

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research about the use of content based instruction in Biology teaching at SMA Banua Bilingual Boarding School will be presented in form of description, based on the data that have been obtained in this research either through interview technique and observation which was done by the researcher for four weeks.

Description of the result of this study based on the formulation of the problem that refers to the research question in chapter III; (1) The use of content based instruction in biology teaching at the eleventh grade of boys of SMA Banua Bilingual Boarding School, (2) the responses of the students in learning process in biology teaching at SMA Banua Bilingual Boarding School. The result showed the following data.

1. The Use of Content Based Instruction in Biology Teaching at SMA Banua Bilingual Boarding School Kal-Sel.

Based on first observation that researcher did on November 13, 2018 with the Head Master of SMA Banua Bilingual Boarding School Kal-Sel about the process of learning approach, the researcher found some informations that the school is use CBI in since subject. For the second time on January 08, 2019 the researcher came in the school and met the teacher of biology and also make a deal about the schedule of teacher biology on the eleventh B of Boys. Then on January

16, 2019 Researcher directly could come in the classroom and researcher do the observation for the first time.

Researcher came earlier five minutes before the lesson starting. And all of the students in eleventh grade B of boys appeared busy to neat their table and part of them got ready to study. Then researcher came in class and sat on the back of students and try to observed the situation in the class, while the teacher gave greeting to opening the lesson and all of the students stand up to gave their responses of greeting from the teacher. Researcher was very amazed and proud with the teacher and all of the students who study on the eleventh grade B of boys, because they spoke English all the time.

The teacher also always invite them to actively in the learning process and also gave them pre-test. The teacher asked all of the students one by one to check they have understood or not, and they can answer the question correctly. Researcher can conclude that the teacher used content based instruction approach, and good technique.

Content Based Instruction, have method that should have be included in the four steps; selection, gradation, presentation, and repetition, some method may include only one or two from the four steps. A method which is developed based on some assumption of an approach, include the whole plan for the presentation of language materials.

In this opportunity, at the first classroom observation the teacher showed good presentation and explain the material clearly, and sometimes the teacher gave some question suddenly, he also review the material before.

Teacher uses a lot of term in biology subject such as; kidneys, excretion heart, urine, liver, lings, bleed, ect. While teacher shows to the students the imagine and its term,the students pay attantion to the teacher's explanation.

Observation was made by researcher is more focus to the teacher action in classroom during the learning process. the study reveald that teacher have positive attitude toward the use of CBI. It is makes learning more easy, arouses the student's interest, fasilities understanding and enhances communicative competence.

Then next observation, the teacher used the authentic material, he bring an example of kidney's statue to make the students easy to remember and understand the lesson. All of the students paiy attantion on the statue, than the teacher continue his explanation in slide, after that teacher gave some question to invite all the students to active in the class and teacher try to check students have understood or not.

Every observation researcher always got something new during the class, the researcher doing observation for the umpteenth times, after the teacher open the lesson by greeting, teacher try to test the memory of the students, teacher review the lesson in the last meeting and call the names of students to answer some questions from teacher. The teacher asked them one by one. After the

teacher is sure that students still remember about the subject, teacher continues the subject by giving them a small quiz about the subject matter.

The teacher is never come late, he try to always arrive in the class before the lesson starting. For next class teacher shows video about *urine information invove*, after they watched the video teacher then continues explain the lesson and asked them one by one by call their names.

. In the last minutes the teacher makes three simple questions on the slide then invite to the students to answer that. And for the last observation teacher use the laboratory of biology and all of the students in eleventh B try to doing the experiment by groups after that they make a report about thir experiment.

Researcher can conclude that the learning process of biology in eleventh grade is very good, this can be seen from teacher who provide well-designed materials, choose the content for its relevance to students' lives, interests, and academic goals. Teacher always involve all of students actively in allphases of the learning process and also select the authentic texts and tasks. All about the teacher ways already based on the principles of CBI.

2. Students' Responses In Learning Process Of Biology Teaching At The Eleventh Grade B Of Boys In SMA Banua Bilingual Boarding School Kal-Sel.

Based on result of interview that researcher did on January 23, 2019 with the teacher's of biology in SMA Banua Bilingual Boarding School Kal-Sel about the approach in learning and responses of students. Researcher did the interview

through ask some question to the teacher such as : personal information about the teacher of biology, teacher's educational background, how long teacher teach the subject matter in that school, teacher's experience in teaching biology, how important in use method and approach in learning process, does the teacher always use CBI approach in learning process, does teacher do the evaluation in the last meeting, does CBI approach can help students to get the target language, teacher challenges in using CBI approach in subject matter, and the confusion of students when teacher use CBI approach in subject matter.

