CHAPTER I

INTRODUCTION

A. Background Of Study

   Reading is a prominent aspect in educational area. It also reading is one of the skills that should be mastered by the student in learning English subject. English has four skill, they are listening, reading, writing and speaking. According to Harmer writer can divided these skill in two kinds, there are productive and receptive skill. The productive skill are speaking and writing. And the receptive skill are listening and reading. But it is not apart by other aspect, such as grammar, vocabulary and pronunciation. Reading is one of ways to study English language. Furthermore, it has an important part in teaching and learning process because by reading, students will get the information from the English paragraph. From the reading, someone can take the comprehending what she or he reads. Jeremy Harmer states that:

> *To read English texts is an important part of the teacher's job, one of the aims of teaching in Junior High School is to enhance students to be able to understand English reading text which they might find in their environment such as text reading in the classroom, at home, around the school, picture concerning text reading and so on.*[1]

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[1] Jeremy Harmer, *How to Teach English*, New Edition(Kuala Lumpur: Longman, 1999), 68.

Moreover, in the Qur,an has also been discussed about the command of Allah SWT to read contained in the QS. Al-Alaq verses 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

"(1) Proclaim (or read) in the name of thy Lord and Cherisher, who created. (2) Created man, out of a leech like clot. (3) Proclaim (or read) and thy Lord is most bountiful. (4) He who taught (the use of) the pen (5) taught man that which he knew not".[2]

The verse shows the considerable concern of Allah Almighty that the importance of the meaning of reading to human. Because by reading every human being can understand to learn something he does not know and also can obtain information from others. Understanding reading in the broad sense there are, analyzing, reviewing, and researching. It will be obtained well if the perpetrators diligently read. Reading is the most emphasized in English teaching and learning process. Reading has several benefits. There are, can train the ability to think, improve understanding and add insight and knowledge.

Based on 2013 School Based Curriculum Students of Junior High School are expected to learn English from various types of

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[2] Agus hidayatullah, siti irhamah sail, imam ghazali maskur, fuad hadi, *Aljamil* (Jakarta: Cipta Bagus Sagara, 2012), 597

text. It means that the students have to deal with many kinds of text during the English lesson. The syllabus stated the students should be able to identify the topic in the text. But this study, the writer will focus on one type of text that is report text. Because report text is type of text to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

English in MTs Al-Khairiyah Karangtengah is one of important subject of studies by all students. But based on the writer observation in MTs Al-Khairiyah Karangtengah Cilegon, reading comprehension was one of the problems in learning English that the students had. Most of students sometimes less concentration when learning in the classroom. So that many student not focus to read English text. The students cannot understand the text because they dont know the meaning of vocabularies so that they cannot find information in the text. In addition, they lack motivation to read. They even think that reading is bored. So students need new innovations to improve students' English skills, especially for third grade MTs that are still lacking in reading. The writer will try to use of authentic material with type of report text in learning English that help students to improve the ability of vocabulary making it easier for them to gain understanding during reading and getting information from the given text. Therefore, the writer uses Content Based Instruction as a learning method to help students in learning to improve students' reading ability. Based on Tsai state that

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Content-based instruction (CBI) grew out of a response against curriculum built around grammar points[3]. In CBI, the curriculum is built around a topic, theme, or subject area. CBI proponents believe that students are more likely to learn authentic and communicative language if they learn via content than if they just learn a set of grammar rules[4]. In previous research ever done by Tsai stated that Content-Based Instruction (CBI) method is beneficial to develop students' reading comprehension. Because by using Content-Based Instruction (CBI) method students are exposed to different kind of strategies that involve them actively to comprehend the reading text[5]. In addition, the Content-Based Instruction (CBI) method could be a potential solution to answer the problems faced by students in comprehending the reading text. This teaching method could improve learning by increasing interaction among students, enhancing their motivation, and attitudes. Therefore, the writer conducted a research study entitled **"The Effectiveness of Using**

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[3] Ya-Ling Tsai, "The Impact of Content-Based Language Instruction on EFL Students' Reading Performance", *asian Social Science,* Vol. VI, No. 3, (March, 2010), 77 retrieved on January 15, 2018 from https://pdfs.semanticscholar.org

[4] Deborah L. Norland, Terry pruett. *A Kaleidoscope of Model and strategies for teaching English to speakers of other language* (London: Teacher ideas press,2006), 44

[5] Tsai, "The Impact of Content-Based Language Instruction on EFL Students' Reading Performance",77.

Content Based Instruction (CBI) Method toward Student Reading Comprehension on Report Text".

B. Identification of the Problem

Based on the identification of the problem above, the writer drawn the objectives of the research as follow:

1. Students of the third grade of MTs Al-Khairiyah Karangtengah less concentration to read English text.
2. Students of the third grade of MTs Al-Khairiyah Karangtengah need interest method teaching.
3. Students of the third grade of MTs Al-Khairiyah Karangtengah lack motivation to read.
4. Students of the third grade of MTs Al-Khairiyah Karangtengah not understand the passage.

C. The Limitation of The Problems

From the background of study above, the writer prefer to investigate what the effectiveness of content based instruction toward students reading comprehension on report text and how did the teachers solve the student problem in learning reading.

D. The statement of the problem

The research is about the effectiveness of using content based instruction (CBI) method toward student reading

comprehension on report text at the third grade of MTs Al-Khairiyah Karangtengah kel. Pabean Kec. Purwakarta Kota Cilegon. From the background of study above, the writer find some problems as follow:

1. How are the students' skills in reading English Report Text at the third grade of MTs Al-Khairiyah Karangtengah-Cilegon?
2. How is the effect of using Content Based Instruction (CBI) toward student's reading comprehension on report text at the third grade of MTs Al-Khairiyah Karangtengah?

