

INVESTIGATING CONTENT-BASED READING INSTRUCTION IN PROMOTING STUDENTS' READING COMPREHENSION: A CLASSROOM ACTION RESEARCH

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ABSTRACT

This study aimed at describing how content-based reading instruction on students' reading comprehension. The method used in this current research was a classroom action research. The participants were taken from an EFL classroom of a private madrasah in Narmada. Process of collecting data was taken using test and observation. Teacher and students' worksheets were the qualitative data collection instrument to assess the reading instruction process. Meanwhile, the test used TOEFL to measure students' reading comprehension. The research findings show that reading instruction achieved 71.42% in Cycle I and 94.46% in Cycle II. The students' learning outcome shows 38.89% (Cycle I), and 83.34% (Cycle II). It means that there is a significant improvement of the reading comprehension from cycle I to cycle II. In addition, the students were active, enthusiastic, and participated in reading instruction using CBI.

Keywords: *classroom action research, content-Based Instruction, English, reading comprehension*

Sari

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui pendekatan pembelajaran berbasis konten. Penelitian ini menggunakan metode penelitian tindakan. Metode ini menggunakan data kualitatif dan kuantitatif. Sampel penelitian sebanyak 18 siswa dari kelas 11 di Madrasah Aliyah NW Narmada. Proses pengumpulan data menggunakan tes dan observasi. Instrumen penelitian dalam bentuk Lembar kerja guru dan siswa yang digunakan sebagai data kualitatif untuk menilai proses pembelajaran membaca. Sedangkan, tes reading dari standar TOEFL digunakan sebagai data kuantitatif untuk mengukur pemahaman siswa pada bacaan. Temuan penelitian menunjukkan bahwa semua data yang dikumpulkan untuk pembelajaran

membaca mencapai Siklus I (71,42%) dan Siklus II (94,46%) dan untuk hasil belajar siswa menunjukkan 38,89% (Siklus I), dan 83,34% (Siklus II). Ini berarti bahwa ada peningkatan signifikan yang dicapai siswa pada pemahaman membaca menggunakan pembelajaran berbasis konten dari siklus I ke siklus II. Selain itu, para siswa aktif, antusias, dan berpartisipasi selama proses belajar membaca menggunakan pendekatan pembelajaran berbasis konten.

kata kunci: *Bahasa Inggris, Membaca, Pembelajaran Berbasis Konten*

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Introduction

Reading is the complex cognitive process of decoding symbols to obtain meaning (Scanlon, Anderson, & Sweeney, 2010). In other opinions, reading is a process of communication by which a message is transmitted graphically between individuals (Israel, Susan E, 2005). Students should learn reading. Reading is the foundation of their success in school learning. This skill can be used in daily life. It is even important for our social lives (Oakhill, Kate, & Carsten, 2015). Particularly, for EFL learners, reading escalates EFL students' language, enriches their vocabularies and constructs a wide knowledge or experience. Besides, reading promotes students to be more confident and motivated in the instruction. In Law of Culture and Education Minister Number 59 the Year 2014 states that learning English for Senior High School Student purposes to develop students' faculty for communicative competence on discourse interpersonally, transactionally, and functionally utilizing a various kind of English text in oral or written form. More importantly, in Law of Culture and Education Minister Number 59 the Year 2014 again mentions that English Language Competence concerns with attitude, comprehension and skill. Other statements clarify that as reported in Graduate Competency Standard, students should be able to comprehend the reading text interpersonally and transactionally, either formal or informal text. Therefore, reading is very essential to learn for every learner, particularly EFL students in junior or even senior high schools. The development of the reading skills of the students having

reading difficulty, construction of appropriate reading environment and implementation of enrichment reading programs can be effective (Akyol, Çakıroğlu, & Kuruyer, 2017). For some students, reading is still difficult, e.g. lack of reading motivation Nurhadi, & Larasaty, (2018). Students have a low capability of reading comprehension. When students asked to read and understand some English reading materials, they did not understand the text comprehensively. As stated in the preliminary study, students' learning outcome achieved low grade on reading. This issue derived from two preeminent causes; teacher and student. From students' problem show that learners have minimum vocabularies to be able to understand some readings. Minimum vocabularies will be difficult for them to understand the reading more comprehensively. English reading material can be understood comprehensively if students have a wide knowledge of vocabulary items. From the teacher's problem show that teacher still utilizes traditional strategy to teach reading. On preliminary study informs that students at the research site were taught reading skill through Questioning Technique. Questioning consists of three forms, including questioning before, during and after instruction.