Based on some question above, researcher got some information about the personal information of teacher who teach the biology subject said that he is from Turkey, and his educational background is S1 Molecular Biology and Genetic, Bogazici University, Istanbul and S2 Educational Management , Zirue University, Antep Turkey. The teacher told to researcher that he already taught of biology for thirteen years, but in the SMA Banua he just taught almost for four years. And for the next question the teacher said that in the learning process approach and method are important for the students but it is some difficulties for them, it may make learning biology more challenging at the beginning, but then later when, they are used to, I learning its in english, it is not the big problem for them.

The researcher continue the question about responses of the students when the teacher use CBI approach in his subject matter, and he answer clearly by said the students usually responds the bad only at the beginning, like when they came to in this school in class tenth on first semester. May they are heaving difficulty in understanding, but then they are okay, they responds well after semester 1 of class

tenth. Only at the first semester in this school when it is something new for them, some of them have problem but later they are okay.

The teacher also told to the researcher that the students who want to be student in SMA Banua Kal-Sel, they have to thought some selection about scientific skill, they are basically not select by language skills. Researcher is so proud with all of the students due to they are intelligent and respectful. Then the researcher ask again about does the teacher always use CBI in every learning process, and he said, yeah I do, however in the outside of class. I always use english to all of the students, I do it for practice their english. Researcher said wow it is so amazing things, when the students always practice their english, they will got high level becuse they have to think a lot.

Then the researchcer continue the next questions about does CBI can help the students successful in getting the target language, then he said for the language its help and also for learning biology in english its helps, it is like asking them to read in english, think in english, like speak in english. They do listening, reading, a littel bit speaking, that is like helping a lot for getting the target language.

Then for next question the researcher asked about the teacher's challenges in using CBI approach in his subject matter, the teacher told to the researcher that he has a challenge only in the beginning, especially in the class tenth in firts semester like most of them are like a littel bit nervous about using english or some of them are not used to listening the subject in english, and some of them read very slowly, they have to look at dictionary a lot, so at the first semester it makes

such go slowly, so I teach very slowly at the beginning, then later we increase it speed.

Researcher asked again about students' confusion in learning process or about the lesson. Teacher said, yeah some of them sometimes I see, if I see that, I tried to explain more some other things, or sometimes I asked one of them explained each others in Indonesian language, it is to makes sure the lesson is clear.

Researcher also ask about the list of students' scores to make sure that students responses in class eleventh grade B of boys are good, when the reseacher look the scores, the result are so excellent.

Researcher also ask to some students in the eleventh grade about Their problem in biology subject when the teacher explain the lesson by using English. They said, it was not the big problem for us because we were use to hearing the teacher to spoke English, our toughest challenge when we were in the tenth grade in the beginning of semester. We are often confused and sometimes do not even understand what the teacher explained, but after that we are have fun.

There are some interviews about the use of content based instruction and the students responses in learning process on eleventh grade B of boys at SMA Banua Bilingual Boarding School Kal-Sel.

B. Discussions

Based on the result of reseach on Biology teaching in SMA Banua Bilingual Boarding School in the eleventh grade B of boys through observation technique shows that the process of biology teachig in that school could be said very good. It seen from the teacher preparation and planning in English language teaching at teacher's subject matter, biology. Teacher always use a slide as a media in learning process and also spoke English all the time. And for learning process the teacher is very smart to provides well-designed materials and explain it clearly, after that teacher was involve all of students to actively in all phases of learning process.

Content based Instruction means the approach in language teaching which expect the students more focus on how information and meaning from meaning full content are utulized in discourse or texts. The skills of the target language are not separate from each other, they are together involve in all activities. For example: for: students in CBI are supposed to “read and takes notes, listen and write summary or respond orally to things they have read or written. Content based language instruction is based on the theory that language acquisition is based on input that is meaningful and understandable to the learners. Input must be comprehensible to learner and be offered in such a way as to allow multiple opportunities to understand and use the language. If comprehensible input is provided and pupils feel excited then language aquisiton take place. Futhermore, this content is meaningful and understanable since it is drawn from the context relevant and appropriate to the age, interest and cognitive level of the learners (Krashen & Tere, 1998, p.31)

The use of content based instruction approach in SMA Banua Bilingual Boarding School is very good because the teacher used full english all the time in learning process, however in the outside of class teacher always use english to the students its for practice students' habit. Teacher also review the material then make a summarize on slide every meeting.

