

# THE USE OF CONTENT-BASED INSTRUCTION IN TEACHING READING FOR SECOND GRADE OF SENIOR HIGH SCHOOL

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**Abstract:** The aims of this study were to find out the effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara and to find out the reading comprehension ability of the second grade of SMAN 1 Donorojo Jepara. The population of this study was from the second grade MIPA which consists of 143 students from 4 classes. The samples of this study were class XI MIPA 2 as control group and class XI MIPA 4 as experimental group. The samples were selected by random sampling technique. The instruments used in this study were reading pre-test and post-test. The data were collected from observation and reading comprehension tests. The data were analyzed statistically in the form of t-test. To find out the significant improvement, the researchers conducted t-test using Paired Sample t-test, it showed that the sig. (2-tailed) of experiment is 0.00 and control group is 0.02.  $0.000 < 0.05$  and  $0.02 < 0.05$ . There is a significance difference in the result of students' learning scores between the experiment and control group. The students' ability in reading comprehension in second grade of senior high school in SMA Negeri 1 Donorojo Jepara in comprehending English text is poor, after taught using CBI method, the frequency of post-test increased from poor to very good. Teachers may use the CBI method as an effective and innovative teaching method to improve students' reading skill. CBI method is also recommended to be applied in the hybrid classrooms.

**Keyword:** *Reading, Teaching Reading, Content-Based Instruction.*

## INTRODUCTION

Reading is one of the important skills in English, it gives many benefits for us. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second that the reading materials produced in any period time in history are most influenced by social background. Third, developments in the recorded history of reading have led to two very different poles (grey in tarigan, 1957:1099). Reading is bringing meaning to and getting meaning from printed or written material (finochiaro and bonomo in tarigan, 1973:119). Through the reading activity, the students can enlarge their knowledge. In the teaching reading activities, a good method, media, and strategy are needed in this research. A good method can be an effort the students' reading ability better. There are four skills in learning process; listening, reading, speaking, and writing. In this research, the researcher focused on reading skill.

There are many problems of reading skills, so the students will have an opinion that English learning is difficult in particular the reading skill. The students know from their test results that they always failed in the reading text. This matter will out from the goal of teaching-learning. The solution to thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching-learning more effective.

This research is motivated by the low ability of reading comprehension in SMA Negeri 1 Donorojo. This is caused by three things: students have low motivation, students still using Indonesian in the classroom and the approach used by teachers in teaching reading is less effective. Sukma (2010), states that the rising need and demand of English as a means of international communication in the global era motivates English teachers to apply different kinds of methods and techniques in classroom during these 30 years. It began with traditional method which focused on grammatical competence, where grammar as the center point in producing sentences in this case is grammatically correct. Based on the problems above,

the author introduces an approach in teaching reading. Content-based instruction (CBI) is an approach to language learning as a second language or foreign language where learning is structured more based on the topic rather than based on linguistic elements ” (richards & rodgers, 2001).

The advantage of using CBI method can make the class more active, the learning process is more interesting and students gain broader knowledge. Next CBI can increase students' motivation in learning English because the topics used are in accordance with the interests of students, also CBI creates an atmosphere student-centered class. Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It is important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills. CBI requires better language teachers. Language teachers must be knowledgeable in content areas and be able to elicit knowledge from students. In addition, language teachers have such responsibilities as to keep context and comprehensibility foremost in their instruction, to select and adapt authentic materials for use in class, to provide scaffolding for students' linguistic content learning, and to create learner-centered classrooms (stryker & leaver, 1993).

More on this research the researcher discusses about using the CBI approach for senior high school's students which is integrated with a competency-based curriculum. Therefore, the objectives of this research were to find out the effectiveness of content-based instruction method in teaching reading for second grade of sman 1 donorojo jepara and to find out the reading comprehension ability of the second grade of sman 1 donorojo jepara.

The use of Content-Based Instruction in teaching reading has been carried out by several researchers. In this section, the researcher analyses some previous studies related to the research to be studied. With this, the researcher can increase knowledge and information about the previous studies.

The first previous study was conducted by Farah Maulida Sari. In her research entitled “The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah) Banda Aceh.” This research was conducted on January, 1st 2018. The main problem that the student face in their learning process is that the students' reading ability still in the average level because of some obstacle such as lacking of vocabulary of the material, less reading habit out of their learning time and no chance for student to comprehend more the text in the classroom. Therefore, the teacher plays an important role to make the students more effective and communicative in using English to find relevant method to provide support for learners with various kinds of learning styles so that they can learn in the ways which suitable them best.

