

## THE EFFECT OF CONTENT-BASED INSTRUCTION TOWARDS STUDENTS' READING COMPREHENSION ON POST PANDEMIC PERIOD AT SMKN 2 MATARAM

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ABSTRACTS	ARTICLE INFO
<p>There were three main problems faced by students at SMKN 2 Mataram after the pandemic period. First is limited interaction between teacher and students during the pandemic period meant that students did not receive clear instructions for reading, practicing, or presenting the required material. This research was aimed to find out the effect of Content-Based Instruction towards students' reading comprehension on post pandemic period at SMKN 2 Mataram. This research was experimental research with non-equivalent control group design. The sample of this research were students of XI ULW 1 as experimental class, and students of XI ULW 2 as control class. Experimental class was treated by using Content-Based Instruction, and control class was treated by using Task Based Learning as conventional way of teaching. The instrument used a lesson plan and reading test that consist of 25 items in the form of multiple choices. The research data was collected from the pre-test and post-test results of both groups and analyzed using independent sample t-test. According to the results, it showed that the score of sig. (2-tailed) = 0.04 which is smaller than the significance level 0.05 which means there was significant difference between the scores of experimental and control groups. It can be concluded that Content-Based Instruction had an effect on students' reading comprehension on post pandemic period at SMKN 2 Mataram. The effect of CBI that were able to form active and independent students made CBI worth considering for use in the teaching and learning process.</p>	<p><b>Article History:</b> <i>Received March 5<sup>th</sup>, 2024;</i> <i>Revised: May 26<sup>th</sup>, 2026</i> <i>Published: May 2024</i></p> <hr/> <p><b>Keywords:</b> <i>Content-Based Instruction,</i> <i>Reading Comprehension,</i> <i>Post-Pandemic</i></p>

### INTRODUCTION

In a recent study by Azhari & Fajri (2022) found that Indonesian teachers and students struggled with online education during the Covid-19 outbreak. The teachers lacked the skills necessary to use digital technologies and implement online learning. Further, students said that access to internet, smartphone, and internet quota is a major concern. After all that happened during the pandemic, there had been a change in the English learning environment that affects both students and teachers. Students who previously felt more comfortable staying at home and only did distance learning became increasingly tricky to stimulate themselves to study, let alone read and end up feeling bored and frustrated.

Therefore, teachers must be able to create situation that provides opportunities and stimulates the students especially to be interest and enjoy the learning reading process.

In learning reading, the students need to comprehend the text to get the information. "Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text" (Grabe & Stoller, 2013). It means that reading comprehension is an activity to obtain and know the meaning of a text and that is very important. Without knowing the meaning, the reading activities will be in vain. However learning reading comprehension is not easy. According to Siumarlata & Ratu (2019), students' reading comprehension can be affected by internal and external factor. Internal factor consists of interest, motivation, time, and the reader's ability. Meanwhile, the external factor consists of limited resources like the books are very limited and version. Therefore, the students need motivation, background knowledge and some strategies to make them interested in reading.

From the statement above, the researcher found a similar problem that occurred in SMKN 2 Mataram. Based on researchers' observation, there were three main problems faced by students at SMKN 2 Mataram after the pandemic period. First is limited interaction between teacher and students during the pandemic period meant that students did not receive clear instructions for reading, practicing, or presenting the required material. Another problem was students had a trouble understanding what they are reading, particularly if the pandemic prevented them from routinely using their language abilities. As a result, they found it challenging to interpret the meaning from the text they are reading. Furthermore, some students found it hard to stay interested in the subject matter because the learning session was monotonous. This had a negative impact on students reading achievement.

Based on the problems mentioned above, the researcher proposed Content-Based Instruction (CBI). Content-based instruction (CBI) is an approach of teaching languages that gives more focus on the topic than on linguistic aspects while learning a second or foreign language (Richards & Rodgers, 2014). According to Tsai & Shang (2010), Content-Based Instruction (CBI) helps students' reading comprehension improve. The reason for this was that by employing the Content-Based Instruction (CBI) approach, students were exposing to several types of tactics that actively involve them in understanding the reading text. This research aims to find out the effect of Content-Based Instruction towards students' reading comprehension on post pandemic period at SMKN 2 Mataram in academic year of 2023/2024.

