IMPROVING STUDENTS' READING COMPREHENSION THROUGH IMPLEMENTATION OF CONTENT BASED INSTRUCTION

(Undergraduate Thesis)

By

AHMAD FAISAL KARIM
181342039

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2024

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH IMPLEMENTATION OF CONTENT BASED INSTRUCTION

By

Ahmad Faisal Karim

Reading is the most required skill a student should have as a basis for learning any other language skills. Having reading skill opens up a whole new world of opportunities to learn, not only language but also many other schools of knowledge, as most of modern information is recorded in texts.

The purpose of this research as a whole is to find out whether Content Based Instruction significantly improves students' reading comprehension. The subject of this research was 24 students of class VII RI of SMPIT Permata Bunda Alawiyah. The instrument of the research was multiple choice test. The data were analysed by using Paired Sample T-test with a significant level of $p<0.05$ through SPSS version 26.0.

The result indicates significant improvement in students' reading comprehension skill after being taught using Content Based Instruction as a medium. The difference between pre-test and post-test results' mean (56.36 and 68.96) was 12.50. The result of the t-test shows that the t-value is higher than t-table (6.922>2.069) and the value of significant level 0.00<0.05. In terms of reading comprehension aspects, inference is the most affected by the learning process. Therefore, there is a significant improvement in students' reading comprehension after the implementation of Content Based Instruction (CBI).

Keyword: Reading, Reading Comprehension, Content Based Instruction.

IMPROVING STUDENTS' READING COMPREHENSION THROUGH IMPLEMENTATION OF CONTENT BASED INSTRUCTION

(Undergraduate Thesis)

By

Ahmad Faisal Karim

181342039

**Submitted in a Partial Fulfillment of
The Requirements for s-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher Training and Education**

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2024**

Research Title : **Improving Students' Reading Comprehension Through Implementation of Content Based Instuction**

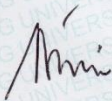Student's name : **Ahmad Faisal Karim**

Student's number : **1813042039**

Study Department : **English Department**

Faculty : **Teaching and Education**

APPROVED BY

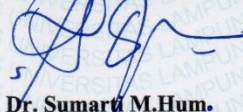Advisory Committee

Advisor

Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

Co-Advisor

Khairun Nisa, S.Pd., M.Pd.
NIK 231804921003201

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti M.Hum.
NIP 19700318 199403 2 002

iv

iii

ADMITTED BY

1. Examination Committee

   Chairperson   : **Dr. Ari Nurweni, M.A.**   ....

   Examiner   : **Prof. Dr. Flora, M.Pd.**   ....

   Secretary   : **Khairun Nisa, S.Pd., M.Pd.**   ....

2. The Dean of Teaching and Education Facility

   Prof, Dr. Sunyono, M.Si.
   NIP 19651230 199111 1 001

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

Nama   : Ahmad Faisal Karim

NPM   : 1813042039

Program Studi : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : Improving Students' Reading Comprehension Through Implementation of Content Based Instuction

Dengan ini, menyatakan bahwa:

Skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan penulis, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dan kutipan dalam penulisan. Apabila terbukti bahwa pernyataan ini tidak benar, akan menjadi pertanggung jawaban sepenuhnya penulis.

Bandar Lampung, 7 Maret 2024
Yang membuat pernyataan,

Ahmad Faisal Karim
NPM 1813042039

Curriculum Vitae

The writer's name is Ahmad Faisal Karim. He was born in Bandar Lampung, on April 13th 2000. He is the second child of two with one older brother.

He started his first study at SDN 2 Rawalaut in 2006 and graduated in 2012. After in the same year, he continued his study at MTsN 1 Bandar Lampung, graduated in 2015. He continued his study at MAN 1 Bandar Lampung language department, and graduated in 2018. His study then continued at University of Lampung in 2018 through SBMPTN. He was registered as a student of English Education Department of Teaching and Educational Faculty.

From 2nd of February 2021, he was assigned for KKN in Panaragan Village of West Tulang Bawang before being reassigned to Sawah Berebes Ward, Bandar Lampung. He conducted an apprenticeship program (PLP) at SMAN 4 Bandar Lampung from February to March 2021. He did his thesis research at SMPIT Permata Bunda Alawiyah on September 2023.