According to the reason above, the researcher wants to explore how the students' perception on the Content-Based Instruction method influences students' understanding of the English reading text at third semester students at International Accounting Programme student of Economics faculty of Unsyiah. The researcher uses qualitative research.

While gathering the data, the researcher did not find any difficulties. The students were very helpful and approved to be interviewed. Then the researcher elaborated some important points as parts of the research findings in order to answer the research questions. The first research question was asking about how the students perceived the influence of Content-Based Instruction on their understanding of English reading text. The result of the research showed that all the students have positive perception of content-based instruction. All participants stated that their reading skill was improved in International Accounting Programme which used content-based instruction as their method in teaching-learning. They also perceived that after this class they able to communicate the content of subject matter in English. The second research question was asking about the way Content-Based Instruction helped them in understanding English reading text.

The result of the data collected showed that all participants showed that Content-Based Instruction is used in all part of teaching-learning process in classroom. It can be seen on the materials being

implemented in the classroom and also the lecturer's way of teaching which included the process of teaching from opening class until closing, it uses all the characteristics of Content-Based Instruction. All participants stated that by implementing those characteristics of Content-Based Instruction helped them in understanding English reading text. From the observation, the researcher found that all the class in International Accounting Programme used English in all teaching-learning process which means that this International class implemented Content-Based Instruction and also from the interview the researcher found that all students had a positive perception about the Content-Based Instruction method capable to increase their understanding in English reading text. It similar with Richards and Rodgers statement (2001) that people learn a second language more successfully when they use the target language as a means of acquiring information, which International Accounting Programme used English as the medium tool of communication.

The second previous study was conducted by Hedyan Putra and Lenny Marzulina. This study entitled "Teaching Reading Comprehension by Using Content-Based Instruction (CBI) Method to The Second Years Learners at MTs Al-Furqon Prabumulih." 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.

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 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 researcher 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 researcher used matched participants design to get real sample, the researcher would like to find some pairs that have the same scores from pretest. From the result of pretest scores of paired matching variables, the researcher 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.

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.

Another previous study was conducted by Panida Khruawan and Nutprapha K. Dennis, Ph.D. This study entitled "A Study of English Reading Comprehension Using Content-Based Instruction Approach." The purposes of this study were to investigate students' achievement in reading comprehension taught by Content-Based Instruction (CBI) Approach and to study the attitude of students through the approach. The samples of this study were fifty of grade ten students who enrolled English course at Khowangwittayakhom School, Yasothorn. The samples were selected by a simple random sampling.

The instrument used in this study consisted of ten content-based instruction lesson plans, reading pre-test and post-test, and questionnaire. The data were analyzed statistically in the form of t-test, arithmetic mean and standard deviation. The research findings as the effectiveness of English reading after using Content-Based Instruction Approach in teaching was significantly higher than before teaching at critical level 0.05 and the students' attitude toward using Content-Based Instruction Approach was at a good level. The purposes of this study were to investigate the students' achievement in reading taught by

Content-Based Instruction (CBI) approach and to study the attitude of students through the approach. The samples of the study were 50 of grade ten students who enrolled English course at Khowangwittayakhom School, Yasothorn province. The samples are selected by a simple random sampling.

The instrument used in this study consisted of ten content-based instruction lesson plans, reading test, and questionnaire. To achieve the first purpose the samples group took pretest, then learned through ten content-based instruction lesson plans. They studied 10 contents that consist of Checking out second-hand city, The Education system of the UK and the USA, Internet shopping, Candle festival in Ubon Ratchathani, New year cheer, Songkran, Mountain mummies, Fingerprints, Chiang Mai Night Bazaar and the Golden Triangle. After that, students took the post-test. The data analysis showed that all of the students got the scores in the post-test higher than the pre-test. To achieve the second purpose, students checked their positive attitude in reading English through CBI approach by using questionnaire. The data analysis showed that CBI approach had made the positive attitude towards English reading. As a result, the finding of the study indicated that CBI approach could help the 50 students in Khowangwittayakhom School to improve their reading comprehension in reading and made positive attitude towards English reading skill.

From several previous studies above, the researcher summarizes as follows: The subjects of the research were mostly senior high school students. The research designs of the research can be both qualitative and quantitative research. The instruments used from the research above were test, observation, documentation. The method used from the research above was Classroom Action Research and Experiment. The research results were mostly successful.

