

The teacher should use the proper method and approach in the right time in order to get the maximum result of teaching learning process, Karen states that, although a group approach is sometimes used, the teacher should to give the attention to the different individual characteristic, this action is proved by determining a various methods which is appropriated to the goal and the material in learning activities; for the example, in teaching reading at the first junior high school, the teacher often find some problems , because one of his/her student cannot read with the right pronunciation therefore in this case, an individual approach become as the right way to solve this problem, and it is clear that an individual approach is a teaching method that must be done by the teacher by stressing on a certain way which supply more priority to each individual of his/her student.

Brown (2005:138) stated The teacher ought to become facilitators of learning through the establishment of interpersonal relationship with learners, it means that teacher need to have genuine trust, acceptance and prizing of the other person-the student-as worthy, valuable individual, the teacher also need to communicate openly and empathically with their students and the teacher with these characteristics will not only understand themselves better but will also be effective teachers, who having set the optimal stage and context for learning, will

succeed in the goal of education. Furthermore, Karen (2007:03) states that understanding what is read is related to the individual's experiences and interpretation of these experiences. This subjunctive makes for dynamic interaction between the reader and the text. Therefore, direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improve reading comprehension.

Besides, Djamarah & Aswan Zain (1995:228) stated that *proses kelompok adalah usaha mengelompokkan anak didik ke dalam beberapa kelompok dengan berbagai pertimbangan individual sehingga tercipta kondisi kelas yang bergairah dalam belajar dan yang menjadi dasar dari pendekatan proses kelompok ini adalah psikologi sosial dan dinamika kelompok yang mengemukakan dua asumsi sebagai berikut: (1) pengalaman belajar sekolah berlangsung dalam konteks sosial, dan (2) tugas guru yang terutama dalam manajemen kelas adalah pembinaan dan memelihara kelompok yang produktif dan efektif.* It means that Group approach is one of the way to make a small group among the students based on their individual characteristic in order to create a good meaningful of classroom condition.

Moreover, Talking about interest, there are some opinions related to the definitions of it. Markshefel (1969:73) defines that interest is something that impels or motivates the learner to strive for a particular goal. Furthermore, Hornby (2000:678) stating that interest is a

condition of wanting or learning about something.

DISCUSSION OF THE RESEARCH

Research Method

Related to the objective of this study, the method used in this study is an experimental research. Experimental research is a systematic and scientific approach to research in which the writer manipulates one or more variables, controls and measures any change in the other variable. The general procedure is one or more independent variables are manipulated to determine their effect on a dependent variable experimental research method enables a researcher to identify causal relationships because it allows the writer to observe, under controlled conditions, the effects of systematically changing one or more variables.

Referring to this research, the writer choose the experimental research method because this research was related to the effectiveness of teaching approaches used as the independent variables and interest as the moderator variable in teaching Reading comprehension for the second semester of Islamic Banking Faculty at institut Agama Islam Ma'arif Nu (IAIM NU) Metro.

This research involved three kinds of variables namely independent variable, dependent variable, and moderator variable. The independent variable of this research is the teaching approaches. The teaching approaches were the factors of this study which are manipulated, measured, and selected to know the effect and the relationship to the

phenomenon investigated. The teaching approaches used in this study were Individual approach and Group approach. These two different approaches will be related to the two groups of students. In this way, the certain group of students was functioned as experimental group and other students were functioned as control group. Furthermore, the dependent variable of this research was students' Reading comprehension at the second semester of Islamic Banking Faculty at institut Agama Islam Ma'arif Nu (IAIM NU) Metro in the academic year of 2015/2016. The moderator variable of this study was students' interest in learning. This variable was also assumed as the secondary independent variable to the investigated phenomenon. In this study the writer was interested in investigating the effect of independent variable (X) or teaching approaches on dependent variable (Y) or reading comprehension, in which the relationship between X and Y is influenced by the moderator variable or students' interest.

Technique of Collecting Data

Data are important point in a research because the conclusion of the research is acquired from the data. In collecting the data for this research, the writer used a test and questionnaire.

