Neurolinguistics Programming Method to Enhance Students' Reading Interest

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Abstract   The aim of this research was to investigate if there is a significant effect of neurolingistics programming method into students' reading interest. Quantitative research was used to conduct the research by divided students into experimental and control class, who were cluster randomly selected. Both classes were given pre-test and post- test to find out whether there is a significance effect of treatment or not. Questionnaire was used to collect the data. The result of the research showed that students who were taught by neurolinguistics programming method were better than those were taught by habitual teachers' strategy. It is concluded that neurolinguistics programming method gives a significant effect on students' reading interest. Neurolinguistics programming method is recommended to English teacher to enhance their students' interest in reading comprehension. From the result of this research, Neurolinguistics programming method is recommended to English teacher to enhance their students' interest in reading comprehension.

Keywords: Neurolinguistics Programming Method; Reading Interest; Outcomes; Rapport; Sensory Acuity.

Abstrak   Penelitian ini bertujuan untuk menemukan apakah ada pengaruh metode neurolinguistics programming terhadap minat baca mahasiswa. Metode kuantitatif digunakan untuk penelitian ini dengan membagi siswa menjadi kelas eksperimen dan kelas control yang ditentukan secara random. Kedua kelas diberikan pre-test dan post-test untuk menemukan apakah ada efek dari perlakuan yang diberikan atau tidak. Questioner digunakan untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa siswa yang diberikan metode neurolinguistic programming mendapatkan skor yang lebih bagus daripada siswa yang hanya diberikan strategi guru saja. Dapat disimpulkan bahwa metode program neurolinguistik memberikan efek yang signifikan terhadap minat baca siswa. Dari hasil penelitian ini, metode program neurolinguistik direkomendasikan kepada guru bahasa Inggris untuk digunakan dalam meningkatkan minat membaca pemahaman siswa.

Kata Kunci: Metode Program Neurolinguistik; Minat Membaca; Hasil Membaca; Membaca Pemahaman; Ketajaman Indera.

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INTRODUCTION

Teaching is the process of transferring knowledge of teacher to students in classroom context. Teaching learning process in reading should be as a fun activity for teacher and students to make students can receive the lesson well. Teacher approach, except method, must appropriate to provide ease for students during teaching learning process. This is because the differences of students' interest in learning and receiving the materials. In line with that, this study wanted to prove the significant effect of teachers' media into students' reading interest.

Reading interest is a desire that comes from students' themselves to read. This desire arises because of their reading can satisfy them. Reading interest is the strong will to always read in every chance and always looking for opportunity to read (Syaiful, 2005). Every student has a tendency to connect with their thinking that can give a pleasure. Based on feeling of pleasure, the students will be interest in obtain, develop, and maintain their reading. Someone will be interested in a reading if the reading can satisfy his needs.

Students' reading interest is affected of their liking into reading. Students' reading interest means students' motivation in reading English text and also students' desire and tendency to perform reading activity in order to get some ideas and information. Reading interest as whether or not students like to read in the spare time or at home or whether they like to go to library (Zurina, 2013). Besides, reading interest is also defined by the number of books read in a month and times students read in a week and the favorite genres and types of English reading materials.

Reading interest of students was affected by internal and external variables. Internal variable comes from students themselves while external variables come from others, such as text itself. The variables that have been found to have such an influence include text characteristics, such as novelty, intensity, and easy comprehension (Suzanne, 2001). The characteristics of the text being read can affect the students' interest in reading, whether it is from the title of the text, kinds of text, the content or the vocabulary used in the text. It means that the variables have been found to increase students' situational interest and individual interest.

