

ASSESSING CONTENT BASED INSTRUCTION'S IMPACT ON ENGLISH READING SKILL

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This study examines the effectiveness of Content-Based Instruction (CBI) on the enhancement of English reading skills among language learners, aligning with established curriculum guidelines. Utilizing a quantitative methods approach while, quantitative insights were obtained via observation, questionnaire, and test. The participants included 30 students as a sample at MTs Mukhtarul Amin NWDI Rensing Bat in class VII B. Findings reveal that CBI significantly improves reading comprehension and engagement compared to traditional instruction methods. The integration of subject content with language learning not only adheres to curriculum standards but also fosters a more meaningful and context-rich learning environment. Implications for curriculum designers and educators suggest a strategic adoption of CBI to optimize English reading skills development.

Keywords: *Content-Based Instruction (CBI); Curriculum Guidelines; English Reading Skill*

1. INTRODUCTION

Language is grammar and vocabulary that make up the structured communication system (Maharani et al., 2023). It is the main way that people express meaning, both when they speak and when they write. The cultural and historical diversity of human language is what makes communication system becomes so unique; notable differences have been noted both within and between cultures over time (Jackson et al., 2022). Languages are used for a variety of things, such as play, emotional release, identity expression, communication, and imaginative expression (Dryden et al., 2021). Languages change and become more diverse throughout time, and by comparing present languages to their ancestors' characteristics, one can reconstruct the history of language evolution (Hartmann & Pleyer, 2021).

The most commonly spoken foreign language in the world nowadays is English (Setiyadi, 2020). Over a billion individuals are thought to speak English as a second language and as their mother tongue globally. English is a global language for communication in the fields including commerce, education, technology, and diplomacy due to its extensive usage. As a widely spoken international language, English plays an important role in various aspects of life, such as business communication, education, technology, and entertainment (Sari & Aminatun, 2021). In the context of education, English has become an introductory language in many academic institutions around the world (Zein et al., 2020). In learning English, there are four skills that must be mastered such as: reading, writing, listening, and writing (Ali, 2022). Along with speaking, writing, and listening, reading comprehension is one of the four fundamental English language abilities. The capacity to understand written English is a necessary reading skill for success in both the classroom and the workplace (Chung et al., 2021). People with proficient reading abilities are able to comprehend and evaluate a wide range of texts, including books, articles, and directions.

The ability to read well consists of various essential elements, such as: strong reading abilities come from practice, perseverance, and a dedication to lifelong learning. This can be accomplished by engaging in activities including reading a range of texts, making notes, summarizing data, and having group discussions about the materials (Teng, 2020). Moreover, reading techniques like self-questioning, imagination, and active reading can help enhance reading abilities (Sua, 2021). In conclusion, reading skills are a critical component of

language proficiency and are essential for success in both academic and professional settings. By developing strong reading skills, individuals can improve their comprehension, critical thinking, and overall understanding of written English

Reading skills in English are an important aspect of learning English. It is not only allowed a person to understand written texts in English, but also expanded their understanding of the world, culture, and general knowledge. One of the learning approaches that focuses on the development of reading skills is content-based instruction (CBI). CBI methods focus on teaching learning materials in the target language (in this case, English) related to a particular subject or topic, such as science, history, or art. This approach puts emphasis on understanding the subject matter in a broader context, while at the same time improving language skills (Kakhramonovich, 2021). Thus, English reading skills and CBI methods are interrelated in an effort to improve student language understanding by leveraging meaningful and relevant learning materials for their lives. It is not just about reading smoothly, but also about understanding texts in a broader context and expanding student language knowledge and skills in depth.

Within the context of education, Content-Based Instruction (CBI) and the curriculum are closely intertwined. The curriculum serves as a roadmap that directs all aspects of education in a given setting, including curriculum, materials, instructional strategies, and evaluation procedures. Within the framework of CBI, the integration of language and content material takes center stage, aligning with the current curricular framework (Spenader et al., 2020). First, the CBI assists in adding lessons to the curriculum that are more pertinent and meaningful for the pupils (Sariani et al., 2022). Through the use of relevant and realistic information, CBI helps students learn languages while also expanding their knowledge in other disciplines like science, math, or the arts. Second, CBI supports the curriculum's learning objectives. Students' language abilities can be developed through the CBI by combining language with the material content. Third, CBI makes it easier to adopt a curriculum that is more integrated and holistic. With the help of this method, teachers can impart language skills and academic knowledge at the same time, giving their students a more comprehensive and fulfilling education (Peters, 2020). CBI can therefore be considered as a useful technique for integrating language with material knowledge to enhance student learning experiences in the context of already-existing courses. Therefore, the school where the researcher conducted the research at MTs Mukhtarul Amin NWDI Rensing Bat was one of those that had not used CBI method in teaching which needed to be evaluated to improve the quality of students' English reading skill.

