

CHAPTER 1

INTRODUCTION

A. Background of Research

Education role is very important, not only to improve the welfare of society but also develop thinking in the era of globalization, the ever-evolving science of technology makes a highly educated person superior to other, the curiosity of an educated person will make a person aware that the necessity of education for life, besides that the government has given opportunity especially to children who want to get education. The magnitude of government facilities and awareness has been realized in various laws as well form of financial aid or budget and etc.

Everyone has the same right whether she/he is an able human or not. It happens to education. Everyone has the same opportunity to get education. Likewise students with disability, they have right to study. It is related to the holy Qur'an Surah 'Abasa Verse 1-5, Allah stated:

تَغْنِيْ مِنْ اَمَّا (۱) الَّذِيْ فَتَنَّفَعَهُ يَدِّ كَرَّ اَوْ (۲) يَزِيْجِيْ لَعْلَهٗ يَدْرِ بِكَ وَمَا (۳) اَلْاَعْمٰى جَا ءَهٗ اَنْ (۴) وَتَوَلَّى اَعْبَسَ

اَسَد

Language is one of the important devices of communication in any types of human activities; language support processing civilization and its progress day to day. Language is to show their thought and feeling, wish and activities and to influence others. One's education background, association, tradition, and sign of

family and nation can be explained by a language (Finocchiaro, 1975, p.2) language is the exchange or transfer of meaning. Language is a tool of communication by human to exchange ideas, fact and even emotion. Beside that, language is a source of knowledge and source of enjoyment and the most fascinating and essential too possessed by humans (Carillo, 1998, p.3).

Through communication by using language, human can share our ideas and through with other people. In that way, a smooth interaction between people can take place. As Allah said in the holy Quran Al-Hujurat Verse 13:

تَقَدَّمُ اللَّهُ عِنْدَ أَكْرَمِكُمْ إِنَّا لَتَعَارَفُوا قَبَائِلَ شُعُوبًا وَجَعَلْنَاكُمْ وَأَنْتَى ذَكَرٍ مِّنْ خَلَقْتُمْ إِنَّا النَّاسُ يُتَأَمُّهَا

﴿حَبِيرٌ عَلِيمٌ اللَّهُ إِنْ أ﴾

Allah said that he created you from a man and women and make them different nations so that you need to know each other, language can make them to meet together with the people from different countries and everyone must use the language for communication each other.

English has an important role in the world. Nowadays, there is no part of the world without some knowledge of english. In indonesia, English is a foreign language. In this position, it does not have a social function as broad as that of a second language. English in academic field is taught as subject matter. By learning english, learners are expect to be able to communicate about anything in the foreign language. To achieve this communicative function, general knowledge and skills in english are needed.

English education has enormous benefits for the educational advancement of the nation. Based on the regulation of the Minister of Education and Culture number 103 of 2014 on learning in primary and secondary education states that learning is a process of development potential and development character of each learner as a result of synergies between education that takes place in schools, families, and communities. To determine the success of education, the quality of learning and teaching should be improved and processed as attractive as possible. Teaching and learning is a process that cannot be separated and taken place in forming the comprehension, transferring knowledge to make a desired common behavior to achieve standard goal education field.

The component most dominant and important in learning English is in the process of performance of teacher, teacher personality, facilities to support in learning process, and the students' attitudes towards in learning, all of them support each other to achieve the goal in getting the target language to maximally. The creativity of teacher is so important for making a variety of methods and strategies to teaching English language so that English easy and fun for students. (Edward Anthony, 1963 as quoted by Jack C. Richards and Willy A. Renandya), said that the method is the concept of the second method of three (3) elements, namely the approach, method and technique. According to Brown (2001) in Bitha twelve principles in learning languages and the principle divided into three parts, namely: Cognitive, affective, and linguistics.

Teachers are required to make suitable methods and strategies to support language learning, because the method has a very important in learning English.

There are many students who are able to achieve good performance because the teacher apply a good method to teach them. In line with these concept, Dick and Carey (1978, p.162) in FerdiWidiPuterasaid that the strategy of learning (instructional Strategy) outlines the common components of the set of materials and procedures used in presenting the material to get students' learning outcomes.

Under government regulations on National Standards Education Chapter IV, Article 19, paragraph 1 which says: 'that the process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating learners to actively participate and provide sufficient space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of learners'. Therefore the teachers demanded to be able use the method as fun as possible.

Ordinary schools that apply the English method well is an elite school because they must be able to compete on an international level. There are three main components in learning English that must be taught properly and correctly as pronunciation, vocabulary and grammar.

