



**TEACHING READING COMPREHENSION BY USING CONTENT-BASED INSTRUCTION (CBI) METHOD TO THE SECOND YEARS LEARNERS AT MTS AL-FURQON PRABUMULIH**

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**Abstract:** The aims of this study were to find out; (1) Whether or not the implementation of Content-Based Instruction (CBI) method significantly improves reading comprehension to the second years learners at MTs. Al-Furqon Prabumulih, (2) The students' opinions are toward the implementation of Content-Based Instruction (CBI) method in reading comprehension to the second years learners at MTs. Al-Furqon Prabumulih. Therefore, the main purpose of this study was designed to improve students' reading comprehension using Content-Based Instruction (CBI) method. The investigation of population of this study was all the second years learners at MTs. Al-Furqon Prabumulih in the academic year 2013/2014, which consist of 63 students coming from two classes. The sample of this study were class II Pa consisting of 20 male students was treated as control group and class II Pi consisting of 20 female students was treated as experimental group, which selected using convenience sampling. In finding a significant improvement of students' reading comprehension average score from pretest to posttest taught using Content-Based Instruction (CBI) method, the writer conducted  $t_{\text{test}}$  using *Paired Sample t-test*, it showed that the matched  $t_{\text{test}}$  calculation of specified  $\alpha = 0.05$  (95% level of significant) is 0.000 and degree of freedom (df) is 19, the t-value ( $t_v$ ) is 5.638 and the t-table ( $t_t$ ) is 1.729. It means that  $t_v > t_t$  ( $t_{\text{value}}$  is higher than  $t_{\text{table}}$ ). Consequently there was a significant progress from the scores of pretest to posttest since the t-value of matched t-test calculation is higher than  $t_{0.05, 19} = 1.729$  and the level of significance is lower than  $\alpha = 0.05$ . Meanwhile, in finding the students' opinion toward the implementation of Content-Based Instruction (CBI) method, *Percentage Formula* is used to analyze the respondents' answer on questionnaire constructed by the researcher. From the result of questionnaire analysis of this study, it can be stated that most of the students agreed that Content-Based Instruction (CBI) method improved their reading comprehension and it helped them to create interesting ways in learning English.

**Key words:** *Reading Comprehension, Content-Based Instruction (CBI) Method.*

## **Introduction**

Language plays important roles in daily life for human beings. Dalilan (2010:1) said that in our daily communication with other people, we use a language. Even, some people probably use more than one language in their communication. People use language as communication tool to share ideas, expressions, and information each other. By using language people can express their ideas and feelings, and share it with others orally or written communication which enables people all over the world to interact and connect with one to another.

English is as a global language. There are two main ways to make English possible as a “global language”. Firstly, English can be made the official language as “first language” or “second language” of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. Secondly, English can be made a priority in a country’s foreign-language teaching. It becomes the language which children or adults are most likely to be taught in school (Crystal, 2003:4-5). In addition, it is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Therefore, English has achieved both official status and education priority in many countries.

In studying the four English language skills, reading is important skill to be learnt, it enables learners to comprehend all new information in English printed and written text. According to Pang, et. al. (2003:6), learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Therefore, reading is one of the language skills that should be mastered when learning a language.



Comprehending a reading text is not an easy activity. It is because “reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials” (Khand, 2004:43). It means it is about understanding written texts that refers to the process of perceiving how written symbols correspond to ones’ spoken language. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. It is a complex activity that involves both perception and thought of making sense of words, sentences and connected text. It is not just transferring the printed symbols from page to brain but readers have to understand the content of what the readers read. Hence, reading comprehension plays a great role in understanding a written statement accurately and efficiently.

In this study, the researcher chose MTs. Al-Furqon Prabumulih as the investigation of this study. The reason for choosing MTs. Al-Furqon Prabumulih especially for the second years learners is because the writer had interviewed to the English teachers and the students at MTs. Al-Furqon Prabumulih, the researcher found out that the students and teachers of English at MTs. Al-Furqon Prabumulih faced difficulties in learning and teaching English reading comprehension. Such as, (1) the learners had some difficulties to recognize and comprehend the words of English reading text, which is likely difficult to imagine what it might be like to read and not be able to understand it or say much about it afterward, and (2) the teachers had less experiences in teaching English reading strategy or technique or method, it is likely they do not provide descriptions of the knowledge base in each of the critical areas related to comprehension and also do not present specific strategies to implement with their students.

In solving the problems faced by students to comprehend the content of the text, the writer proposed Content-Based Instruction (CBI) method. Tsai (2010:80) stated that Content-Based Instruction (CBI) method is beneficial to develop students’

reading comprehension. It is because by using Content-Based Instruction (CBI) method students are exposed to different kind of strategies that involve them actively to comprehend the reading text. In addition, the Content-Based Instruction (CBI) method could be a potential solution to answer the problems faced by students in comprehending the reading text. This teaching method could improve learning by increasing interaction among students, enhancing their motivation, and attitudes. Therefore, the writer conducted a research study entitled *“Teaching Reading Comprehension by Using Content-Based Instruction (CBI) Method to the Second Years Learners at MTs. Al-Furqon Prabumulih”*.

