



## The Use Of Content Based Instruction In English Language Teaching

Sitti Nurjannah<sup>1\*</sup>, Erniati<sup>2</sup>, Jusmaniar N<sup>3</sup>

<sup>1</sup>Pendidikan Bahasa Inggris/Universitas Islam Makassar

Email: [sittinurjannah.dty@uim-makassar.ac.id](mailto:sittinurjannah.dty@uim-makassar.ac.id)

<sup>2</sup>PBSI/Universitas Islam Makassar

Email: [rerniati@uim-makassar.ac.id](mailto:rerniati@uim-makassar.ac.id)

<sup>3</sup>Pendidikan Bahasa Inggris/Universitas Islam Makassar

Email: [jusmaniar.dty@uim-makassar.ac.id](mailto:jusmaniar.dty@uim-makassar.ac.id)

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**Abstract.** *Content-Based Instruction is an approach used in English language teaching. This research aims to investigate the use of CBI in improving the students' achievement in English Language Teaching at SMK Negeri 2 Makassar. This research used quantitative method which is designed in Quasi Experimental. There were two classes taken as a sample they are control group and experimental group. Both of the group were administered pre-test before implementing CBI in the learning process. after the implementation of CBI, the posttest was administered to know the students' achievement in English Language Teaching. From the result of data analysis, it was found that the use of CBI in English Language Teaching is effective in improving the students' achievement. It is proved by the improvement of the students' score from the pre-test to the post-test.*

**Keywords:** *English Language Teaching; Content-Based Instruction.*

**Abstrak.** *Content-Based Instruction adalah sebuah pendekatan dalam pengajaran Bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui penggunaan CBI untuk meningkatkan prestasi belajar siswa dalam pembelajaran Bahasa Inggris di SMK Negeri 2 Makassar. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain quasi experiment. Ada dua group yang telah digunakan sebagai sample dalam penelitian ini. Kedua group diberikan pre test sebelum menerapkan CBI dalam pembelajaran. Setelah penerapan CBI maka diberikan posttest untuk mengetahui prestasi belajar siswa dalam pembelajaran Bahasa Inggris. Berdasarkan hasil analisis data dapat disimpulkan bahwa penggunaan CBI dapat meningkatkan prestasi belajar siswa pada pembelajaran Bahasa Inggris di SMK Negeri 2 Makassar. Hal tersebut dibuktikan dari meningkatnya hasil belajar siswa dari pretest ke posttest.*

**Kata Kunci:** *Pengajaran Bahasa Inggris; Content-Based Instruction.*

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## BACKGROUND

English is used as a foreign language in Indonesia. It has been used by most country in the world as the first or the second language and also as a tool of communication in international forum. There are several functions of English in Indonesia; 1) to help the development of the state and nation, 2) to build relation with other nation, 3) to run foreign policy.

In relation to English Language Teaching, English is taught in the primary school as an elective subject since the implementation the 1994 curriculum. There are several context of learning problems such as the objective of teaching, teaching methodology or method of teaching, teaching strategies, teaching style and approach.

Language teaching is very closed related to language acquisition. In foreign language classroom, the students are given linguistic exposure to acquire the target language. The students use the language they are going to learn, rather than their native language. It is because using the native language will develop their knowledge and their linguistic ability in the target language. This is thought to be the natural way to develop their second language.

Using the target language in the classroom by the teacher and students is very important to provide the students the meaningful interaction in the learning process. Meaningful interaction is very supported by the use of an approach in the learning process. An approach is the teacher's point of view related to the learning process. It is supported by Jack C Richards (2009) which states that "an approach defines as the assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms.

Content-Based Instruction (CBI) is one of an approach used by the language teacher in the learning process. CBI helps the students to be independent learners and continue the learning process beyond the classroom. It implies the total integration of language learning and content learning Stryker and Leaver (2007: 5) so that it will enable the students with language acquisition.

By creating content that suitable for the students' needs, it can create meaningful learning process. Content can be the authentic materials that is created by the teacher to fulfill the needs of language learning. Besides acquiring the language, the students can master the content of the subject given to the students.

In addition, the implementation of CBI in the classroom can make the students motivated in the classroom in using the target language so that students can be more independent and confident. Students can also develop a much wider knowledge which can feedback into improving and supporting their general educational needs. By the combination from both content and language in the classroom, it is expected that

students will use their target language to facilitate language acquisition. Moreover, the when the teacher applies this approach in the learning process, it will enable them to create good language input as a language exposure in creating conducive environment for the language learning. From these reasons the researcher would like to investigate the teachers' and the students' perception of the implementation Content-Based Instruction (CBI) in English Language Teaching. Moreover, the researcher would like to investigate whether or not the use of CBI able to improve the students' achievement in language learning.

