

**IMPLEMENTATION AND TEACHERS' PERCEPTION OF  
CONTENT- BASED INSTRUCTION IN SENIOR HIGH SCHOOLS**

**THESIS**

*Submitted as Partial Fulfillment of the Requirement to obtain Master Degree  
(M.Pd) in English Language Education*



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## **ABSTRACT**

Content used in teaching the language is important. Hence, teachers have to pay attention to the content selected they use in the learning process. Therefore, this study aimed to identify the implementation of content-based instruction and teacher perception especially, the benefits and challenges of implementing this instruction. Descriptive research was used in this study, seven English teachers from five senior high schools in West Sumatera participated in this study. The data were collected through the observation checklist proposed by Peachey (2003) as the suggestion for the implementation of CBI, observation, video recording, and semi-structured interviews. The finding of this analysis shows that various texts in this case classified as content were used in teaching English based on needs and rules in the curriculum. In addition, the teachers believed that implementing CBI in classroom activities gave benefits to the students by encouraging student involvement in the learning process, and at the same time the students can learn independently. Utilizing CBI also enhances student background knowledge about related subjects or topics and at the same time it can increase their language skill. CBI also believes that instruction can develop students' academic skills and thinking skills, and they have the opportunity to work in a group to train them to use the target language. Besides the benefits, the teacher also faced challenges in implementing CBI such as content as the source of language input but the students have to emphasize the language from the explanation by the teacher. Besides, it also reported that the limitation of students' language made them cannot reexplain the information in their own words and tend to copy from the content given.

**Keywords:** *Benefit, Challenge, Content Based Instruction, Implementation*

## ABSTRAK

Dalam pembelajaran bahasa content merupakan hal yang penting. Maka, guru sebaiknya memperhatikan konten yang dipilih dan digunakan dalam proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi penerapan pembelajaran berbasis konten dan persepsi guru khususnya, manfaat dan tantangan dalam melaksanakan pembelajaran dengan instruksi ini. Penelitian deskriptif digunakan dalam penelitian ini, tujuh guru bahasa Inggris dari lima sekolah menengah atas di Sumatera Barat berpartisipasi dalam penelitian ini. Pengumpulan data dilakukan melalui checklist observasi yang dikemukakan oleh Peachey (2003) sebagai saran pelaksanaan CBI, observasi dengan perekaman video, dan semi structure wawancara. Temuan analisis ini menunjukkan bahwa berbagai teks dalam hal ini diklasifikasikan sebagai konten digunakan dalam pengajaran bahasa Inggris berdasarkan kebutuhan dan aturan dalam kurikulum. Selain itu, para guru berpendapat bahwa penerapan CBI dalam kegiatan kelas memberikan manfaat bagi siswa antara lain: mendorong keterlibatan siswa dalam proses pembelajaran sekaligus siswa dapat belajar secara mandiri. Memanfaatkan CBI juga meningkatkan latar belakang pengetahuan siswa tentang mata pelajaran atau topik terkait dan pada saat yang sama dapat meningkatkan keterampilan bahasa mereka. CBI juga diyakini sebagai pengajaran yang dapat mengembangkan keterampilan akademis siswa, keterampilan berpikir, dan kesempatan bekerja dalam kelompok untuk melatih mereka menggunakan bahasa target. Selain manfaat, guru juga menghadapi tantangan dalam penerapan CBI seperti: konten sebagai input bahasa namun siswa membutuhkan pendalaman bahasa dari penjelasan guru. Selain itu, teridentifikasi bahwa keterbatasan bahasa siswa juga membuat mereka tidak dapat menjelaskan kembali informasi dengan kata-kata mereka sendiri dan cenderung menyalin konten yang diberikan.

**Keywords:** *Instruksi berbasis content , Implementasi, Manfaat, Tantangan*

## PERSETUJUAN AKHIR TESIS

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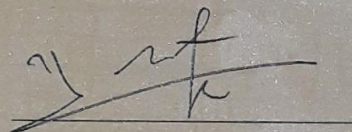
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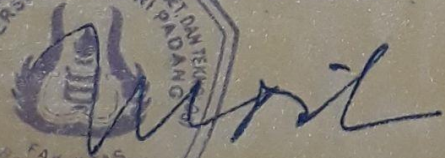