### **Concept of Teaching Reading Comprehension**

Teaching is an activity to transfer the knowledge to the students. Moreover, teaching is to explore the education. According to Pica (1992:4) as cited in (Saleh, 1997:19), “teaching is an interactive process between the teacher and students and among students themselves”. In addition, Brown (2000:8) stated that “teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning”. Arends (2009:16) said that the ultimate of teaching is assist students to become independent and self-regulated learners. In line with this, Teaching has been recognized as a profession because it is an occupation that requires advanced education and special training.

Comprehending reading text is a process of constructing and extracting meaning. The RAND Reading Study Group (2002:11) defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. By situating reading comprehension as a process of extracting and constructing meaning, that is the reader must make referential and logical inferences that are not explicitly made in the text. Thus, a reader interacting with a text is making meaning from term or



concept that exists beyond the text is the extraction part of the process of constructing meaning.

In English learning, one of course must learn the words as one aspect of reading parts. Klingner, et. al. (2007:47) stated that “regardless of what you teach—math, science, history, biology, or government—one of your major responsibilities is to teach key vocabulary and concepts so that students can comprehend what they read and understand the academic language of the discipline”. It means that understanding words in all complexity of a text is an essential part of comprehending text. In addition, perhaps the most important outcome of improved vocabulary is improved comprehension. Therefore, we can assume that vocabulary knowledge in all text is the essence of comprehension.

Learning to read English better is possible if the students really want to do it. It is essential that before learners begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. In order to become a reader, the students must be aware of shapes, be able to recall stories and poems, and have a considerably wide vocabulary in English (Horsburgh, 2009:7). Moreover, the students must be sufficiently motivated and must want to read. Forcing someone to read, especially when the student is not ready to read or finds the task difficult, may only put off the potential reader. Horsburgh (2009:7) said that the skill of reading and an interest in reading can only be developed properly by allowing the reader to read and enjoy a number of reading texts.

### **Concept of Content-Based Instruction (CBI) Method**

Content-Based Instruction (CBI) can be defined as a teaching method that emphasizes learning *about something* rather learning *about language* (Davies, 2003:1), which focused on the topic or subject matter (Peachy, 2003:1). Nevertheless,

Richards & Rodgers (2001:204-205), mention the approach aims to develop the students' language and academic skill. The skills are developed unconsciously through the content dealt with;

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, analyze data, and write opinions and reports (Brown, 2001:235).

### **Advantages of Content-Based Instruction (CBI) Method**

Content-Based Instruction (CBI) is praised for many reasons. Peachy (2003:1-2) proposes the advantages of Content-Based Instruction (CBI) method; (1) it can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident, (2) students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs, (3) CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts, (4) taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects, and (5) the inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.



## **Implementation of Content-Based Instruction (CBI) Method in Teaching Reading Comprehension**

In this study, Content-Based Instruction (CBI) method is used for the teaching reading comprehension, it is important to make sure that Content-Based Instruction (CBI) method is not ambiguous in teaching and learning reading comprehension, the teachers may make the approach to creating a CBI lesson. This is one possible way as following this teaching procedure steps (Peachy, 2003:1);

- a. Preparation
  - 1) The teacher of English chooses a topic of interest to students.
  - 2) The teacher of English Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.
- b. The lesson
  - 1) The teacher asks to his/her students to form small groups.
  - 2) The teacher assigns each group a small research task and a source of information in the target language to use to help them fulfill the task in English reading text.
  - 3) Then once the students have done their research, they form new groups with students that used other resources and share and compare their information.
  - 4) Finally, there should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

## **Research Design**

In this study, a quasi-experimental design is applied in order to assess the influence the independent variable (Content-Based Instruction (CBI) method) on the

dependent variable (teaching reading comprehension). The design is suggested by Fraenkel, et. al. (2012:275) as follows;

<b>Treatment Group</b>	: M	O	X	O
<b>Control Group</b>	: M	O	C	O

Where:

- = the straight line indicates that the two groups being compared are already formed—that is, the subjects are not randomly assigned to the two groups.
- M = the subjects in each group have been matched (on certain variables) but not randomly assigned to the groups.
- O = measurement of the dependent variable.
- X = treatment in experimental group with a new or non-traditional teaching strategy.
- C = treatment in control group with a traditional teaching strategy.

## Validity Test

### 1) Construct validity

According to Hughes (1989:26), “a test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure”. In addition, McMillan and Schumacher (2010:265) stated that construct validity describes how well measured variables and interventions represent the theoretical constructs that have been hypothesized (i.e., construct validity of the *effects* and *causes* respectively).



That is, how well is the theory supported by the particular measures and treatments.

## 2) Each Question Item Validity

In this study, to know the validity of the test the writer did try out of 30 multiple choice questions to the students of MTs Paradigma Palembang on Tuesday, 16<sup>th</sup> of July 2013 at 08.00-09.30 a.m. The instruments of the test were tested to 30 students (VIII A) of the eighth grade students at MTs Paradigma Palembang. The result showed that only 26 questions were valid. Then, the writer only took 25 questions that could be used as the instruments since the scores of significance were higher than  $r\text{-table} = 0.361$ . 4 questions were not valid since the scores of significance were lower than  $r\text{-table} = 0.361$ .