The research question is Can the use of Content-Based Instruction improve the students' achievement in English language learning? The objective of this research is investigate the use of CBI in English Language learning.

**RESEARCH METHOD**

This research used mixed method. According to Cresswell J. W (2014: 5) mixed method is a research approach that combines or associates qualitative and quantitative forms. The researcher will conduct Quan-qual through Quasi-Experimental design. There will be two classes namely experimental class and control class. Both groups will be administered pretest before conducting the treatment. The last both of the group will be posttest after the implementation of CBI in the learning process.

The first data will be taken quantitatively to collect data based on the students' achievement or scores. The second data will be taken qualitatively based on the teachers' and students' perception through the implementation of Content-Based Instruction. The research design is presented below:

|            |   |                |                |                |
|------------|---|----------------|----------------|----------------|
| Experiment | E | O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> |
| Control    | C | O <sub>1</sub> | X <sub>2</sub> | O <sub>2</sub> |

Where:  
 E = experimental group  
 C = control group  
 O<sub>1</sub> = pre-test for Experimental group and Control Class

O<sub>2</sub> = posttest for Experimental Class and Control Class

X = treatment by CBI

Figure 1: Pretest–Posttest Control Group Design  
Gay, L.R (2012: 268)

## FINDINGS AND DISCUSSION

### Findings

After conducting the learning process through CBI in English Language Teaching, the researcher analyzed the data for both experimental group and control group. Both of the group were administered pre-test to know the students' achievement in English. The summary of the data is presented in the table 1:

**Table 1.** The result of pre-test of experimental and control group.

| Group of Test | Mean Score | Median | Std. Dev |
|---------------|------------|--------|----------|
| Experimental  | 50.88      | 50.00  | 11.3     |
| Control       | 48.33      | 50.00  | 6.8      |

Table 1 shows that, the result of pre-test for both experimental and control group are not quite different. Both of the group are categorized as fair classification. The mean score of experimental groups is 50.88 categorized as fair classification and the mean score of control group is 48.33 categorized as poor classification. It means that both of the score needs to be improved to get better classification in the students' achievement.

After conducting pre-test, the researcher applied CBI in English language teaching. After the learning process, posttest was administered and conducting the posttest. The result of posttest is presented in table 2:

**Table 2.** The result of posttest of experimental and control group.

| Group of Test | Mean Score | Median | Std. Dev |
|---------------|------------|--------|----------|
| Experimental  | 85.76      | 85     | 6.13     |
| Control       | 61.97      | 60.00  | 6.36     |

From table 2, it can be seen that the result of posttest improved after the implementation of CBI in the learning process. It can be proved

based on the result of posttest the mean score of experimental group is 85.76 and the mean score of control group is 61.97. It means that, CBI is effective in improving the students' achievement in the learning process.

The result of students' presentation based on the classification is presented in the table 3:

**Table 3.** The score classification of control group in pre-test

| No           | Category    | Score  | Frequency | Percentage  |
|--------------|-------------|--------|-----------|-------------|
| 1            | Excellent   | 95-100 | 0         | 0%          |
| 2            | Very good   | 85-90  | 0         | 0%          |
| 3            | Good        | 75-80  | 0         | 0%          |
| 4            | Fairly good | 65-70  | 0         | 0%          |
| 5            | Fair        | 55-60  | 7         | 21.21%      |
| 6            | Poor        | 35-50  | 26        | 78.78%      |
| 7            | Very poor   | 0-30   | 0         | 0%          |
| <b>Total</b> |             |        | <b>33</b> | <b>100%</b> |

Table 2 shows that, 26 out of 33 or 78.78% got poor classification and then 7 out of 33 or 21,21% students got fair classification. There are no students classified as excellent, very good, good, and very poor classification. To compare with the classification of the students' pre-test of the experimental, the data is presented in table 4:

**Table 4.** The score classification of experimental group in pre-test.

| No           | Category    | Score  | Frequency | Percentage  |
|--------------|-------------|--------|-----------|-------------|
| 1            | Excellent   | 95-100 | 0         | 0%          |
| 2            | Very good   | 85-90  | 1         | 3.03%       |
| 3            | Good        | 75-80  | 1         | 3.03%       |
| 4            | Fairly good | 65-70  | 0         | 0%          |
| 5            | Fair        | 55-60  | 9         | 27.27%      |
| 6            | Poor        | 35-50  | 22        | 66.7%       |
| 7            | Very poor   | 0-30   | 0         | 0%          |
| <b>Total</b> |             |        | <b>33</b> | <b>100%</b> |

From the table 4, it can be concluded that the students' achievement still needs to improved. It

can be proved from the data, only one student categorized as very good and good classification. Moreover, there are 9 students categorized as fair classification or 22.27%. At last, there are 22 students or 66.7% categorized as poor classification.

