

DEVELOPING READING COMPREHENSION THROUGH CONTENT- BASED INSTRUCTION: AN EXPERIMENTAL STUDY

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ABSTRACT

Content – Based Instruction is one of the methods that is believed to improve and develop reading comprehension to the students. It exposes students to different types of approach as well as strategies which actively involved them in understanding a reading text. Furthermore, CBI is also believed to enhance the linguistic and intellectual abilities through the content being delivered to the students. This study is a one group quasi- experimental approach wherein the researcher utilized a personal made module along with the pretest and post-test as the instrument. The researcher used the Christology as the content to test the effectivity of CBI in developing reading comprehension to the students. The respondents of the study were the Grade 11 GAS students in Assumption College of Nabunturan school year 2022-2023. The result of the experimental study reveals that content – based instruction indeed develops reading comprehension to the students. The result reveals that students gain -8. 79 significant increase of reading comprehension after the conduct of the study. Moreover, the result of the study reveals that using other content aside from English subjects could be utilized by the teacher to develop reading comprehension to the students. Additionally, Religious Education teachers could teach the students the content of the subject while teaching them other skills needed for the improvement of their reading comprehension. The Administrator and English subject coordinator could make a curriculum suited for the development of comprehension to the students and implement not just in English subject but to other discipline as well.

Keyword: - reading comprehension, content- based instruction

1. INTRODUCTION

Content – based Instruction (CBI) method is one of the many strategies that is believed to be effective in developing comprehension. It is because utilizing this method exposes students to several types of approaches that actively involve them in understanding the reading material, Tsai [2010]. The CBI also enhances the linguistic and intellectual abilities through the content being delivered to the students. In Indonesia, a study conducted by Putra and Marzulina, [2015] reveals the effectivity of the Content – based Instruction in developing reading comprehension of the students in second years learners at MTs. Al-Furqon Prabumulih. The study was conducted to know if the implementation of Content- based Instruction would improve the reading comprehension of the second-year students in MTs. Al-Furqon Prabumulih. Pretests and posttest were utilized to measure the average of the students before and after the conduct of the study. The result of the study reveals that there was a significant gain in the reading comprehension of the students after the conduct of the study. To help the students improve and develop comprehension through CBI method, the teacher prepares the lesson with task and activities (group works, sharing, project-based learning and reporting) that allows the learner to work and complete a task. In the Philippines, a study conducted by Morales, [2010] entitled “Promoting the Reading Comprehension of Freshmen Engineering Students

Through an Interactive Approach to Content-Based Materials” also reveals the effectivity of the content-based instruction in developing reading comprehension to the students. The respondents were divided into two groups (experimental group and control group). The result of the study reveals that there is a significant difference in the pretest and posttest result of the experimental group which implies that the interactive pedagogy was effective in developing the experimental group’s reading comprehension of content-based materials. In Assumption College of Nabunturan where the researcher is teaching for four years, the concern in reading comprehension continue to arise and become serious as the pandemic happened. Teachers and the researcher themselves observed that students who enrolled in grade 11 after pandemic manifest poor reading comprehension. Some teachers complained that many students could not understand what they were reading as depicted during the class works. Remediation was already conducted by teachers, however, there are still students who experienced the difficulty. It was in this context that the researcher was encouraged to test the effectivity of the content- based Instruction to help and develop reading comprehension of the students particularly the Grade -11 St. Gregory who are the respondents of this experimental study.

1.1 REVIEW OF RELATED LITERATURE

Content-Based Instruction (CBI) can be defined as a teaching method that emphasizes learning about something rather than learning about language [Davies, 2003], which focused on the topic or subject matter [Peachy,2003]. Nevertheless, Richards and Rodgers [2001], added that through CBI learners can “interact with authentic, contextualized, linguistically challenging materials in a communicative and academic context”. There are several reasons why content-based instruction (CBI) is commended especially in developing reading skills and reading comprehension. First, it may make learning a language more engaging and inspiring. Students become more independent and self-assured when they can utilize the language to accomplish a genuine goal. Second, students may have a wider comprehension of the world through CBI, which can contribute and assist in their general learning improvement. Third, teachers in EAP (English for Academic Purposes) admire CBI because it helps students gain important study skills like taking notes, summarizing, and extracting key information from texts. CBI also allows students to gain a much wider knowledge of the world, which can improve and support their general educational needs. Fourth, Students can benefit greatly from the development of highly important thinking abilities that can be applied to other disciplines by absorbing knowledge from many sources, re-evaluating it, and reorganizing it. Lastly, students' ability to collaborate with others, which has considerable societal value, can be enhanced by the inclusion of a group work component in a particular framework, Putra and Marzulina [2015].