Motto

Memento Vivere

(Remember you must live)

DEDICATION

This script is dedicated to:

My family

My almamater, University of Lampung

AKNOWLEDGEMENT

Praise be to Allah who has given His grace and blessing for the writer to finally complete his thesis titled, "Improving Students' Reading Comprehension Through Implementation of Content Based Instuction". This thesis is made as compulsory fulfilment of the requirement for S1 degree. This thesis would never have come to fruition without support of many people who has supported the writer during its writing. The writer would like to address his gratitude and honour to:

1. Dr. Ari Nurweni, M.A. as the first advisor, for her willingness as well as patience to give assistance, knowledge, suggestion, and guidance during the writing of this thesis.

2. Khairun Nisa, S.Pd., M.Pd. as the second advisor who always gives advice, support and confidence.

3. Prof, Dr. Flora, M.Pd. as the examiner who always gives clear and detailed advice, and push the writer to finally finish his thesis.

4. Dr. Feni Munifatullah, M.Humas the Chairperson of English Education Departement, University of Lampung as of writing for her guidance and contribution.

5. Dra. Endang Komariah, M.Pd. as the academic advisor for her attention and contribution.

6. The lecturers of the English Education Department at University of Lampung, who are the source of writers' knowledge during his study and the administration who have helped in thesis writing and seminar procedure.

7. Friends of English Education Department 2018, whose advice, support and guidance during the years of study have helped the writers a lot in going through process.

8. My parents who regrettably passed away before they can witness my graduation. My uncles and aunts who have generously continued my parents struggle for their children's future. My stepmother who always supported my choices and my study. My brother and cousins who (and I say this with only the slightest amount of sarcasm) have set examples and giving me hope.

This thesis is far from perfect, as is the writer himself. Therefore, any suggestions and criticisms for future projects will always be appreciated. The writer hopes this research would at least give some positive contributions to the development of education process.

Bandar Lampung, March 7^h 2024
The Writer,

Ahmad Faisal Karim
NPM 1813042039

Table of Content

List of Tables

I.   INTRODUCTION

1.1 Background

Reading is the most required skill a student should have as a basis for learning any other language skills. Reading skill opens up a whole new world of opportunities to learn, not only language but also many other schools of knowledge. Pang, et. al. (2003:6), stated that learning to read is a very crucial educational goal, as it can open many new opportunities for people across generations, as most of modern information are recorded in texts and words

According to Grellet (2004), reading is a continuous process of guessing, and what being brought forward is often more important than what is found in it. Reading can also be defined as the action of understanding unknown elements using what knowledge of said language that is available, to understand and process the information contained within. Khand, (2004:43) stated that reading is all about the understanding of written text in reference to the action of interpreting how a written symbol relates to another. Reader not only needs to be able to know the meanings of symbols, but also make use of background knowledge, vocabulary, grammar, context, and overall experience with text to help them understand a written text. Reading is indeed a complex activity which requires both a sense of perception and thought in order to make sense of words, sentences and connected text. Thus, reading comprehension holds a great role to fully understand any written media.

In order to further improve the students' English reading comprehension skills, the researcher proposes the use of '**Content Based Learning (CBI).**' Tsai

(2010:80) stated that Content-Based Instruction (CBI) approach is beneficial to develop students' reading comprehension. It is because by using Content-Based Instruction (CBI) approach students are exposed to different kind of strategies that involve them actively trying comprehend the reading text. It should also be noted that this approach could also be the potential solution to answer the students' lack of English reading comprehension skills through examples and direct exposure of text media. This teaching approach could improve learning by increasing interaction among students, enhancing their motivation, and attitudes.

The researcher took an interest with Content Based Instruction because of its peculiar approach which is to facilitate students' learning process by exposing them directly with media related to the learning topic. The relatively hands-off approach of Content Based Instruction also demands student to build their own method of finding, analysing, and making conclusion based on the information they receive from the media. Because of this, researcher feels that reading is the most suitable aspect of language learning for the usage of Content Based Instruction.

As such, the writer conducted a research study entitled *"Improving Students' Reading Comprehension Through Implementation of Content Based Instruction"*. The purpose of this research as a whole is to see if Content Based Instruction can significantly improve students' reading comprehension.

1.2 Research Question

In line with the background explained above, the researcher formulates a research question as the main problem:

Is there any significant improvement on students' reading comprehension after the implementation of Content Based Instruction?

1.3 Objective of the Research

In line with the problem formulated from above, the objective of this research is:

to find out whether Content Based Instruction significantly improves students' reading comprehension.

1.4 The Uses of the Research

This study provides theoretical and practical benefits concerning the research questions. The usefulness of the research is as follows:

1. Theoretical benefits

   The research finding can engage the theories and approaches of improving students' reading skills through Content Based Instruction (CBI).

