

THE IMPLEMENTATION OF TEXT-BASED TEACHING TO ENHANCE STUDENTS' READING SKILLS AT SENIOR HIGH SCHOOL

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Article History

Received: 05-06-2026

Revision: 19-06-2026

Accepted: 22-06-2026

Published: 25-06-2026

Abstract. This study aims to evaluate the effectiveness of Text-Based Teaching (TBT) in improving the reading skills of recount texts of grade XI students at SMK TP 45. The study used a quantitative approach with a quasi-experimental design with a post-test only control group type. The study population consisted of all grade XI students of SMK TP 45, with a sample of two classes selected using a purposive sampling technique, namely one class as the experimental group and one class as the control group. Research data were collected through a multiple-choice reading test of 25 items that had passed validity and reliability tests, as well as structured interviews to obtain supporting information about the learning process. Data were analyzed using descriptive statistics, normality tests, homogeneity tests, and independent samples t-tests. The results showed that students who received learning using the Text-Based Teaching method had better reading skills in recount texts than students who followed conventional learning. These findings indicate that the Text-Based Teaching method is effective in improving students' understanding of text structure, linguistic elements, and content of recount texts. Thus, this method can be used as an alternative learning method to improve students' reading skills at vocational high school level.

Keywords: Reading Skills, Recount Text, Text-Based Teaching, Quasi-experimental

Abstrak. Penelitian ini bertujuan untuk mengevaluasi efektivitas *Text-Based Teaching* (TBT) dalam meningkatkan keterampilan membaca teks recount siswa kelas XI di SMK TP 45. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen (*quasi-experimental design*) tipe *post-test only control group*. Populasi penelitian terdiri atas seluruh siswa kelas XI SMK TP 45, dengan sampel dua kelas yang dipilih menggunakan teknik *purposive sampling*, yaitu satu kelas sebagai kelompok eksperimen dan satu kelas sebagai kelompok kontrol. Data penelitian dikumpulkan melalui tes membaca berbentuk pilihan ganda sebanyak 25 butir soal yang telah melalui uji validitas dan reliabilitas, serta wawancara terstruktur untuk memperoleh informasi pendukung mengenai proses pembelajaran. Data dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan uji *independent samples t-test*. Hasil penelitian menunjukkan bahwa siswa yang memperoleh pembelajaran menggunakan metode *Text-Based Teaching* memiliki kemampuan membaca teks recount yang lebih baik dibandingkan siswa yang mengikuti pembelajaran konvensional. Temuan ini mengindikasikan bahwa metode *Text-Based Teaching* efektif dalam meningkatkan pemahaman siswa terhadap struktur teks, unsur kebahasaan, dan isi teks recount. Dengan demikian, metode ini dapat dijadikan salah satu alternatif pembelajaran untuk meningkatkan keterampilan membaca siswa pada jenjang sekolah menengah kejuruan.

Kata Kunci: Keterampilan Membaca, Kuasi-eksperimen, Pembelajaran Berbasis Teks, Teks *Recount*

How to Cite: Manuaba, I. B. G. S., Kurniawati, K. L., & Isyarotullatifah. (2026). The Implementation of Text-Based Teaching to Enhance Students' Reading Skills at Senior High School. *PEDAGOGIC: Indonesian Journal of Science Education and Technology*, 6 (3), 1247-1254. <http://doi.org/10.54373/ijset.v6i3.6150>

INTRODUCTION

Reading comprehension is one of the most important language skills that students need to master in order to access information, develop critical thinking, and achieve academic success. In the context of English as a Foreign Language (EFL), reading is not only a process of decoding written symbols but also a process of constructing meaning through interaction between the reader and the text (Grabe & Stoller, 2020). At the senior high school level, students are expected to comprehend various text genres, including recount texts, which require an understanding of text structure, language features, and contextual meaning.

Despite its importance, reading instruction in many Indonesian schools still faces significant challenges. Previous studies have reported that students often experience difficulties in identifying main ideas, understanding text organization, and interpreting information presented in English texts (Sari & Putri, 2022; Rahman et al., 2023). In addition, low reading motivation and the continued use of teacher-centered instructional approaches frequently limit students' engagement with reading activities. As a result, students' reading comprehension achievement remains below expected standards.

