THE EFFECT OF THEME-BASED INSRTUCTION COMPARED TO COMPETENCE-BASED LANGUAGE TEACHING TO TEACH READING COMPREHENSION TO STUDENTS WITH IDGH AND LOW INTEREST

Ulya Rosyita✉, **Abdurrachman Faridi**

English Language Education Postgraduate Semarang State Univesity, Indonesia

Article Info

Abstract

This study is an experimental research with a factorial design which aimed to find out the effect of Theme-Based Instruction compared to Competence-Based Language Teaching in teaching reading comprehension to students with high and low interest. The samples of the study were tenth graders of MA Mathali'ul Falah Kajen, Pati in the academic year of 2016/2017. There were two classes, 30 students of XA as experimental class and 30 students of XE as control class. Theme-Based Instruction was used for experimental class, while Competence-Based Language teaching was used in control class. the data of this study were the score of reading comprehension test and interest questionnaire. The result of pretest and posttest were analysed by using T-test and ANOVA The result of this study showed that Theme-Based Instruction and Competence-Based Language Teaching to teach reading comprehension to high and low interest students. Theme -Based Instruction was more effective than Competence-Based Language teaching. There was no interaction among Theme-Based instruction, Competence-Based Language Teaching, reading comprehension and students' interest.

✉Correspondence Address:
Kampus Pascasarjana Unnes, Jalan Kelud Utara III Semarang 50237
E-mail: ulyarosyita@gmail.com

INTRODUCTION

Madrasah Aliyah Mathali'ul Falah is one of the integrated Islamic schools in Pati that has adopted the combination between public school and 'pesantren' Islamic boarding school, Now days, the students get the lesson like public school and in the evening and night, they have religion lesson. It is hoped that both types of lesson provided, help the students (santri} prepare their life and make them meaningful.

There many reasons integrated Islamic school apply boarding school 'pesantren' in running education. The history and benefit of pesantren give the contribution on birth of Islamic boarding school. One thing that cannot be separated from the education world in Indonesia that Islamic boarding school is the first model and oldest educational system in Indonesia.

One of the issues in the language learning at Senior High school is recently attached to reading. Reading is a part of English competence skills which majorly implies both understanding and comprehending texts at the whole. According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension.

In fact, it is not easy for students to read materials in a foreign language. The students have to face new vocabularies and structures that are different from they have in their own language. It is hard for them to face long, difficult, boring, and uninteresting passages. Furthermore, the students are not active during the teaching learning activities. From these reasons, the teacher should choose the appropriate technique to teach reading in class.

The technique that teacher used in the classroom will decide students' succeed in learning. In this case, the teacher needs to recognize and know what things that can make students succeed in learning. The use of suitable technique becomes an important case in learning. The technique that is not suitable

for the students or even makes them bored will effect to students' interest in learning especially in English. Moreover, it is known that every class consists of students with low and high interest in English. The students that high interests in English usually not only have higher score than the lower ones, but also they also adapt easily to the new material and a new technique. The students that have low interest in English usually need more times and appropriate technique to learn English.

Theme-based Instruction will help the students that have different interest in learning English as well as the effectiveness of teaching and learning. This teaching instruction will provide an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics. This will help the students to overcome the problem they have in the English class.

Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent whole and when they can connect what they are learning to the real world. By knowing this point of view it is assumed that students will get they need if the instruction is implemented. This experience of having the real world in the classroom will help them to understand the idea of the passage well, and they also able to express their idea properly. Challenging topics engage the curiosity and increase motivation of students as the realize the material are the real-world matters which range from simple to complex and also will improve their linguistic skill (Brown,2001:237).

The other technique to teach English is competence based language teaching. Competency- Based Language Teaching (CBLT) focuses on what learners are expected to do with the language (Richards & Rodgers, 2001:141). This especially applies to situations in which the learner has to fulfill a particular role with language skills which can be predicted or determined by the relevant context. Competency-based language teaching (CBLT) focuses on outcomes of learning. CBLT addresses what the learners are expected to do rather than what they are expected to learn

about. Nunan (2007) adds that standards are important to CBLT. Competency-based language teaching lies within behavioral tradition and competencies have a strong resemblance to performance objectives in that it focuses on what learners should be able to do. However, one difference between competencies and performance objectives is the level of generality.

Based on the statement, I use this technique to teach the students' Interest and English skill. Those, I give the title of this research is the effect of theme-based instruction compare to competence based language teaching to teach reading comprehension of students with high and low interest in (an experimental research of the tenth-grade students of Madrasah Aliyah Mathali'ul Falah Kajen Pati in the academic year 2016/2017).

