IMPROVING STUDENTS' READING SKILL THROUGH TEXT BASED INSTRUCTION MODEL OF SECOND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM KHAIRUN UNIVERSITY IN ACADEMIC YEAR 2021/2022

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Abstract

This research is intended to find out the implementation of text based instruction model in teaching reading skill, and to find out the improvement of students' reading skill through the implementation of text based instruction model. In this study the researchers used functional text used students of second semester of english language education study program Khairun University as the data source of this research. The research instrument used in the form of observation checklist, and test. The data is in the research are mainly gathered through the use of pre-test, observation, questionnaires, and post test. In analyzing the data, the researchers applied descriptive tehnique. After the data are collocted, they are analyze based on five indicators; scanning for the key words, skimming for the specific information, making inference, looking for topic, understanding paragraph. The result shows that the implementation of text based instruction model through pre-activity, while activity and post activity can improve the students' speaking skill. The implementation of text based instruction model can improve students' speaking skill of the second semester students of English language education study program Khairun university. In the pre-test result, in which they formerly did not learn using text based instruction model, the mean of pre-test was 50.05. After they learn English using Small group discussion, the mean of post test was 75.09.

Key Word: reading, skill, text based instruction

INTRODUCTION

In many second or foreign language teaching, reading receives special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all the students ever want to acquire. Second, written texts serve various pedagogical purposes. Good reading text also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (Richards.J.C, 2002: 273).

Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts): raising student awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. As a consequence, the use of graphic representations to highlight text organisation and to indicate the ordering of the content information is an important resource for comprehension instruction (Grabe William, 2002:277).

For most second language learners who are already literate in a previous lnguage, reading comprehnsion is primarily a matter of developing appropriate, effecient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Effecient reading consists of clearly identifying the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding, use effecient silent reding tehniques for relatively rapid comprehension (for intermediate to advance levels), skim the text for main ideas, scan the text for specific information use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, and capitali on discourse markers to process relationships (Brown. H.D, 2001:306-308).

Reading comprehension skill consist of: Scanning for the key words, Scanning for information, making inferences, looking for Topic, Understanding and building sentence, and understanding paragraph (Beatrice S. Mikulecky and Linda Jeffries.1997:hal 42-86

Second semester students of English Language Education Study program Khairu University foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and study purposes. In fact, some of them get result below the minimum completeness criteria based on test result.

A. Teaching and Learning English as a Foreign Language

Richard (2002: 179-180) asserts that someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication (China, Japan, and Korea, for example), is said to be learning English as a foreign language.

In terms of learning English as a foreign language, Harmer (1992:1-2) states that English is learned by the greatest number of students in the world as a foreign language, probably, because it is in the school curriculum, whether they like it or not. Some people also want to study English because they think it offers a chance for advancement in their profession lives. Some language students find themselves living in a target language community (either temporally or permanently). The students would need to learn English to survive in that community. Some students would need to learn English to survive in that community. Some study a foreign language because they are attracted by the culture of the target language.

B. Teaching Reading

According to Richard J C (2002), mentions some explanation about reading (1) Perceiving a written text in order to understand its contents. This can be done silently(silent reading). The understanding that results is called reading comprehension. (2) saying a written text aloud (oral reading). This can be done with or without an understanding of the contents. Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly reffered to :(a) literal comprehension: reading in order to understand, remember, or recall the information explicity contained in a passage.(b.) Inferencial comprehension: reading in order to find information which is not not explicitly stated in a passage, using the reader's experience and intuition, and by inffering (INFERENCING),(c) Critical or evaluatif comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.(d). appreciative comprehension: reading in order to gain and emotional or other kind of valued response from a passage.

Rivers and Temperly in Nunan (1999: 250) states that there are seven main purposes for reading:(1)to obtain information for some purpose or because we are curious about some topic;(2)to obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works); (3) to act in play, play a game, do a puzzle; (4) to keep in touch with friendsnby correspondence or to understand business letters;(5) To know when and where something will take place or what is available;(6)to know what is happening or has happened (as reported in newspaper;magazines, reports);(7). For enjoyment or excitement.