Students in the research site were taught by using questioning after instruction. Questioning after the instruction means learners will have to answer some questions from the teacher after instruction or recitation of the story or section of the textbook. Some beneficial effects of questioning are questions activate metacognitive processes, questions focus on what students learn, and questions elicit further practice. Unfortunately, teaching reading by using questioning technique did not indicate great students' outcome because questioning technique applied did not increase the students' vocabularies and helped them to comprehend the text meaning. While questioning technique functionally and effectively is used to measure and evaluate how far students understand the text meaning. It can be a problem when students have standard vocabularies and do not understand the text. Spontaneously, they find difficult to answer questions given by the teacher. Students need some steps that are the sequence in the learning process. In study Khusniyah, Rasyid, & Lustyantie (2017), SQ4R strategy in English reading comprehension learning at UIN Mataram has succeeded to improve students' reading comprehension ability which has been experiencing difficulties or difficulties. Besides, the SQ4R strategy also provides a complete

understanding of the information through determining the required reading, repeating the learning repeatedly, and storing the information obtained for use at the next learning meeting.

Furthermore, many researches prove that teaching reading through questioning technique does not perform high learning outcome. Mousavian & Siahpoosh (2018) compares the effects of vocabulary pre-teaching and pre-questioning on Iran EFL learners' reading comprehension ability. This study compares the effect of both vocabularies pre-teaching and pre-questioning towards the students' reading comprehension. The result shows that vocabulary pre-teaching one performance was better than the pre-questioning group. Besides, one of the most problems EFL students face is they have no knowledge about the topic of the reading but they attempt to answer questions (Alyousef, 2005). This evidence happens among the students at MA NW Narmada. Students' reading skill is improved after the use of Content-Based Summarizing (CBST) technique in teaching English reading (Aratusa, 2017). Most of the students agreed that the Content-Based Instruction (CBI) method improved their reading comprehension and it helped them to create interesting ways in learning English (Putra & Marzulina, 2015). Another study indicates that the utilization of content-based language instruction in the literature class could enhance students' reading comprehension as well as critical thinking ability (Tsai & Shang, 2010)

However, this study offered an effective method to enhance students' reading comprehension. CBI (Content-Based Instruction) approach used to enhance students' reading comprehension. Content-based instruction (CBI) approach is a communicative approach to language teaching. CBI approach is a subdivision of CLT (*Communicative Language Teaching*) which focuses on integrating language skill and subject matter (content). Some define that CBI curriculum concerns with that CBI approach based on the subject matter, CBI utilizes authentic materials, CBI promotes the learning of new information, and CBI is specific students' needs. In CBLT the focus is on the content and the students are only concerned with mere information or the subject matter which has been put on the paper (Sirivedin, Soopunyo, Srisuantang, & Wongsothorn, 2018).

CBI approach offers a wide educational knowledge to students from a different type of topic learnt. CBI approach forms language learning can be more interesting and motivating. Furthermore, CBI can develop valuable study skill such as note-taking, summarizing, and extracting key information from the text. CBI also can improve students' collaborative skills, particularly when they conduct group work which can give great social value. More importantly, the CBI approach delivers a more comprehensive interpretation. This approach focuses on theme-based. The objective of this research is to know the effect of using CBI on students' reading comprehension. The problem of research is "How is the impact CBI-based reading on students' reading comprehension?"

Methods

This research used an action research method. In action research, all actors involved in the research process are equal participants and must be involved in every stage of the research. The participants derived from 18 students of 11th grade at a private madrasah in 2018/2019 academic years in Lombok.

Procedures

The success of action was maintained by the instruction process and outcome. It declared successful if the students participating reading process with CBI gain great mark at least they would be able to achieve score 75% both on the reading process and reading outcome. During the process, students have received materials for 4 weeks. The result of pretest and posttest were gathered and reflected to investigate the effectiveness of the independent variable.

- a) Observation. It was monitoring the learning process. Here were some notes for observation:

Table 1. Note to assess teacher activity

Indicator	Question	Score
Learning Activity	- Does the teacher explain the material clearly?	4
	- Did the teacher prepare instructional devices for students' activities?	4

Evaluating learning progress	- Does the teacher provide the individual assignment for students?	4
Feedback of process	- Does the teacher evaluate the learning process? - Does the teacher give feedback for students' task?	4

Table 2. Note to assess students' activity

Indicator	Question	Score
Learning Activity	- Do students prepare instructional equipment?	3
	- Do students work in a group?	4
	- Do students share the idea about reading?	4
	- Do students finish the task from the teacher?	4
Feedback of process	- Do students get improvement?	4

b) Test. The question used Standard TOEFL test with multiple choices. Here were some levels on the reading comprehension test:

Level	Criteria	Account Point
Literal Reading	- Identifying Word Meaning	3
Inferential Reading	- Maintaining Mean Idea	4
	- Summarizing Content of Reading	4
Critical Reading	- Analyzing Purpose of Writer	0