To compare the classification posttest in control group, the data is presented in table 5 below:

**Table 5.** The classification of the students' score in experimental group in posttest

| No           | Category    | Score  | Frequency | Percentage  |
|--------------|-------------|--------|-----------|-------------|
| 1            | Excellent   | 95-100 | 3         | 9.09%       |
| 2            | Very good   | 85-90  | 19        | 57.57%      |
| 3            | Good        | 75-80  | 11        | 33.33%      |
| 4            | Fairly good | 65-70  | 0         | 0%          |
| 5            | Fair        | 55-60  | 0         | 0%          |
| 6            | Poor        | 35-50  | 0         | 0%          |
| 7            | Very poor   | 0-30   | 0         | 0%          |
| <b>Total</b> |             |        | <b>33</b> | <b>100%</b> |

From table 5 the researcher concludes that, there is an improvement of the students' classification of the students' achievement. There are 3 students or 9.09% students get excellent classification. Moreover, there are 19 students or 57.57% students get very good classification. At last, there are 11 students are categorized as good classification. It can be concluded that, there is an improvement classification of students' achievement in English at the students of SMK Negeri 2 Makassar.

To compare between the students' posttest of control group, the researcher presents the data in table 6:

**Table 6.**

| No           | Category    | Score  | Frequency | Percentage  |
|--------------|-------------|--------|-----------|-------------|
| 1            | Excellent   | 95-100 | 0         | 0%          |
| 2            | Very good   | 85-90  | 1         | 33.33%      |
| 3            | Good        | 75-80  | 1         | 33.33%      |
| 4            | Fairly good | 65-70  | 0         | 0%          |
| 5            | Fair        | 55-60  | 9         | 27.27%      |
| 6            | Poor        | 35-50  | 22        | 66.7%       |
| 7            | Very poor   | 0-30   | 0         | 0%          |
| <b>Total</b> |             |        | <b>33</b> | <b>100%</b> |

From table 6, it can be concluded that there is an improvement score between pretest and posttest in English language teaching. From the classification, there is 1 student or 33.33% that is classified as very good classification. Besides that, there is 1 student which is classified as good classification. Moreover, there are 9 students or 27.27% that is classified as fair classification. At last, there is 22 students or 66.7% that is classified as poor classification. In conclusion, the students' achievement get improvement after the learning process.

### Discussion

Before conducting the research, the researcher did the pre observation to know the students' ability in English. The data from the pre observation shows that, the students' ability in English still need to be improved especially for all skills related to the students' department. In this research, the researcher took electrical engineering department of SMK Negeri 2 Makassar.

Before the implementation CBI in the learning process, the pretest was administered to know the students' ability in English for both experimental and control group. The result of pretest was analyzed calculated to know the students' achievement in English. After pre-test, the researcher implemented CBI in the learning process. The first meeting was about "The Introduction of Electricity". This material

emphasized reading comprehension skill so that the students will have the ability to strengthen their skills in reading comprehension.

In addition, the next meeting was about "Electrifying the World". This material emphasized reading, speaking, and writing. In the third meeting, the material was about conductors and insulator. Demonstrate the concept of conducting or insulating electricity. The last meeting was about flash light and batteries. After all meetings were administered, the researcher administered posttest for experimental and control group.

After analyzing the result of pre-test and post-test the data shows that there is an improvement between students' pre-test in experimental and control group. The result of pre-test for experimental group is 55.88 which categorized as fair classification. Moreover, the result of pre-test for control group 48.33 which is categorized as poor classification. It means that, the students' achievement in English need to be improved.

After conducting the learning process by CBI and conventional teaching, the researcher administered posttest. The result of the post-test experimental group is 85.76. Moreover, the result of posttest of control group is 61.97. It means that, there is a significance difference between the score of students' post-tests for experimental and control group. It can be concluded that, the use CBI in English Language Teaching is effective in improving the students' achievement in English.

## CONCLUSION

From the data analysis the researcher concludes that the use of Content-Based Instruction (CBI) is effective in improving the students' achievement in English Language Teaching at SMK Negeri 2 Makassar. It can be proved from the improvement of the students' posttest after the implementation of CBI in the learning process, so that CBI can be used as an approach in English Language Teaching.

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