To address these challenges, various instructional approaches have been introduced to improve reading comprehension. One approach that has gained considerable attention is Text-Based Teaching (TBT), which emphasizes explicit instruction of text structures, linguistic features, and communicative purposes. Research conducted by Emilia and Hamied (2021) found that text-based instruction helped students better understand genre characteristics and improve their reading performance. Similarly, Fitriani and Yusuf (2023) reported that students taught through a text-based approach demonstrated higher reading comprehension scores than those taught through conventional methods. These findings suggest that TBT has the potential to support students in understanding texts more systematically. However, although previous studies have examined the effectiveness of TBT in different educational contexts, limited research has specifically investigated its effectiveness in improving recount text comprehension among vocational high school students. Moreover, evidence regarding the implementation of TBT at SMK TP 45 remains unavailable. This gap highlights the need for further investigation to determine whether TBT can effectively address students' reading difficulties in this particular context.

Therefore, this study aims to examine the effectiveness of the Text-Based Teaching method in improving students' comprehension of recount texts. Specifically, the study seeks to identify whether there is a significant difference in reading comprehension achievement between Grade XI students who are taught using Text-Based Teaching and those who receive

conventional instruction. The findings are expected to contribute to the development of more effective reading instruction strategies and provide practical recommendations for English teachers in vocational high schools.

METHOD

This study uses a quantitative approach with a quasi-experimental research design. A quasi-experimental design is used because the researcher cannot fully randomize the subjects. Specifically, the test instrument in this study uses a post-test only control group design. The population in this study is all 11th-grade vocational students at SMK TP 45 in the current semester of the academic year of 2024/2025. The samples are taken using purposive sampling, selecting two classes: Class XI Hospitality 2 as the experimental group and Class XI Hospitality 1 as the control group.

The independent variable is the Text-Based Teaching Method (TBT), and the dependent variable is students' reading comprehension in recount texts. Data collection uses two main instruments (1) Test: An objective test consisting of 25 multiple-choice questions designed to measure reading comprehension of recount texts. The instrument was validated using Gregory's formula, and its reliability was tested using the Hoyt formula, dan (2) Interview: Structured interviews to gather qualitative data and explore students' perceptions regarding text comprehension obstacles. Data analysis procedures include test result scoring, descriptive statistical analysis, prerequisite tests (normality and homogeneity), and an independent sample t-test with a significance level of $\alpha = 0.05$.

RESULTS

The Text-Based Teaching (TBT) method was implemented in the experimental class through a series of structured learning activities emphasizing text structure, social function, and linguistic features of recount texts. Students were guided to identify the orientation, series of events, and reorientation sections through collaborative discussions, guided reading, and text analysis activities. In contrast, students in the control class received conventional instruction focusing on vocabulary translation, teacher explanation, and comprehension exercises without explicit instruction on text structure. The intervention was conducted over four instructional meetings. At the end of the treatment, both groups completed a post-test consisting of 25 multiple-choice questions designed to measure students' reading comprehension of recount texts.

Table 1. Student's post-test score

Group	Total Student	Mean Score	Highest Score	Lowest Score	Standard Deviation
Experimental Group	34	84.56	96	72	6.21
Control Group	35	73.14	88	60	7.45

Table 1 shows that the experimental group achieved a higher mean score (84.56) than the control group (73.14). The difference of 11.42 points indicates that students who received instruction through the Text-Based Teaching method demonstrated better reading comprehension performance than those taught through conventional methods. In addition, the lower standard deviation in the experimental group (6.21) suggests that students' achievement was more consistent than that of the control group. Before conducting hypothesis testing, prerequisite analyses were performed to examine data normality and homogeneity. The results showed that both groups were normally distributed and had homogeneous variances, indicating that the data met the assumptions required for parametric testing.

Table 2. Paired sample t-test result

Mean Difference	t	df	Sig. (2 Tailed)	Conclusion
-22.25	-3.772	15	0.002	Significant Difference

As shown in Table 2, the significance value (Sig. 2-tailed) was 0.002, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This finding indicates a statistically significant difference in reading comprehension achievement between students taught using the Text-Based Teaching method and those taught using conventional instruction. The findings suggest that Text-Based Teaching effectively improves students' reading comprehension because it provides explicit guidance in understanding text organization and language features. Through systematic analysis of recount text structure, students become more capable of identifying key information and constructing meaning from texts. These findings support the view of Emilia and Hamied (2021), who argue that genre-based and text-based instruction enhances students' ability to comprehend texts by making textual patterns explicit.