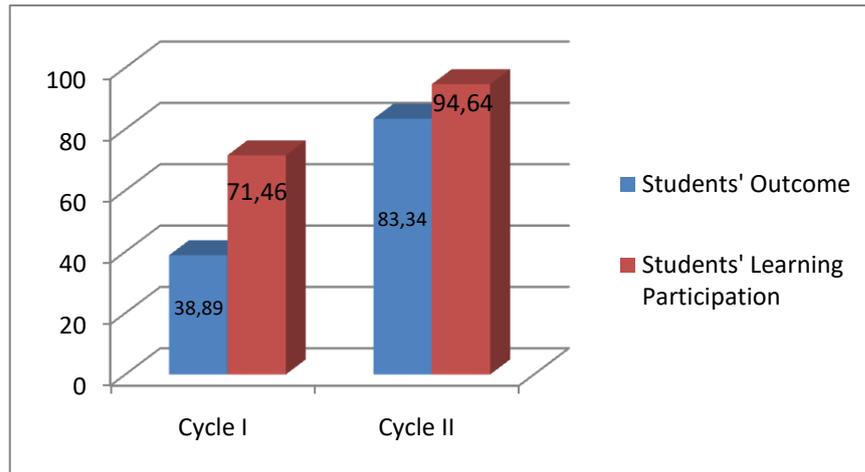
Results and Discussion

Process of reading in the class used CBI through theme model. Some steps that have designed are 1) teacher review students' need in the preliminary study and they prepare the material to learn, 2) The teacher chose the theme will be used in the class as syllabus design, 3) the teacher take some reading that gave the new information in this era, 4) the teacher needs to determine the number of these units to be explored and designate the amount of time devoted to each theme unit, 5) implementation CBI in a small group. The result of the implementation of CBI in English reading learning can be seen in the following table.

Table 1. The Result of Average Score in Cycle I & II

No	Aspect	Cycle I		Cycle II	
		Score	Category	Score	Category
1	Students' Outcome	38.89%	Less	83.34%	Great
2	Learning Participation	71.46%	Less	94.64%	Great

Table 1 shows that there was a significant improvement in the CBI process in both cycle I and cycle II. From the first cycle to the second cycle indicates that the significance of the study was better and contributed a great influence on the students' learning participation within the instruction. The entire data of both cycles which were observed can be concluded and illustrated in a graph such as the following:



Graph 1. Comparison of Students' Reading Outcome in Two Cycles

Graph 1 shows that the comparison of students' outcome in two cycles indicates that the treatments which were implemented among the students in two cycles show that there was a significant result obtained. This result proves that applying CBI approach (*Theme Model*) was appropriately able to enhance students' reading comprehension. The approach was implemented accorded with lesson planning.

The result proved that CBI offered a significant benefit for reading instruction. The significance can be shown in the instruction from cycle I up to cycle II. In cycle II, the reading instruction using CBI approach was very satisfying. The learning was success appropriated with the percentage obtained 83.34% over the indicator. It indicates that reading instruction was very successful. The success was measured through the percentage from the evaluation with the standard score percentage of 80% and individual score 80. It was supported and proved that there were 3 students from 18 students were unsuccessful in the instruction. It indicates that the treatment did not need to be conducted for the next cycle due to the students reached the research targets.

CBI approach contributes a significant influence on the students' reading comprehension. Namely, CBI was able to help the students to enhance their reading comprehension. The texts were comprehended referring to Analytical Exposition Text. The comparison between cycle I and cycle II indicated that the students achieved progress of their comprehension on the reading. The first reflection performs that the students' thoroughness in reading instruction reached 38.89% which can be categorized into the low level (*Inferential Level*). The second reflection after conducting cycle II, further reflection shows that the students' learning thoroughness reached 83.34%. Based on the indicator) and the research targets, the students should gain 80% and individual score 80. According to the collected data above, it can be mentioned that students' learning thoroughness achieved 38.89% (Cycle I) and 83.34% (Cycle II). It indicates that in the last cycle, the students' learning was very satisfying even reached over the standard indicator score.

Content-based instruction, in various configurations, requires some potential difficulties. It is very important to show it so that teachers and curriculum planners can avoid it and design more effective teaching units for learning content and language. Content-based instruction (CBI) is a comprehensive term that refers to an instructional approach that makes a dual commitment, though not necessarily the same, for language learning and additional content (Stoller & Fitzsimmons-Doolan, 2017), e.g. extensive reading in general (Aulia, 2019) and the traditional reading aloud (Aisiah, & Mahaputri, 2019). Theme based instruction is one type of communicative method used in teaching English reading comprehension. The use of Makassar's local culture-based curriculum content as a source of teaching content incorporated in this method is assumed to facilitate understanding of reading English (Said, Bin Sihes, & Yusof, 2018). In this study is relevant to that study. It used the content that is appropriate with the local value in the curriculum and textbook content. variations of content-based ESL reading support students' the practical effectiveness of reading instruction (Kasper, 1995). This approach enhanced the students' ability to transfer the competencies and skills acquired in one context to other appropriate situations (Tussa'diah & Nurfadillah, 2018).

Conclusion

The result of observation performs that reading instruction using CBI gained an improvement. Students were active to participate in reading instruction using CBI. Therefore, the researcher suggested that teacher should be able to exercise students' comprehension when they conclude the content of reading. In other hands, the teacher should provide reading with very interesting and appropriate with students' capabilities due to interest them to eager to read and comprehend the text. As a result, the class can be more alive, exciting, and effective. The teacher also needs to examine the use of the approach among the students to know the more effective approach of CBI which will be used. As a result, the instruction is more effective and flexible.

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Conflict of Interest

No potential conflict of interest is reported.

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