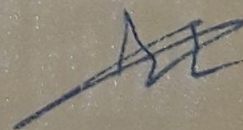
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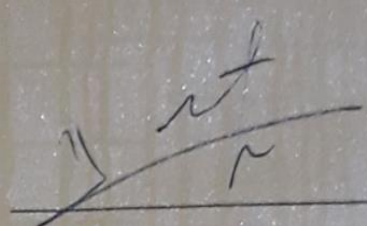
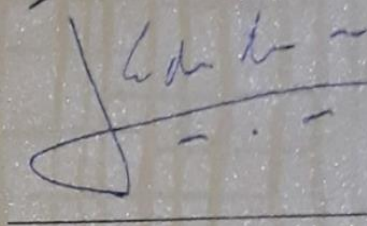

  
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## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

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2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari Tim Pembimbing dan Penguji serta masukan dari mahasiswa pasca sarjana UNP yang hadir pada waktu seminar proposal dan hasil.
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Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

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I believe that this thesis might have some weaknesses. Therefore, constructive criticism and suggestions are welcomed.

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## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

One medium used by humans to communicate, engage, and express their feelings is language. As a result, learning a language is vital for humans. Only humans can utilize language as a tool for communication. Language cannot be taught to other creatures since only humans can use and learn it (Varshney, 2003). One of the languages that is mostly used is English. It is used by about seven hundred to one billion people over the world. Penycook, (2017) in which they are categorized as native speaker, second language, and foreign language. English is used for many aspects of human life like social, cultural, and economic. However, it will remain a conflict for non-natives or countries that do not use English for communication. Although they may be highly driven to learn it because when they understand, that it will help communicate with more people than any other language, they may also resent the effort required to master it (Crystal, 2003).

Communication is facilitated by language. Because of this conviction, English teachers instruct their students in speaking and writing in English. As a result, the learning tools, processes, and exercises should enable and encourage students to utilize English as a language of communication. Different communicative activities are provided by the CLT (Communicative Language Teaching) approach for teaching English.

In every country that uses English as a second or foreign language, the English language goal is expected for learners to be able and skilled in the language. In Indonesia, there are regulations to set English language learning in Law of the National Education System no 20/2003, article 50 paragraph 3 and supported regulation by the Ministry of National Education 2006:4-5 (Artini, 2013). Recently, the Indonesian Ministry of Education developed an English learning goal in 2022 (Aditomo, 2022) that was adopted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) to make learners at the B1 level. At this level, learners should be able to interact, explain, and communicate clearly. Hence, due to the importance of English, Indonesian students need to learn it, so they will be able to communicate with people around the world more easily. Although the majority of students in schools are learning a second or foreign language since it is required for the curriculum; in the end, they will benefit in acquiring the language.

A teacher has a variety of tasks in the context of language learning. Language teachers need to be knowledgeable and proficient in the language to succeed. On the one hand, this calls for them to be enough skilled to possess the knowledge and abilities to teach the language. In addition to being able to teach the basics of the language to the student, the teacher must also be able to motivate them to acquire the material and, more significantly, to put it to use (Gardner, 2001) (Day, 1999)

Accordingly, there are lots of requirements that teachers need to fulfill, particularly to achieve the objective of the lesson. The quality of English teachers also has a significant role in the success of teaching English as a foreign language (EFL) in Indonesia. In classroom activities, teachers prepare, carry out, and assess lessons in classrooms as the primary practitioners of education. To help achieve effective teaching and learning, they employ certain theories, techniques, methods, and procedures.

To increase the student's target language competency, the role of language input plays an important role. In foreign language learning, teachers have to provide input to the learner. Gass & Mackey, (2006) claimed as "availability of medium" in language learning like reading, listening, and speaking material that classifies input. In specific, Zainil, (2019) argues that language input can be shared in teacher talk and code-switching. However, language input in the classroom sometimes finds difficulties since the use of another language in the classroom is possible. (Hall et al., 2011). In this context, teachers are classified as the main source of the language therefore they are responsible for the student's language input. Even though teachers are responsible for student achievement, students' participation also contributes to the success of English learning as found in (Briones et al., 2021), (Nyakundi, 2018) (Rosyada & Ramadhianti, 2017) (Sirait, 2016).

In recent times, there are 21<sup>st</sup>-century skills that expect learners to be able to four Cs which are critical thinking and problem solving, communication, collaboration, and creativity as guidance for the teacher in second and foreign



language classrooms. In Indonesia, English is a foreign language, therefore, the teacher is the main source of the language besides any activities and other possibilities students can acquire the language. One of the many resources accessible to students in their schools for learning English is teachers who serve as real-world role models for language use. Students' initial and foremost focus during their language-learning experience is on how English is used by teachers during the teaching process then it is called language instruction.