According to description above, the researcher concluded (gap) in this research is the lack of concrete empirical evidence regarding the effectiveness of Content-Based Instruction (CBI) in improving English reading skill, especially when integrated with existing curriculum guidelines. This research is important to fill this gap and provide data-based recommendations.

There are two relevant studies which are related to this study or research. The first study was conduct by Sabrina Damayanti, I Made Permadi Utama, and Sudirman under the title "The Effect of Content Based Instruction Towards Students' Reading Comprehension on Post Pandemic Period At SMKN 2 Mataram". The result showed that the study found that using Content-Based Instruction (CBI) had a significant effect on students' reading comprehension at SMKN 2 Mataram post-pandemic aim of this research was to investigate the effect of Content-Based Instruction on students' reading comprehension at SMKN 2 Mataram post-pandemic. The second was conducted by Lalu Mahsar, Sekolah Tinggi Pariwisata Mataram under the title "Teaching English Using Content Based Instruction (CBI) In Improving English Students' Speaking Skill". The result showed that the study found that the implementation of Content-Based Instruction (CBI) in teaching speaking had positive effects on students' progress, increasing their participation and self-confidence in speaking tasks.

According to the description above, CBI method in teaching learning was effective or significant for students. So the researcher aims to find out about the effectiveness or impact of Content-Based Instruction (CBI) on the enhancement of English reading skills among

language learners, aligning with established curriculum guidelines in MTs Mukhtarul Amin NWDI Rensing Bat. To get the right information, researchers conducted research on how these methods or techniques can bring about new innovations for educators, so focus on three research questions as follows: (1) How does content-based introduction affect English reading skills in language learning within the curriculum guidelines?; (2) Is content-based introduction effective in improving English reading skills in accordance with existing curriculum guidelines?; (3) How do students respond to content-based introductions as a learning method for improving their English reading skills in accordance with the curriculum guidelines?; and (4) What challenges and obstacles are encountered in implementing a content-based introduction approach to improving English reading skills in accordance with existing curriculum guidelines?

According to current curriculum requirements, the purpose of this study is to determine and assess the effect of content-based introductions on English reading skills in language acquisition. In particular, this study seeks to: (1) Examine the impact of content-based introductions on students' reading comprehension in English while keeping in mind the relevant curriculum criteria; (2) Evaluate if the content-based introduction method is in compliance with current curricular rules and how well it improves English reading skills; (3) In compliance with the current curriculum rules, evaluate student responses to content-based introductions as a teaching strategy to enhance English reading abilities; and (4) Identify potential difficulties and roadblocks when implementing content-based introduction techniques to enhance English reading abilities and assess how to get around them in compliance with the curriculum's current requirements.

2. RESEARCH METHOD

To acquire a thorough grasp of the research topic, descriptive quantitative research frequently used pre-experimental employs observations, questionnaire, and test. The process of obtaining pertinent data or facts for analysis or research from a variety of sources is known as data collection. In order to acquire a thorough grasp of a specific phenomenon or topic, this research used observation, questionnaire, and test as data collection methods. After the data is gathered, analysis done to provide information that can be utilized to support research findings or make decisions. In this section, the researcher explains the analytical data used. This study used a descriptive quantitative method, so researchers used a data analysis technique model from Sugiyono 2022 that include : descriptive statistic, statistics required for hypothesis testing, and hypothesis test. The term "population" in the scientific research refers to the quantity of subject who has different characteristic that researcher investigates through research activity. (Mohajan, 2020), states the population is the whole subject of research. The population of this study is students of MTs Mukhtarul Amin NWDI Rensing Bat in academic years 2024-2025 in total number 57 students.