2. Practical benefits

   Practically, the research finding can provide contributions for teachers and other educators in expanding their knowledge of Content Based Instruction approach and open more options to be used as teaching approach.

1.5 Scope of the Research

This research was carried out with quantitative and qualitative method. The research was conducted at SMP IT Permata Bunda Alawiyah. One class of the 7th grade consisting of 24 students was chosen as the sample. Teaching and learning materials are formulated based on curriculum 2013.

1.6 Definitions of Key Terms

There are a couple important terms which are used throughout the research:

1. Reading

   Reading is a process of seeing the symbols of written language, turning them into symbols of open or covert speech and then manipulating them so that the direct and implied ideas intended by the author can be understood.

2. Reading Comprehension

   Reading comprehension is one of many aspects of reading, focusing more on finding and processing information contained in written media.

3. Content Based Instruction (CBI)

   Content Based Instruction (CBI) is a teaching approach in which student learn directly through activities involving meaningful content such as text articles instead of learning through direct explanation. The purpose of this approach is to encourage students to become independent in their education and for the students to find their own optimal way to learn.

II.   LITERATURE REVIEW

2.1 Previous Studies

A study was conducted by Meei-Ling Liaw (Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context, 2007) has shown that the students believed that they had gained much in subject area knowledge, thinking skills, English language ability, and most important of all, confidence and motivation to learn in all of the above aspects.

Study by Brinton, Snow, & Wesche (1989), and Swartz (2000) found that Content Based Instruction brought interesting content topics into the language classroom in which the students could use the target language to read, comprehend, discuss, reason, and express their thoughts. The analysis of the student assignments and work samples indicated that not only the students understood the content of the materials but were also able to draw personal relevance from the materials they read. This comprehension of content area knowledge, in turn, made the learning meaningful similar to the findings of Krashen (1982) and enhanced the students' academic language skills (Chamot & O'Malley, 1986, 1987; Cummins, 1981, 1984). Lastly, the study by Chapple and Curtis (2000) indicated that students' growth in English language skills was noted by the students themselves and was reflected in the students' scores on language proficiency tests. Besides content area knowledge and enhanced English language skills, an additional benefit enthusiastically reported by the students was the increased confidence and motivation in learning and thinking in English. The students discovered that they could use English in many different contexts. They found that they could use their knowledge in math, science, social studies, and language arts to help them

understand and learn English. English did not have to be learned in isolation and they could utilize much of what they already knew when learning English.

2.2 Concept of Teaching

Generally speaking, teaching is an activity with the purpose to transfer knowledge to the students. The act of teaching comes with varying methods and interfaces to assists both teachers and students towards fulfilling the purpose of teaching. Thus, in researcher's opinion, the act of teaching can be defined as transferring knowledge from teachers to students assisted by various methods and interfaces to facilitate the needs and preference of both parties.

Pica (1992:4) has stated that teaching is an interactive process between the teacher and the students and between the students themselves. Brown (2000:8) stated that "teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning". The final goal of teaching according to Arends (2009:16) is that to assist students to become independent and self-regulating. Teaching, as such, has been a profession that requires advanced education and special training.

2.3 Concept of Reading

While there are many aspects that defines the act of reading. At its core, reading is the act of understanding text-based media. According to Brown (2004:189), reading is a process of negotiating meaning to the texts for understanding. In the case, reading is a way or process to gain information from a text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspond to one's spoken language. Comprehension is the process of making sense of word, sentence and connected text. It is appropriate with McNamara (2007:28) who states that

comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.

McNamara (2007:3) stated that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means that when the reader read, the reader must understand and master some components of the text. According to Grellet (1981:7), reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. There are many symbols and writings that must be known in the text that is read. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Therefore, reading is the key to successful language learning, especially in foreign language. By reading the reader can get information about knowledge of technology and science.

2.4 Concept of Reading Comprehension

Reading comprehension is one of many offshoots of the act of reading, focusing more on information processing and integration. Based on Klingner (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency. From the declaration above, it can be concluded that reading comprehension is a kind of skill in reading which make the readers can create meaning from written text which make them able to understand the information in it.

Reading comprehension refers to the process of construction and extraction of meaning through interaction and involvement with written language (RAND Reading Study Group 2002:11). By following the definition of reading comprehension as a process of constructing and extracting meaning, it is safe to say that the main purpose of reading comprehension is for the reader to make inferences that are not included in a text through logical and referential reasoning. Following this understanding, the reader is demanded to create a meaning of a concept that is exist beyond the content of the text as a part of constructing a meaning.