## **RESEARCH METHOD**

The type of research used in this study was quantitative research because the data that obtained and processed in the field was data in the form of numbers and used statistics. In line with the study, the researcher used the experimental method. Experimental method refers to the conceptual framework within which the experiment was conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study (Ary, 2010).

This study used non-equivalent control group design that used experimental groups and control groups and were selected without random placement (Sugiyono, 2016). Both groups were given pre-tests and post-tests but with a different treatment. So, in this study, the experimental group was given treatment by using Content-Based Instruction and the control group were given the conventional approach namely Task Based Learning.

In this research, populations taken from the eleventh-grade students of SMKN 2 Mataram in academic year of 2023/2024 which consist of 15 classes with total are 523 students. The researcher took two classes as a sample namely XI ULW 1 consisted of 35 students as an experimental group and XI ULW 2 consisted of 32 students as a control group and the total sample were 67 students

There were two kinds of statistics that used to analyze the data in this research, namely descriptive statistic and inferential statistic. This analysis used to analyze data by described data that had been collected by the results of pre-test and post-test students after the implementation of Content-Based Instruction at SMKN 2 Mataram. For this reason, calculations were carried out to determine the mean, median, mode, minimum and maximum scores to measure the level of students' learning outcomes before and after treatment. Meanwhile inferential statistic was used to find the significance difference in the result of experimental group and control group. In this study, the researcher used independent sample t-test to find out whether there are differences in the mean of two different samples (Setiyadi, 2018). Both kind of analysis were calculated by using IBM SPSS 26.0

## RESEARCH FINDINGS AND DISCUSSION

This part dealt with the data and information gathered during the research. Data obtained from the results of the pre-test and post-test conducted in class XI ULW 1 (as an experimental group) and XI ULW 2 (as a control group) of SMKN 2 Mataram in academic year of 2023/2024. To find out its changes, the researcher compiled the results of the score into the table as below:

Table 1 Result of pre-test and post-test in experimental

No.	Initial Name	Pre-test	Post-test
1.	ARM	52	72
2.	AFI	52	68
3.	AR	72	76
4.	AH	64	72
5.	BAS	88	96
6.	DNH	60	72
7.	DW	72	76
8.	DN	96	92
9.	DAA	80	80
10.	DRAP	36	64
11.	HP	80	80
12.	IN	80	80
13.	IAS	76	84
14.	IH	64	60
15.	IFY	80	84
16.	KNA	96	96
17.	MIAW	72	76
18.	MR	80	84
19.	MPS	64	80

20.	MAA	40	68
21.	MRA	40	56
22.	MW	88	88
23.	NMSJ	80	88
24.	NWM	96	100
25.	NAL	60	76
26.	NPY	84	88
27.	NH	84	96
28.	N	36	60
29.	RW	32	64
30.	RA	68	68
31.	RL	40	40
32.	SAKP	64	72
33.	SSW	36	48
34.	WA	76	88
35.	ZM	60	76

Table 2 Result of pre-test and post-test in control group

No.	Initial Name	Pre-test	Post-test
1.	AR	60	56
2.	AK	60	60
3.	AMRA	52	52
4.	AH	56	60
5.	DMA	68	68
6.	FA	72	76
7.	FF	72	72
8.	GH	64	64
9.	HH	68	76
10.	IGPP	72	72
11.	IA	68	76
12.	IH	52	52
13.	KMP	60	64
14.	KR	52	60
15.	LH	40	40
16.	MMF	48	56
17.	MIS	64	72
18.	MGI	76	80
19.	NHM	60	88
20.	PAP	72	84
21.	RD	72	76

22.	RAP	84	96
23.	RDA	64	76
24.	RA	76	88
25.	RR	52	60
26.	RM	68	56
27.	SF	80	40
28.	SA	84	84
29.	SW	68	68
30.	SD	72	76
31.	SP	80	88
32.	TNS	80	80

The results of this study showed that using Content-Based Instruction (CBI) as a teaching approach gave a greater effect on students' reading comprehension at SMKN 2 Mataram on post pandemic period rather than not using CBI in its learning process. It was proven by the result of calculation for experimental class showed that they had higher scores than control class which was taught by using conventional teaching approach. To be more specific, researchers tested the hypothesis with results that showed significance level smaller than 0.05, which means there was a significant difference between the score of experimental group and the control group.