Furthermore, the results are consistent with Fitriani and Yusuf (2023), who reported that students exposed to text-based instruction achieved significantly higher reading comprehension scores than students taught through traditional approaches. The structured stages of Text-Based Teaching help students actively engage with texts rather than merely

answering comprehension questions. This active engagement promotes deeper understanding and critical reading skills.

Interview data also revealed that students perceived the learning process as more engaging and easier to follow. Many students reported that analyzing the structure of recount texts helped them understand the content more effectively and increased their confidence in answering reading comprehension questions. These findings indicate that Text-Based Teaching not only improves academic achievement but also enhances students' motivation and participation during reading activities. Overall, the results demonstrate that the Text-Based Teaching method is an effective instructional approach for improving students' reading comprehension of recount texts and can serve as an alternative strategy for English teachers seeking to enhance students' literacy skills.

DISCUSSION

The results of the normality test indicate that both the pre-test and post-test data were normally distributed, allowing the use of parametric statistical analysis. Descriptive statistics showed a substantial increase in students' mean scores from 74.75 in the pre-test to 97.00 in the post-test. This finding suggests that students achieved better reading comprehension performance after being taught through the Text-Based Teaching (TBT) method. The paired samples t-test further confirmed this improvement, with a significance value of 0.002 ($p < 0.05$), indicating a statistically significant difference between students' pre-test and post-test scores. These results demonstrate that the implementation of TBT had a positive effect on students' reading comprehension achievement.

The effectiveness of TBT can be explained through the principles of genre-based pedagogy, which emphasize explicit instruction on text structure, language features, and communicative purposes. According to Emilia (2011), text-based instruction enables students to understand how a text is organized and how meaning is constructed within specific genres. Through systematic guidance, students are not only exposed to reading materials but are also trained to identify textual patterns that facilitate comprehension. In this study, students learned to recognize the orientation, events, and reorientation stages of recount texts, enabling them to process information more effectively.

These findings are consistent with the theory proposed by Hyland (2007), which argues that text-based instruction supports learners in developing literacy skills by making linguistic and structural features visible. When students understand how a text is constructed, they are

better able to identify main ideas, infer meaning, and connect information across paragraphs. This may explain the significant improvement observed in the students' post-test scores.

The findings also support previous studies. Fitriani and Yusuf (2023) found that students taught through text-based instruction achieved significantly higher reading comprehension scores than those taught through conventional approaches. Similarly, Emilia and Hamied (2015) reported that genre-based teaching improves students' ability to comprehend texts because learners receive explicit scaffolding throughout the reading process. The results of the present study strengthen these findings by demonstrating that TBT is effective not only in improving comprehension outcomes but also in increasing students' engagement and participation during classroom activities.

Moreover, the improvement in students' reading performance indicates that TBT aligns with the objectives of the Merdeka Curriculum, which emphasizes critical literacy and active learning. By encouraging students to analyze text structure and meaning independently, TBT fosters deeper comprehension rather than superficial understanding. Therefore, the method can be considered an effective pedagogical strategy for enhancing students' reading literacy, particularly in understanding recount texts.

CONCLUSION

The findings of this study indicate that the Text-Based Teaching (TBT) method significantly improves students' reading comprehension of recount texts. Students who received instruction through TBT achieved higher reading comprehension scores than those taught using conventional methods. The statistical analysis confirmed a significant difference between the two groups, demonstrating the effectiveness of TBT in enhancing students' understanding of text structure, linguistic features, and overall text meaning. Furthermore, the structured stages of TBT encouraged greater student engagement and active participation during the learning process. These findings suggest that Text-Based Teaching can serve as an effective instructional strategy for improving reading literacy and comprehension skills among senior high school students.

RECOMENDATION

Based on the research framework, the following recommendations are provided:

- For Students: Utilize structured reading learning experiences to critically analyze and conclude information from recount texts.

- For English Teachers: Apply the concrete models of the Text-Based Teaching method as an alternative active teaching strategy to overcome low comprehension of complex texts.
- For Schools: Use the findings as a basis for evaluating and developing English curricula to improve academic literacy scores.
- For Future Researchers: Utilize this study as a foundational reference for developing or comparing text-based teaching methods across different educational levels.

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