In order to know the level of students' interest, the students were given interest questionnaire. The forms of the items were objective. It was used to make the students easier to answer. The questionnaire was used to classify students into two groups: the students who have high

interest and those who have low interest. The questionnaire consisted of statement and question about students' interest and there were four option chosen in each item. In this case, there was no right and wrong answer, because the students' responses were based on their condition.

The writer used a Likert scale using 4 points scale in which the interval between each point on the scale is assumed to be equal. It was used to register the extent of agreement or disagreement to a particular statement. The items of the questions were in the positive direction and in negative direction.

Technique of Analyzing Data

The technique used in analyzing the data of this study was descriptive and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of students' scores in reading test.

After using descriptive statistics, the writer used the normality and homogeneity formula to know whether the data are normal and homogenous. The formula is as follows:

Normality Test

The normality test is used to determine whether the obtained data have normal distribution or not. To test population normality, Lillifors test is used.

Homogeneity Test

This test is used in order to find out whether the research population has same variance or not. The homogeneity of the population is tasted by Barlett Test.

ANOVA

In this study the writer applied multifactor analysis of variance (ANOVA). To be clearer it is designed as follows:

Table 3.3. Factorial Design of 2x2

ANOVA		
Teaching Approaches Interest	Individual approach A ₁	Group approach A ₂
High Interest (B ₁)	First group Students (A ₁ B ₁)	Second group Students (A ₂ B ₁)
Low Interest (B ₂)	Third group Students (A ₁ B ₂)	Fourth group Students (A ₂ B ₂)

In calculating the students' scores obtained after conducting test, the statistical device that was appropriate for factorial design was analysis of variance (ANOVA). It was possible to put more than one independent variable into a single study. In this case moderator variable was included into independent variable. Dealing with this study, the writer used two independent variables, the teaching approaches and students' interest which was divided into two levels; high and low levels. Because there were two independent variables, ANOVA is called as 2x2 ANOVA.

Tukey Test

Tukey test was used to know the difference between cells and the mean score obtained was used to know which approach is more effective to teach reading

comprehension, whether Individual approach learning or Group approach

THE RESULT OF THE RESEARCH

This research is one of the efforts to generate some improvement in teaching reading for the second semester of islamic banking faculty at Islamic Institut of Maarif NU (IAIM NU) Metro, and it has been discussed in the previous chapter that Individual approach is one of the alternatives to obtain the intention. The following is the discussion of the research finding

Individual approach is more effective than Group approach

Individual approach is a way of teaching which seeks to allow the students to work somewhat at their own pace and within their own level area of interest to process and restructure their inter-language, and it's also as another teaching technique that can be regarded as developing stages as the focus on the classroom processes. This condition makes the students become active in joining the reading class. the main idea behind Individual approach to develop reading is that the students become active because this is one way for the students to process reading for functional purposes; to listen and carry out real task using the information. The more active the students join the class, the more understand they get the lesson. In the Individual approach class the students try to complete the task in an active way of reading.

On the contrary, in some cases, the use of Group approaches make the students distracted

unconsciously, entertaining friends can take the focus off

Therefore, from this case, it can be said that Individual approach is more effective than Group approach to teach reading.

Students with high Interest have better reading comprehension than that of those who have low interest

The reading comprehension of the students with high learning interest is better than that of those with low learning interest. Their learning interest influences their comprehension in learning English. Every student has their own characteristics in learning activities. Those who have high English learning interest tend to be more active in teaching and learning process. It can be seen from their effort to look for other relevant learning sources to improve their understanding about the lesson having been taught in the class and they also have a good attitude in participating in the learning process. In the class activities, the students who have high interest often pay better attention to the teacher's explanations and instructions ask critical questions, give suggestions, share ideas, because they have enough bravery to consult their learning problem to their teacher who makes them understand the lesson more easily. interest is a characteristic, disposition organized through experience which impels an individual to seek out particular object, activities, understanding skill or goal for attention or recognition. Interest is absolutely a privacy of an individual. It means that what makes one person used to learn foreign

language and keeps that person going until he or she has achieved level of proficiency with which he or she is satisfied will be different from individual to individual. The success in reaching out the goal is influenced by the level of interest that is initially had by the students.

