Improving the Eighth Grade Students' Reading Ability through the Application of Content Based Instruction (CBI) Approach

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pendekatan *Content Based Instruction Approach* dapat meningkatkan Kemampuan Membaca Siswa Kelas VIII di SMP N 1 Indralaya Selatan Ogan Ilir. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam 3 siklus, setiap siklus terdiri dari tiga kali pertemuan. Data tentang kemampuan membaca siswa dikumpulkan melalui latihan membaca, membaca teks dan observasi. Berdasarkan hasil observasi pada siklus I sebesar 67,50, siklus II sebesar 73,78, dan siklus III meningkat menjadi 82,71 siswa yang menunjukkan sikap positif dalam proses belajar mengajar dengan pendekatan *Content Based Instruction* (CBI) pada siklus terakhir. Setelah dilakukan perhitungan ditemukan bahwa pemahaman membaca siswa meningkat secara signifikan setelah menggunakan pendekatan *Content Based Instruction* (CBI). Kesimpulan menunjukkan bahwa penggunaan pendekatan *Content Based Instruction* (CBI) efektif untuk meningkatkan kemampuan membaca dan partisipasi siswa dalam proses belajar mengajar.

Kata Kunci: *Kemampuan Membaca, Pendekatan Content Based Instruction (CBI)*

Abstract

This study aims to look at the difficulties faced by students in virtual listening classes. A total of 40 students were involved in this study. The author applies qualitative methods with questionnaires and semi-structured interviews as the main research tools to collect data. The research findings show that students' difficulties in listening to virtual classes are divided into 3 main parts: content difficulties, listener/student difficulties, and physical adjustment difficulties. The findings show that knowledge of vocabulary, speaker accent, speed of speech, lack of concentration, and quality of recorded material are the main problems faced by students. The results of this study also show that when students have learning difficulties using the virtual classroom, they do not enjoy it and are not motivated to learn listening material. Listening learning with virtual results needs to be further improved. Lecturers need to be aware of student learning challenges. Lecturers can assist students in creating efficient learning strategies and ultimately improve their English listening skills and have a better understanding of their learning challenges.

Keywords: *Reading skills, Content Based Instruction (CBI) Approach*

INTRODUCTION

According to Al-Salama (2007:26) English is the largest language by number of speakers, and the third most-spoken native language in the world, It is

the most widely learned second language and is either the official language or one of the official languages in almost 60 foreign states. According to Al-Salama (2007:27) "English is predominantly used in widely spread advances in science, technology and in trade and business communications.

Despite the value of reading, Hidayati D. (2018) states on page 1 that "the value of teaching reading is to enhance the ability and knowledge of students to understand the material of reading text. such as the capacity to read a variety of English-language texts, the capacity to change reading habits depending on the reading task (e.g., skimming, scanning), and the capacity to approach texts' content critically. According to Nunan (2011:93) "Reading is an unnatural act on the grounds that while everybody learns to speak their first language, not everybody learns to read it".

According to Richards and Rodgers (2014:116) "Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, rather than around a linguistics or other type of syllabus". CBI is considered an empowering approach which encourages learners to learn a language by using it as a real means of communication from the very first day in class. The idea is to make them become independent learners so they can continue the learning process even outside the class. Reading proficiency can be taught in a variety of methods. Utilizing the Application Content Based Instruction (CBI) Teaching methodology is one method. In a second or foreign language learning classroom, Simaibang (2017:237) states that "CBI is a teaching technique that can be implemented in which the teaching scenario is arranged utilizing the material and syllabus that students require and gain in the language teaching and learning process." The topic or subject matter is the primary emphasis of a CBI lesson. This study is crucial to this school's success because a large number of pupils can read a text but fail to comprehend its meaning or gain knowledge from it. It is crucial to ensure that content-based instruction (CBI) is clear in teaching and learning reading in this study since it is used to teach comprehension. Teachers may turn the process of developing a CBI into a lesson. As an addition, the present study aimed at "Improving the Eight Grade Students' Reading Ability through the Application Content Based Instruction (CBI) Teaching Approach of SMP N 1 Indralaya Selatan Ogan Ilir: A Classroom Action Research".

The students in my school at SMP N 1 Indralaya Selatan are very weak in English lessons, there are twenty-eight students in the class that I teach, there are boys and twelve girls. There are 20% of students in my class whose scores have reached KKM, and the others students haven't reached KKM. Many students don't reach the KKM because they don't have much vocabulary and they can't read English text properly. Students sometimes still have difficulties in reading the text. Students are often confused and don't understand the meaning of what they read, that's why students always get low scores and can't answer if the teacher has a question and in my school, students' score is very low ≤60. Students still get confused about what they read although they already know the

topic which has been given by the teacher. This study is crucial for this school because a large number of students can read a text but fail to comprehend its meaning or gain knowledge from it.