Interest is defined as interaction between a person and an object within the environment toward particular domain of students (Ulrike, 2012; Huan, 2013). Interest is the psychological aspect which can make someone doing a particular activity or predispose to an object. Interest can be divided into two; they are individual interest and situational

interest (Pietro, 2011). Individual interest is often based on a student's prior knowledge or experiences, and can be fostered by allowing students to apply their curiosity to personally relevant topics. Situational interest can be enhanced by presenting information coherently, vividly, and with interesting details (Paul, 2006). Situational interest refers to a psychological state elicited by environmental stimuli. The state is characterized by focused attention and an immediate affective reaction. These two types of interest stand by itself to fulfill some criteria that will explore students reading interest. Individual interest includes focusing attention, curiosity, time spending, effort, and conclusion. While situational interest includes pleasure, enthusiasm, and impression (Sara & Jan, 2011). All these criteria help students to find out their findings in reading interest.

Reading is a skill that must be learned, yet the process of learning to read can become pleasurable and easy for some students or displeasing and complicated for others. Some students employed reading as a learning opportunity while others avoided it because they found it complex and they struggle at it. This is one of reason that students are to be lacking the interest in reading. Sitompul (2019) and Siregar (2018) stated that reading is an activity that done by someone to get information about something and reading itself has three elements such as the reader, the text and the process to comprehend the text.

Based on the research of (Zurina, 2013) she had been founded that students had relatively low interests in reading English materials, as most of them have never read English reading materials and did not have any preferred genres or types of English reading materials (Sara & Jan, 2011). Therefore, a teacher must touch students' cognitive sense to make them change their views about reading.

Moreover, when students are interested in what they are being taught and have access to many different reading materials that they enjoy student effort, learning, motivation and attitude can be changed to be positive. The students read materials that interest them; they are more to read often, to prove their awareness of content concepts to become competent and confidence in reading more (Raphael, Samuel, & Kwabena, 2015). They processed the text well and could take the meaning whatever they read. It was the reason why students' interest in reading needed more attention from their teacher.

Actually, the teacher can apply their method to explore and to prove students' reading interest. Nerolinguistics programming method created from the relationship between brain (neuro), language (linguistics) and body condition (body) enter to our mind through the five senses, (Dilts & Delozier, 2000; Elfiky, 2007). The recent research has shown that Neurolinguistics Programming Method has helped the problems of language learning in

many contexts (Fahimeh, 2018). It means that this method can help the problem of students' in context of their reading interest. Neurolinguistics Programming method involves not only the use of language but also behavior and strategic thinking in learning process. As a result, learners can get into the deep structure of a task. They can get into the text comprehending. Therefore, from these recent researches this research also wanted to prove whether neurolingistics programming method has significant effect or not for students' reading interest.

METHOD

The kind of this research was quantitative research with experimental method. The researcher used two classes in this research. One of the classes was taught with neurolinguistics programming method and called as Experiment class, while the other class was not and called as Control class. The design used Pretest-Posttest Control Group design. It meant there were two classes chosen nonrandom assignment, then gave pre-test to know the basic condition of the two classes. Next, after teaching reading comprehension with different implementation, the both of classes were given post-test. The result of the test was compared to know the different effect of treatment to experimental class.

The population of this research was the entire VIII grade of PA and PI class of SMP Swasta Nurul Ilmi Padangsidimpuan. It consisted of seven classes with 205 students. The researcher used simple random sampling from seven class of population to become two classes that includes control class VIII PI – 1 (35 students) and experimental class VIII PA – 3 (27 students). The researcher selects these sampling because the total of students are almost same so that just simple and make easier for researcher.

The researcher used questionnaire to evaluate students' reading interest. This questionnaire is supposed to answer closed-ended questions about their reading interest that consists of twenty five questions. The scoring of this questionnaire used Likert scale, which was one of scaling technique of rating scale. This scale consists of four ranges that start from Always (4), Often (3), Sometimes (2), and Never (1). Here are the indicators of this instrument.

The indicators of students' reading interest divided into two, individual interest and situational interest. Individual interest includes focusing attention, curiosity, time spending, effort, and conclusion; situational interest includes pleasure, enthusiasm, and impression. Validity and reliability of instrument utilized for questionnaire used SPSS program verse 21. The procedures of this research consisted of three stages. They were pre - experiment,

experiment, and evaluation. The technique of analyzing data used requirement test and hypothesis test. The calculation was used SPSS 21 to get accurate analysis.