### **Reading**

Reading has different definitions based on different people. According to (Sutari, *Basic Reader for Teaching*, 2000, 20). "Reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language that is defined as the process of grasping full linguistics meaning in the new language through the symbol used to represent it."

Harris said that "reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in a variety of ways." (Albert. Harris, *Effective teaching and Reading* (New York: David Mckay Company, 1962), 9.) From these definitions, it can be said that reading is one of the important skills in English and it gives many benefits for us.

Reading skills have become very important in the world of education. According to (Rumelhart, 1985), "reading is a process of understanding written language Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the researcher. Thus, reading is the combination of perceptual process and cognitive process."

According to Luthfi Ariyanto (2011), "Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read". It means reading skills are very crucial to be mastered by language learners, especially for the senior high school students because it will be useful for them when they decide to continue their studies.

### **Teaching Reading**

In the classroom, teaching can be described as a method to transfer knowledge from teacher to students by employing a bound technique of strategy and an explicit material so as to master reading itself. Teaching is a complicated method it doesn't solely offer the data from the teacher to the scholars. Reading is one in all ways in which to form the scholars understanding in teaching – learning method. According to Brown (2007), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Arends (2009), states that the ultimate of teaching is to 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.

in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

### ***Content-Based Instruction (CBI)***

In acquiring English, the students have to be able to master the four basic skills of English which consist of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. It has received more attention than any other aspect of education.

Content-Based instruction (CBI) is a teaching approach that focuses on learning *language* through learning *about something*. Content-Based Instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001).

Content-Based language teaching belongs to communicative approach in which the students interpret, express, and negotiate to mean using the target language (Savignon, 1991 and Richards, 2006).

Content-Based Instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus” (Richards and Rodgers, 2001).

CBI requires better learners as well. Students are hypothesized to become autonomous and independent in CBI, so that they are conscious of their learning process and can take charge of their learning. Furthermore, students are expected to support each other in collaborative modes of learning. Finally, students need to commit to this new approach to language learning (Stryker and Leaver, 1993).

Content-Based Instruction is language teaching approach through the study of science or a particular topic, not just learn the language itself. Davies (2003), states that CBI is a teaching method that emphasizes learning about something rather than learning about language.

Brewster (2004), states that Content-based language teaching is a version of bilingual education and subject-teaching which simultaneously teaches the language required for school learning and promotes thinking skills. According to those definitions indicate that CBI can be applied to both the context of second language learning and foreign language learning.

## **METHODS**

In this research, the researcher used quantitative research with quasi-experiment type to determine the effect of CBI method. Researcher uses a quasi-experiment to analyze the use of cbi teaching method in teaching reading.

The characteristic of quasi-experiment has both pretest and posttests. There are two kinds of groups, experimental and control groups, but no random assignment of subjects.

This teaching and learning activity are designed to teach reading comprehension to the students by using CBI as method towards an experimental group. Then the last result will be analyzed and compared using statistical calculation.

### ***Respondents***

Respondent means an individual legally resident within the geographical limits of India, whether a patient or not, who participates in a Clinical Trial either as a recipient of an investigational Medicinal Product or some other treatment or product, or without receiving any treatment or product, as a control.

In quantitative research, Creswell (2012), states that population may be a cluster of individuals who have a similar characteristic. In this research, the population was taken from the class XI IPA 1 – XI IPA 4. Each class consist of 35-36 students, so the population is about 143 students.

The researcher took samples because the population is too large to be studied. The sample was representative of the population. According to Sugiyono (2017), the sample is part of the number and characteristics of the population. This study involved two classes of second grade students of SMA N 1 Donorojo, Jepara as a sample. Each class consists of 36 students, so the sample is about 72 students. While one as a control group and one as an experimental group.

### ***Instruments***

Sugiyono (2017), states that a tool used to measure the phenomena studied by researchers. In this research, the instrument will use to obtain data is a reading test. Tests will be use to analyze the effect of CBI method in teaching reading and to know does the CBI method improve students' reading skill or not. Students do the reading test to find out how good the students are in reading. Researcher uses the form of reading test instruments to measure the achievement of students' reading skills.