2.5 Reading Comprehension Aspects

Nuttall (1982) stated that there are five aspects of comprehending a reading text. The said aspects are as follows:

a. Main Idea

According to Wulandari (2019), main idea is a point or topic sentence in every paragraph with the purpose of stating the content of the paragraph which explains the important details developed by the writer. The main idea contains phrases or keywords which explain the purpose of the paragraph.

b. Vocabulary

William and Mary (2015) stated that understanding the nature of vocabulary is important for the student, as choices of proper vocabulary will enable students to understand the whole context. According to Moghdam, Zainal and Ghadepour (2012), vocabulary and reading comprehension has a "robust" relationship where vocabulary

understanding is the point of reading, as in through the understanding of vocabulary allows the student to understand the meaning behind the text which leads the reader in better understanding of reading by remembering vocabulary as much as they can.

According to Klingner, et. al. (2007:47) one of the major responsibilities of teachers of any field is to teach vocabulary and concepts so the students can comprehend what they are reading and understand the academic language of the discipline.

Based on this explanation, it can be said that vocabulary is an essential part of reading comprehension. One of the outcomes of vocabulary improvement is an improvement in comprehension. As such, it is within logic that vocabulary is one of the core essences of comprehension.

c. Details

John Langen and Lynn Jenkins (1989) stated that paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting details.

d. Inference

Cuesta (2019) defined inference as hints between lines in every text to give a better understanding of the text. Richards (2019) also stated that the act of inference in reading means taking a clue from the text and drawing conclusion based on their understanding without it being directly written in the text.

e. Reference

Pritchard and Nasr (2004) defined reference is one of the cohesive devices that connect words and sentences in texts through grammatical means. Kennedy and Bolitho (1984) also stated that nouns, phrases, clauses and sentences in texts are replaced by referential words when they have the same reference. The cohesive referential device could help readers construct a coherent comprehension of the reading material at micro-level (Pritchard & Nasr, 2004).

2.6 Content Based Instruction (CBI)

According to Davies (2003:1), Content-Based Instruction (CBI) is a teaching approach that emphasizes learning *about something* rather than learning *about language*, which is in line with Peachy (2003:1) in which he described Content Based Instruction (CBI) as a teaching approach that focused on topic or subject matter. However, this doesn't mean that Content Based Instruction itself is completely detached from language learning. Instead, language learning in Content Based Instruction is secondary in the learning process. This is in line with the purpose of Content Based Instruction (CBI) according to Richards & Rodgers (2001:204-205) in which the purpose of the approach is to develop students' language and academic skills unconsciously through exposition with the content and with the progress of said topic;

Content-Based Instruction allows for the complete integration of language skills. As you plan a lesson around a particular subtopic of your subject-matter area, your task becomes how best to present that topic or concept or principle. In such lessons it would be difficult not to involve at least three of the four skills as your students read, discuss,

solve problems, analyse data, and write opinions and reports (Brown, 2001:235).

2.7 Advantages of Content Based Instruction (CBI) Approach

There are several advantages of Content Based Instruction (CBI) which are proposed by Peachy (2003:1-2):

1. This approach can make language learning interesting through direct usage to the language.

2. Students learn through meaningful content, which helps students develop different valuable skills that can be passed into another subjects.

3. CBI is popular among EAP (English for Academic Purposes) teachers as it helps students develop many valuable skills such as note taking, summarizing.

4. In addition, the inclusion of team work can help students to develop their collaborative skills, which are valuable in social practice.

2.8 Disadvantages

There are also several disadvantages of Content Based Instruction (CBI) which are proposed by Peachy (2003):

1. Students may feel confused as CBI isn't explicitly focused on language learning.

2. Difficulties with a topic may lead to large amounts of mother tongue language being used.

3. Difficulties in finding resources for low level students to understand.

4. Students may just copy from source texts without. attempting any evaluation.

2.9 Implementation of Content Based Instruction (CBI) Approach in Teaching Reading Comprehension

This research focuses on the application of Content Based Instruction (CBI) for teaching reading comprehension. Based on the theory of Davies (2003:1) which is in line with the theory of Peachy (2003:1), the researcher has structured the research steps as follows:

A. Preparation

   1) The teacher chooses a topic of interest to students

   2) The teacher finds suitable source for the material in line with subject-matter. The sources can be from books, websites, or other media.

B. Lesson

   1) The students form small groups.

   2) The teacher assigns each group with tasks.

   3) The students work in group towards the task with assistance of teacher.