RESULT AND DISCUSSION

The data of students' reading interest were taken from questionnaire test of students, both of experimental class and control class, in their pre - test and post - test. The questionnaire consisted of 25 statements and four alternatives answer. The researcher had used SPSS program ver. 21.00 to find out the result in the students' reading interest. From the result analysis there was the table sum of their pre – test and post – test.

Table 1
The Score of Data Distribution in Pre-Test

Descriptives	Statistics	
	Experiment	Control
Mean	52.37	50.86
Median	52.00	51.00
Standard Deviation	4.011	4.959
Minimum	46	39
Maximum	62	58
Interval	3	4

Based on the above result of students' reading interest in pre-test, it can be seen that for control class, the data showed that mean was 50.86, median was 51.00, standard deviation was 4.959, minimum score was 39, and maximum score was 58. The most students are in interval 53 – 56 which consisted of 12 students with percentages 34.29%. The least of students are in interval 41 – 44 which consisted of 1 student1 with percentages 2.86%. Based on the diagram, in control class the frequency of students' score from 57 up to 60 was 3 students, 53 up to 56 was 12 students, 49 up to 52 was 9 students, 45 up to 48 was 8 students, 41 up to 44 was 1 student, and 37 up to 40 was also 2 students.

While for the experimental class, the data showed that mean was 52.37, median was 52, standard deviation was 4.011, minimum score was 46 and maximum score was 62. The most of students are in interval 49 – 51 which consisted of 8 students with percentages 29.63%. The least of students are in interval 61 – 63 which consisted of 1 student1 with percentages 3.70%. Diagram above was displayed for experimental class, the frequency of students' score from 61 up to 63 was 1 student, 58 up to 60 was 2 students also, 55 up to 57 was 4 students, 52 up to 54 was 7 students, 49 up to 51 was 8 students, and 46 up to 48 was 5 students.

From the comparison score of data distribution, the calculation of score between experimental class and control class in pre – test before given treatment had almost same because the comparison of mean score was only 1, 51. There were no significant differences of score between experimental class and control class. It meant that, the ability of students' reading interest of experimental class and control class before they were given treatment neurolinguistics programming method was almost same.

After calculation pre-test result, it is presented the result of questionnaire test in post-test. From the result analysis there was the table sum of their pre – test and post – test. The data of post – test were obtained from the analysis result of students' reading interest of experimental class and control class. The data were gotten after experimental class was given treatment neurolinguistics programming method. The students of experimental class consisted of 27 students and control class consisted of 35 students. From the result analysis there was the table sum of their post – test.

Table 2
The Score of Data Distribution in Post-Test

Descriptive	Statistics	
	Experiment	Control
Mean	74.37	71.29
Median	74.00	71.00
Standard Deviation	2.186	4.260
Minimum	69	58
Maximum	78	78
Interval	2	4

Then, the calculation of the frequency distribution of the students' score in experimental class and control class can be applied into following table frequency distribution.

The table showed the score of data distribution for control class, the data showed that mean was 71.29, median was 71.00, standard deviation was 4.260, minimum score was 58, and maximum score was 78. Moreover, for experimental class, the data showed that mean was 74.37, median was 74.00, standard deviation was 2.186, minimum score was 69 and maximum score was 78. In addition, based on frequency distribution for control class, it can be concluded that the most students are in interval 70 – 73 which consisted of 18 students with percentages 51.43%. The least of students are in interval 58 – 61 which consisted of 1 student with percentages 2.86%. While for experimental class, it can be concluded that the most of students are in interval 72 – 73 which consisted of 9 students with percentages

33.33%. The least of students are in interval 70 – 71 because there was no student in this position.