(Crandall, 1999, p.604) content based instruction can be used in various ways depending on the skills being taught and includes not only traditional teaching method such as grammar-based instruction or vocabulary development but also contemporary approaches such as communicative language teaching and humanistic method. CBI is also supported by Krashen that if the students are given comprehensible input, it is less difficult to learn the target language, and as result, they can acquire it. (Krashen, 1998, p.48) emphasized ways of decreasing learner anxiety, such as providing interesting texts as well as meaningful activities, which are comprehensible to learners.

Based on the result of researcher on use of teacher english in biology teaching at SMA Banua Kal-Sel through interview technique shows that english language teaching in SMA Banua Kal-Sel can be said very good, it seen when teacher said “ I always try to do the evaluation like almost every lesson, I do some kinds of evaluation for the preview one, also I try to do during the class like sometimes by questioning, involve class or individual, and I try to do at least one small test from the preview lesson. The teacher does this ways to find out the extent of students' understanding. For example may refer to teaching techniques of selecting material, technique of presenting materials, or technique of evaluating

the materials that have been learned (Mackey, 1975, p.157. It is also supported by Richard and Rodgers' theory is to design a content-based lesson, teacher should consider their linguistic, strategic and cultural objectives. Though the class, students are supposed to improve their English skill, to learn strategies to be applied in all subject areas, and to understand the culture of English speaking people (Richard & Rodgers, 2001, p.211).

Researcher also found the good things when the teacher was going to explain the lesson, he always asked them one by one by call their names', it is accordance with (Kasper, 200, p.20) assessment of CBI should not be simple and isolated; students must be required "to integrate information, to form and to articulate their own opinions about the subject matter," not to analyze the linguistic structure of target language.

Through interview technique, researcher also found the information that by using content based instruction in learning process can help students for getting their target language because it is like asking them to read in English, think in English, like speak in English. They do listening, reading, a little bit speaking, that is like helping a lot for getting the target language. It is supported by Anderson's theory about the *associative stage* means the students more improved and have strengthened their skills, but still need support to accomplish the tasks. This theory maintains the idea that students' progress in their learning require "extensive practice and feedback, as well as instruction in the use of various strategies" (Anderson, 1984 as cited in Kasper, 200, p.5). In addition to the theory above, Richard and Rodgers introduced another view on learning, which shows

additional assumptions underlying the principles of CBI: “people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal. Some content areas are more useful as basis for language learning than others students learn best instruction addresses students’ need. Teaching builds on the previous of the learners.

Teacher also got some challenges in learning process when he using content based instruction as approach such as: in the first beginning, especially in the class tenth in first semester like most of them are like a little bit nervous about using English or some of them are not used to listening the subject in English, and some of them read very slowly, they have to look at dictionary a lot, so at the first semester it makes such go slowly, so I teach very slowly at the beginning, then later we increase its speed. In this line Brown said in his theory that challenges range from a demand for a whole new genre of textbooks and other materials to the training of language teachers to teach the concepts and skills of various disciplines, profession, occupation and or to teach in terms across disciplines (Brown, 2001, p. 45-50). As a language, English is still like to be regarded strange by the learner, so that they will find some difficulties in understanding and comprehending the material. The teacher of biology at SMA Banua is very care with his students, he always try to go slowly when the lesson starting and also ask them one by one to check students have already understood or not by giving some question or some kind of quizzes after he finished explain the subject. He do it to invite the students to be active in learning process. In line with this Stryker and Leaver said that the success of lessons in the learning of language is determined

by the role played by the teacher, teacher's role influence and direct the learners' activities in relation to context (Striker and Leaver, 1997, p.99). Mackey also said in his theory that in education system, teacher and students have their own role for achieving the goal of learning. Especially for teacher that the successful of learning is depend on how teacher transfer the knowledge to students (Mackey, 2009, p.45).

All in all, learners success in learning the target language because of content based instruction is used and designed very good with the teacher. Teacher always involves the students to active in learning process, it is makes the class more effective and challenge the students to increase speed about their ability in subject matter also in language skills