   4) Once done, the task will be shared and discussed.

2.10   Theoretical Assumption

Past studies based on Content Based Instruction (CBI) that had been conducted on various aspects of English Language Learning points on improvement of memorizing as well as both creative and critical thinking (Jaelani, 2017; Shibata, 2019, p. 353; Snow, 2014). Based on a study conducted by Jaelani (2017) on implementing Content Based Instruction (CBI) in writing lesson, implementing Content Based Instruction (CBI) in learning process positively affected students' motivation towards the lesson. Thus, the researcher assumes that the student-centric approach of Content Based Instruction can be an effective alternative for learning approach for reading as well as any other language skills. However, based on the research methods used in the past, it can be assumed that the approach of Content Based Instruction (CBI) demanded more of student centric learning, with only minor assistance from the teacher. Students are demanded to independently engage directly with the material.

2.11   Hypothesis

Hypothesis testing is to see if the hypothesis according to the problem is acceptable. The hypothesis is as follows:

> There is a significant improvement in students' reading comprehension after the implementation of Content Based Instruction.

III. RESEARCH METHOD

3.1 Research Design

The research was conducted to analyse the effectiveness of Content Based Instruction (CBI) in improving students' reading comprehension. In order to fulfil such purpose, the researcher applied quantitative approach in order to see if Content Based Instruction can significantly improve students' reading comprehension.

The method of research that was conducted was pre-test/post-test research design, that is comparing the result of reading comprehension test before and after a treatment in which Content Based Instruction (CBI) was implemented with purpose to see how effective the teaching method is. The design is as follows:

$$T_1 \ X \ T_2$$

T1: Pre-Test

X : Treatment with Content Based Instruction

T2 : Post-Test

3.2 Research Variable

According to Fraenkel, Wallen, & Hyun (2012), variable is a concept, referring to a noun that stands for variation within a class of objects. Variables in research are divided into two kinds: independent and dependent variables. In this research, dependent variable refers to reading comprehension, and independent variable Content Based Instruction. Reading comprehension as the dependent variable means that it can be measured by investigation whether there is influence from the

independent variable, which is Content-Based Instruction. In the same spirit, Content Based Instruction as independent variable refers to the variable that can influence the dependent variable and in turn affects the output.

3.3 Research Instrument

The main instruments used in this research were pre-test and post-test in form of reading test. Pre-test and post-test items were derived from preceding try-out consisting of 42 items in order to process test items through validity and reliability test. The items were based on the syllabus of the grade. The items tested as the followings:

1. Identifying Main Idea
2. Understanding Vocabulary
3. Identifying Detail
4. Referencing
5. Making inference

The formula used to calculate students score is as the following:

$$\frac{SC}{TS} \; x \; 100$$

SC: Student's score

TS: Total items

These items were chosen based on Nuttall (2009) theory of reading comprehension aspects. The type of validity and reliability used for the research were as following:

3.3.1 Validity

In this research, the researcher used both content validity and construct validity as the measurements of the test's validity.

a) Content Validity

Sugiyono (2009) defined content validity as an instrument in form of a test that is often used to measure learning achievement and measure the effectiveness of program implementation and objectives. In order to fulfil the requirement of content validity, the researcher looked at the questions and analyses whether the test represents the entire material, which is to be measured. If the test represents all the ideas of the material, which were measured, the test has met content validity (Setiyadi 2018). In this study, the writer connected the instrument with the 2013 syllabus and curriculum for junior high school. This means that the material is based on basic competencies in the syllabus for class VII SMP.

Table 1: Table of Specification

No.	Test Items	Number	Percentage
1	Identifying Main Idea	1,8,15,22,29,36	14.2%
2	Identifying Supporting Details	2,9,16,23,30,37	14.2%
3	Understanding Vocabulary	3,4,5,10,11,12,17,18,19,24,25,26,31,32,33,38,39,40	42,8%
4	Referencing	6,13,20,27,34,41	14.2%
5	Making Inference	7,14,21,28,35,42	14.2%
	Total	**42 Soal**	100%

(See Appendix 6)

b) Construct Validity

Suryabrata (2000) stated that construct validity is the extent to which the scores of measurement results with an instrument reflect the

theoretical construct underlying the preparation of the instrument. To find out whether the instrument the researcher need has fulfilled construct validity an expert judgment was involved in order to check the instrument. The expert in this research was the 7th grade teacher of SMPIT Permata Bunda Alawiyah M. Arif Rahman. The result is as following:

Table 2: Construct Validity Result

No.	Questions	Items	Judgments	
			Yes	**No**
1	Do these items measure Main Idea?	1,8,15,22,29,36	✓	
2	Do these items measure Supporting Detail?	2,9,16,23,30,37	✓	
3	Do these items measure Vocabulary?	3,4,5,10,11,12,17,18,19,24,25,26,31,32,33,38,39,40	✓	
4	Do these items measure Reference?	6,13,20,27,34,41	✓	
5	Do these items measure Inference?	7,14,21,28,35,42	✓	

3.3.2 Reliability

The type of reliability used in this research is Split-Half Reliability. Split-Half Reliability is an instrument reliability testing technique in which the items of the test was divided into two parts dubbed as "odd" and "even". The following formula was applied:

$$\sum xy$$

rxy : The correlation coefficient of reliability between odd and even

X   : The total number of odd number items

Y   : The total numbers of even number items

$\sum x2$: The total score of odd number items

$\sum y2$: The total score of an even number of items

Based on the Split-Half Reliability Test conducted on the try-out through SPSS 26.0, the result is as following:

Table 3: Reliability Statistics

Cronbach's Alpha	Part 1	Value	.624
		N of Items	21[a]
	Part 2	Value	.860
		N of Items	21[b]
	Total N of Items		42
Correlation Between Forms			.783
Spearman-Brown Coefficient	Equal Length		.878
	Unequal Length		.878
Guttman Split-Half Coefficient			.833

From the data tabulation above, the score of Split Half-Coefficient is 0.833. The score of Coefficient Between Forms is 0.783, and the score of Spearman-Brown Coefficient is 0.878. Based on the analysis above, it can be said that the instrument has a high reliability as the reliability coefficient is above 0.8 with the score of .0.878.

3.3.3   Level of Difficulty

Level of difficulty is the level of the ease and difficulty of the items based on the students' capabilities. The difficulty of items is directly related to the viability of the items in research. if test items are too easy and all of the students can answer the test correctly or the test items are too difficult and all of the

students cannot answer the test, it means that the items of the test are not working well (Heaton, 1975). In order to calculate the level of difficulty, the researcher must first calculate each items' score. The formula applied to calculate the score of each item is as following:

$$IS = \frac{TC}{TS}$$

IS : Item score

TC : Total correct per item

TS : Total students

The level of difficulty of the items have been tested with the criteria as following:

    0-20   : Very Difficult

    21-40   : Difficult

    41-60   : Moderately Difficult

    61-80   : Easy

    81-100   : Very Easy

Table 4: Level of Difficulty

Very Difficult	42
Difficult	4, 7, 11, 12, 24, 34, 35, 39, 41
Moderately Difficult	1, 5, 8, 10, 16, 19, 32, 36, 40
Easy	2, 3, 13, 14, 15, 17, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31, 33, 37, 38
Very Easy	6, 9, 18, 30

(See Appendix 6)

3.3.4   Discrimination Power

Discrimination power refers to the extent of which an item can be reliably used to distinguish between high and low score students. In this study, the

researcher used the Pearson correlation formula in SPSS to calculate the discrimination power of the item. The formula used is as follows:

$$DP = \frac{U - L}{US \ or \ LS}$$

U   : Upper Half Score

L   : Lower Half Score

US   : Total number of the upper half students

LS   : Total number of the lower half students

Based on the discrimination power analysis, there are 12 items that are considered very good, 10 that are considered good, and 20 that are considered poor. This result is based on SPSS Pearson correlation analysis. Based on the discrimination power and level of difficulty analysis, the researcher has constructed a pre-test with the total items of 20 questions.

Table 5: Discrimination Power

Criteria	Items	Decision
Invalid	2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 24, 26, 28, 35, 41, 42	Dropped
Valid	**Pre-Test:** 1(1), 2(3), 3(12), 4(17), 5(21), 6(22), 7(23), 8(25), 9(27), 10(29), 11(30), 12(31), 13(32), 14(33), 15(34), 16(36), 17(37), 18(38), 19(39), 20(40)	Administered
	Post-Test: 11(1), 12(3), 5(12), 19(17), 20(21), 4(22), 2(23), 3(25), 1(27), 13(29), 17(30), 18(31), 14(32), 16(33), 15(34), 8(36), 10(37), 6(38), 7(39), 9(40)	

(See Appendix 6)

After the analysis of try out result, the researcher had found that the most

accepted aspects based on the items accepted is vocabulary, with the total of 10

items and the least accepted aspects is inference.