The result showed that in control class the frequency of students' score from 78 up to 81 was 2 students, 74 up to 77 was 7 students, 70 up to 73 was 18 students, 66 up to 69 was 5 students, 62 up to 65 was 2 students, and 58 up to 61 was also 1 students. While for experimental class, the frequency of students' score from 78 up to 79 was 2 students, 76 up to 77 was 7 students also, 74 up to 75 was 8 students, 72 up to 73 was 9 student, 70 up to 71 was no students, and 68 up to 69 was 1 student.

After calculating the mean score of students' reading interest, the researcher determined the category to know the students' interest before given a treatment. Based on the calculation by using formula, below was displayed the students' category of their reading interest.

Table 3
Category of Students' Reading Interest in Pre – Test
for Experimental Class and Control Class

Category	Experiment		Control	
	F	Percentage (%)	F	Percentage (%)
Very Good	0	0	0	0
Good	0	0	0	0
Enough	1	3.70	0	0
Low	6	22.22	12	34.29
Very Low	20	74.08	23	65.71
Total	27	100%	35	100%

Table of category students' reading interest pre – test experimental and control class showed that the students' interest before given a treatment was almost in very low category for both of class. The students' in experimental class categorized into very low category were 20 students for about 74.08% and in control class were 23 students for about 65.71%. While there were no students who had very good and good category in experimental or control class. It means that their interest the students' interest in pre – test of experimental and control class was almost in the same category.

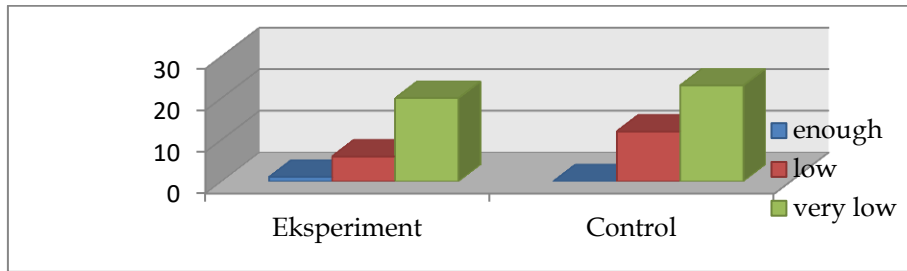The frequency distribution of data is presented in diagram on the following:

Figure 1 Category of Students' Reading Interest in Pre - Test Experimental and Control Class

Based on the diagram above, it can be seen that from these five category, the higher percentage in experimental and control class was very low category that was 74.08% and 65.71%, for low category in experimental and control class, it was only 22.22% and 34.29%, and for enough category there was experimental class got 3.70% while for control class it was 0 %. From the frequency table and histogram, it can be concluded that students' reading interest in pre – test of experimental and control class was categorized into very low.

After categorized pre – test students' interest, researcher had analyzed students' reading interest in post-test experimental and control class. The frequency table showed the category of both of class.

Table 4
Category of Students' Reading Interest in Post – Test
for Experimental and Control Class

Category	Experiment		Control	
	F	Percentage (%)	F	Percentage (%)
Very Good	0	0	0	0
Good	9	33.33	6	17.14
Enough	18	66.67	29	82.86
Low	0	0	0	0
Very Low	0	0	0	0
Total	27	100%	35	100%

Table of category students' reading interest post– test experimental and control class showed that the students' interest before after given a treatment was explored for both of class. There were no students categorized into very low and low frequency in experimental and control class. While for enough category in experimental class was 18 students in 66.67% and in control class was 29 students in 82.86%. Then, for good category in experimental class was 9 students in 33.33% and in control class was 6 students in 17.14%. It means that, the

category of students in post – test explored from pre – test. The frequency distribution of data is presented in histogram on the following:
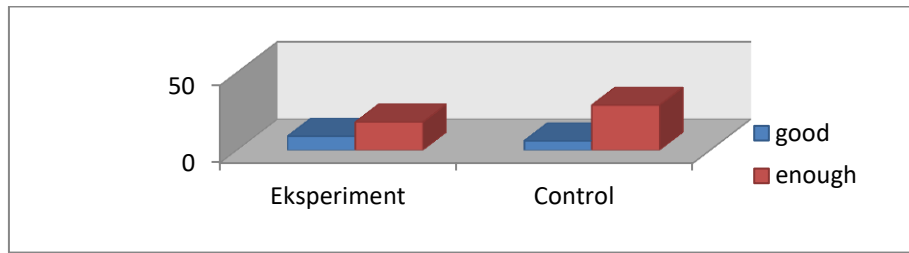