Classroom action research is undertaken in teacher education situations where teacher instead classroom research seeks to increase the teacher's understanding and mastery of classroom teaching and learning problems and at the same time, teaching brings about learning improvement in the classroom. Chaudron in Simaibang (217:226) suggests that in an English language learning environment, teachers need to stimulate students to be able to actively mingle with one another that enhances their interactive abilities and communication goal achievement. In the definition of communicative competence improvement, a teacher's role plays a significant.

Reading texts offered helpful examples of English writing. According to Harmer (2007:101), students should view reading for detailed understanding as being significantly distinct from the skills outlined above, whether they are seeking out specific examples of language use or detailed information. In order to teach reading, a teacher must be able to assist students in reading in a variety of methods. Content-based instruction (CBI) is a crucial strategy for learning a second language. According to Brinton et al in Mahsar (2020) and Richard et al in Mahsar (2020), CBI refers to a method of teaching second languages where instruction is planned on the knowledge that students will learn rather than a linguistics or other type of curriculum. The key benefit of CBI is that it keeps students engaged and motivated throughout their language learning. Students who are motivated and interested in the language-learning material create more links to real-world events, and language learning becomes a joyful and simple activity. For this reason, learning a language through a subject you are enthusiastic about is the greatest approach to ensure that information is maintained for a long period. In particular, this is true for adult English learners. To some extent, language learning in a modern classroom needs to be innovated. Simaibang (2017) 237 The benefits of curriculum-based instruction (CBI).

METHODOLOGY

This research was be carried out using this type of classroom action research. Classroom Action Research (CAR) is action research conducted by the teacher/researchers directly to improve the learning process for which the researcher is responsible. Classroom action research is one of the efforts that educators can take to improve the quality of their roles and responsibilities as educators in the management of learning.

RESULT AND DISCUSSION

a. Cycle I

Table 1. The Result of Reading Test Cycle 1

No	Students	Score	Explanation
1	01	90	Met Minimum Standard
2	02	80	Met Minimum Standard

No	Students	Score	Explanation
3	03	60	Didn't Met Minimum Standard
4	04	90	Met Minimum Standard
5	05	60	Didn't Met Minimum Standard
6	06	50	Didn't Met Minimum Standard
7	07	60	Didn't Met Minimum Standard
8	08	50	Didn't Met Minimum Standard
9	09	40	Didn't Met Minimum Standard
10	10	70	Didn't Met Minimum Standard
11	11	70	Didn't Met Minimum Standard
12	12	60	Didn't Met Minimum Standard
13	13	80	Met Minimum Standard
14	14	45	Didn't Met Minimum Standard
15	15	60	Didn't Met Minimum Standard
16	16	70	Didn't Met Minimum Standard
17	17	90	Met Minimum Standard
18	18	80	Met Minimum Standard
19	19	60	Didn't Met Minimum Standard
20	20	70	Didn't Met Minimum Standard
21	21	50	Didn't Met Minimum Standard
22	22	90	Met Minimum Standard
23	23	60	Didn't Met Minimum Standard
24	24	85	Met Minimum Standard
25	25	60	Didn't Met Minimum Standard
26	26	50	Didn't Met Minimum Standard
27	27	90	Met Minimum Standard
28	28	70	Didn't Met Minimum Standard
	Amount	1890	
	Average	67.5	

b. Cycle II

Table 2. The Result of Reading Test Cycle II

No	Students	Score	Explanation
1	01	90	Met Minimum Standard
2	02	80	Met Minimum Standard
3	03	60	Didn't Met Minimum Standard
4	04	90	Met Minimum Standard
5	05	87	Didn't Met Minimum Standard
6	06	89	Didn't Met Minimum Standard
7	07	60	Didn't Met Minimum Standard
8	08	50	Didn't Met Minimum Standard
9	09	77	Met Minimum Standard
10	10	70	Didn't Met Minimum Standard
11	11	79	Met Minimum Standard
12	12	60	Didn't Met Minimum Standard
13	13	80	Met Minimum Standard
14	14	45	Didn't Met Minimum Standard
15	15	78	Met Minimum Standard
16	16	70	Didn't Met Minimum Standard
17	17	90	Met Minimum Standard
18	18	80	Met Minimum Standard
19	19	60	Didn't Met Minimum Standard
20	20	70	Didn't Met Minimum Standard
21	21	50	Didn't Met Minimum Standard
22	22	90	Met Minimum Standard
23	23	80	Met Minimum Standard
24	24	85	Didn't Met Minimum Standard