## 3) Content Validity

In this study, the writer also used content validity to analyze the research instrument. According to Hughes (1989:22), "a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. which it is meant to be concerned". A content validity is very important since it is an accurate measure of what it is supposed to measure. In this study, the writer took the instruments from 4 books of junior high school English books for eighth grade students written by Mukarto, et. al. (2007), and Wardiman, et. al. (2012), Akhmadi, et. al. (2005), and Rinawati and Maulina (2008).

## 4) Validity of Questionnaire

In this study, to know the validity of questionnaire the writer did try out of 10 questions of questionnaire to the students of MTs Paradigma Palembang. The analysis result of each question item of questionnaire, it is found that there is 1 question item considered invalid. It is question item no1 since the scores of significance are lower than  $r\text{-table} = 0.361$ . Then, 9 question items considered

valid. They are questions numbers; 2, 3, 4, 5, 6, 7, 8, 9, and 10 since the scores of significance are higher than 0.361.

### **Reliability Test**

Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen, et. al, 2007:146). In this study, the obtained scores of tryout analysis and the result analysis are presented using *Pearson Correlation Coefficient* for test items of multiple choice and *Spearman-Brown prophecy formula* for test items of questionnaire in SPSS version 20. The analysis result of reliability test shows that the score of Pearson Correlation is 0.178. Therefore, it can be stated that the test instrument is reliable since it is higher than 0.70. Meanwhile, the result of measuring reliability of questionnaire using spilt-half method, it was found that the p-output of *Gutmann Split-Half Coefficient* is 0.580. Therefore, it can be stated that reliability of questionnaire is reliable since the p-output is higher than *r-table* product moment (0.361) with N-sample is 30 students at confidence level 95% ( $\alpha = .05$ ).

### **Population and Sample**

The investigation of population of this research was all the second years learners at MTs. Al-Furqon Prabumulih in the academic year 2013/2014. The total numbers of the students were 63 comprising 2 classes. There were 36 males in class II Pa and 27 females in the class II Pi. In this study, convenience sampling technique is used. The writer takes two classes of second years learners at MTs. Al-Furqon Prabumulih that has been chosen by teacher of English. Before being taught reading comprehension using Content-Based Instruction (CBI) method given treatments, the writer used matched participants design to get real sample, the writer would like to find some pairs that have the same scores from pretest. From the result of pretest scores of paired matching variables the writer got 20 pairs including 40 students from



63 samples who have the same scores between two groups. Then the samples are divided into two groups II Pa as control group and II Pi as experimental group.

### **Normality Test**

The writer used *1-Sample Kolmogorov-Smirnov* test to analyze the normality. The result showed that the pretest in control group and experimental group was 0.911. Then, in posttest of control group was 0.425 and experimental group was 0.560. It can be concluded that the data were considered normal since they are higher than 0.05.

### **Homogeneity Test**

In analyzing the homogeneity, the writer used *Levene Statistic*. The result showed that the pretest score was 1.000 and posttest score was 0.154. It can be concluded that the data was homogeneous since the score was higher than 0.05.

### **Hypothesis Testing**

#### **a. The Progress Analysis**

In this study, to measure the significant improvement from the pretest to the posttest of experimental group, the writer used the *Paired Sample t-test*. The estimation on statistic analysis showed that the matched  $t_{\text{test}}$  calculation of specified  $\alpha = 0.05$  (95% level of significant) is 0.000 and degree of freedom (df) is 19, the t-value ( $t_v$ ) is 5.638 and the t-table ( $t_r$ ) is 1.729. It means that  $t_v > t_r$  ( $t_{\text{value}}$  is higher than  $t_{\text{table}}$ ). Consequently there was a significant progress from the scores of pretest to posttest since the t-value of matched t-test calculation is higher than  $t_{0.05, 19} = 1.729$  and the level of significance is lower than  $\alpha = 0.05$ .

#### **b. Questionnaire Analysis**

To find out students' opinions toward the implementation of Content-Based Instruction (CBI) method in teaching reading comprehension, the writer used

*Percentage Formula* to analyze the respondents' answers on the questionnaire constructed by the researcher that was presented using closed-ended questions. Then, from the result of the questionnaire, it can be inferred that the students gave the positive response toward the implementation of Content-Based Instruction (CBI) method in reading comprehension. It seems that the students got the benefits from the implementation of Content-Based Instruction (CBI) method at early stage of their middle—level education.

### **Conclusion**

Based on the findings, it can be drawn some conclusion. First, based on the result of pretest to posttest, Content-Based Instruction (CBI) method significantly improves students' reading comprehension achievement average score of second years learners at MTs. Al-Furqon Prabumulih. Second, students gave positive response toward the implementation of Content-Based Instruction (CBI) method in reading comprehension. Therefore, it can be inferred that teaching reading comprehension through Content-Based Instruction (CBI) method can be considered as one alternative method to be used in teaching English reading comprehension, especially to the EFL students.

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