For collecting the data, the researcher uses test (pre-test and post-test). Before applying the CBI method in teaching reading, the researcher conducts the pre-test both experimental and control classes. This step is conducted to know the students' reading skill before conducting the research and as measurement between two classes. The researcher gives student's equal text related to subject matter based on the syllabus and lesson plan for the student of eleventh-grade. The researcher has instructed them to do the exercises on the given paper which is related in improving students' reading skills.

Both experimental and control classes face the post test. The aim of conducting the post test is to know the students' reading skill between experimental and control classes with different treatment. During the research, the control class only receives the traditional teaching reading while the experimental class receives treatment of CBI method in learning reading. The test instruction was same with the pretest but has different content. After scoring the test both two classes will be analyzed and calculated.

### ***Data collection procedures***

This analysis used quantitative information assortment technique. In order to achieve the information, the researcher use many information assortment techniques, namely observation and reading comprehension tests.

Observation during the teaching and learning method within the school room, the researcher observed the teaching and learning activity. The researcher discovered many aspects within the teaching and learning method. The aspects enclosed however the teacher teaches reading, the students' behaviors, and also the learning materials. This system was to induce the knowledge concerning teaching and learning activity within the schoolroom. The results of the observation were within the kind of field notes.

There are 2 styles of reading comprehension tests during this analysis, pre-test (Test A) and post-test (Test B). A pre-test was administered within the reconnaissance step, whereas a post-test was administered upon the completion of the action. These tests helped the researcher to seek out the students' reading comprehension ability before. The researcher compares the results of those 2 tests. The results of those two tests show whether or not the CBI improve the reading comprehension ability.

### ***Data analysis***

To analyze data, the researcher used T-test. Fathor Rachman Utsman (2015), states that "The T-test is one of the comparative analysis techniques will use to test the truth, whether there is a difference between two or more variables under investigation".

From the statements above the analyzed data is acquired from the test and observation. The researcher has analyzed the data based on the collected score data of pre test and post test of experimental class and control class. In the other hand, the researcher also analyzes the score of students learning activity which written on the sheet of students' observation. In processing the data, the researcher took several steps as follows: Calculating the N-Gain Gain score. After that, the researcher calculating the T-test. First, Calculating the Normality Test. Normality test was used to determine whether the sample was normally distributed or not. In this research used Kolmogorov Smirnov by using SPSS version 26. The criteria to determine the statistical hypothesis as follow: The significance  $> 0.05$ , it means that  $H_0$  was accepted. The sample was distributed normally. The significance  $< 0.05$ , it means that  $H_0$  was rejected. The sample was not distributed normally.

Secondly, calculating the T-Test. T-test was used to find out the significance difference between two means that come from two distributions of sample data. The criteria as follows: The significance > 0.05 (H0) is accepted and (Ha) is rejected, it means that there is no significance difference in the result of students' learning score between experiment and control group. The significance < 0.05 (H0) is rejected and (Ha) is accepted, it means that there is significance difference in the result of students' learning score between experiment and control group.

## FINDINGS AND DISCUSSION

The research finding presents the data that the researcher found during learning process. The research was conducted at the SMA Negeri 1 Donorojo on 13 October to 23 November 2021. To collect the data, the research conducted several meetings.

### *The effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara.*

1. Table 1. Descriptive Statistics of Experiment Group

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experimental	36	44	86	2288	63,56	11,683
Post-Test Experimental	36	70	96	3029	84,14	8,191
Valid N (listwise)	36					

Based on the result of the experimental group, the researcher can find out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 44 obtained by one student. The highest score was 86 obtained by one student. The mean of the pre-test was 63.56. Standard deviation was 11.683. In the post-test, the lowest score was 70 obtained by one student. The highest score was 96 obtained by six students. The mean was 84.14. Standard deviation was 8.191.

#### 1) Calculating N-Gain score

To find out the improvement of students' reading comprehension using Content-Based Instruction can use the N-Gain score test. N-Gain score is the difference between the post-test and pre-test scores. To calculate N-Gain value the following formula:

$$N - Gain = \frac{\text{Score Posttest} - \text{Score PreTest}}{\text{Score Ideal (100)} - \text{Score Pretest}}$$

The N-Gain of the experimental group is described in the table below:

2. Table 2. Description of N-Gain Data Values of Experiment Group

Descriptives				
Kelas		Statistic		Std. Error
		Mean	1	,02858
NGain_Score	Experimental	95% Confidence Interval for Mean		
		Lower Bound	,5212	
		Upper Bound	,6372	

5% Trimmed Mean	,5811	
Median	,5768	
Variance	,029	
Std. Deviation	,17145	
Minimum	,25	
Maximum	,86	
Range	,61	
Interquartile Range	,25	
Skewness	,072	,393
Kurtosis	-,770	,768

Table 2 showed that the average N-Gain value of the experimental group was 1. The average of 1 is >0.7. So, improving students' reading comprehension ability taught using Content-Based Instruction method is included in the high classification.