On the contrary, students with low learning interest usually do not have any interest in joining the learning process. They are usually not enthusiastic to get more than what their teacher taught. They prefer being passive than being active in a learning process because they lazily involve in the class discussion, they seem to be individualistic, unconfident, irresponsible and subjective thinking, that's why they cannot reach their reading comprehension optimally student having low motivation because of no interest to teacher, material given, and situation will get bad score of English. Then it can be said that without having interest, one will not succeed in learning.

Thus, it can be concluded that the students having high interest have better reading comprehension than that of those having low learning interest.

The Interaction between Teaching techniques and Students' interest.

It cannot be denied that teaching technique which is used by the teacher in the class gives a big influence for the success of the teaching and learning process.

Individual approach, also known as Task-based learning, or Task-based language teaching is one of teaching techniques that focuses on the use of task as the core unit of

planning and instruction in language teaching. Individual approach focuses on the way how to make the students interested in learning English especially on reading by giving them a certain task, this condition makes the students active in joining the reading class. In Task-based learning, the tasks are central to the learning activity. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on language they are using. Individual approach model will automatically force the student to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. It is proved when the students are asked to report briefly to the whole class how they did the task and what the outcomes was, so everyone can compare findings, or begin a survey (there must be a purpose for others to listen) and the other students may give a comment or add an extra point.

The students who have high English learning interest tend to be more active in teaching and learning process. It can be seen from their effort to look for other relevant learning sources to improve their understanding about the lesson having been taught in the class and they also have a good attitude in participating in the learning process. In the class activities, the students who have high interest often pay better attention to the teacher's explanation and instruction, ask critical questions, give suggestions, share ideas, it is because They have enough bravery to consult their

learning problem to their teacher make them understand the lesson more easily. Interest is a characteristic, disposition organized through experience which impels an individual to seek out particular object, activities, understanding skill or goal for attention or recognition. It means that what makes one person uses to learn foreign language and keeps that person going until he or she has achieved level of proficiency with which he or she is satisfied will be different from individual to individual. The success in reaching out the goal is influenced by the level of interest that is initially had by the students. Therefore, by implementing Individual approach the students will become an active listeners, because this is one way for the student to process reading for functional purposes; to listen and carry out real task using the information. Based on these facts, it can be said that individual approach is suitable technique to teach reading for the student who have high interest.

Meanwhile, students with low learning interest usually do not have any interest in joining the learning process. They are usually not enthusiastic to get more than what their teacher taught. They prefer being passive than being active in a learning process they seems to be individualistic, unconfident, irresponsible and subjective thinking, that's why they cannot reach their reading comprehension optimally. Based on the fact, the using of Group approach are distracting for the students with low learning interest, because those students are unconsciously being distracted by the use of visual aids throughout the

entire reading session, sometimes the audio and visual may not match up and an entertaining video can take the focus off the speaker and the presentation, while a dry video and low lighting can put students to sleep and to be in a boring condition. Therefore for the students having low interest, the use of Group approach doesn't give the significant effect to the reading comprehension.

And all this result also happen in the Individual approach class, because at this class the condition forced them to comprehend the content in their own way, so the students having low interest sometimes are more passive and being suspended to their friends who have high interest in learning activities, finally, at the Individual approach class, the students having low interest, answer the reading question in no more easily than those students having low interest in the Group approach class. Individual approach is not teacher-cantered; instead, it requires individual and group responsibility and commitment on the part of students. If students are notably lacking in these qualities, Individual approach may indeed be difficult to implement.

CONCLUSION

Based on these facts, it can be said that for the students having low interest, there are no significant difference of the students' reading comprehension who are taught by both Individual approach and Group approach. The explanations above show that the implementation of two different techniques for teaching reading gives the different learning result to the students having high

interest. Therefore it is assumed that there is an interaction between the teaching techniques and the students' interest in teaching reading.

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