

Bridging Teks and Minds: The Impact of Text-Based Learning on Student's Reading Engagement

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ABSTRACT

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Penelitian ini bertujuan untuk meningkatkan kemampuan membaca pemahaman siswa melalui penerapan model Text-Based Learning (TBL) pada siswa kelas IX B SMPN 1 Galesong Selatan. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus yang mencakup tahap perencanaan, tindakan, observasi, dan refleksi. Data diperoleh melalui pre-test, post-test siklus I, post-test siklus II, lembar observasi, dan catatan lapangan. Hasil penelitian menunjukkan adanya peningkatan yang konsisten pada jumlah siswa yang mencapai nilai ketuntasan minimal (KKM 75). Pada pre-test, hanya 6 siswa (25%) yang mencapai ketuntasan. Jumlah ini meningkat menjadi 12 siswa (50%) pada siklus I dan mencapai 17 siswa (70,8%) pada siklus II, yang berarti indikator keberhasilan penelitian telah tercapai. Peningkatan tersebut terjadi karena TBL memberikan panduan terstruktur melalui pengenalan topik, contoh dari guru, kegiatan kolaboratif, dan latihan mandiri. Tahapan ini membantu siswa memahami organisasi teks, mengidentifikasi gagasan utama, menafsirkan informasi rinci, dan memahami kosakata dengan lebih baik.

This study aims to improve students' reading comprehension through the use of the Text-Based Learning (TBL) model in class IX B of SMPN 1 Galesong Selatan. Conducted as Classroom Action Research across two cycles, the study involved planning, action, observation, and reflection. Data were collected through a pre-test, post-test Cycle I, post-test Cycle II, observation sheets, and field notes. The results showed a consistent increase in students achieving the minimum mastery criterion (KKM 75). In the pre-test, only 6 students (25%) reached mastery. This improved to 12 students (50%) in Cycle I and further increased to 17 students (70.8%) in Cycle II, meeting the success indicator of the study. The improvement occurred because TBL provided structured guidance through topic introduction, teacher modeling, collaborative activities, and independent practice. These stages helped students understand text organization, identify the main idea, interpret detailed information, and comprehend vocabulary more effectively.



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INTRODUCTION

Reading ability is one of the essential components in learning English. By Jufri, (2018) reading is one of those skills that is considered the most important activity to get knowledge and information in human life, especially for students in learning English. Through reading, students gain knowledge, expand their understanding, and build new insights that support their academic growth. In the classroom context, students who are capable readers tend to show better overall performance because they can access meaning from texts more easily and independently. According to Misra et al., (2021) Reading, therefore, becomes not only a linguistic skill but also a gateway to deeper learning. Reading is a fundamental language skill that learners are expected to master. Through reading activities, students gain access to information and expand their knowledge. Reading comprehension plays a crucial role

across various academic disciplines, as the ability to understand texts is not only essential in language or literature classes but also highly required in subjects such as science, social studies, and mathematics.

Reading comprehension refers to the cognitive process through which readers interpret and make sense of messages conveyed in written texts. This process involves understanding the ideas that the author aims to express, either partially or in full. Furthermore, reading comprehension requires the integration of various supporting abilities, including recalling vocabulary meanings, identifying explicitly stated information, drawing conclusions based on contextual clues, and recognizing the main ideas presented in the text. (Sinaga et al., 2024).

Hasanah et al., (2021) Students' ability to comprehend written texts plays a crucial role in the teaching and learning process, as reading serves as a foundational skill that facilitates the understanding of subject content across various academic disciplines. In the context of reading comprehension, individuals are not only required to recognize the meaning of each word separately, but also to be able to interpret the content of the text and analyze the overall meaning conveyed. According to Suhaila et al., (2025) Students' academic achievement is strongly influenced by their ability to comprehend written texts. A large portion of students' knowledge is acquired through reading activities, making reading comprehension a key component of effective learning. Both reading skills require the ability to comprehend written texts effectively. To achieve comprehension, readers need to possess various cognitive abilities and strategies. Students are expected to read texts and identify the key messages or information contained in each paragraph. One common method used to assess students' level of comprehension is by providing questions related to the given text. When students are able to respond accurately to these questions, it indicates that they have understood the content. Conversely, difficulty in answering the questions suggests that the intended meaning of the text has not been fully grasped. (Siregar & Harida, 2021)