METHODS

This study was used experimental research design. The purpose of the experimental research was to determine cause-and-effect relationships. The experimental research was to investigate the correlation between cause and effect and how far its correlation was by giving treatment to experimental group and control group as the comparison. In other words, in this research, the experimental research was to aim at observing whether there is an interaction between teaching techniques and

reading skill viewed from the students' interest. The technique used in this experimental research was by comparing the experimental group using Theme-Based Instruction (TBI) to control group using Competence- Based Language Teaching (CBLT) as the teaching techniques to teach reading. Each group was classified into two different levels of interest. They were high and low. Moreover, in this research, there are one dependent variable and two independent variables. The dependent variable was reading comprehension and independent variables were teaching technique and students' interest.

The research design used in this research was factorial design. This research design allowed a researcher to research the interaction of an independent variable with one or more variables. This design was possible to assess the effect or interaction the minimum design is called a two by two (2 x 2) factorial design.

The population of the research was all the tenth graders of MA Mathali'ul Falah Kajen, Pati in the academic year of 2016/2017. The sample was 60 students coming from the two classes (X-A and X-E) where each class consists of 30 students. One class was used as the experimental group and another as control group. The instruments which were used to collect the data were test and questionnaire was chosen to get the data. The questionnaire was used to get the data of students' interest and the test is to get the data of students reading skill. Then, the data were analyzed using T-test and ANOVA.

RESULT AND DISCUSSION

The Effectiveness Of TBI To Teach Reading Comperhension To Students With High Interest

Answering the first research question, the mean of posttest experiment high interested students (84.00) was higher than the pretest of experiment high interested students (72.26). From the output data, the data has a significant difference. The probably (sig. value experiment) was lower than 0.05 (0.00 < 0.05). the folloeing table was explained an about the paired samples test:

Table 1. Paired Samples T-Test (Exp-High)

				95% Confidence Interval of the Difference				
		Std.	Std. Error	Lower	Upper			Sig.
Pair 1 Post Test Experimen High Interest - Pre Test Experimen High Interest	11.73	3.45309	.89158	9.8211	13.6456	13.16	14	.000

From the table of paired samples t-test table, it could be seen that the significance level was 0.000. It indicated that 0.000 < α = 5%

81

(0.05). Tracing back to the hypothesis 1 was rejected since there was a significant result of using theme-based instruction to enhance reading comprehension to high interested students in the experimental class.

The Effectiveness Of TBI To Teach Reading Comprehension To Students With Low Interest

The second hypothesis of the research stated that there is no significant difference between students pretest and posttest reading comprehension with low interested students on experimental class (Ho). The mean of posttest experiment low interested students (76.00) was higher than the pretest of experiment low interested students (67.20). From the output of data, the data has a significant difference. The probability (Sig. value experiment) is lower than 0.05 (0.00 < 0.050). For the next table was explained about paired samples test:

Table 2. Paired Samples T-Test (Exp-Low)

	Paired Differences							
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Post Test Experimen Low Interest - Pre Test Experimen Low Interest	8.80000	3.44757	.89016	6.891	10.709	9.886	14	.000

From the table of paired samples t-test table 4.13, it could be seen that the significance level was 0.000. It indicated that 0.000 < α = 5% (0.05). It means that there as a significant result of using theme-based instruction to enhance reading comprehension to low interest students in the experimental class.

The Effectiveness Of CBLT To Teach Reading Comprehension To Students With High Interest

The third hypothesis of this research is there is no significant difference of between pre-test and post-test of high Interest students who were taught by Competence-based language teaching (Ho). The mean of posttest control high interested students (80.4) was higher than the pretest of control high interested students (74.24).

Table 3. Paired Samples T-test (Ctrl-High)

	Paired Differences							
		Std.	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Post Test Control High Interest - Pre Test Control High Interest	5.33333	1.95180	.50395	4.252	6.41420	10.58	14	.000

From the table of paired t-test, it could be seen that the significance level was 0.000. It indicated that 0.000 < α = 5% (0.05). Further the table showed us tcount > ttable (0.05)(11) or 10.58 > 2.200. Therefore, Ho was rejected and HI was accepted. It means that there was a significant result of competence-based language teaching to enhance reading to high interest in control class.

The Effectiveness Of CBLT To Teach Reading Comprehension To Students With Low Interest

The fourth hypothesis of research is there is no significant difference between students pretest and posttest reading comprehension with low interested students on control class (Ho). The mean of posttest control low interested students (75.73) was higher than the pretest of experiment low interested students (69.33). From the output of data, the data had a significant difference. The probability was lower than 0.05 (0.00 < 0.050). For the next table was explained about paired samples test:

Table 4. Paired Samples T-Test (Ctrl-Low)

	Paired Differences							
		Std.	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Post Test Control Low Interest - Pre Test Control Low Interest	6.40000	2.52982	.65320	4.99903	7.801	9.798	14	.000

From the table of paired samples t-test table 4.20, it could be seen that the significance level was 0.000. It indicated that 0.000 < α = 5% (0.05). It means that there was a significant result of using competence-based language teaching to enhance reading comprehension to low interest students in control class.