Davies(1995) in Nunan(1999: 137) mentions the different types of reading that exist(1) the first of these is receptive redaing, which is the rapid, automatic reading that we do when we read narratives;(2)Reflective reading, in which we pause often and reclect on what we had read;(3) Skim reading, in which we read rapidly to establish in a general way what a text is about;(4)Scanning, or searching for spesific information. According to Beatrice S. Mikulecky and Linda Jeffries (1997:hal 42-86), says that Reading Comprehension skill consist of:

1. Scanning for the Key words
2. Skimming for the spesific information
3. Making inferences
4. Looking for Topic
5. Understanding and building sentence
6. Understanding paragraph

RESEARCH METHOD

Kemmis and Mc Taggart (1988: 5) in Cohen (2008: 298) define that action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. In this study the researcher uses action research theory proposed by Kemmis and Taggar to conduct a research with the title *Improving Students' Reading Skill through Text Based Instruction Model : a Classroom Action Research to English Language Education Study Program Khairun University Program in academic year 2021/2022.*

The research instrument utilized by the writer is in the form of observation checklist and test. The observation checklist is mainly used to write the students' progress from time to time. Test is one important element in the research namely to find out the implementation of text based instruction model can improve students'reading skill or not.

Tomal (2003:25-79) mention that there are many methods to collect data in action research. He points out that selecting the best method is a crucial aspect to ensure the acquisition of relevant and valid information. In this research, the data are collected through:

(1).Pre-Test, (2) Observation,(3) Questioner,(4) Post Test.

Kemmis and Mc Taggart (1992) in Mcniff and Whitehead (2002:46) claim that model of the action research is shown a self-reflective spiral of planning, acting, observing, reflecting and re-plannng as the basic for understanding how to take action to improve an education situation. In this research procedure the researcher will use four steps as follows:

a. Cycle 1
    1. Planing
    2. Action and Observation
    3. Reflection
b. Cycle 2
    1. Planing (Revised Planing 1).
    2. Action and Observation
    3. Reflection
c. Cycle 3
    1. Planning (Revised Planning 2)
    2. Action and Observation
    3. Reflection

In line with research objective, that is to find out the implemention of text based instruction model in teaching reading skill. The result shows that the implementation of text based instruction model is purposively, meaningfully and effectively in teaching reading. The result of pre test and post test are compared. The the difference both tests is utilized to shows wether there is some improvement in student' reading skill or not after the implementation of text based instruction. The researh schedule

consist of six steps: Observation, planing and action I, planning and action II, planning and action III, and Data analysis and reporting.

RESEARCH FINDINGS AND DISCUSSION

The Implementation of Text Based Instruction Model in Teaching Reading Skill to Students of second semester of English language Education Study Program Khairun University

1. Pre- Test

The researcher started by giving pre-test to the students. The pre-test consist of two types written and oral test to student. The oral pre-test was conducted by interviewing each student, using ten questions, and written pre-test was conducted by giving questions about the students' reading activities. The oral pre-test was conducted by calling the students one by one in front of the class to be interviewed and the researcher recorded it. During the oral pre-test, the researcher gave the other students the written test.

The pre-test was scored based on seven points; fluency, pronunciation, grammar, vocabulary and accuracy/appropriateness. Each point has score ranging from 1 to 10.

Table 1. The Result of The Pre-Test

Students' Number	Scanning for the Key words	Skimming for the spesific information	Making inferences	Looking for Topic	Understanding and building sentence	Understanding paragraph	Average Score
1 to 25							
Mean	**50,01**	**47,13**	**45.34**	**50. 05**	**48.02**	**40,20**	**50.01**

The table shows that the mean of the pre-test was 50,01.The lowest score was 40,20 and the higher score 60. There was only one student who got score 65. Among twenty five students there were twenty four students who scored below 65. The mean of the pre-test was low (50.01)

2. Cycle

This research consisted of three cycles. Each cycle had three steps: planning, acting and observing and reflecting. Cycle 1 was conducted for three week. Cycle 2 was conducted for three weeks and also Cycle 3 was conducted for three weeks . Each Cycle consisted of planning, action and observation, and the last was reflection.

Cycle 1 (First,second, and third meeeting)

There were 25 students in the class and no one was absent. The activity of teaching learning through text based instruction model by using: Functional Text . The steps of Text- based Instruction model includes 4 stages namely;

1. Building knowledge of the field (BKOF)
2. Modelling of Text
3. Joint construction of text
4. Independent construction of text

Pre activty: Building Knowledge Of the Field (BKOF) the purpose is to prepare sudents, readness to follow the class/warming up and to provide the context of the lesson. example: Good morning , How are you? and than reviewing last materials. Example: Do you still remember the last material we had?, What did you learn in the materia?. The next activity is introducing new material. Example: Have you ever seen a..? How does it look like? Where does it?

While activity1: Modelling of the Text, we started with the example of a genre in a full text. we deconstruct the text based on the: social function, generic structure in the forms of Questions in Skimming and scanning: What, Where, When, How, and then activity for language features. Example; cohesion: reference, sinonymy, conjunction, antonymy, meronymy, etc. related to text introduced. After that the activity for grammar: tense, sentence patterns, nominal grup. Then the activity for vocabulary is words in use, pronunciation and spelling. The last activity we complated them with simple theories and sufficient exercises.