Tsai, [2010] said that content- based instruction method could improve reading comprehension. It is because utilizing the Content-Based Instruction (CBI) technique exposes students to several types of approaches that actively involve them in understanding the reading material. For students to comprehend a text he or she should have the knowledge of the language since reading is a receptive process. It is a process of identifying, interpreting, and perceiving written or printed texts, Khand [2004].

In 2007, Pessoa, Henry, and Donato, cited that CBI is also incorporated with cooperative learning which considered to be as a realistic strategy that promotes strategic development for the learners in a language-learning curriculum. Based on accounts, CBI promotes the development of the strategic language for those who develop programs, Duenas [2004]. In addition, using the CBI method, students may be able to create information in a variety of ways, which may assist them become more independent readers Balcikanli [2010]. Moreover, the main objective of Content-based instruction is to provide students with numerous chances to interact with clearly made sets of content resources and review that material from several viewpoints, including exposure to visual representations of information. The value of both verbal and visual information representations in enhancing students' memory and recall was proven through research on discourse understanding, Grabe and Stoller [2019].

Reading is the act of obtaining knowledge through written material, whether it be in the form of text, a picture or diagram, or a combination of both. Reading is a skill that also helps one know, see, and comprehend the material they are reading Leli Sari, [2017]. The deficit in reading and reading comprehension in different countries is not surprising if we consider the circumstances under which the schools and the children operate. Indian students and teachers think that the act of reading is straightforward and easy, or some consider reading as a simple way of reading in the classroom. Therefore, they spend zero time reading. This all results in poor academic performance of the students. The real problem starts at the elementary level where kids are not properly trained in reading skills. It means that if a student is unable to do the reading comprehension, he/she won’t be able to learn. Reading problems start developing at an elementary level when kids’ reading skills are not properly taken care of by parents and teachers. Therefore, the teachers should take care of reading skills at the elementary level. Yadav June [2022].

Pressley [2000] lists several reading comprehension techniques that students can use when reading independently, including "previous knowledge activation, question generation, and formation of mental imagery while reading." The degree of reading comprehension may also rise when interest levels rise. From this, it can be inferred that ESL students need to read a lot and actively engage in the reading process to enhance their reading comprehension. Guidelines on reading techniques that can be used and modified to achieve the goal of interacting with the text are provided in handouts. In addition, Gilakjani and Sabouri [2016] stated in their study that utilizing varied reading strategies contribute significantly to the development of students' reading comprehension abilities.

According to Suson, [2020] since most information is delivered in text form, reading and reading comprehension are vital abilities for children to have in order to survive and comprehend how society functions. Moreover, significant contributions have been made by Bhan and Gupta [2010], and Singh [2011] who have worked on reading, and it indicates a positive influence on all aspects of the development of the learners, especially for their academic journey.

Paris and Hamilton [2014] mentioned that reading comprehension is just one aspect of a much broader body of knowledge that takes into consideration the ways in which the reader or listener's abilities and goals interact with the author's or speaker's intentions, the text's or message's content, and the context or setting in which the interaction takes place. Kristin and Leah [2010] stated that reading comprehension can be achieved when a reader has a capability to get some information from the written text. Reading comprehension is a dynamic competency according to the purpose for reading and the text that is involved. Reading comprehension also needs the reader's background of knowledge and both cognitive and metacognitive strategies.

1.3 STATEMENT OF THE PROBLEM

The study aimed to determine the effectiveness of Content-Based Instruction to improve the reading comprehension of the students. Specifically, the study sought answers to the following questions:

1. What is the academic performance of the students as reflected in their pre-test?
2. What is the level of the student's post test scores in Reading comprehension after the conduct of Content based instruction?
3. Is there a significant difference between the pre-test and post-test results of the students in reading comprehension?

2. METHODS

Research Design

A one group quasi-experimental approach was used in this study to determine the effectiveness of the Content-Based Instruction to remediate students who had difficulty in reading comprehension. The researcher used One group Pre-test Post test -subject quasi experimental research design by Baraceros [2016]. The one-group pretest-posttest design is a type of quasi-experiment in which the result of interest is assessed twice: once before and once after putting a non-random group of participants to a specific intervention or treatment. Differences attributed to application of the experimental treatment was evaluated by comparing the pre-test and post-test score.

2.1 Research Locale

This study was conducted at Assumption College of Nabunturan. It is in Poblacion, Nabunturan, Davao de Oro. The municipality of Nabunturan is situated in the southern Philippine province of Davao de Oro. The province, formerly known as Nabunturan, Compostela Valley. On December 7, 2019, the locals agreed changing the province's name from Compostela Valley to Davao de Oro. Its capital town is Nabunturan, which is also known as the "Golden Heart of Davao de Oro" because of its geographic center. The new name, which translates to "gold," denotes the region's wealth in natural resources and gold. The capital of the province, Nabunturan, is one of the 11 municipalities. It is a private school located in the Compostela Valley. The Assumption School of Nabunturan was established in 1954 by the sisters of Mary of the Assumption. When the fma sisters moved to the Philippines from Canada after World War II, Assumption School was the first institution they founded. As of today, Assumption College provides undergraduate degree programs in business administration, accounting, humanities, natural sciences, and teacher Education. An educational administration master's degree program is offered through the college's Graduate School Department. In addition, ACN offers a basic education curriculum, including a Senior High School (SHS) division that offers academic and technical-vocational-livelihood (TVL) programs.

