

CHAPTER 1

INTRODUCTION

A. Background of Study

Every citizen is entitled to education. Education is certainly not in the sense of acquiring teaching, but the components related to the implementation and success of an educational process is also the case that cannot be separated in fulfilling the need for education. Understanding in general education is a conscious and planned effort to realize the atmosphere of learning and development in order to be able to develop their potential to have spiritual religion, self-hating, personality, intelligence, noble morals, and skills needed himself and society. Education role is very important, not only to improve the welfare of society but to develop thinking in the era of globalization, the ever-evolving science of technology makes a highly educated person superior to others, 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 as forms 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:

عَبَسَ وَتَوَلَّى (1) أَنْ جَاءَهُ الْأَعْمَى (2) وَمَا يُدْرِيكَ لَعَلَّهُ يَزَّكَّى (3) أَوْ يَذَّكَّرُ فَتَنْفَعَهُ الذِّكْرَى (4)

أَمَّا مَنْ أَسْتَغْنَى (5)

This verse describes that everyone has the same opportunity to get education. No discrimination between them. They have to get their rights as human beings in general.

Language is one of the important devices of communication in any type of human activities; language support processing civilization and its progress day to day. Language is used 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 (Finocchiarro, 1975, p.2). Language is the exchange or transfer of meaning. Language is a tool of communication by human to exchange ideas, facts and even emotions. 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, humans can share our ideas and thought with other people. In that way, a smooth interaction

between people can take place. As Allah said in the holy Qur'an Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَاكُمْ ۗ إِنَّ

اللَّهُ عَلِيمٌ خَبِيرٌ

Allah said that he created you from a man and a 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 fields is taught as subject matter. By learning English, learners are expected to be able to communicate about everything. It is in accordance with River's statement that the final aim of teaching a foreign language is to produce students who can communicate about anything in the foreign language. To achieve this communicative function, general knowledge and skills in English are needed.

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. Teaching as part of it is well known as the process of transferring and receiving knowledge or skill

to its subject taught and learnt which is usually done by carefully programmed. In achieving its goals, teaching sometimes is not an easy process to be done since the subject that is being taught as dynamic creatures that have various uniquenesses and differences in terms of maturates, intelligences, and physiologies to absorb the input given.

Since the teaching is being emphasized to pursue its goals, a couples of decades ago, the attention of the outcome to learners to be the primary concern to measure how good the teaching process success to meet its objectives. That is why many teachers try to attempt revealing or even elaborating the means of teaching including the very basic foundation acts; from approach, method to technique to succeed the teaching process. They also then try to develop an array of strategies to support the sustaining of the process on it (Johnson, 2002, p.2).

According to Marianne Celce-Murcia language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture. She also believes that one reason for the frequent swing of the pendulum that have been taking place until fairly recently is the fact that very few language teachers have a sense of history about their profession and are thus unaware of the historical bases of the many methodological options they have at their disposal (Murcia, 2001, p.3).

Approach, method and technique are the three terms which are often overlapped in language teaching. People often mention one of them but they

refer to another. Even, people tend to use the term *method* for all of the three. Some people think that they refer to the same concept: a procedure of teaching a language. Are the three terms the same or different? (Anthony cited in Richards and Rodgers, 2001, p.19) attempted to clarify this difference. According to Anthony, the three have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementational (Setiyadi, 2006, p.7-8).

According to Mackey all teaching, whether good or bad, must include some sort of *selection*, some sort of *gradation*, some sort of *presentation*, and some sort of *repetition*. It includes selection because we cannot teach the whole aspects of language; we have to select the part that we wish to teach. It includes gradation because we cannot teach all of what we have selected at once; we have to put something one after another. It also includes presentation because we cannot teach the language without communicating it to other people; we have to present what we have selected to others. Finally it includes repetition because we cannot make other people learn the language without repeating the materials they are learning; we have to teach language skills with practice; all skills depend on practice. Therefore, all methods should include the four steps of teaching a language. Any method should include the four steps: selection, gradation, presentation, and repetition. Some “methods” may include only one

or two of the four steps. Such “methods” may not be regarded as methods. They may refer only to teaching techniques. They may refer to techniques of selecting language materials, such as the Grammar Method or the Reading Method. Those “methods” do not include selection, gradation, presentation and repetition of language materials. Some of the “methods” may not be considered as methods, in the sense that they do not include all of the four steps mentioned above. Following the discussion above, many traditional methods may be considered techniques; they may be techniques of selecting materials, techniques of presenting materials, or techniques of evaluating the materials that have been learned. A method which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language materials. Since the plan is developed based on the same assumptions, no part of the plan contradicts and all parts make a unity. The unity of a method makes the method distinctive. Even though some assumptions of two different methods may derive from the same theories, some other assumptions may be developed from different theories. A method is theoretically related to an approach, organized by the design, and practically realized in procedure (Mackey, 1975, p.157).

One of the method that is used by a community or a school is Content Based Instruction (CBI). Specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. When language becomes the medium

to convert informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set of content goals. According to Brinton, Snow and Wesche, CBI is “the integration of content learning with language teaching aims.” Content-based classrooms may yield an increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives. Students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language (Brinton, Snow and Wesche, 1989, p.7). 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, professions, occupations and/or to teach in teams across disciplines (Brown, 2001, p.49-50).