While activity 2: Joint Construction of Text, The students in groups are guided to reconstruct a new text of the same genre in a group of students and guided by the lecturer. For example in jumbled reading, guided dialogue, a set of questions to reconstruct the cohesive texts.

Close Activity: Independent Construction of Text,**The** students are independently given opportunities to reconstruct a new text of the same genre individually and guided by the lecturer.

Table 2. The Result of Evaluation in Cycle 1

Students' Number	Scanning for the Key words	Skimming for the spesific information	Making inferences	Looking for Topic	Understanding and building sentence	Understanding paragraph	**Average Score**
1 to 25							
Mean	**58,01**	**55,22**	**57.14**	**56. 06**	**57.02**	**55,23**	**58,.24**

As seen in the research evaluation from the table above, the mean from the first evaluation is 58,24. The lowest score is 55,22 and the highest score is 67. There were five students who got score 60,01 and there was two students who got 65,34.

3. Reflection 1

Based on the implementation of the first, second and the third meeting of cycle 1, there are some points that the researcher can sum up as follows:

a. The implementation of text based instruction model in teaching speaking through various activity can make students interest to study English and more activity although they still poor in making interaction.

b. English through text based instruction model is a meaningful context for acquiring, memorizing new language and new vocabulary. Students' vocabularies were still poor, mistakes in pronunciation becouse influenced by their first language (mother tongue).

c. The use of text based instruction model in teaching reading skill make students more active.

Cycle 2 (fourth,fifth and sixth meeting)

Cycle 2 was conducted for three weeks. The first week was planning (Re-Designing Lesson Plan), re designing materials, re detailing the learning activity, and she determined media and source. the second and third week were for acting and observating, and the last is reflectin.

Table 3. The Result of Evaluation in Cycle 2

Students' Number	Scanning for the Key words	Skimming for the spesific information	. Making inferences	Looking for Topic	Understanding and building sentence	Understanding paragraph	**Average Score**
1 to 25							
Mean	**60,01**	**58,62**	**58.52**	**58. 34**	**58.23**	**58,33**	**60,34**

As seen in the research evaluation from the table above, the mean from the second evaluation is 60,34 The lowest score is 58,23 and the highest score is 68,55 there were only four students who got 50.

4. Reflection 2

Based on the implementation of small group discussion at the first and second meeting of cycle 2 that is completly done and researcher can sum up as follows:

a. The implementation of small group discussion through some steps and various activities in teaching reading can make students more active in making interaction spontaneously.

b. Using fungtional text improved students' confidence not least because students have a written text as a basis from which developed their reading skill.

c. The use of text based instruction model in teaching reading is an execellen way of creating cohesion and cooperation in a group.

5. Cycle 3 (seventh and eighth meeting)

Cycle 3 was conducted for two weeks. The first week was planning; the second a week were for acting, observing, and reflecting. There are steps of Cycle 3. The researcher revised the lesson plan, after seeing the reflection from cycle two. There were some steps of re-designing plan. First, re-designing material, re- detailing the learning activity. Third she re- determined the media and sources.

Table 4. The Result of Evaluation in Cycle 3

Students' Number	Scanning for the Key words	Skimming for the spesific information	Making inferences	Looking for Topic	Understanding and building sentence	Understanding paragraph	Average Score
1 to 25							
Mean	**68,24**	**66,12**	**65.52**	**65. 34**	**65.14**	**63,08**	**70,34**

As seen in the research evaluation from the table above, the mean was 70,34. There were only two students who got 60. The highest score 80.

6. Reflection 3

The third cycle was completly performed, the researcher can sum up as follows:

a. The text based instruction model were an effective way to enhance the student's reading skill

b. Studying a interesting place text providing student with a meaningful context for acquiring and memorizing new language or vocabulary.

c. The text base instruction model routine used in pre or opening, while, and closing activity could help the stdents to improve reading skill.

CONCLUSIOS

The conclusions of this research are:

1. The implementation of text based instruction model in teaching reading skill to student of through three steps activities as follows;
   a. Pre- activity using Building knowledge of the field (BKOF)
   b. While –activity using Modeling of The Text, and Joint construction of text.
   c. Close-Activity using Independent construction of the text

2. The result of the implementation of text based instruction through three steps: pre- activity, while activity and close activity by using building knowledge of the field, modelling of the text, joint construction of text, and independent construction of text can improve the students' Reading skill.

There is an improvement of students' score in reading. In the pre- test result, in which the students did not using text based instruction model , there were twenty- four students who got below 60 and only one student who got 60. The mean of pre-test was 50,01. after they learn English using text based instruction model, the mean was 70,34. There were five students got 80,01,

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