2.2 Research Subjects

The research subjects for this study are the 34 Grade 11- GAS students in the Assumption College of Nabunturan school year 2022-2023. The research subjects are taking their RS 2 (Christology) used as the content for the experimental study. The researcher used a judgement sampling procedure in determining the subjects of the study. Judgement sampling is a non-probability sampling technique, which is not based on statistics. It involves selecting sample based on the expertise, professional judgment, and knowledge of the assessors.

2.3 Research Instruments

The researcher used a test questionnaire for the pre-test and post-test to assess the students' reading comprehension. The researcher uses a personal made module which is anchored on the competencies of the content – based instruction that the researcher utilized in developing reading comprehension to the respondents. The content used to develop reading comprehension to the students is the Religious Study 2 which is Christology. The pre -test post -test questionnaire was divided into two parts: multiple choice and true or false. The answer key is provided by the researcher based on the content of the module. The researcher made module was composed of three lessons which consists of lessons and activities that would enhance the reading comprehension of the subjects of the study. Before administering the study, the research instruments were validated by five experts. After the validation, the researcher improved and edit the module and research instrument based on the comments and suggestions of the validators and adviser. When permission was granted to conduct the study, the researcher did the pilot testing with Grade 11 Marianne students. The questions and clarifications during pilot testing of the participants was addressed by the researcher and made a minor editing. To determine the competency level, the scale used was.

Descriptor	Grading Scale
Outstanding	90- 100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did not meet expectation	Below 75

2.4 Validation of the Research Instrument

The module consists of three lessons was submitted to five experts for validation, comments, and suggestions. After the validation the researcher revised the research instruments based on the comments and suggestions of the validators and her research adviser. The researcher improved the research instruments based on the comments and suggestions of the validators and her thesis adviser. The pre -test and post-test was crafted carefully with table of specification to make sure that the items were properly distributed. Before administering the research instrument to the respondents, it was pilot tested to the students who were not part of the study. After the pilot testing, the researcher improved the test questionnaire based on the clarification raised during the pilot testing.

2.5 Research Procedure

A letter was sent to the school president and senior high school principal asking permission to the study. The letter was submitted for the researcher to administer her experimental study to the Grade 11 Gregory students in her RS 2 class for five meetings.

When permission was granted, the researcher administers the pre-test to the respondents of the study. It was then followed by the intervention through the content- based instruction for three consecutive lessons. During the conduct of the study the following strategies below under content – based instruction was employed in helping the respondents to develop their reading comprehension. Discussion/lecture was done in all the topics to help students gain knowledge and understanding about the lesson, the researcher also assists and give answers to the questions and clarifications of the student. It was also during discussion that the students learn about the content of the topic while being exposed to different vocabularies, activities, task, and scenarios that helped them gain understanding. The researcher integrates the different strategies under content-based instruction based on the existing studies to have a meaningful learning of the students and test its effectivity.

In lesson one, the researcher applies the inquiry-based learning and communicative language learning strategy to let the students express, describe, and share their ideas about the lesson through specific questions that are found in the