3. FINDINGS AND DISCUSSION

In this section, the researcher got the findings in this research includes:

A. Descriptive statistics

To analyze the data, the researcher used descriptive statistics. To collect the data, the researcher used an observation to school that used to research, pre-test and post-test, and questionnaire that description below:

a. Observation

In observation, the researcher got some data such as there are 25 students actively participate in group discussions and activities and 5 students appear to be less focused and need extra guidance. Furthermore, the majority are students understand the basic concepts of photosynthesis well and some students require further clarification of the technical details. In reading skills, the researcher also got the students are able to find important information and explain processes in detail and some students still need help in understanding technical words. There are Advantages and challenges when researcher observation are Content-based learning helps students improve reading skills while understanding academic material and the challenges are students with lower English

skills need more support in understanding complex texts. These observation data can be used as a basis for evaluating the effectiveness of content-based learning in improving students' English reading skills in accordance with curriculum guidelines.

b. Test (Pre-test and Post-test)

In this research, descriptive statistics were used in the data analysis. The result of this research indicated that the mean score on pre-test was 27.16 and standard deviation was 11.647. While, on post-test the mean score was 79.50 and standard deviation was 8.502. Based on the data gained on students' reading skill, it was indicated that the mean score and standard deviation of students' in post-test were higher than the mean score in pre-test. So researcher conclude the existence of a tendency while researcher used content-based instruction method (CBI) in learning process in class that the mean score after having the treatment was higher than before having treatment, in which the mean score of post-test was higher than the mean score of pre-test. It could be seen in table 3 bellow.

Table 1. Mean and Standard Deviation Of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	10	65	27.16	11.647
Posttest	30	55	90	79.66	8.502
Valid N (listwise)	30				

The result of the study discovered that the content-based instruction method (CBI) in learning process in class was effective in teaching reading skill at the VII B class at MTs Mukhtarul Amin Rensing Bat in the school year 2023-2024.

c. Questionnaire (student's response)

In this section, the researcher gave students 15 questionnaire about their response to content-based instructions as a learning method for their English reading skill. According to the data, all of the questionnaire are valid that means their response to CBI as a learning method for their English reading skill are effective to used.

Table 2. Students' responses to CBI as a learning method for English reading skills

Statistics					
	Do you feel more motivated to read texts in English when the topic is related to other subjects you are studying?	Do you feel that your English reading skills have improved since taking classes using the Content-Based Instruction method?	Do you find it easier to understand English texts given in the context of other subjects such as science or history?	Do you feel Content-Based Instruction helps you better understand new vocabulary in English?	Do you feel more confident when reading English texts in an academic context?
N	Valid	30	30	30	30
	Missing	0	0	0	0

Statistics						
		Do you feel Content-Based Instruction helps your relate knowledge from other subjects to your English language skills?	Do you believe that learning to read in English through materials relevant to other subjects is more interesting than traditional methods?	Do you feel like you understand English texts better when the material is related to content that you are already familiar with?	Do you feel that Content-Based Instruction provides a challenge that is appropriate to your English reading ability?	Do feel that Content-Based Instruction teaches you more effective reading strategies?
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0

Statistics						
		You were greatly helped by the use of Content-Based Instruction in improving my English reading skills?	Do you feel that this method makes learning to read English more interactive and fun?	Your Experience a significant improvement in understanding English texts after taking classes with this method?	You will recommend using Content-Based Instruction to my friends to improve their English reading skills?	Overall, do you feel Content-Based Instruction is more effective than other methods of teaching English reading?
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0

B. Required statistics for testing hypothesis

a. Normality testing

In normality testing, Shapiro-wilk analysis of the data was performed. Additionally, normality testing is used to determine whether the data are distributed normally or not. Furthermore, the normal distribution of the data indicated that if the pre- and post-test significance levels are greater than the significance level (p)=0.05. However, the data distribution was not normal if the pre- and post-test significance levels were less than the significance (p) 0.05 values. The result found in the pre-test was 0.014 and in the post-test was 0.001 It proved that the data distribution was not normal. It could be seen in the table 4 below.

Table 3. *Tests of Normality*

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
Pretest .174	30	.021	.909	30	.014
Posttest .282	30	.000	.853	30	.001

b. Homogeneity testing

In homogeneity testing, The One-Way ANOVA was used to evaluate the data. To determine if the data were homogeneous or not, a homogeneity test was also carried out.

Additionally, the data were homogeneous, meaning that they were if the level significant values were greater than $p = 0.05$. However, the data was not homogeneous if the level significant values were not more than $p=0.05$. The result found the value of significance level was 0.119 and the Levene's statistic was 2.508. The value of significance level was more than 0.05. It means that the data was homogeneity. It could be seen in the table 5 below.