Three elements above is the key of four skills in learning English, so that students easy to understand and developed their speaking, listening, reading and writing. It is must be presented and taught by appropriate methods.

Many kinds of method in english one of them is Content Based Instruction. Richards and Rodgers (2001, p.204) note that Content-Based Instruction refers to an approach to language teaching in which teaching is organised around the content or information that students will acquire rather than

around linguistic features. The Content-Based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues focus on real communication and the exchange of information.

Content-Based Instruction is theoretically based on the communicative competence. It emphasizes the socially appropriate and meaningful use of language in communication by knowing how to effectively use the language rather than knowing about it (Lotherington in Davies & Elder, 2004, p.707). Stoller in Richards and Renandya (2001, P.94) cites that Content-Based Instruction prefers to use content as the vehicle for developing language skills. In other words, Content refers to the information or subject matter that people learn or communicate through language rather than the language used to convey it (Richards, 2006, p.28). Moreover, Krahnke in Richards (2006, p.27) defines CBI as the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.

SMA Banua Bilingual Boarding School is the one of school that has a good quality in the regency of Banjar province Kalimantan Selatan and its use Content Based Instruction in learning English, therefore, the researcher is interested to conduct research in SMA Banua Bilingual School because the school is included in schools that has good quality that could compete on international level.

Based on the first writer observation, the researcher found that CBI approach applied in the process of teaching and learning. Even though not all of

subject matter use the method, the researcher really interest to see, observe and know how process of teaching and learning which use that method.

There are some thesis with similar idea at **Paramita Ratna (2009)** under the title **The Influence Of Content Based Instruction Implementation In International Class Of SMAN 3 Yogyakarta On Eleventh Grade Students' Speaking Participation**, comparing with this thesis, the researcher find similarity and difference with the topic that will be researched. The similarity is researcher chooses the topic about content based instruction. Besides, the differences is she wants to observe about the relation between content based instruction implementation and students' participation in speaking English. The researcher finds in her study that the results showed that the international class of SMAN 3 Yogyakarta did not fully implement the principle of content based instruction and there were no significant influences of CBI implementation. Hence, this situation did not give significant improvement toward students' speaking participation.

Besides, there is a thesis under the title **Teaching English Throughout Content Based Instruction To EFL Beginners at Institute in Pereira** written by Ana Milena Bedoya Hernandez (2012) the similarity of this subject is talk about content based instruction approach in english language teaching process, and the differences is she wants to observe the Efl beginners at a language institute. The researcher finds in her study that the results showed that the teacher carried out of CBI under the guidance of the course books without real understanding of the concept of integration. There was intensive use of knowledge from other subject.

The teachers appeared uncomfortable with the use of content from other subject as emphasis was put on language practice and grammar.

Using content based instruction, it will make the learners feel enthusiastic in understanding the material with what the teacher taught. Based on the information, condition and problem above, the researcher interested to conduct an action research study entitled

“The Use of Content Based Instruction in Biology Teaching at SMA Banua Bilingual Boarding School (A case study on XI Grade)”

B. Research Question

Referring to the title and the background of study, here are three questions which absolutely focus on the problem on this research :

1. How does teacher use a content based instruction on eleventh grade?
2. Students’ responses in learning process of biology teaching at eleventh grade in SMA Banua Bilingual Boarding School?

C. Objective of Research

Based on the statement of the problem above, the objectives of the research aim:

1. To examine how the teacher use CBI in teaching biology on the classroom
2. To find out how the students’ responses in learning process of biology teaching

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. Enrich the knowledge and experience of the researchers in this research.
2. Provide an information and knowledge about how the teacher use an approach of CBI in classroom
3. Provide an overview to teachers and teachers candidates to create a method or an interesting approach in teaching English.
4. Provide information and considerations for researchers in the future.
5. This research also could be used as a contribution to the development sciencespecially concerning the improvement of the quality of teachers in learning English language.

E. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms :

1. Content Based Instruction (CBI)

Content Based Instruction (CBI) means an approach in language teaching which expect the learners more focus on how information and meaning from meaningful content are atilized in discourse or texts. The skills of the target language are not separate from each other, they are together involved in all activities.

2. Biology Teaching

It refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content materials. Biology is one of the important subject which is taught in the school. In this

case, english language is used by the teacher as an approach in conveying the content of subject matter.

3. SMA Banua bilingual Boarding School Kal-Sel.

SMA Banua bilingual Boarding School is a formal education in Indonesia which have an international standard and located on the street A. Yani KM. 17, KayuBawang, Gambut, Banjar Kalimantan Selatan KodePos 70652. The school was build as a place for good future generation, mastering a science, technology, and they have to stayed on the students' dormitory.