After obtaining a score, the researcher calculated the mean of the Control group with the results in the table 3.

3. Table 3.Descriptive Statistics of Control Group

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	36	40	80	64,56	11,833
Post-Test Control	36	50	80	68,72	8,756
Valid N (listwise)	36				

Based on the result of the control group, the researcher can be found out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 40 obtained by one student. The highest score was 80 obtained by five students. The mean of the pre-test was 64.56. Standard deviation was 11.833. In the post-test, the lowest score was 50 obtained by four students. The highest score was 80 obtained by four students. The mean was 68.72. Standard deviation was 8.756.

1) Calculating N-Gain score

To find out the improvement of students' reading comprehension using Content-Based Instruction method can use the N-Gain score test. N-Gain score is the difference between the post-test and pre-test scores. To calculate N-Gain value the following formula:

$$N - Gain = \frac{\text{Score Posttest} - \text{Score PreTest}}{\text{Score Ideal (100)} - \text{Score Pretest}}$$

The N-Gain of the Control group is described in the table below:



4. Table 4. Description of N-Gain Data values of Control Group

Descriptives			
Kelas		Statistic	Std. Error
NGain_Score	Control	Mean	,0762
		95% Confidence Interval	
		Lower Bound	,0014
		Upper Bound	,1509
		5% Trimmed Mean	,0846
		Median	,1071
		Variance	,049
		Std. Deviation	,22087
		Minimum	-,40
		Maximum	,40
		Range	,80
		Interquartile Range	,22
		Skewness	-,968
		Kurtosis	,383

Table 6 showed that the average N-Gain value of the control class is 0.07. The average of 0 is < 0.3. So, improving students' reading comprehension ability without Content-Based Instruction method is included in the low classification.

a. After that, the researcher calculated the T-test

1) Normality Test

Normality test is presented as follows:

5. Table 5. Test of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,02738209
Most Extreme Differences	Absolute	,125
	Positive	,109
	Negative	-,125
Kolmogorov-Smirnov Z		,750
Asymp. Sig. (2-tailed)		,627

a. Test distribution is Normal.

b. Calculated from data.

The results of the output above showed a significance value of  $0.627 > 0.05$ . So, it can be concluded that the residual value is normally distributed.

2) Then, the researcher calculated T-test Paired Sample

Based on the normality test above, it is concluded that the research data is paired and normally distributed. So, to find out the significant difference in the reading ability of the second-grade students at SMA Negeri 1 Donorojo between those who taught using

Content-Based Instruction method and without using Content-Based Instruction method can use the paired sample t-test.

The table shows the result of T-Test Paired Sample:

6. Table 6.T-Test Paired Sample

<b>Paired Samples Test</b>									
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
		n			Lower	Upper			
Pair 1	Pre-Test	-	7,244	1,207	-23,034	-18,132	-	35	,000
	Experimental -	20,58					17,04		
	Post-Test	3					8		
Pair 2	Pre-Test	-	7,493	1,249	-6,702	-1,631	-	35	,002
	Control - Post-	4,167					3,337		
	Test Control								

Based on the output above, the sig. (2-tailed) of experiment is 0.00 and control group is 0.02.  $0.000 < 0.05$  and  $0.02 < 0.05$ . If the significance  $< 0.05$  ( $H_0$ ) is rejected and ( $H_a$ ) is accepted, it means that there is a significance difference in the result of students' learning scores between the experiment and control group.

7. Table 7.T-test Paired Samples Statistics

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	63,56	36	11,683	1,947
	Post Test	84,14	36	8,191	1,365

Based on the Paired Samples Statistics above, the mean of pre test and post test has increased from 63.56 to 84.14. From the data above, it can be concluded that the post-test result is higher than the pre-test result.

### ***Students' reading comprehension ability for second grade of SMAN 1 Donorojo Jepara.***

8. Table 8. Distribution Frequency of Pre-Test

No.	Class Interval	Category	Frequency	%
1	81-100	Very Good	1	2.8%
2	61-80	Good	16	44.4%
3	41-60	Poor	19	52.8%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			36	100%

From the data above it can be seen that the highest score of students reading comprehension is 86, and the lowest score is 44. From the criteria above, the category of students' reading pre test can be described, there are 1 student got very good score. There are 16 students got the good score. There are 19 students got the poor score.