25	25	60	Didn't Met Minimum Standard
26	26	76	Met Minimum Standard
27	27	90	Met Minimum Standard
28	28	70	Didn't Met Minimum Standard
	Amount	2066	
	Average	73.7857	

c. Cycle III

The Result of Reading Test Cycle III

No	Students	Score	Explanation
1	01	90	Met Minimum Standard
2	02	80	Met Minimum Standard
3	03	90	Met Minimum Standard
4	04	90	Met Minimum Standard
5	05	87	Met Minimum Standard
6	06	89	Met Minimum Standard
7	07	87	Met Minimum Standard
8	08	89	Met Minimum Standard
9	09	77	Met Minimum Standard
10	10	78	Met Minimum Standard
11	11	79	Met Minimum Standard
12	12	60	Didn't Met Minimum Standard
13	13	80	Met Minimum Standard
14	14	80	Met Minimum Standard
15	15	78	Met Minimum Standard
16	16	77	Met Minimum Standard
17	17	90	Met Minimum Standard
18	18	80	Met Minimum Standard
19	19	80	Met Minimum Standard
20	20	85	Met Minimum Standard
21	21	90	Met Minimum Standard
22	22	90	Met Minimum Standard
23	23	80	Met Minimum Standard
24	24	85	Met Minimum Standard
25	25	80	Met Minimum Standard
26	26	76	Met Minimum Standard
27	27	90	Met Minimum Standard
28	28	79	Met Minimum Standard
	Amount	2316	
	Average	82.71	

Discussion

The research was conducted to find out the improving of the students' reading ability by using Content Based Instruction (CBI) Approach which could be used by the teacher in teaching English especially in reading. This research had proved that Content Based Instruction (CBI) was effective to be used in teaching reading. It can be seen in the table of the students' score improvement from the reading test of cycle 1 until cycle 3, the improvement was because the teacher controlled the class better. Another was because the application of Content Based Instruction (CBI) Approach helped stimulate students' thinking in learning reading, so it was easy to determine the main idea of the text. The teacher was also able to apply the Content Based Instruction (CBI) Approach in teaching reading. Based on the result of the quantitative data,

the result showed that the students improved their reading ability in short functional text.

The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the reading test was above average KKM (75). It was low because only 10 students who got the score above 75 and more. The mean of the students' score of cycle I was 1890. Then, the percentage of the students who got the score 75 and more in the reading test was ten of twenty-eight students (67.50%). The percentage of the students' who got the score 75 and more in the reading test of cycle II was thirteen of twenty-eight students (73.78%). The improvement of the competent students' percentage from the reading test of cycle III was (96.42%) in twenty-seventh of twenty-eight students. It indicated that the improvement of the students' reading was significant. Based on the result of the qualitative data which was taken from the observation sheet report, it was found that the class can effectively. The students paid attention to the teacher during the teaching learning process. They were also enthusiastic about reading and enjoying the learning process. Then, it can be said that the qualitative data also showed the improvement of the teachers and the students' activities during the teaching learning process. It indicated that the application of CBI could motivate the students to become more enthusiastic in learning reading.

From the explanation above, it could be concluded that the result of the research showed that the application of CBI approach could improve the students' reading ability. It could be proven by the quantitative data which showed the students' score got better from the reading test cycle I to the reading test of cycle III. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students were more active and enthusiastic while learning reading.

Increasing of students' reading comprehension achievement

1. The result of the Content Based Instruction (CBI) approach could find out the students' emotions to discover the new knowledge and it found through reading comprehension
2. To motivate the students' creativity and skills in learning and teaching process
3. The students' understood the importance of teamwork in the classroom
4. The students' appreciated the other works
5. The students were able to solve their problems in reading comprehension.

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read English text properly. Students sometimes still have difficulties in reading the text. Students are often confused and don't understand the meaning of what they read, that's why students always get low scores and can't answer if the teacher has a question. In my school, students' scores are very low ≤60. Students still get confused about what they read although they already know the topic which has been given by the teacher. This research is very important in this school because many students can read the text but don't understand the content of the text, can't get knowledge and information in the text. Because there are many people who employ content-based education to speed up the learning process, the researcher hopes that by teaching the students this strategy, students will find it easier to learn to read. Many study hypotheses shown that content-based training can help students learn English more effectively.

CONCLUSION

It is concluded that the use of the Problem Based Learning technique effectively improves the Eighth Grade Student's reading ability at SMP N 1 Indralaya Selatan, in accordance with the findings and discussion offered in the preceding chapter. This enhancement is accomplished by three (three) cycles of action teaching procedures, which might result in a higher level of competency in the learning process while also making the learning process less tedious. The students' improvement in reading skill shows cycle 1 67.50, cycle 2 73.78, and cycle 3 82.71.

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