As a subject, English is still like to be regarded strange by the learner, so that they will find some difficulties in understanding and comprehending the material. Content-Based Instruction, language teaching focuses on how information and meaning from meaningful content are utilized in discourse or texts, not in single sentences. Next, the skills of the target language are not separate from each other, and they together are involved in all activities. For example, students in CBI are supposed to “read and take notes, listen and write a summary, or respond orally to things they have read or written”.

The writer's interest is to conduct the research in Global Islamic Boarding School. This research takes place at Global Islamic Boarding School located on the street Trans Kalimantan Km.12, Sungai Lumbah, Alalak, Kabupaten Barito Kuala, Kalimantan Selatan, Kode Pos 70582. Global Islamic Boarding School (GIBS) was established as a consecration of the Hasnur Foundation for the development of human resources in Banua, on Wednesday 21st April 2010, the first stone laying was done. The writer chooses this school as the place of her research because it is one of the favorite school in South Borneo. It is also one of the school that use content based instruction in the English language teaching process. Its method is useful for the learners in getting a target language because in content based instruction, the learners are expected more focus within the context of the content.

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 the subject matter use the method, the researcher really interests to see, observe and know the process of teaching and learning which use that method. By using the method, teachers assumes improve their students ability in English.

There are some thesis with similar idea at Institute Library of UIN Antasari Banjarmasin. One of them is the thesis by **Rahmaita** (2015) entitled **The Impact of Content-based Instruction on Students' Achievement in ESP Courses and Their Language Learning Orientation**. Comparing with

this thesis, the researcher finds similarity and difference with the topic that will be researched. The similarity is researcher chooses one of the approach in English language teaching as her research which have been observed as the object of study. Besides, the difference is she wants to observe the teacher's implementation which the teacher use picture and song to improve the learner's vocabulary. Furthermore, the researcher observes the implementation of content based instruction in English language teaching. The researcher finds in her study that the teacher had never guided or planned a content based class. Therefore, the teacher had to find basis and use them as a platform for designing the lessons, it was demanding to design and teach at the same time, because the researcher was worried about well designed lessons and well implemented classes. Conversely, further research which can be considered in future projects is that, after making the analysis of learners' interests and needs, and making the diagnosis of learners' perceptions, the researcher could gather learners' artifacts in order to provide evidence of the advantages and disadvantages of the strategy in the four skills.

Besides, there is a thesis entitled **Teaching English Throughout Content-Based Instruction To Efl Beginners at a Language Institute in Pereira** written by Ana Milena Bedoya Hernandez (2012). The similarity is whether the writer chooses content based instruction approach in English language teaching process as the object of study. But, the difference is she wants to observe the EFL beginners at a language institute. The researcher finds

in her study that the results showed that the teachers carried out CBI under the guidance of the course books without real understanding of the concept of integration. There was intensive use of knowledge from other subjects. The teachers appeared uncomfortable with the use of content from other subjects 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 rationale, researcher interested to observe and conduct a research with the title: **“The Implementation of Content Based Instruction in Biology Teaching at the Eleventh Grade of Global Islamic Boarding School Batola”**

B. Statement of Problem

Based on the background above, the writer will investigate and focus on:

1. How are the implementation of content based instruction in Biology teaching at the eleventh grade of Global Islamic Boarding School?
2. What are the teachers’ challenges in using content based instruction in the process of Biology teaching at the eleventh grade of Global Islamic Boarding School?

C. Objective of Study

Based on the statement of problem, the writer expects:

1. To know the implementation of content based instruction in Biology teaching at the eleventh grade of Global Islamic Boarding School.

2. To investigate the teachers' challenges in using content based instruction in the process of Biology teaching at the eleventh grade of Global Islamic Boarding School.

D. Significance of Study

The results of this study are expected to have benefits as follows:

1. To give contribution for teaching English especially in Biology teaching which interest to use content based instruction.
2. To make the teacher, students and the people who contribute in the implementation of content based instruction consider the next strategy in order to help students to learn English in Global Islamic Boarding School.
3. To give the contribution for English teacher in developing the varieties of the teacher's strategy which can make the students interest to learn English.
4. To give an information and additional reference to other researchers who want to do the same research in the field of content based instruction.

E. Definition of Key Terms

The key terms, which are necessary to clarify briefly in order to avoid misunderstanding about the researcher's title, can be mentioned as follow:

1. Implementation.

The implementation is the noun from the verb *implement* "to carry out or accomplish". The implementation here is related to English language teaching process by using content based instruction method.

2. Content Based Instruction.

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

3. Biology Teaching.

It refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. 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 to the student.

4. Global Islamic Boarding School.

It is a formal education in Indonesia which have an International Standard and located on the street Trans Kalimantan Km.12, Sungai Lumbah, Alalak, Kabupaten Barito Kuala, Kalimantan Selatan, Kode Pos 70582. The school was build as a place for a good future generation, mastering a science, technology and also have islamic characteristics in the student ownself.