E. The Aims of the Study

Based on formulated problem above, the aims of study are stated as followed:

1. To know the student's skill in reading English Report Text at the third grade of MTs Al-Khairiyah Karangtengah-Cilegon
2. To examine the effect of using Content Based Instruction (CBI) student's reading comprehension on report text at the third grade of MTs Al-Khairiyah Karangtengah

F. Previous Study

1. Hedyan Putra (UIN Raden Fatah Palembang), Teaching Reading Comprehension By Using Content-Based Instruction (Cbi)

Method To The Second Years Learners At Mts Al-Furqon Prabumulih[6]

This reasarch uses an experimental method in conducting research. The investigation of population of this study was all the second years learners at MTs. Al-Furqon Prabumulih in the academic year 2013/2014, which consist of 63 students coming from two classes. The sample of this study were class II Pa consisting of 20 male students was treated as control group and class II Pi consisting of 20 female students was treated as experimental group, which selected using convenience sampling. In the study there are significant improvement of students' reading comprehension average score from pretest to posttest taught using Content- Based Instruction (CBI) method, the writer conducted ttest using *Paired Sample t-test*, it showed that the matched *t* test calculation of specified α = 0.05 (95% level of significant) is 0.000 and degree of freedom (df) is 19, the t-value (t*v*) is 5.638 and the t-table (t*t*) is 1.729. It means that t*v* > t*t* (t value is higher than t table). Consequently there was a significant progress from the scores of pretest to posttest since the t-value of matched t-test calculation is higher than t0.05, 19 = 1.729 and the level of significance is lower than α = 0.05.

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[6] Hedyan Putra, "Teaching Reading Comprehension By Using Content-Based Instruction (Cbi) Method", *Jurnal pendidikan dan pengajaran* Vol.2 No.2 (May, 2016). Retrieved on January 24, 2018. From http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/608

2. Ya-Ling Tsai (Department of Applied English, I-Shou University), The Impact of Content-Based Language Instruction on EFL Students' Reading Performance. This research using Classroom Action Research.[7]

To examine the effect of CBI on students' general English reading comprehension, a paired-sample t-test was employed to investigate if there is a significant difference between the pre- and post-test administered in this study. In this research, the mean score of the pre-test was 43.9 ($SD = 13.8$). After 14-week instruction, the mean increased to 56.2 ($SD = 12.6$). The results demonstrate that there was a statistically significant difference between the pre- and post-test ($p < .05$). In other words, the t-test result shows that the subjects' general English reading comprehension scored significantly higher in the post-test than that in the pretest. It is suggested that CBLI had a prominent

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[7] Ya-Ling Tsai, "The Impact of Content-Based Language Instruction on EFL Students' Reading Performance", *asian Social Science,* Vol. VI, No. 3, (March, 2010), 77 retrieved on January 15, 2018 from
https://pdfs.semanticscholar.org/52e1/0e35c1affee9e81f4c1c8396be9a14106181.pdf

effect in increasing students' general English reading comprehension.

From the research that has been done, it can be concluded that Content Based Instruction method is an effective method used in learning English because we not only learn the language itself, but learn other content by using English. This method has never been established in MTs Al-Khairiyah Karangtengah cilegon. And in this study will be different from previous research, because the writer will focus on one type of text, namely report text. Therefore In this method, the writer hope students will be more interested in learning English because this method is not glued to grammar learning alone, but requires students to engage personally in doing an understanding of the text. So that students are more interested and not bored.

G. Assumption and Hypothesis

1. Assumption

Based on the research of Content Based Instruction method in reading comprehension on report text, the writer assumes that Content Based Instruction can improve the student's ability in reading comprehension on report text at the third grade students of MTs Al-Khairiyah Karangtengah Cilegon.

2. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment[8]. The formulation of hypothesis in this research can be formulated as follow:

1. The null hypothesis (Ho): there is no significant influence between increasing reading report text by using Content based instruction method.

2. The experimental hypothesis (Ha): there is the influence between increasing reading report text by using Content based instruction method.

H. The Organization of Writing

The main part of this paper consists of five chapters as follow:

CHAPTER I :   INTRODUCTION consists of background of study, identification of problem, limitation of the problem, statements of the problems, the aims of the study, previous study, assumption and hypothesis, and clarification of the terms.

CHAPTER II: THEORETICAL FOUNDATION consists of Reading comprehension, Report text, and content based instruction

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[8] David Nunan, Research Method in Language Learning, (Camridge: Univercity Press,1992).p.230

CHAPTER III: METHOD OF THE RESEARCH consists of
research method, the objective of the
research, place and time of the research,
population and sample, the research
instrument, data collection and data analysis,
and research procedure.

CHAPTER IV: RESULT AND DISCUSSION consist of the
processing and Pre-test score, the processing
of post-test score, hypothesis testing, and
interpretation of data.

CHAPTER V: CONCLUSION AND SGGESTION co
of conclusions and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of reading comprehension

Reading is one of the basic skills in learning a language. "Reading" is a root of "read" which is meant as looking at and understanding something ptinted or written[9]. The term "reading"

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[9] Oxford unity press, *Oxford Learner's Pocket Dictionary 3rd ed,* (New York: (Oxford Unity Press,2003), 356

literally has meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill[10]. Mastering reading are should learn not only theory but also practice. The exercise in mastering all components taught to be done continuously and separately. Surely, even learning in their school but not all students comprehends what they read.

There are a lot of definitions of reading. Smith gives definition "reading is extracting information from print".[11] This printed page should be understood and the reader should be able to keep thinking what the conceptual texts are conveyed in order to catch the gist and the main information given by the author. From the definition, the writer can summarized that reading is a process that involves vision and response to comprehend reading material is aimed to obtain information and improve our knowledge.

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Comprehension can be meant the identification of the intended meaning of written or spoken

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[10] Jude Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: Amerika Library Association, 2007), 10.
[11] Frank Smith, *Understanding Reading* (London: Lawrence Elbaum Associstes, Publisher, 2004), 179.

communication.[12] In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read.

There are many definitions of reading comprehension. Gary Woolley gives definition "reading comprehension is the process of making meaning from text"[13]. It means reading comprehension aims to gain an overall understanding of what is describes in the text rather than to obtain meaning from isolated words or sentences. In addition, according to Catherine Snow in her book, she said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[14] It means a reader understanding the written text by extracting the information from text as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text.

From the definition above the writer concludes that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader

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[12] Jack Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th ed,* (Edinburgh Gate: Pearson Education Limted, 2010), 108.
[13] Gary Woolley, *Reading Comprehension: Assisting Chldren with Learning Difficulties* (New York: Springer Science, 2011), 15.
[14] Catherine Snow, Chair, *Reading for understanding Toward an R&D program in reading comprehension*, (Arlington: RAND, 2002), 11.

is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

Generally, the purpose of reading is to find some information of text. According to Naf'an Torihoran and Miftahul Rachmat, they said that every student has their own purpose to read something to determine in which type does you include, this is type of reading purposes:[15]

1. Reading for pleasure
   a. To follow a narrative
   b. To enjoy the sound and the rhythm of a literary text
2. Reading for general impression
   a. To gain an idea of the writer's viewpoints
   b. To gain an overall impression of the tone of a text
   c. To decide whether or not to read the text
3. Reading for organizing reading and study
   a. To identify the important content of a text
   b. To answer a specific question
   c. To decide which section of a text to start studying
4. Reading for learning content or procedure
   a. To gain an understanding of new concepts

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[15] Naf'an Torihoran and Miftahul Rahmat, *Reading I: Basic Reading Skill* (Serang, Loquen Press, 2012) p.6-7

b. To learn certain facts from a text

c. To follow instruction

2. Teaching Reading

Hesham said that in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedures: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text. While-reading stage is an interactive process that can develop students' ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions. But teaching reading has purpose to develop students' skill of the reading English texts effectively and efficiently. Teaching effectively and efficiently always become the focus of the teaching-learning. This research the writer use Content Based Instruction to improve reading comprehension to the students.