Table 6: Implemented Items Table of Specification

No.	Test Items	Number	Percentage	Total Number
1	Identifying Main Idea	1, 22,29,36	20%	4
2	Identifying Supporting Details	23,30,37	15%	3
3	Understanding Vocabulary	3,12,17, 25, ,31,32,33,38,39,40	50%	10
4	Referencing	27,34	10%	2
5	Making Inference	21	5%	1
	Total	**20 Soal**	100%	20

3.4 Population and sample

The populations in this study were junior high school students at SMP IT Permata

Bunda Alawiyah, they were as the subject in this research activities in order to prove

that the use of Content Based Instruction (CBI) can increase the reading

comprehension ability of students. According to Arikunto (2006:131), sampling is a

part of a representative of the population which has been researched. In this case, the

researcher selected the first grade of junior high school students as the research

sample.

3.5 Research Procedure

The procedure of this research is as following:

1. Determining the population and sample

    The populations used in this study are junior high school student at SMP

    IT Permata Bunda Alawiyah, they were chosen as the subject in this

    research activities in order to prove that the use of Content Based

    Instruction (CBI) can improve the reading comprehension ability of

students, and in order to ease the process of research, one class of 7th grade is chosen as the sample.

2. Identifying the problem

   To identify the problem, the researcher conducted a short interview with the English teacher of the class. The interview includes the achievements and performance the students has gained in English, the students' general opinion towards English subject, as well as how motivated are the students in learning English.

3. Selecting the material

   The topic chosen was about analyzing descriptive text, based on the syllabus of the second term of the 7th grade in accordance to KD 13.

4. Administering Pre-Test

   In order to gain insight of the students' reading ability, a pre-test was conducted before starting the research. In this test, the students were instructed to do a multiple-choice test in 60 minutes time limit. The test was conducted as a paper test.

5. Treatment

   The treatment was consisted of two meetings, with each meeting are to be conducted for 90 minutes. The treatments were conducted in a classroom. In treatment session, Content Based Instruction (CBI) were used as the teaching method. The researcher provided students with materials and information that was used in the session to make learning intuitive.

6. Administering Post-Test

   The post-test was conducted after the treatment session. The items tested are similar to pre-test presented in different order. It was done in purpose of knowing the result of the treatment.

7. Data Analysis

   After conducting pre-test and post-test, the researcher analysed the data using a T-test. The data were computed through SPSS version 26.0.

3.6 Data Analysis

The data was collected from pre-test and post-test in form of coded data was processed through Statistical Package for the Social Science (SPSS Ver.26.0.) as statistical analysis. In order to find out whether the hypothesis was considered accepted or rejected, the researcher used Paired T-Test to compare between pre-test and post-test results.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions for both the teacher and for further research regarding the results of the research question.

5.1 Conclusion

Based on the analysis result, it can be seen that students' test score increased after the implementation of Content Based Instruction. The mean value of the pre-test was 56.46 and the mean value of the post-test was 68.96 with the difference of 12.50. The t-test conducted on the tests result showed that the t-value (6.922) is higher than t-table (2.069). Based on the t-test result, it can be concluded that Content Based Instruction significantly improves students' reading comprehension skills. Based on this research, The researcher concluded that Content Based Instruction improves students' reading comprehension because this approach let the students to develop their own optimal method on finding and processing information they gained from the texts.

5.2 Suggestions

The researcher had constructed several suggestions based on the research findings:

5.2.1 Suggestion for the teacher

a) Based on the research result, the researcher suggests teachers to use Content Based Instruction for teaching English because it can improve students' ability, their critical thinking and innovation, as well as teaching them to be self-reliant.

b) Teachers should implement more materials based on other academic subjects such as science and history to connect English with other subjects, thus improving the incentive of learning English.

c) Teachers should be less reliant on exposition based on explanation and more on exposing the students with English medias with minimal assistance. Teacher should be guiding the students to find and work through the information the students themselves gained rather than be the sole source of information.

d) Teacher should encourage the use of dictionary in class. The use of dictionary will help students to pick up more vocabulary passively over time.

e) Teacher should acclimate the students with scanning reading style. Over the course of the research, the researcher has found that the most difficult part of reading was because of the students trying to read and translate all of the texts instead of analysing the specific points featured in test items. While skimming is preferable in learning phase of language acquisition, the students had a problem with answering items in reasonable time, which would be detrimental as they will encounter more difficult text and other English medias in the future.