Language instruction and language input are signs of effective language teaching. The teacher's language of instruction in the class refers to English used by the teacher in the teaching process of English. Richards, (2010) states that the language competence of the learner is the achievement of the teacher after some process. Within a teacher-learner interaction, there will be target language instructions that are beneficial for the students. In recent times, language learning was not only mediated by the language but also by the content that the teacher uses. There is Content-Based Instruction (CBI). The instruction is quite popular for second and foreign language learning. CBI is a new educational paradigm designed to replace the conventional language method and enhance language use and language acquisition by incorporating content knowledge.

According to Crandall (1999) in (Lou, 2015), CBI can be utilized in a variety of ways depending on the skills being taught, and it covers both conventional approaches like grammar-based education or vocabulary building and modern ones like communicative language teaching and humanistic methodologies.

The way that CBI teaches English is different from how it has traditionally been done. Through CBI, the goal of learning is no longer simply evaluated based on the four primary skills, but also improves students' comprehension of how to apply the language in a real-world setting. Some experts see this instruction as confusing between the goal for the target or the content of the learning.

The implementation of CBI in language learning has been studied numerously. Graham et al (2018) found that implementing CBI in the classroom brings a positive impact on students' language input than students not exposed to CBI. However, implementing CBI as a source of language input does not guarantee students to acquire the language. The most recent research on CBI student outcomes shows conflicting results for both language and content outcomes. These studies typically state that CBI either performs better than non-CBI courses or that there is little difference. According to Vanichvasin, (2019) studied students' perspectives, content-based education was a successful instructional style, and students' performance improved after its implementation. There is a similar result with Al Amrani, (2019), Moriyoshi, (2010), and Eryansyah, 2017)

Adawiyah, (2018) found effectiveness in implementing CBI in English classes. Particularly for students in the eleventh grade at MA Darul Aitam Jerowaru, the content-based instruction (CBI) strategy was highly beneficial. The students have treatment and get better speaking skills in the post-test. Arulselvi, (2016) also shows similar findings. It has been discovered that CBI

improves students' academic performance more effectively than the conventional strategy. The finding showed that the CBI approach can be utilized successfully for students of different abilities and that it can be simply incorporated into education without adding any extra time or effort on the part of the teacher.

Pratama and Fitriani (2020) (Nunn, 2020) study found that CBI was effective for teaching speaking classes for several reasons. It is important that in CBI the student develop their skill and when they feel motivated, they will be able to create conversation and be interested in learning. In line with Walker & Addison, (2012), and Addison & Walker, (2011). The study from (Hernandez, 2010; Vásquez, 2009) Adhikary, (2020) Lo, (2015) Hernandez (2010) (Hasibuan, 2018; Sariani et al., (2022) Hasibuan (2018) (Nurjannah, 2020) Jiaying, (2015); Wafiroh et al., (2022) Jiaying (2015) Jannah et al., n.d.) (Fardhani, 2016a; Simbolon, (2015) Fardhani (2016) Dung & Nguyen, 2008; Omoto & Nyongesa, (2013) also reported the same result.

Sibulkin, (2018) said that when compared to standard ESL pedagogy, the inquiry highlighted the perceived benefits that students and teachers have for CBI approaches, which show that participants typically feel sure that content-linked curriculum leads to enhanced long-term development in academic performance. Reissa, (2021) added that implementing CBI in English classes supported by games and CLT gives benefits to the student. The results indicate that students often pronounce English words with Javanese phonemes; this may be due to the teacher serving as a model for them. Also found that (Amiri &

Fatemi, 2014; Gaynor, 2013; Omoto & Nyongesa, 2013) also found that teachers and students have positive views toward the implementation of CBI.

Implementation of CBI in the classroom can have a positive impact and motivation on the students. Lai & Aksornjarung, (2018) The findings demonstrated the students' positive attitudes regarding learning English using CBI and their motivation in the CBI classroom. In addition, Lou, (2015) found CBI influences students' motivation to learn English. However, the instruction is not appropriate for students who still lack proficiency. Regarding the implementation of CBI, there are some benefits and challenges to implementing CBI. However, some problems in implementing will emerge as in Gaynor (2013) problems emerge since the institution decided to implement the instruction. It includes coordination between content and language instructors, materials development, faculty training, and, perhaps most importantly, the low-level proficiency of our students.