module. The “Fix me” activity was done to let the student have a collaborative work as group in fixing a series of picture and to arrange it accordingly. In collaborative learning, students can share their ideas and knowledge that help other student gain understanding and allow students develop critical thinking in doing a specific task. Through which, students were able to arrange and come up with their own work in fulfilling the task. After the activity, the checking was done to let the students know the proper order of the picture and the first group were able to come up with the correct order of the picture. A film viewing was followed to allow students gain a deeper understanding about the lesson with picture to help students visualize the narrative story and picture being presented to the class. In this way, the develop their ability to recall information. The students are also asks to list words that they could remember from the video. It was done to help student develop their attentiveness and listening skills as well as enriching vocabulary by listing words that they grasp. It was then followed by unlocking vocabularies to ensure comprehension to each of the word written on the board. The researcher asks some of the students to create a sentence using the words that are listed on the board and gave feedback and answer to the queries of the student. Some students were able to make a good sentence while others are being assisted by the researcher to come up with a good and correct usage of the vocabularies presented. The students also share in their respective group about their understanding and learning from the each of the passage being read in the class. In this way they gain information and able to connect with other students presenting their own ideas. In lesson 2, a game called “Four pics in one sentence was utilized to motivate the students and allow them to think and work as group. Inquiry based learning was also used in activating prior knowledge of the students. It was done to let the student immersed and be aware of what is the content all about. Students were very cooperative in sharing their ideas given that their knowledge about the content was limited. During discussion same pattern in the lesson one was utilized to ensure the comprehension of the students. Questions, clarifications were attended by the researcher. Question and answer were also done to ensure if the students were comprehend the lesson properly. After the discussion the students are asked individually to summarize their learning and understanding in ten sentences to know if they could narrate what they have learned and understand using their own words. Feedbacking happen after the researcher checked the output of the students. Through which, the students were able to deepen their understanding about the topic and gain additional knowledge in terms of constructing sentence and looking for an accurate term. Some words in the output are written in “tagalog” that is why the researcher supply the correct terms and words in the class for a better learning and comprehension. In lesson three students the students are grouped into five and did the “walk tour” activity to gain knowledge and idea of the topic. This is also to motivate and see the dynamic of each group in doing a group work. During the walk tour the researcher observed that students are already sharing their thoughts and ideas with each other. They also exchange questions with each other and tried to have a guess of what was in the picture all about. Inquiry based and communicative language learning was also applied in the lesson three by asking questions and allowing students to answer and share in the big group. During discussion the researcher presented the content and allow students to unlock vocabularies by giving them hint or context clues. In this way the critical thinking and analysis of the students are being developed. The teacher asks students to read some passages and let the student share his/her understanding. It was done to measure their ability to understand a passage even without giving the explanation and meaning of complex words in the sentence. Feedbacking and checking was done every after a passage to assist students and help them understand the content properly. Queries were also addressed and answered during the discussion. After the discussion the researcher grouped the students into five to sequence the pictures accordingly based on the lesson. They were given five minutes to think, share and decide as a group to finalize their output. After which a selected student from each group presents in the class and explain the sequence of their work. The group three were the first to come up with the correct sequence and the group two came as last. Based on the result and explanation of each group it was evident that they have understood the lesson properly. After conducting the three lessons a day was given to the students to study and review all the lessons that was discussed. The experiment ended by administering the posttest to the respondents.

2.6 Statistical Treatment

To provide readable conclusions, the data was organized and collated. The following statistical test was employed to make an accurate analysis and interpretation of the different data gathered in this research.

Mean. This was utilized to determine the level of the students’ pre-test scores in Reading Comprehension before and after the conduct of Content Based Instruction.

T-test. Paired sample T-test was used to test the significant difference between the pre-test and post-test mean scores.

Other than that, to have the results easily, the researcher used SPSS software to determine and compare the T- test results between pre-test and post-test of the involved group.

3. RESULTS

This chapter shows the results from the data collection and subsequent analysis in a chronology that corresponds to the problems presented. As a basis for the computation and interpretation of the results, data and preparatory information were also given.

	Mean	Mean Percentage Score	Transmuted Grade	Competency level
Pre- test	14	46.67	63	Did not meet expectation

Table 1: Mean of the Pretest scores.

The table above shows the performance of the students before giving the intervention for reading comprehension. The mean of the students which is 14 reveals that their level of comprehension is poor and interpreted as did not meet expectation.

	Mean	Mean Percentage Score	Transmuted Grade	Competency level
Post - test	22.79	75.98	85	Satisfactory

Table 2: Mean of the Posttest scores.

The result in table 2 shows that there is a significant increase in the reading comprehension literal level of the students after the conduct of the experiment. The mean score that the student achieved in the post- test is 22.79 which is way higher compared to their pre- test mean result. It shows that there is really an improvement in the students reading comprehension after the intervention. The improvement from “did not meet expectation” to “satisfactory” reveals that the learner improved and developed reading comprehension.

	Mean	Standard Deviation	p-value	t	Remarks
Pre-test	14	4.37	0.000	- 8.79	Significant
Post-test	22.79	3.94			

Table 3: Test Results and Hypothesis

Paired t-test was conducted to test if there is significant difference between the pre-test and post- test. The table above shows that there is a significant difference between the pretest and posttest mean of the students. The p – value which is 0.000 led to the rejection of the null hypothesis. This reveals that the difference between pretest and posttest results is highly significant. The t value which is -8.79 implies the significant difference of pretest and posttest.

4. CONCLUSIONS

This chapter presents the summary of the findings, conclusion, and recommendations of the conducted research study.

4.1 Summary of Results

The following conclusions were based on the data gathered and treated statistically.

1. The mean score for the academic performance of the student’s during pre-test was 14 and interpreted as “did not meet expectation” which means their comprehension is poor before the intervention.
2. The mean score of the respondents after the experiments was 22.79. Their academic performance gain -8.79 which shows an increase in their level of comprehension.
3. There was a significant increase in the pretest and posttest of the respondents.

5. ACKNOWLEDGEMENT

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