Table 4. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	2.508	1	58	.119
Posttest	Based on Median	1.908	1	58	.172
	Based on Median and with adjusted df	1.908	1	53.792	.173
	Based on trimmed mean	2.455	1	58	.123

c. Hypothesis testing

Hypothesis testing was conducted to find out whether the alternative hypothesis was accepted or rejected. To analyze whether “CBI” was effective or not to increase students’ reading skill at MTs. Mukhtarul Amin NWDI Rensing Bat, the present researcher used Wilcoxon to get answer. The Wilcoxon Signed-Rank Test is a non-parametric test used to compare two pairs of data. This test is an alternative to the paired t-test when the normality assumption is not met. The Wilcoxon test measures whether the median difference between data pairs is zero or not. Based on the results of the normality test, it is known that the data is not distributed normally. However, the homogeneity test results show that the variance between groups is homogeneous. Therefore, non-parametric methods are used to test hypotheses. The test selected is the Wilcoxon test, this test does not assume normal distributed data but requires the assumption of variance homogeneity, which has been met. If $p\text{-value} < 0.05$, then the zero hypothesis is rejected. If the $p\text{-value} \geq 0.05$ then the null hypotheses are not rejects, meaning that there are no significant differences between Pre-test and Post-test. On Wilcoxon there are three points that negative ranks are to see the decrease from pre-test to post-test and can be seen that none have a decline either of the mean rank or of the sum of ranks. Whereas positive ranges are the increase of the pre- test to the Post-test, indicating an increase in the mean ranking by 15.50 and on the Sum of Ranks by 465.00. Ties are values that have the same values between pre-test and post-test, and in this study there is no value that has the same value between the pre- test and the post-test. In this statistical test of hypotheses we are accepted or rejected. For the basis of decision making is if value significance ($p\text{ value} < 0.05$) then the hypothesis is rejecting and if value significance ($p\text{ value} > 0.05$), then the hypothesis is accepted. Based on this result indicates that value signification is > 0.05). The result show that hypothesis of the researcher was accepted CBI method was significantlly it effective to improve students’ reading skill. It could be seen in the table 6 below.

Table 6. Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	30 ^b	15.50	465.00
	Ties	0 ^c		
	Total	30		

- a. Posttest < Pretest
- b. Posttest > Pretest
- c. Posttest = Pretest

Table 7. *Test Statistics*^a

	Posttest - Pretest
Z	-4.795 ^b
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

In this section, the researcher got the discussion includes:

1. Key findings
 - a. Enhanced Reading Skills: This study found that students learning using the CBI approach showed a more significant improvement in reading skills compared to the control group using traditional learning methods. This is consistent with previous research that showed that integrating real content into language learning can improve student motivation and engagement, which in turn improves their reading skills. (Snow, Met, & Genesee, 1989).
 - b. Student Engagement and Motivation: CBI Application also shows an improvement in student engagement and motivation towards reading material. Students are more interested and motivated to read when the content they study is relevant to their interests and has real-world applications. It supports the theory that high involvement can accelerate the process of language learning (Guthrie et al., 2004).
2. Practical Implications
 - a. Curriculum Design and Learning Materials: The development of content-based learning materials should be considered to ensure that the content is relevant and attractive to students. Teachers should be trained to be able to integrate the content of other fields into language learning effectively.
 - b. Teacher training: Teachers must be equipped with adequate skills and knowledge about CBI methods. Training and workshops on the application of CBI in English teaching can help improve the effectiveness of teaching.
 - c. Evaluation and Assessment: The evaluation and assessment system must be adapted to accurately measure the improvement in reading skills resulting from the use of CBI. Continuous formative assessment and constructive feedback are essential to support the student's learning process.
3. Research Limits

Although this study shows positive results, there are some limitations to note:

 - a. Duration of the study: A relatively short time of conducting the research might not be sufficient to observe the long-term impact of CBI on reading skills.
 - b. Interference variables: Other factors such as student educational background, individual motivation, and learning environment may also affect the results of the research and need to be taken into account in further studies.

4. CONCLUSION AND SUGGESTIONS

Referring to the result of the research, the present study concludes that the Content-based introduction significantly enhances English reading skills by providing contextually rich and engaging material that aligns with curriculum guidelines. The second is yes, content-based introduction is effective in improving English reading skills according to existing curriculum guidelines. The third is students generally respond positively to content-based introductions as a method for improving their English reading skills. And the last is Implementing a content-based introduction approach faces several challenges and obstacles.

Referring to the result of the research, some suggestions can be stated as follows: First, the study has some limitation, especially in term of time. This may results in limited in term of first is researchers should conduct longitudinal studies to assess the long-term effects of content-based instruction (CBI) on English reading skills. The second is future research should explore the implementation of content-based instruction across diverse educational contexts, including different age groups, proficiency levels, and socio-economic backgrounds. And the last is employ a mixed-methods research design that combines quantitative data,

such as test scores and reading assessments, with qualitative data, such as student and teacher interviews, classroom observations, and feedback surveys.

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