There are the importance of teaching reading by Hedge in Journal of Education states that any reading component of an

English language course may include a set of learning goals for:[16]

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

2. Building a knowledge of language which will facilitate reading ability

3. Building schematic knowledge.

4. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)

5. Developing an awareness of the structure of written texts in English

6. Taking a critical stance to the contents of the texts The last goal can be implemented at an advanced level.

3. Assessing of Reading Comprehension

According to Douglas, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[17]

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[16] Hesham Sulaeman Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners*. The Reading Matrix Vol.5,No.2,September 2005. Retrieved April 30, 2018, from http://www.readingmatrix.com/articles/alyousef/article.pdf

[17] Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241

Andriyani state that there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[18]

1. Main Idea

   Segretto (2002: 12) sates that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

   Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

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[18] Rima PriskaAndriyani, "Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert personality," (a script, Lampung University, 2016), p.14. Retrieved on April 30, 2018 from :/judul/source/folder/unila.pdf

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

4. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

5. Vocabulary

According to Marchado (2012: 56) a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

4. Types of Reading

Each type or genre of written text has its own set of governing rules and convention. A reader must be able to anticipate those conventions in order to process meaning efficiently.

a. Academic reading

Academic reading consist of general interest articles, technical report, professionals journal articles, reference material, textbooks, theses, essay and paper.

b. Job-related reading

Job related reading consist of massage, letters, memos, reports, schedule, label, sign, announcement, form, financial documents, directories, and manual directions.

c. Personal reading

Personal reading consist of newspaper, greeting card, invitation, menus, calendar, advertisement, novels, poetry, comic strips, and cartoon[19]

From the type of reading above, the writer using the first type, that is academic reading. Because teachers together with students use a technical report and also the article during the learning process takes place.

B. Report Text
1. The definition of Report text

One of the text types to be taught to all grades of Junior High School is a Report Text. A report text is a type of text that provides information about something based on a systematic observational report. This type of text generally describes natural

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[19] Douglas, "*Language Assessment* (USA: Pearson education,2004),186-187

phenomena, the environment, or things of natural knowledge.[20] Report text tells about events or things that happen in accordance with reality. So students learn with authentic material. This will make it easier for students to understand a text. In addition to the students getting information from the text that is read, the students will naturally get new vocabulary thus increasing the vocabulary of the students. The purpose of report text is to give information to the reader as general.

2. Generic structure of Report text

The generic structures of report text are general classification, and identification. A more detailed generic structure of report text includes:

a. General classification that introduce the topic of the report

b. Identification that describe subject in detail, e.g. its qualities, appearance, uses, habits or behaviour.[21]

3. Example of Report Text

Dolphins

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[20] Titi N, Rinawati, ana maulia. *Seri pendalaman materi Bahasa Inggris SMP dan MTs* (Erlangga,2008),28

[21] Linawati setiadi, risuli hutahuruk, teguh santoso, joshephine sari kustanti. *Seri pendalaman materi bahasa inggris SMA dan MA*(Erlangga, 2007),36

Dolphins are very intelligent animals and they are benign to humans. This water mammal is able to fascinate us in many different ways. These mammals live in a group. They have been known to help humans in a variety of circumstances including rescue and fishing.

General Classification

There are 36 species of dolphins that have been found. 32 species are dolphins the sea is already well known by the people and 4 species are river dolphins. It's very interesting to see and learn about the dolphin species

Description

Dolphins can be very entertaining. They can jump out of the water. Some of them can jump up to 30 feet in the air. The dolphins are grayish blue and his skin is very sensitive to human touch and other objects.

Description

Although the dolphins have 100 teeth, they don't use their teeth to eat. They use it to get fish then they swallow the fish. They can consume fish up to 15 kg per day. They always gather in a group to hunt fish.

C. Content Based Instruction

1. Definition of Content Based Instruction (CBI) Method

Content based instruction has been popular in certain parts of the world for many years. Despite variations, the thing that unites different approaches to CBI is that the point of departure for syllabus design and material development is derived from experiential content rather than linguistic criteria

One of the people to develop a comprehensive framework for CBI was Mohan (1986). He justified the use of CBI on the grounds that it facilitated learning not merely through language but with language. Mohan state that:

> *We cannot achieve this goal if we assume that language learning and subject matter learning are totally separate and unrelated operation. Yet language and subject matter are still standard considered in isolation from each other*.[22]

Content-based instruction (CBI) grew out of a response against curriculum built around grammar points. In CBI, the material is built around a topic, theme, or subject area. CBI proponents believe that students are more likely to learn authentic and communicative language if they learn via content than if they just learn a set of grammar rules. In addition, students are more apt to be interested in language if it is contextualized and thus will learn it better[23].

Content Based Instruction in learning a third language has been compared to learning to ride a bicycle, learning to play

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[22] Nunan, *Task Based Language Teaching,* (New York: Cambridge University Press, 2004), 131-132

[23] Deborah. *A Kaleidoscope of Model and strategies* , 44

tennis, or learning to play a musical instrument. In spite of broad recognition that the best way to learn these skills is by *doing* them, not just by studying about them or performing exercises and drills, our traditional foreign language classes resemble music classes in which all of the learners' time is spent practicing scales and studying theory, and they are not permitted to play any real pieces until they are proficient enough to give a recital. Content based instruction on the other hand, encourages students to learn a new language by playing real pieces actually *using* that language, from the very first class, as a real means of communication. Furthermore, the philosophy of content based instruction (CBI) aims at empowering students to become independent learners and continue the learning process beyond the classroom.[24]

From the description above, the authors can draw the conclusion that CBI is a method used in learning English by making English as a vehicle to learn other science in accordance with the content being studied.