9. Table 9. Distribution Frequency of Post-Test

No.	Class Interval	Category	Frequency	%
1	81-100	Very Good	20	55.6%
2	61-80	Good	16	44.4%
3	41-60	Poor	0	0.00%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			36	100%

From the data above it can be seen that the highest score of students reading comprehension is 96, and the lowest score is 70. From the criteria above, the category of students' reading pre test can be described, there are 20 students got very good score and there are 16 students got the good score.

## Discussion

### *The effectiveness of Content-Based Instruction method in teaching reading for second grade of senior high school of SMA Negeri 1 Donorojo jepara.*

Teaching reading using Content-Based Instruction method showed a significant increase, it can be seen in pre-test score and post-test score from experimental group. There is a significance difference between Class XI MIPA 4 (experimental group) and Class XI MIPA 2 (control group) after the researcher conducted a quasi-experimental research. The statistical calculation showed that the pre-test average in experimental group was 63.56, with the lowest score was 44 and the higher score was 86. The pre-test average in control group was 64.56, with the lowest score was 40 and the higher score was 80. The Post-test average in experimental group was 84.14 with the lowest score was 70 and the Higher score was 96. The post-test average in control group was 68.72, with the lowest score was 50 and the higher score was 80. The average of post test score in both experimental group and control group are different. The average of the post test score in the experimental group was higher than control group. Aside from the average, the result of content based instruction can be seen from statistical analysis. The sig. (2-tailed) of experiment is  $0.000 < 0.05$  and control group is  $0.02 < 0.05$ . In conclusion, the Alternative Hypothesis ( $H_a$ ) is accepted while Null Hypothesis ( $H_o$ ) is rejected. Content Based Instruction method is effective not only in term of students' reading skill score improvement but also enrichment of content, organization, vocabulary, language use and mechanics toward students' reading skill at the second grade of SMAN 1 Donorojo Jepara. These results indicated that the use of Content-Based Instruction was effective to improve students' reading ability. Therefore, Content-based Instruction method can make the students easier to organize ideas, develop ideas, and help to understand the content of the text.

### *Students' reading comprehension ability for second grade of SMAN 1 Donorojo Jepara.*

Based on the result of the data analysis on pre-test, it can be said that students' ability in comprehending English text was categorized as low (poor). It is shown by the data that most of the students (52.8%) got

scores lower than 60. Then, 44.4% of the students got scores 61-80 (good). There was only 1 student (2.8%) who had very good reading ability (scores ranging from 81-100).

Regarding the analysis of the data gathered from post-test, it can be seen that the students' use of Content-Based Instruction was categorized in high frequency (84.14). There were 16 students (44.4%) got good frequency (score ranging from 61-80), and 20 students (55.6%) got very good frequency (score ranging from 81-100). This research supported by Zare (2013) revealed that those language learners who have employed reading strategies more frequently got better results in reading comprehension test. From the percentage of the results of pre-test and post-test, the researcher could find the increasing of students' reading ability in reading comprehension. Therefore, the researcher took conclusion that Content-Based Instruction method can increase the students' reading comprehension ability.

## CONCLUSION

Teaching reading using Content-Based Instruction method gets higher score than teaching reading without using Content-Based Instruction method. It can be seen in the average value of the pre-test was 62 while the average value of the post-test was 82. N-Gain score was 1. So, Content-Based Instruction method effective in teaching reading for second grade of SMAN 1 Donorojo Jepara.

The students' ability in reading comprehension in second grade of senior high school in SMA Negeri 1 Donorojo Jepara in comprehending English text is poor, after taught using Content-Based Instruction method, the frequency of post-test increased from poor to very good. The students' reading ability may be affected by several factors. One of the factors is the students' ineffective use of reading strategy as they just used reading strategy in medium frequency. However, reading strategy is essential to help students understand the text better. Therefore, an explicit instruction on strategy use is required. Teachers need to tell and train the students to deliberately use reading strategies in the reading class. Teachers should design a lesson which asks the students to actively use reading strategies. It will increase students' reading motivation and their responsibility on their own reading progress. By being a strategic reader with high motivation reading, their reading ability will improve.

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