Al Aziz & Yusanti, (2020) Reading is one of the basic skills that plays an important role in the learning process. Teaching reading skills to improve student comprehension should not be limited to traditional or conventional approaches, such as asking general questions, but should be developed by training students to understand the organization and meaning of the text as a whole. Thus, reading instruction should not only emphasize the ability to identify classic elements such as main ideas, but also encourage students to retell the content of the text concisely or summarize it in their own words.

Hilmi, (2024) Reading is a key skill in language acquisition because it allows readers to absorb new Knowledge and increase the level of information through the thinking process. Even in the business world, reading in English plays an important role in the lives of professionals, especially professionals in the field of communication in English. Yurko & Protsenko, (2022) Reading comprehension is the competence to analyze literature, grasp its meaning, and integrate it with the reader's knowledge. The competence to interpret text is impacted by readers' abilities and their ability to process information. Elleman & Oslund, (2019) Reading comprehension is complex and multifaceted, making it difficult to improve. Improving adolescent reading comprehension will require a concerted effort from researchers, educators, and policymakers to forgo short-term gains on measures that promote-level comprehension for long-term solutions that take years to develop.

However, preliminary observations in class IX B of SMPN 1 Galesong Selatan showed that many students still struggled with reading English texts. Their difficulties were not only in understanding vocabulary but also in identifying main ideas, interpreting details, and drawing conclusions from the text. Students often read passively and lack strategies to comprehend the information presented. Some students also appeared disengaged during reading lessons, indicating low reading motivation. These conditions suggest the need for a teaching approach that helps students understand texts more effectively while also increasing their interest and participation. One model that aligns with this need is Text-Based Learning (TBL). According to Suratinem, (2022) Text-Based Learning can improve students' reading skills in English texts. With this model, students' understanding will improve because they are required to continue practicing both in groups and individually. TBL introduces students to a text step by step, beginning from building background knowledge, analyzing model texts, collaborating on tasks, and finally practicing independently. This structured process can make reading activities clearer, more guided, and more meaningful for students.

Previous research has shown that TBL supports comprehension because it provides scaffolding that gradually builds student competence. The combination of modeling and guided practice helps

students who initially lack confidence in reading English. Based on these considerations, the present study aims to examine how the Text-Based Learning model influences students' reading engagement and reading comprehension in class IX B. The study also aims to describe the extent of improvement across cycles within a classroom action research framework.

METHOD

This study used Classroom Action Research (CAR) following the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. This design was chosen because it allows the teacher to identify problems in reading instruction, apply an intervention, and evaluate its impact systematically. CAR also encourages continuous improvement since each cycle provides opportunities to refine teaching strategies based on observed student needs. According to Khaddafi et al., (2025) Classroom Action Research is a form of practical research conducted by teachers in their own classroom context, with the main objective of improving and enhancing the quality of learning practices. Azizah, (2021) Classroom action research is a very important type of research to conduct in the world of education. This is because classroom action research will have an impact on improving the quality of education for students in Indonesia. Machali, (2022) So, Classroom Action Research is an observation of learning activities in the form of an action, which is deliberately brought about and occurs in a classroom simultaneously. Millah et al., (2023) Classroom action research is research conducted by teachers in existing classroom learning situations”.

Based on Utomo et al., (2024) “In the planning stage, teachers detail aspects such as what will be done, the reasons, time, place, implementers, and how the activities will be carried out. The implementation stage is the application of the plan that has been prepared, namely, classroom activities. Teachers play their roles according to the designed model and carry out activities using the planned service tools. Implementation must follow the established design and be carried out in accordance with the action model cycle used. During the observation stage, observers observe the action process carried out by teachers. Observers simultaneously monitor the implementation of actions in the classroom to assess changes in student behavior resulting from the services provided. Data collection instruments, such as observation sheets, are used to record the level of student success during the activities. In the reflection stage, teachers conduct collaborative evaluations to assess the results of the program service activities that have been implemented. The evaluation includes an analysis of events during the activities and any problems that arose. The results of the reflection are used as a basis for improving future actions”.