2. Models of CBI

According to Mustofa Amiri, Content-based instruction proposes three different models that can be applied in third/foreign language classes, those models are: Theme-based

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[24] Stryker, Stephen B. *Content Based Instruction In Language Education: Models and Methods* (Washington DC: Georgetown University Press, 2007) ,3.

model, sheltered model, and adjunct model, as well as its effect on reading are discussed below[25] :

a. Theme-Based Model

Theme-based language course is structured around topics or themes. Major principles underlying theme-based model contain automaticity, meaningful learning, intrinsic motivation, and communicative competence (Brown, 2001) in Mustofa Amiri. Its primary purpose is to help students develop third language competence within specific topic areas. The topics chosen can be several unrelated topics or one major topic. The theme-based model is mainly employed in adult schools, language institutions, and all other language programs. It is suitable for low to advanced learners.

b. Sheltered Model

Sheltered instruction is an approach to use third language acquisition strategies while teaching content area instruction. In the sheltered model, an academic subject matter is taught by content teachers in content areas, such as science, mathematics, history, or literature via using

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[25] Mustofa Amiri, "The Impact of Content-based Instruction on Students' Achievement in ESP Courses and Their Language Learning Orientation", *Theory and Practice in Language Studies* , Vol. IV, No. 10, (October,2014), 2158. Retrieved on January15, 2018 from http://www.academypublication.com/issues/past/tpls/vol04/10/24.pdf

language and context to make the information comprehensible.

c. Adjunct Model

Adjunct model constitutes a more sophisticated pattern for the integration of language and content. It aims at connecting a specially designed language course with a regular academic course. In the adjunct model, students enroll in two linked courses simultaneously a content course and a language course. The content instructor focuses on academic concepts while the language instructor emphasizes language skills using the content-area subject as a background for contextualizing the language learning process (Brinton et al., 1989).

From the three models above, the writer uses the first model, the theme based model. Because the writer believe that this model is suitable for learning. In this case the teacher gives a topic / theme, then students are given the freedom to search for the text that they like in accordance with a predetermined theme. So it is not fixed on one text title only. This will help foster students' interest in reading because the text they read is the way they like. In addition, during the reading process students get information and also new vocabulary that they have not known before.

There are a number of strategies that can be used in this model:

1. A topic or theme is chosen that will be of interest and relevance to the whole class.

2. Activities then focus around the theme.

3. Depending on the length of the unit, students might do only a few or several different activities and exercises related to the topic.

4. In addition to learning the content, students would also be taught the vocabulary and language structure that are compatible with such a topic.[26]

3. Principles for Content Based Instruction

Brinton, in the book of Task Based Language Teaching set out five principles for CBI. These are summarized in the following table[27]:

Principle	comment
Base instructional decisions on content rather than language criteria	Content based instruction allows the choice of content to dictate influence the selection and sequencing of language item
Integrate skill	CBI practitioners use in integrated skill approach to language teaching, covering all four language skill as

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[26] Deborah. *A Kaleidoscope of Model and strategies* , 44

[27] Nunan, *Task Based Language Teaching,* (New York: Cambridge University Press, 2004), 133

	well as grammar and vocabulary. This reflects what happens in the real world, where interaction involve multiple skills simultaneously
Involve students actively in all phases of the learning process	Students learn through doing and are actively engaged in the learning process, they do not depend on the teacher to direct all learning or to be the source af all information
Choose content for its relevance to students' lives, interest and/ or academic goals.	The choice of content in CBI courses ultimately depends on the student and the instructional settings.
Select authentic texts and tasks.	A key component of CBI is authenticity both of the text used in the classroom and the task that the learners are asked to perform.

4. **Benefit of Content Based Instruction**

   Content based instruction has several benefits, there are:

   a. It is underpinned by the organic, analytical approach to language development advocated here

b. It can help school learners master other aspect of school learning in addition to language and it does so in an integrated way.

c. It provides a framework within which learners can have sustained engagement on both content mastery and third language acquisition.

d. It can raise motivation and heighten the engagement of the learner in his or her own learning process.[28]

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[28] David Nunan, *Task Based Language Teaching,* (New York: Cambridge University Press, 2004), 132

CHAPTER III
METHOD OF THE RESEARCH

A. The Research Method

The research method in this study, the writer used experimental research. The writer tries using Content Based Instruction method for teaching reading. Experiments are carried out in out order to explore the strength of relationship between variables[29]. Variable in this research consist of two variables. There are Content based instruction as (X) variable and reading comprehension on report text as (Y) variable. The writer used experiment research because this research using treatment by the purpose to explore the effectiveness of certain treatment on others, so it can be seen significantly whether the method is effective or not. There are three kinds of experiment research, such as: the first, true experiments consist of control and experiment groups to which subject have randomly assigned, and in which all subject are tested before and after the invention or treatment under investigation has been administrated to the experiment group. The second, a pre-experiment may have pre and post treatment test, but lack of control group. The third, a quasi experiment has both pre and post test, and control and experiment groups, but no random assignment subject.[30]

From types of experiments above in this research, the writer takes the quasi experiment design that has class control as compare class experiment. The writer using quasi experiment

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[29]David Nunan, *Research Method in Language Learning*, (Camridge: Univercity Press,1992).p.24-25

[30]Nunan, Research Method in Language Learning, p.40

because sample used to this research wasn't selected randomly. In this research the writer takes two classes consist of the experimental class and control class. Experiment class who are given content based instruction method and the control class without it.

B. The objective of research

The object of the research is using test to improve students reading skill. The writer has taken in the third grade of Junior High School of MTs Al-khairiyah Karangtengah academic period 2017-2018.

C. Place and time of the research

To collect the data of the research, the writer conducted a field research of Junior High School at the third grade of MTs AL-Khairiyah Karangtengah Cilegon. It is located at Jl. Pabean No.05 Kel. Pabean Kec. Purwakarta Kota Cilegon. The research time start on February 2018 to March 2018. The writer chose this school because this method has never been used in this school, so the writer tries to use this method to explore if the method is effective or not. In other hand, the writer has known well about the condition of this school.

D. Population and sample

a. Population

Population is the entire subject of the research "a population is a set of all elements processing one or more attributes of interest"[31]. Population of this research is the students of MTs Alkhairiyah Karangtengah especially the third grade of junior high school consist of 70 students.

b. Sample

Sample is part of representative of population being research[32]. On taking sample, the writer takes 70 students from population purposely. Class IX A as control class consist of 35 students and class IX B as experiment class consist of 35 students.