Figure 2 Category of Students' Reading Interest in Post - Test
Experimental and Control Class

Based on the diagram above, the result of post – test between experimental and control class in good category was 33.33% and 17.14%. It means that the percentages of experimental class were higher than control class. After findings the category of students' interest, the data were tested by hypothesis testing. The following table was the hypotheses testing:

Table 5
Hypothesis Testing of NLP Method on Students' Reading Interest

Pre - Test		Post - Test	
t_{count}	t_{table}	t_{count}	t_{table}
1.292	2.000	3.426	2.000

Table 4.35 was the result of t – test to prove hypothesis. The requirement of hypothesis was accepted if t_{count} > t_{table}. It can be seen that the result of t – test in pre - test was 1.292. It means that the result of t_{count} < t_{table}, that was 1.292 < 2.000. In this way, hypothesis H0 was accepted and Ha was rejected. It can be summed that there was no effect of students' reading interest before implementing treatment neurolinguistics programming method.

Moreover, the result of t – test in post – test was 3.426. It means that the result of t_{count} > t_{table} that was 3.426 > 2.000. In this way H0 was rejected and Ha was accepted. It can be summed that there was an effect of students' reading interest after implementing treatment neurolinguistics programming method.

Based on the result of the students' score in reading interest, the researcher discussed it with the previous related findings of some research. This research has been found that neurolinguistics programming method gave a significant effect to students' reading interest, related to the result of research which has found that Neurolinguistics Programming Method can play a significant role on enhancing the grammatical knowledge of EFL learners at intermediate level (Fahimeh, 2018 ; Nissa, 2015). In addition the treatment carried out neurolinguistics programming intervention is effective in motivating students at risk in

prison. Although all informants came from different backgrounds, but managed to find a treatment techniques, NLP key value held by each informant and trigger enhancement of intrinsic motivation in each of the informants. Every student needs a different number of treatment sessions due to personal circumstances are different (Sabariah, Emila, & Abdul, 2015).

Comparing the three related research findings with this research, it can be summed up that neurolinguistics programming method can be implemented into writing skill, teaching grammar, reading skill and motivation increasing. All the researchers had proved the theory that neurolinguistics programming not only used in the field of therapist but also widely used in various field of file, one of which is in the field of education to tell about students, teacher to think and learn (Richard, 1975; Ghannoe 2010; Tom, 1996). This research has proved that neurolinguistics can be used in the field of language teaching, especially in English for reading subject. The researcher had implemented neurolinguistics by using four pillars; they were outcome, rapport, sensory acuity, and flexibility to prove the theory (Dennis & Damaris, 2008).

The researcher used first pillar that was outcome to make students believe that reading skill was easy and enjoyed. They had to believe that they would success in reading and the success came from positive thinking firstly. The second pillar that was rapport to make students worked with text. They read loudly because they needed to hear what they have read. The third pillar was sensory acuity to make students interacted with text to find out all the objectives teaching learning reading. The last pillar that was flexibility that purposed to communicate with students. The students shared their difficulties in teaching learning reading text in order to build up again their reading interest. By using these four pillars, the result of students in reading skill could be explored well. Therefore, neurolinguistics programming method was suitable used to explore and examine students' reading interest.

CONCLUSION

Based on finding and discussion, it can be drawn conclusions which are related to the main purposes in this study. The NLP method gives a positive effect on students' reading interest. Students' reading interest was measures by using four pillars that were positive thinking, rapport, sensory acuity and flexibility. It means that, there is significant effect between teaching method and students' interest in reading.

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