According to Brown & Bradford (2016), Content-Based Instruction is a language teaching approach that incorporates the presentation of subjects or tasks of a class of subject matter in the context of teaching a second or foreign language. The success of this approach was proven by previous research from Wafiroh et al (2022) that stated teaching reading using Content-Based Instruction gets higher score than teaching reading without using Content-Based Instruction. This statement showed that content-based instruction had a significant effect on improving students' ability in learning reading. In addition, content-based instruction was also able to made it easier for students to understand English text. This was proven in research by Sari (2018) in the qualitative research that looked at perceptive students when learning using Content-Based Instruction and results showed that all participants felt interested and responded positively to CBI learning.

In line with those statements before, when the Content-Based Instruction approach was applied to grade XI ULW 1 SMKN 2 Mataram (Experimental Class) in teaching Analytical Exposition Text material, students became more motivated because in CBI approach, students had the opportunity to make choices and preferences in terms of content and certain learning activities. Students were given the opportunity to explored the material more deeply, and of course still used the target language. This explanation was in line with the advantages of CBI by Peachey (2003) that stated CBI could increase students' motivation, interest, and independence of language learning.

Different thing occurred when gave teaching to grade XI ULW 2 (Control group) students of SMKN 2 Mataram. Students in this class were taught using a conventional approach (TBL) where students are focused on learning by doing the tasks given. The thing that researchers felt during teaching and learning process was that only a few students paid attention to the lesson. Students also took longer to understand the material than experimental classes.

From those statements above, it can be concluded that the use of the Content-Based Instruction approach in the teaching and learning process could improve students' understanding, especially in reading comprehension. In addition, the interactive learning process of this approach was able to increase students' interest and concentration during the learning process.

Descriptive analysis of the data performed to determine the mean, median, mode, minimum and maximum scores of the data. The analysis can be seen at the table below:

Table 3 Descriptive statistic of experimental group and control group

	Pre-test Experimental	Post-test Experimental	Pre-test Control	Post-test Control
N	35	35	32	32
Mean	67.09	76.23	66.13	69.25
Median	72.00	76.00	68.00	72.00
Mode	80	76	72	76
Minimum	32	40	40	40
Maximum	96	100	84	96

(Source: SPSS 26.0)

From the table above, it can be seen that the experimental group has a higher mean score on its post-test, which is 76.23 while the control group only gets a mean score of 69.25. It also can be seen the increase in minimum and maximum scores of experimental group which the minimum score increased from 32 to 40 and the maximum score increased from 96 to 100. While in the control group, the minimum score did not increase, which remained at a score of 40, and the maximum score increased from 84 to 96.

Inferential statistic was used to find the significance difference in the result of experimental group and control group. In this study, the researcher used independent sample t-test to find out whether there are differences in the mean of two different samples (Setiyadi, 2018). The result of independent sample t-test can be seen at the table below:

Table 4 Result of t-test from experimental and control group

Independent Sample Test							
t-test for Equality of Means							
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	2.069	65	0.043	6.979	3.373	0.242	13.716

(Source: SPSS 26.0)

From the table it is known that the value of sig (2- tailed) was 0.04 which is smaller than 0.05, then it can be concluded that there is a difference between the control class and experimental class. It means that the Ha was accepted and Ho was rejected. However, the

researcher concludes that using Content-Based Instruction gave greater effect on students' reading comprehension.

## CONCLUSION

This research was about to find out the effect of Content-Based Instruction towards students' reading comprehension on post pandemic period at SMKN 2 Mataram. The results of this study showed that the t-test from the post-test score of the experimental group and the control group obtained a score of 0.04 or smaller than the significant level of 0.05 which means that there was a significant difference between the scores of the two groups. Thus, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Therefore, the results indicated that CBI had an effect on students' learning ability, especially in reading comprehension. The advantages of CBI that were able to form active and independent students made CBI worth considering for use in the teaching and learning process.

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