E. The research instrument

In this research, the writer gives the student two tests. These are pre-test and post-test. Pre-test was given before the writer observed the class, and post-test was given after the writer finished taking the observation in the class. So the writer know whether there are differences before and after observation or not.

To get data of students' reading comprehension, the writer giving pre-test and post-test. The pre-test and post-test consist of 20 multiple choice questions.

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[31]Suharsini Arikunto, procedure penelitian suatu pendekatan praktek, (Jakarta: Rineka Cipta,2006),p..173

[32]Suharsini Arikunto, procedure penelitian suatu pendekatan praktek, (Jakarta: Rineka Cipta,2006),p..104

Table 3.1

Table of Specification of Reading Comprehension Test

No	Reading Skill	Item Number	
		Pre-test	Post-test
1.	Identifying main idea	2,6,12,14,	1,7,14,19
2.	Finding specific information	4,7,8,9, 13,17,19	2,11,13, 15,17,18
3.	Inference	3,11,19	3,4,5,
4.	Reference	1,10,16,	6,8,12,16,20
5.	Vocabulary	5,15,20	9,10,
Total Item		**20 number**	**20 number**

F. The technique of data collecting

To collect the data for this research, the writer takes the data by using test as an instrument. She uses test for knowing result study of reading skill before and after using Content based instruction method.

a. Pre-test

The writer uses pre-test before use Content based instruction method to knows students' reading skill in MTs Al-khairiyah Karangtengah. In this test, the instrument used in

this study is multiple choices. It can be objective to measure learning outcome. The multiple choices consist of 20 items. The correct answer is given score 1 (one) and incorrect answer is given score 0 (zero).

b. Post-test

The writer uses post test after use Content based instruction method. The writer can knows of the result using content based instruction to increase students' reading skill in MTs Al-khairiyah karangtengah.

c. Documentation

Documentation method which collect data to noted a report that available. This is done as a proof that the research process is considered correct has been done.

G. The technique of data analyzing

The data which analyzed was gotten from the test and observation. The writer analyzed the data based on the collecting data of score pre test and post test of experimental class and control class. In other hand, the writer also analyzed the score of students learning activity which written on the sheet of students' observation, the writer take step as follows:

a. The result of the post-test in experiment class is named variable (X_1)

b. The result of the post-test in control class is named variable (X_2)

c. Qualification of data is multiple choices.

For the reading comprehension test in pre test and post test, the correct answer is given score 1(one) and the correct answer is given 0(zero) in multiple choice. So, the total score is 20 from 20 questions. The step for statistical analyze are:[33]

Students' final score = students' raw score   x 100
                        Ideal maximum score

To analysis data the writer uses *t*-Test. The *t*-Test is the most frequently used measure in second language research when comparing mean scores for two groups.[34] It supposed to know whether experimental versus control class when taking the same test has the same score or not. The size of the sampling error can be known by looking at the size of a standard number called the standard Error of the mean, which can be achieved or obtained by using the following formula:

1. To search Mean Variable X_1 with formula :

$$M_1 = \frac{\sum X_1}{N_1}=$$

[33] H. Douglas Brown, *Language Assessment: principle and classroom practices,* (USA:Pearson education, 2004),59.

[34] Anas Sudijono, *pengantar statistik pendidikan,* (Jakarta:Raja Grafindo,2012),278

2. To search Mean Variable X_2 with formula :

$$M_2 = \frac{\sum X_2}{N_2}$$

3. To search deviation score variable X_1 with formula :

$$X_1 = X_1 - M_1$$

Note : quantity X_1 or $\sum X_1$ must same with zero

4. To search deviation score X_2 with formula:

$$X_2 = X_2 - M_2$$

Note : quantity X_2 or $\sum X_2$ must same with zero

5. To quadrate X_1 so summed up, and result
6. To quadrate X_2 so summed up, and result
7. After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :
8. To search t_0 with formula
9. $$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2   = Constant number

df   = Degree of Freedom (df = $N_1 + N_2 - 2$)

H. Research Procedure:

The procedure of this research can be described as follows:

1. Observation the English teaching activity

2. Provide pre-test of the experimental class and control class

3. Provide treatment to the experimental class using Content based instruction and control class without content based instruction as follow:

a. Experimental Class

1) Preparation

     a) Preparing the lesson plan

     b) Preparing the material

     c) Preparing reading report for students' reading comprehension

2) Implementation

     a) Teacher guide students to make a group

     b) Teacher explain the material

     c) Teacher give the example

     d) Each group discuss about text based on topic/theme (different title between one group to another)

     e) Teacher guide student to reading text and write the result of reading comprehension on reading report

     f) Student discuss with other group

b. Control class

1) Preparation

    a) Preparing the lesson plan

    b) Preparing the material

2) Implementation

    a) Teacher guide students to make a group

    b) Teacher explain the material

    c) Teacher give the example

    d) Each group discuss about text based on topic/theme (same title between one group to another)

    e) Teacher ask the student

4. Provide post test of experimental class and control class

5. Analyzing the data from pre-test and post-test

6. Drawing the interpretation based on the result of test and making conclusion.

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

In this chapter, the writer describes the data that gotten from the students of MTs Al-Khairiyah Karangtengah and the subject of this research is the third grade students. In this research, the writer divided them into two groups, 35 students as experimental class, it is from class IX B, and 35 students as control class, it is from class IX A.

To find out how the students' reading comprehension is, the writer identified some result, they are: the score of students before treatment, the score of students after treatment, the differences between pre-test and post-test scores of student and from the differences of students' condition between the students who are taught by using content based instruction method and the students who are not taught by using content based instruction method in teaching and learning process.

To know the effectiveness of using Content Based Instruction method toward students' reading comprehension on report text, the writer gave the test to students as the sample both at the experimental class and control class. The test divided into two types, there are pre-test and post-test. The pre-test is the test that giving before treatment and the post-test is given after giving the treatment. Each of the test consist of 20 multiple choice. Having finished the field research, the writer gets the score as follow:

1. **Experimental Class**

The writer describes the result of pre-test in the experimental class on the table bellows:

Table 4.1

The students' score of pre-test at the experimental class

No	Experiment Class	
	Name	**Score**
1	AA	40
2	AF	60
3	AS	50
4	FT	25
5	IM	30
6	KMS	50
7	KA	50
8	MH	45
9	ML	55
10	MI	50
11	MD	60
12	NO	55
13	NN	65
14	NKM	55
15	NS	55
16	NW	45
17	NAA	60
18	NF	60

19	RH	55
20	RHT	60
21	RFS	40
22	RA	45
23	RJ	30
24	SF	55
25	SH	60
26	SY	30
27	SU	65
28	SFH	50
29	SYT	45
30	SD	40
31	SHT	65
32	SR	55
33	TH	60
34	TAM	45
35	YY	65
N=	**Total**	**1775**
35	**Average**	**50.71**

The table 4.1 above shows the result of students' pre-test score in reading comprehension in the experimental class. The data shows that the maximum score is 65 and the minimum score is 25. There are four students who got the maximum score and one

student who got the minimum score. The average score of the pre-test is 50.71.