The research was conducted at SMPN 1 Galesong Selatan in class IX B, which consisted of 24 students. The study took place over one month and three weeks, covering eight meetings. Before the intervention, students took a pre-test designed to measure their initial reading comprehension ability. The results showed that many students had not yet met the KKM, indicating the importance of implementing a more structured and supportive learning model.

Two cycles were carried out in this study. In Cycle I, the planning stage involved preparing lesson plans, selecting appropriate texts (narrative, recount, descriptive, and procedure), designing worksheets, and creating an observation sheet. During the action stage, Text-Based Learning was implemented through step-by-step reading activities. Students participated in vocabulary activation, text analysis, group discussions, and independent reading tasks. The observation stage documented student participation and challenges encountered. Reflection revealed that some students needed stronger vocabulary reinforcement and more guided practice.

These improvements were applied in Cycle II, where the teacher provided additional scaffolding, clearer explanations, and more engaging text selections. Students appeared more confident in working with texts and showed increased willingness to participate. By the end of Cycle II, students took a final reading comprehension test to measure the effectiveness of the interventions. Data analysis involved comparing mean scores and mastery percentages across the pre-test, Cycle I test, and Cycle II test. Students were classified as “mastery” if they scored at least 75. Achievement of the action was determined by whether the class reached a minimum of 70% mastery, as required in the success criteria.

RESULT AND DISCUSSION

Result

The pre-test revealed that only 6 out of 24 students (25%) had reached mastery. Most students found it difficult to understand the meaning of key vocabulary, identify main ideas, and interpret detailed information in the text. Their answers often showed guessing rather than comprehension. This indicated a need for more explicit guidance and structured reading practice.

Cycle 1

The first cycle focused on introducing students to the Text-Based Learning approach in reading activities. The lesson began with activating students' background knowledge by discussing the topic and guiding them to recall what they already knew. After that, the teacher provided a clear example of how to read and analyze a text, including how to find the main idea, identify important details, and understand vocabulary from context. Students then worked together in groups to discuss the text and share their understanding. At the end of the lesson, they completed individual reading tasks to apply what they had learned independently.

Based on the assessment conducted after Cycle I, students showed improvement from the initial pre-test. Out of 24 students, 12 students (50%) achieved the minimum mastery criterion (KKM = 75). This marks a 25% increase from the pre-test phase, in which only six students had achieved. The improvement demonstrates that many students began to understand how to analyze text structure and locate key information after being guided through the modeling and collaborative phases.

However, the results also showed that half of the class still had difficulty completing independent reading tasks accurately. Some students struggled with inference questions and vocabulary interpretation. This indicates that additional reinforcement, especially in the areas of vocabulary exposure and guided practice, was still required.

To provide a clear overview of Cycle I results, the following table shows the comparison between the pre-test and Cycle I:

Table 1. Cycle 1 result

Stage	Students Passing Grade	Total students	Mastery Percentage
Pre-Test	6	24	25.00%
Cycle I	12	24	50.00%

Cycle 2

Cycle II was carried out to address the weaknesses identified in Cycle I. The learning activities were revised by adding more explicit vocabulary support, increasing teacher modeling of reading strategies, and strengthening collaborative tasks before moving to independent work. Students were also provided with two text types recount and descriptive texts to ensure that reinforcement occurred across different genres.

During Cycle II, students appeared more active and confident. They asked more questions, shared answers during discussions, and were better able to identify textual features. The improvement in their engagement was reflected in the assessment results. A total of 17 students (70.8%) achieved mastery, which means the success indicator of the research (at least 70% mastery) was met in this cycle. Students' improved performance suggests that the additional vocabulary scaffolding and extended modeling helped them navigate texts more effectively. This cycle highlighted the importance of repeated exposure and guided practice in strengthening reading comprehension at the junior high school level.