Besides, Amiri & Fatemi, (2014) said that to implement the instruction, pay attention to some notes such as preparation for the lesson have to be better and comprehensible. The activities conducted in the classroom can stimulate students' critical thinking and achievement of linguistic competence of the student as it learning objective. In addition, (Shofiya, (2019), Isnaini & Rohmah, (2015), and Karim & Rahman, (2016) argue it needs to develop the instruction and prepare to implement the instruction such as training the teacher, material, and curriculum. According to previous studies above, there are lots of schools and universities that have implemented CBI and reveal some facts about

its implementation. However, there are no studies on the implementation of CBI based on the steps proposed by Peachey (2003).

In addition, regarding teachers' perception, there are no studies on CBI viewing benefits and challenges that were also proposed by Peachey (2003). Therefore, it is important to research this topic. In the current research, the writer identified the implementation of Content-based Instruction in English language classrooms in some reputable senior high schools in West Sumatera.

Hopefully, these schools can represent the best school by good achievement in academic and non-academically. In West Sumatera, there are a lot of senior high schools, some of them qualified and well-accredited. Academically, achievement can be seen in the UTBK (Computer Test for Entering University) score, that the schools got high scores and selected students enter reputable universities in this country and abroad (Chaniago, 2022) (Aini, 2022). Qualification and rank were assessed by BAN (National Accreditation Agency for Higher Education) and got an "A" grade in West Sumatra. The top five ranks: *SMAN 1 Sumatera Barat*, *SMA 1 Padang*, *SMA N 1 Padang Panjang*, *SMA N 1 Bukittinggi*, *SMA N Cendikia*.

## **B. Identification of the Problem**

Content-based instruction is important and is popular nowadays to support language learning. CBI has been discussed in many parts of the world for its effectiveness, benefits, and challenges face by teacher and students. English language learning can be implemented. Some studies claimed that this

instruction can encourage learners to learn the subject and the language. Some of the studies claimed dual-purpose in one instruction to objective can be achieved. On the opposite, some studies argued that this instruction remains confusing because EFL/ESL learner question their language ability when content is used in language learning compared to traditional language instruction which emphasizes interaction, explanation of structure, and other common activities. Some issues in implementing CBI such as the priority of content and subject, teacher competence, and preparation to implement this instruction, teachers see this instruction as positive or negative to the learning objective. Therefore, one of the important issues in CBI is to see teachers' perceptions of the implementation of Content-based instruction. Perception relates to how teachers see the benefits and challenges of implementing this instruction.

### **C. Limitations of the Research**

In line with the identification of the problem, this study is limited by analyzing the implementation, especially teacher preparation and implementation of CBI in English classes. In addition, the study was also meant to identify and teacher's perceptions on Content Based Instruction in English language classrooms especially for benefits and challenges in some reputable senior high schools in West Sumatera.

### **D. Formulation of the Problems**

The writer intended to analyze How the implementation and Teacher's perception of Content-based Instruction in Senior High Schools?

### **E. Research Question**

Based on the formulation of the problem above, the research questions are formed. They are:

1. How do teachers implement CBI in teaching English in Senior High Schools?
2. What do teachers identify as benefit of implementing CBI in teaching English Senior High Schools?
3. What do teachers identify as challenges in implementing CBI in teaching English Senior High Schools?

### **F. Purpose of the Research**

Based on the research question, the purpose of this research is to obtain:

1. To find out the implementation of CBI in an English classroom
2. To find out the benefit of CBI in implementing in the English classroom
3. To find out the challenges of CBI in implementing the English classroom

### **G. Significance of the Research**

Hopefully, this research is beneficial for the researcher who conducts the research. In addition, at the end of the research will be a contribution to theory and practice. Theoretically, the study is expected to give additional information about implementing CBI in senior high schools. In practice, the contribution of this research is expected to give information about English teachers at a high level of education to implement CBI and their perception of to benefit of this instruction and the demand for English for globalization.

## **H. Definition of the Key Term**

**CBI:** The use of content as the source of language input to teach English

**Implementing:** Teacher reflects instructional mode in teaching and learning process to reach learning goal based on related curriculum

**Challenges:** Language instruction that is not successfully applied in the classroom and its cause

**Language Input:** The teacher shares the language in the classroom in so many kinds of content, written and spoken then it will affect productive skills and influence receptive skills

**Teacher Perception:** Teacher's idea or picture through the way they pick instruction classroom.