Table 4.2

The students' score of post-test at the experimental class

No	Experiment Class	
	Name	**Score**
1	AA	60
2	AF	75
3	AS	65
4	FT	50
5	IM	60
6	KMS	60
7	KA	60
8	MH	65
9	ML	70
10	MI	70
11	MD	75
12	NO	75
13	NN	80
14	NKM	60
15	NS	65
16	NW	60
17	NAA	70
18	NF	65

19	RH	60
20	RHT	70
21	RFS	55
22	RA	60
23	RJ	60
24	SF	65
25	SH	70
26	SY	60
27	SU	80
28	SFH	70
29	SYT	70
30	SD	90
31	SHT	75
32	SR	65
33	TH	75
34	TAM	60
35	YY	85
N=	**Total**	**2355**
35	**Average**	**67.28**

The table 4.2 above shows the result of students' post-test scores in reading comprehension of experimental class. The data above shows that the maximum score is 90 and the minimum score is 50. The average score of post-test is 67.28.

Based on the explanation above, it shows that the result of experimental class get the significance improvement after given treatment. It can be seen from the average score of post-test is better than the average scores of pre-test that $67.28 > 50. .71$. It means that using content based instruction method was success to improve students' reading comprehension.

Table 4.3

The Result of Experiment Class

No	Students	pre-test	post-test
	Experiment Class		
1	AA	40	60
2	AF	60	75
3	AS	50	65
4	FT	25	50
5	IM	30	60
6	KMS	50	60
7	KA	50	60
8	MH	45	65
9	ML	55	70
10	MI	50	70
11	MD	60	75
12	NO	55	75
13	NN	65	80
14	NKM	55	60

15	NS	55	65
16	NW	45	60
17	NAA	60	70
18	NF	60	65
19	RH	55	60
20	RHT	60	70
21	RFS	40	55
22	RA	45	60
23	RJ	30	60
24	SF	55	65
25	SH	60	70
26	SY	30	60
27	SU	65	80
28	SFH	50	70
29	SYT	45	70
30	SD	40	90
31	SHT	65	75
32	SR	55	65
33	TH	60	75
34	TAM	45	60
35	YY	65	85
N= 35		$\sum X= 1775$	$\sum X= 2355$
		M= 50,71	M= 67,28

The writer describes the students' improvement scores of pre test and post test at the experimental class by the graphic as follow:

Graphic 4.1

Scores Pre-test and Post-test at Experimental Class
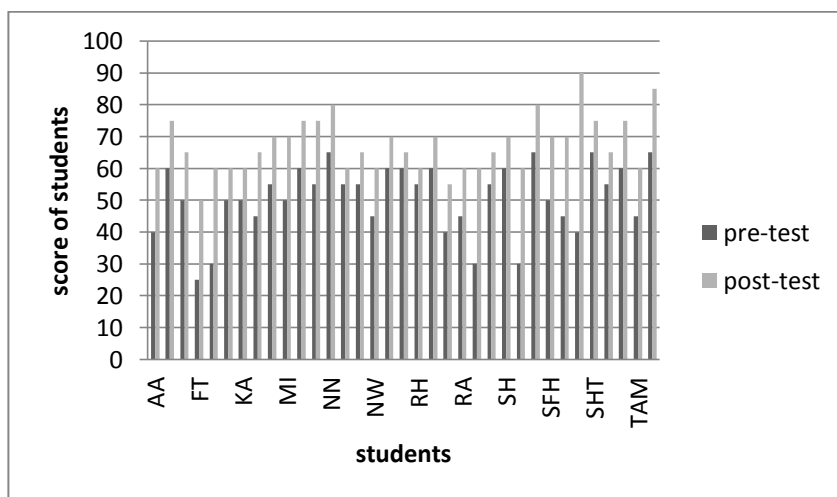
2. Control Class

The writer describes the result of pre-test in the control class on the table bellows:

Table 4.4

The students' score of pre-test at the control class

No	Control Class

	Name	Score
1	AA	65
2	AM	55
3	AS	60
4	AMR	35
5	AL	65
6	AR	40
7	AH	45
8	AF	55
9	DN	50
10	DNE	50
11	DKA	60
12	DF	50
13	FR	55
14	FU	70
15	FA	40
16	FD	40
17	HS	60
18	IFA	55
19	IA	50
20	IY	55
21	ID	55
22	KH	60
23	KA	55

24	MRF	60
25	MS	50
26	MR	45
27	MT	50
28	MN	50
29	MAR	50
30	MRS	45
31	MT	60
32	MTN	45
33	PPS	55
34	RBP	55
35	SHR	50
= 35	**Total**	**1840**
	Average	**52.57**

The table 4.3 above shows the result of the students' pre-test score in reading comprehension. The data shows that the maximum score is 70 and the minimum score is 35. There is one student who got the maximum score and one student who got the minimum scores. The average score of the pre-test is 52.57.

Table 4.5

The students' score of post-test at the control class

No	Control Class	
	Name	**Score**
1	AA	70
2	AM	60
3	AS	65
4	AMR	65
5	AL	70
6	AR	55
7	AH	75
8	AF	65
9	DN	65
10	DNE	60
11	DKA	65
12	DF	60
13	FR	65
14	FU	75
15	FA	45
16	FD	55
17	HS	50
18	IFA	55
19	IA	50
20	IY	60
21	ID	60
22	KH	65

23	KA	60
24	MRF	60
25	MS	65
26	MR	55
27	MT	55
28	MN	50
29	MAR	65
30	MRS	60
31	MT	55
32	MTN	55
33	PPS	60
34	RBP	60
35	SHR	45
N=	**Total**	**2095**
35	**Average**	**59.85**

The table 4.4 above shows the results of the students' post-test scores of control class in reading comprehension. The data shows that the maximum score is 75 and the minimum score is 45. The average score of the post test is 59.85.