The following table presents the progression from Cycle I to Cycle II:

Table 2. Cycle 2 result

Stage	Students Passing Grade	Total students	Mastery Percentage
Cycle I	12	24	50.00%
Cycle II	17	24	70.83%

Overall Progress

The overall improvement from the pre-test, Cycle I, to Cycle II is shown in the table below. The upward trend demonstrates that the implementation of the Text-Based Learning model had a positive effect on students' reading comprehension.

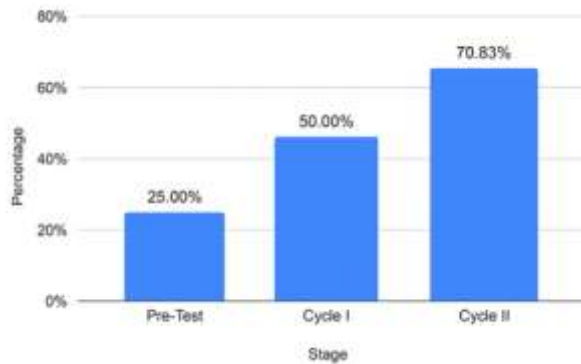
Table 3. Overall Progress

Stage	Students Passing Grade	Total students	Mastery Percentage
Pre-Test	6	24	25.00%
Cycle I	12	24	50.00%

Cycle II	17	24	70.83%
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Discussion

The findings of this classroom action research show that the implementation of Text-Based Learning (TBL) effectively improved students' reading comprehension through reflective instructional cycles. The increase in mastery from the pre-test (25%) to Cycle I (50%) and Cycle II (70.8%) indicates that students benefited from structured reading stages combined with continuous refinement of teaching strategies.



Picture 1. Bar chart Improvement

In Cycle I, the improvement suggests that students began to understand how to analyze texts through teacher modeling and collaborative activities. However, the results also revealed that many students still struggled with independent reading tasks, particularly in vocabulary interpretation and inference questions. This indicates that the initial treatment did not yet provide sufficient scaffolding for students to transfer guided practice into independent comprehension. Based on reflection from Cycle I, several instructional improvements were applied in Cycle II. Vocabulary support was strengthened, teacher modeling of reading strategies was extended, and collaborative discussions were emphasized before independent work. These revisions helped students better understand text structure and meaning, leading to increased confidence and accuracy in answering comprehension questions.

The improvement achieved in Cycle II aligns with previous studies. Suratinem, (2022) found that Text-Based Learning enhances reading comprehension by providing gradual scaffolding through structured stages, while Hasanah et al., (2021) emphasized the importance of explicit modeling and repeated practice in developing reading skills. Similarly, Misra et al., (2021) highlighted that active engagement and guided interpretation support deeper comprehension.

Overall, the findings indicate that the effectiveness of Text-Based Learning is strengthened when instructional strategies are continuously refined based on reflective evaluation. The progression from Cycle I to Cycle II demonstrates that targeted improvements in treatment, particularly vocabulary reinforcement and enhanced modeling play a key role in improving students' reading comprehension within a Classroom Action Research framework.

CONCLUSION

Based on the findings of this classroom action research, it can be concluded that the implementation of the Text-Based Learning model successfully improved the reading comprehension of students in class IX B of SMPN 1 Galesong Selatan. The structured stages of TBL consisting of Building Knowledge of the Field, Modeling of Text, Joint Construction, and Independent Construction provided gradual scaffolding that enabled students to understand text organization, identify main ideas, analyze details, and interpret vocabulary more effectively.

The improvement can be seen clearly from the increase in the number of students achieving the minimum mastery criterion (KKM 75). Only 6 students (25%) met the criterion in the pre-test, which increased to 12 students (50%) in Cycle I, and finally reached 17 students (70.8%) in Cycle II. This shows that the success indicator of the research was achieved in Cycle II. The steady upward trend

demonstrates that TBL helped students become more engaged, confident, and capable in completing reading tasks.

Overall, the implementation of Text-Based Learning proved effective in enhancing students' reading comprehension and can be considered a suitable model for junior high school English classes, especially when applied through reflective cycles and supported with vocabulary reinforcement and guided reading strategies.

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