5.2.2 Suggestion for the further research

a) This research focused on the improvement of students' score through multiple choice test. Future research can focus more on more qualitative approach and use different test type such as essays to not only gauge students' understanding towards the text but also their own ability to process and construct what they have gained from the lesson in their own way.

b) The future research may use questionnaire or interview to see the students' perception of Content Based Instruction after the implementation.

These are the conclusions of the research and the suggestion constructed based on the findings and what future research can fulfil based on the limitation of this research.

REFERENCES

Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. PT. Rineka Cipta.

Brinton, D., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. University of Michigan Press ELT.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.

Chai, C. S., Tsai, C. C., & Koh, J. H. (n.d.). Facilitating Preservice Teachers' Development of Technological, Pedagogical, and Content Knowledge. *Educational Technology & Society*, *13*(4).

Chamot, A. U., & O'Malley, J. M. (1987). *The cognitive academic language learning approach: A bridge to the mainstream*. TESOL Quarterly, *21*(2), 227. https://doi.org/10.2307/3586733

Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, *28*(3), 419-433. https://doi.org/10.1016/s0346-251x(00)00021-x

Cummins, J. (1981). *The Role of Primary Language Development in Promoting Educational Success for Language Minority Students*. California state Department of Education.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Multilingual Matters.

Crystal, D. (2018). *The Language Revolution*. John Wiley & Sons.

Davies, A. (2003). *Learning through Assessment: Assessment for Learning in the Science Classroom*. National Science Teaching Association.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research In Education (8th ed.)*. Mc Graw Hill.

Grellett, Francoise, G. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

Grellet. (2004). *Developing reading skills. A practical guide to reading comprehension exercises*, Cambridge Language Teaching Library, 7.

Kennedy, C., Bolitho, R. (1984). *English for Specific Purposes*. Macmillan.

Khand, Z. (2004). Teaching Reading Skills: Problems & Suggestions. *Journal of Research (Languages and Islamic Studies)*, *5*(1).

Klingner, J. K., Vaughn, S., & Alison Boardman. (2007). *Teaching reading comprehension to students with learning difficulties, first ed*. Guilford Press.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.

Langan, J., Jenkins, L. (1989). *Ten steps to advancing college reading skills*. Townsend Press.

Leyba, C. F. (1994). *Schooling and language minority students: A theoretical framework*. Legal Books Distributing.

Liaw, M. L. (2007). Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context. *English Teaching & Learning*, *31*(2).

McNamara, D. S. (2007). *Reading comprehension strategies: Theories, interventions, and technologies*. Psychology Press.

Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia - Social and Behavioral Sciences*, *66*, 555-563. https://doi.org/10.1016/j.sbspro.2012.11.300

Nuttall, C. (1982). *Teaching reading skills in a foreign language*. Heinemann Educational Publishers.

Peachey, N. (2003). *Content-based instruction*. https://www.teachingenglish.org.uk/article/Content Based Instruction.

Pang, E. S. (2003). *Teaching reading*. International Academy of Education.

Paris, S. G., & Stahl, S. A. (2005). *Children's reading comprehension and assessment*. Routledge.

Pica, T. (2000). Tradition and transition in English language teaching methodology. *System*, *28*(1), 1-18. https://doi.org/10.1016/s0346-251x(99)00057-3

Pritchard, R. M., & Nasr, A. (2004). Improving reading performance among Egyptian engineering students: Principles and practice. *English for Specific Purposes*, *23*(4), 425-445. https://doi.org/10.1016/j.esp.2004.01.002

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Setiyadi, B. (2006). *Metode penelitian untuk pengajaran bahasa asing: pendekatan kuantitatif dan kualitatif*. Graha Ilmu.

Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Suryabrata. (2000). *Metodologi Penelitian*. PT. Raja Grafindo.

Swartz, R. J. (2000, June). *Towards developing and implementing a thinking curriculum. Keynote address presented at the First Annual Thinking Qualities Initiative Conference.* Hong Kong.

William and Mary (2018). *A Word About Vocabulary Consideration Packet.* https://education.wm.edu/centers/ttac/documents/packets/wordaboutvocabulary.pdf

Adhikary, R. P. (2020). Effectiveness of content–based instruction in teaching reading. *Theory and Practice in Language Studies*, *10*(5), 510. https://doi.org/10.17507/tpls.1005.04

Wafiroh, Azizatul & Ardini, Sukma & Yulianti, Fitri. (2022). THE USE OF CONTENT-BASED INSTRUCTION IN TEACHING READING FOR SECOND GRADE OF SENIOR HIGH SCHOOL. Journal of English Language Learning. 6. 1-13. 10.31949/jell.v6i1.2399.