Based on the explanation above, it shows that the result of control class doesn't have significance improvement after given treatment. It can be seen from the average score of post test that is 59.85>52.57. The post-test in control class also better than pre-test, but lower than experimental class.

Table 4.6

The Result of Control Class

No	Students	pre-test	post-test
	Control Class		
1	AA	65	70
2	AM	55	60
3	AS	60	65
4	AMR	35	65
5	AL	65	70
6	AR	40	55
7	AH	45	55
8	AF	55	65
9	DN	50	60
10	DNE	50	60
11	DKA	60	65
12	DF	50	60
13	FR	55	65
14	FU	70	75
15	FA	40	45
16	FD	40	55
17	HS	60	50
18	IFA	55	55
19	IA	50	50

20	IY	55	60
21	ID	55	60
22	KH	60	65
23	KA	55	60
24	MRF	60	60
25	MS	50	65
26	MR	45	55
27	MT	50	55
28	MN	50	50
29	MAR	50	65
30	MRS	45	60
31	MT	60	75
32	MTN	45	55
33	PPS	55	60
34	RBP	55	60
35	SHR	50	45
		$\sum$X= 1840	$\sum$X=2095
N= 35		M= 52.57	M= 59.85

The writer describes the students' improvement scores of pre test and post test at the control class by the graphic as follow:

Graphic 4.1

Scores Pre-test and Post-test at Control Class
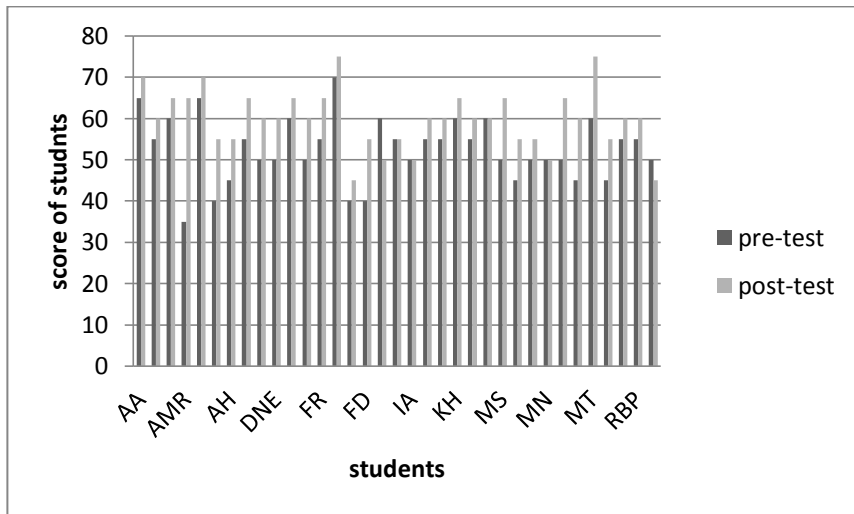
B. Data Analysis

After getting the data from the post test score of two classes, then the writer analyzed it by using *t*-test. The formula as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2   = Constant number

df   = Degree of Freedom (df = $N_1 + N_2 - 2$)

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$X_1 = X_1 - M_1$

$X_2 = X_2 - M_2$

Table 4.5

The Result Calculation of Post-Test at the Experiment Class

($X_1{}^2$) and the Control Class ($X_2{}^2$)

NO	Score		x_1	x_2	$x_1{}^2$	$x_2{}^2$
	X_1	X_2				
1	60	70	-7.28	10.15	52.99	103.02
2	75	60	7.8	0.15	60.84	0.02
3	65	65	-2.28	5.15	5.19	26.52
4	50	65	-17.28	5.15	298.59	26.52
5	60	70	-7.28	10.15	52.99	103.02
6	60	55	-7.28	-4.85	52.99	23.52
7	60	55	-7.28	-4.85	52.99	23.52
8	65	65	-2.28	5.15	5.19	26.52

9	70	60	2.72	0.15	7.39	0.02
10	70	60	2.72	0.15	7.39	0.02
11	75	65	7.8	5.15	60.84	26.52
12	75	60	7.8	0.15	60.84	0.02
13	80	65	12.72	5.15	161.79	26.52
14	60	75	-7.28	15.15	52.99	229.52
15	65	45	-2.28	-14.85	5.19	220.52
16	60	55	-7.28	-4.85	52.99	23.52
17	70	50	2.72	-9.85	7.39	97.02
18	65	55	-2.28	-4.85	5.19	23.52
19	60	50	-7.28	-9.85	52.99	97.02
20	70	60	2.72	0.15	7.39	0.02
21	55	60	-12.28	0.15	150.79	0.02
22	60	65	-7.28	5.15	52.99	26.52
23	60	60	-7.28	0.15	52.99	0.02
24	65	60	-2.28	0.15	5.19	0.02
25	70	65	2.72	5.15	7.39	26.52
26	60	55	-7.28	-4.85	52.99	23.52
27	80	55	12.72	-4.85	161.79	23.52
28	70	50	2.72	-9.85	7.39	97.02
29	70	65	2.72	5.15	7.39	26.52
30	90	60	22.72	0.15	516.19	0.02
31	75	75	7.72	15.15	59.59	229.52
32	65	55	-2.28	-4.85	5.19	23.52
33	75	60	7.72	0.15	59.59	0.02

34	60	60	-7.28	0.15	59.59	0.02
35	85	45	17.72	-14.85	313.99	220.52
$\sum$	**2355**	**2095**			**2577.2**	**1774.2**

After that the writer calculated them based the *t*-test formula:

$M_1 = \frac{\sum X_1}{N_1} = \frac{2355}{35} = 67.28$

$M_2 = \frac{\sum X_2}{N_2} = \frac{2095}{35} = 59.85$

$\sum x_1^2 = 2577.2$

$\sum x_2^2 = 1774.2$

$df = N_1 + N_2 - 2 = 35 + 35 - 2 = 68$

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1.N_2}\right)}}$$

$$t = \frac{67.28 - 59.85}{\sqrt{\left(\frac{2577.2 + 1774.2}{35 + 35 - 2}\right)\left(\frac{35 + 35}{35.35}\right)}}$$

$$t = \frac{7.43}{\sqrt{\left(\frac{4351.4}{68}\right)\left(\frac{70}{1225}\right)}}$$