The Significant Difference Between Students With High And Low Interest

The fifth hypothesis of the research is there is no significant difference between students' experimental class and control class (Ho). The mean of experiment class (81.40) was higher than control class (80.13). From the output data of the table, the data had a significant difference. The probability is lower than 0.020 (0.020 < 0.05). It indicated that 0.000 < α = 5% (0.05). The result of hypothesis show that there was significant of students reading comprehension between students who taught by using theme-based instruction (experiment) and competence based language teaching (control). To find the clear understanding about the effectiveness of the strategy of high and low interested students, here is the chart:
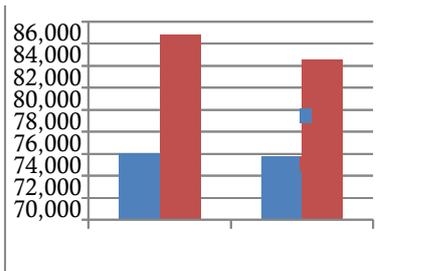

Chart 1. The Mean Score

The mean score of high interested students in the experimental group is higher than the mean score of high interested students in control group. The mean score of low interested students in in experimental group is higher than the mean score of low interested students in control group.

The Significant Interaction Among Reading Comprehension, Technique And Students' Interest

The last hypothesis of the research is there is no interaction among teaching technique, students' interest and reading comprehension. To calculate the interaction among the technique, interest and reading comprehension, ANOVA (Analysis of Variance) was used to analyze the result of this study. Below was the table of ANOVA:

Table 5. ANOVA (Analysis of Variance)

Dependent Variable: Result						
	Type III Sum of Squares					Partial Eta
Corrected Model	1479.667ᵃ	3	493.222	23.151	.000	.554
Intercept	391395.267	1	391395.267	18371.257	.000	.997
Group						
Interest	24.067	1	24.067	1.130	.292	.020
Group * Interest	1440.600	1	1440.600	67.619	.000	.547

a. R Squared = .554 (Adjusted R Squared = .530)

From the calculation, the probability (0.40) is higher than the significant level (0.05). It means that there is no interaction between students' interest and technique in learning reading comprehension. The interaction can be clearly seen in the chart:
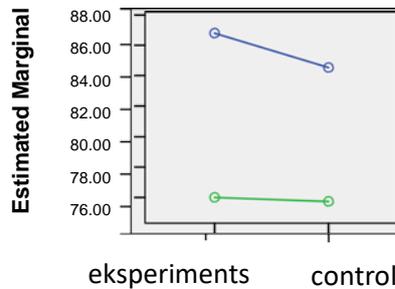

Chart 2. The Interaction

As result, theme-based instruction is better than competence based language teaching and it depends on the level of interest. It means that theme-based instruction was better for high interest than competence based language teaching. In other words, the technique applied in the experimental group was better than technique applied in control group. For high interest students, theme-based instruction was better than competence based language teaching technique.

CONCLUSION

Based on the result, it can be concluded that Theme- Based Instruction was effective to teach reading comprehension to the high and low interest students. It was also found that Competence-Based language teaching was effective to teach reading comprehension to the high and low interest students. By comparing

the mean score, it was found that Theme-Based Instruction was more effective to be used in teaching reading comprehension to high and low interest students than Competence-Based Language Teaching. However, there was no interaction among Theme-Based Instruction, Competence-Based Language Teaching, students' interest and reading comprehension.

REFERENCES

Brown, H. (2001). Teaching by Principle: An Interactive Approach to Language Pedagogy (Second Edition). New York: Addison Wesley Longman, Inc.

Dilek, Dursun. (2004). Using a Thematic Approach Based on Pupil's Skill and Interest in Social Studies Teaching. Turkish Online Journal of Distance Education-TOJDE,4(3). Available at: http://tojde.anadolu.edu.tr/tojde23/pdf/artic le_12. pdf. Accessed on 20/11/15.

Dermody, B. (2004). Improving Student Learning Through Theme Based Curriculum Design and Team Teaching: An Action Research Study. Dissertation. Dublin Institute of Technology. Available at: http://arrow.dit.ie/ltcdis. Accessed on 17/11/15.

Marcellino, M. (2005). Competency-based language instruction in speaking classes: its theory and Implementation in indonesian contexts. Indonesian Journal of English Language Teaching, 1 (1).

Nunan, D. (2003). Practical English Language Teaching. Boston: McGraw-Hill.

Nunan, D. (2007). Standard-based approaches to the evaluation of ESL instruction. In. J. Express, an International Journal of Multi Disciplinary Research. 1 (7) 2348-2052. Available at: www.express-journal.com. Accessed on 20/11/15.

Richards & Rodgers. (2001). Approaches and Methods in Language Teaching. Singapore: Cambridge.