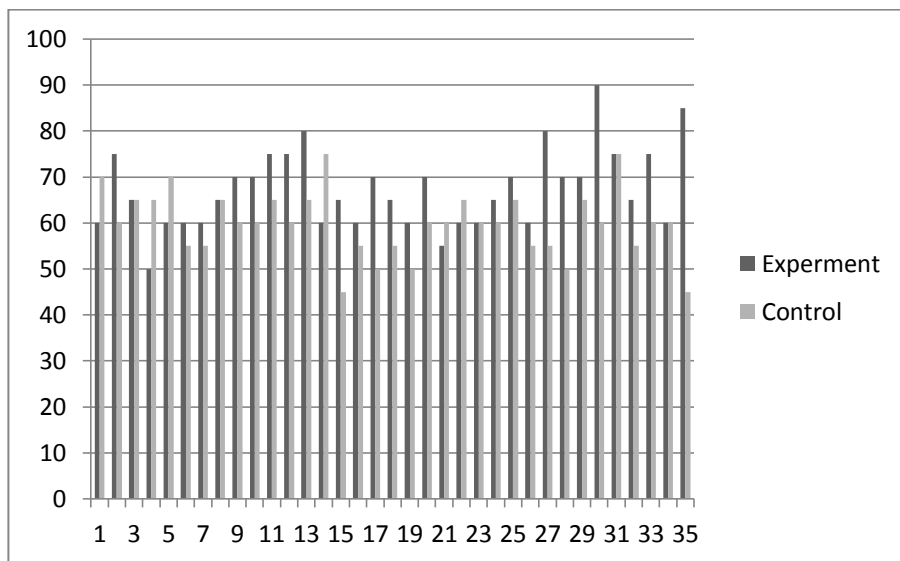$$t = \frac{7.43}{\sqrt{(63.99)(0.05)}}$$

$$t = \frac{7.43}{\sqrt{3.19}}$$

$$t = \frac{7.43}{1.78} = 4.17$$

From the data above, the writer describes the scores of distribution frequency by the graphic as follow:

Graphic 4.3

The score of distribution frequency

C. **Hypothesis Testing**

To prove it, the data obtained from experiment class and control class are calculated with the assumption as follow:

If $t_o > t_t$: The alternative hypothesis is accepted. It means that there is significant influence of teaching reading comprehension between using Content Based Instruction method and without Content Based Instruction method.

If $t_o < t_t$: null hypothesis is rejected. It means that there is no significant influence of teaching reading comprehension between using Content Based Instruction method and without Content Based Instruction method.

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 4.17, degree freedom (*df*) is 68. In degree of significance 5% from 68 (t table) =1.66, in degree of significance 1% from 68 (t table) = 2.38.

After getting the data, the writer compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, t_o:t_t = 4.17>1.66 in degree of significance 5% and t_o:t_t = 4.17>2.38 in degree of significance 1%.

The statistic hypothesis states that if t_o is higher than t_t, it shows that *Ha* (alternative hypothesis) of the result is accepted and *Ho* (null hypothesis) is rejected. It means that there is influence of teaching reading comprehension on report text between using Content Based Instruction method and without Content Based Instruction.

D. Data Interpretation

In the class IX B as experimental class, the highest score of pre-test is 65 and the lowest score is 25. The highest score of post-test is 90 and the lowest score is 50. The mean of pre-test score obtained by students in this class is 50.71 and the mean of post-test is 67.28. The mean of pre-test and post-test score has good enough improvement it seen by 67.28>50.71. The improvement caused by the experimental class have learned reading comprehension on report text by using content based instruction that not used by teacher before. Because in this research writer using theme based model so that the students focus on theme/topic in learning English subject. Teacher given freedom to the students to choose one title that make the student interest. Text that students used in every meeting is different between one group to another, so that students not only learn about one text. In addition, Content Based Instruction has several benefits. There are:

a. It is underpinned by the organic, analytical approach to language development advocated here

b. It can help school learners master other aspect of school learning in addition to language and it does so in an integrated way.

c. It provides a framework within which learners can have sustained engagement on both content mastery and third language acquisition.

d. It can raise motivation and heighten the engagement of the learner in his or her own learning process[35]

From the benefits above, the writer make a summarize that while teaching and learning process, students are given the freedom to search for the text that they like in accordance with a predetermined theme. So it is not fixed on one text title only. This will help foster students' interest in reading because the text they read is the way they like. In addition, during the reading process students get information and also new vocabulary that they haven't known before.

In class IX A as control class, the highest score of pre-test is 70 and the lowest score is 35. The highest score of post-test s 75 and the lowest score is 45. The mean of pre-test and post-test in this class is 52.57 and 59.85. There is no significant improvement of the result in this class., it seen from the average score of post test that is 59.85>52.57. This class also experienced improvement but le than experimental class. It caused by the control class did not l using Content Based Instruction on reading comprehension on report text.

CHAPTER V

CONCLUSION AND SUGGESTION

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[35]David Nunan, *Task Based Language Teaching,* (New York: Cambridge University Press, 2004), 132

A. Conclusion

Based on the writer's research about the effectiveness of using Content Based Instruction (CBI) toward students' reading comprehension on report text, the writer takes two conclusions.

1. Students' reading comprehension at the third grade of MTs Al-Khairiyah Karangtengah before given the treatment is low. It can be seen from the result of pre-test at experimental class, the lowest score is 25 and the highest score is 65 and the students' mean score is 50.71. The result of pre-test at control class, the lowest score is 35 and the highest score is 70 and the students' mean scores is 52.57.

2. From the result of pre-test and post-test in experimental class (using Content Based Instruction) and a control class (without Content Based Instruction) the writer can concludes that experimental class is better than control class. It can be seen from the result of t table with level significant 5% = 1.66 and with level significant 1% = 2.38 t observation = 4.17, so1.66 < 4.17>2.38. It means that $t_o > t_t$ and the writer concludes the alternative hypothesis (Ha) is

accepted. It means that there is the influence of Content Based Instruction (CBI) toward students' reading comprehension on report text.

B. Suggestion

Dealing with conclusion, the writer would like to suggest that it intend to offer some suggestion which may be useful not only for teachers but also for students as learners.

There are three suggestions which may be useful for teacher.

1. The teachers should always give motivation to the students in teaching learning process.

2. English teacher have to be patient while the process of teaching learning, because students experience from method previously to the content based instruction method.

3. English teacher should explain more detail about reading comprehension, in order the students understand clearly about report text and using CBI method as communicative and interactive approach in teaching learning process.

There are two suggestions for students.

1. The students have to study more hardly to improve their reading comprehension. After this research have finished, the students got used to read more text from many source.

2. The students must be add new vocabularies everyday and remember them every time. Found out the new vocabulary can do by reading every day.

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