

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research about implementation of content based instruction in Biology teaching at Global Islamic Boarding School will be presented in the form of description, based on data that have been obtained in this research either through interview technique and observation which was done by the researcher for 6 weeks.

Description of the results of this study based on the formulation of the problem that refers to the research questions in Chapter III; (1) the implementation of content based instruction in Biology teaching at the eleventh grade of Global Islamic Boarding School, and (2) the teachers' challenges in using content based instruction in the process of Biology teaching at the eleventh grade of Global Islamic Boarding School. The results showed the following data.

1. The Implementation of Content Based Instruction in Biology Teaching at the Eleventh Grade of Global Islamic Boarding School Batola

Based on first observation that researcher did on September 25, 2017 with teacher of Global Islamic Boarding School Batola about the learning approach. Researcher gets the information that most of the teacher uses Content Based Instruction Approach in some subject. Then, for the second time the researcher

directly can do class observation for the first time at the eleventh grade of boys on biology subject. The researcher is very fond of its subject matter, judging from the attitude and response of students is very good when learning. Teacher uses slide as a media in the learning process, which its media use English language completely. In addition, students look very happy and comfortable learning a biology subject using English language, so that in conveying the language teachers provide vocabulary as well as translation for easy understandable by students, so researchers can conclude in the learning process teacher uses content based instruction approach.

In CBI approach, any method should include the four steps: selection, gradation, presentation and repetition. Some methods may include only one or two of the four steps. A method which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language materials. In this opportunity, at the first classroom observation the teacher doesn't convey the material using English language completely even though the teacher uses full English slide, also doesn't review the material before. In the same time, researcher doesn't find the teacher summarizes course content covered neither direct student's preparation for next class.

Teacher uses a lot of term in biology subject such as; *Focation, Crystal violet, Iodine treatment, Decolorization, Counter stain safranin*, etc. while teacher shows to the students the image and its term, the students pay attention to the teacher's explanation, and sure if one of them understand with what the

teacher said, directly they say its term in Indonesian. In this section researcher finds more active student.

Observation made by researcher is more focus to the teacher action in the classroom during the learning process. The study results revealed that teachers have positive attitude towards the use of CBI. It makes learning easy, arouses the student's interest, facilitates understanding and enhances communicative competence. CBI provides teachers with a wide choice of knowledge to teach. It makes the teaching of English lively as examples are drawn from day to day life experience. It expands the teacher's knowledge.

In the next observation, researcher finds something different from the teacher. Teacher reviews the previous study, asks students to give their opinion about the picture which is shown on the slide, teacher uses English completely and sure explains the material clearly during the learning process. In another day researcher also get the opportunity to do classroom observation in the morning, where the students have to be in the class at 07:25 to have reading time until 08.00 before they have to learn Biology.

2. Teachers' Challenges in Using Content Based Instruction in the Process of Biology Teaching at the Eleventh Grade of Global Islamic Boarding School Batola.

Based on the results of interview that researcher did on October 04, 2017 with biology's teacher of Global Islamic Boarding School Batola about the approach of learning. Researcher did the interview through ask some question

to teacher such as : teacher's education background, how long teacher teach the subject matter at that school, teacher's experience in learning English, how important the use of method and approach in learning process, student's response when teacher uses CBI approach in learning process, does teacher always use CBI approach in learning process, does teacher do evaluation in the last of meeting, does CBI approach really help student in English language teaching, and sure what are teacher challenges in using CBI approach.

Based on some question above, researcher got some information about the teacher that teacher's education background is s1 Biology Department (FKIP) of ULM Banjarmasin. Teacher said that his education only s1 English Education, researcher admit that the teacher is a young teacher who has a good conviction for learning a subject matter at that school. he have taught biology at that school about 3 years. According to the teacher, he never has an experience in learning English at school before, except when he does PPL at seventh semester. Researcher finds when teacher teach the subject matter in the classroom, it seems like teacher very enjoy and comfort when he does it although he never have an experience in teaching learning before.

Then, teacher said that when we do learning process, it is very important for us to determine its approach and also method. Because without its determinate will make us confuse for doing something in the classroom, "what should we do... what should we convey.... What should we ask to the student.... And etc". Researcher gets confusion here, when researcher did first

observation it is real that the teacher looks confuse when researcher ask “do you use CBI approach in your learning process?”, then teacher asks “what does CBI approach means?” listen to the teacher questions, directly researcher think that he teacher doesn’t use the approach. But after the researcher explains about CBI in short, teacher says that “oh of course I use its way (the approach)”. According to the researcher, the teacher maybe can apply its approach but doesn’t know the name of its approach.

In the same time teacher also said that it very help student for getting their target language, because it will make the students become accustomed with the English word minimal, although teacher did not do the evaluation in every last meeting for every class which he teach, but he just do the evaluation if the chapter has finished. Actually the case is teacher must do it in every last meeting because it is intense help students in getting the target language.

There is no negative student’s response during learning process. Sometimes students just show their confused face when teacher uses the complicated words. That is one of the problem which teacher faces in learning process that he should choose the simple words in conveying the material to the students. Teacher said that he always use its approach in his learning process, because it is one of school’s demand for some teacher. Researcher understand with this teacher’s statement, but the fact when researcher did classroom observation, researcher finds that is not in every meeting teacher use English as the language sometimes teacher uses Indonesian.

There are some challenge that usually teacher faces when he teaches the students using the approach: the lack of knowledge of the relevant material to be used, teaching English as a subject with experiences in grammar, The use of CBI requires more time to cover content than the allocated frame of time, teachers must tend to neglect content and separate language from content thus making the learning of English difficult and boring, Furthermore, due to lack of knowledge from other subjects where content is borrowed, teachers tend to avoid what they do not understand, and sure we must make sure that the words or the sentences that we use must in the simple one in order that the students can understand the material well.

B. Discussions

Based on the results of research on Biology teaching in Global Islamic Boarding School Batola through observation technique shows that Biology teaching in Global Islamic Boarding School Batola can be said good, it seen with teacher's planning in English language teaching at teacher's subject matter; Biology. Teacher's always use slide as a media in learning process and use English language completely in the slide. Teacher always asks students to take a note for the difficult words that they find in the slide and then ask about it back to the teacher if teacher has finished to convey the material in one slide. Teacher has positive attitude towards the use of CBI so that the teacher can make the student happy and comfort learning a biology subject using English

language. Teacher also can make the student interests in learning the target language.

Content based instruction means the approach in language teaching which expects the students 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. For example: students in CBI are supposed to “read and takes notes, listen and write a 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 the 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 the pupils feel excited then language acquisition takes place. Furthermore, this content is meaningful and understandable 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 implementation of content based instruction approach in Global Islamic Boarding School Batola is actually not good enough because teacher doesn't convey the material by using English language in every meeting although teacher always use English word and sentence in the slide as a

teaching media for every meeting. Teacher doesn't review the material first neither summarize the material in 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 methods such as grammar-based instruction or vocabulary development but also contemporary approaches such as communicative language teaching and humanistic methods. 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 a 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 results of research on English language teaching in Global Islamic Boarding School Batola through interview technique shows that English language teaching in Global Islamic Boarding School Batola can be said good, it seen when teacher says that when we do learning process, it is very important for us to determine its approach and also method. Because without its determinate will make us confuse for doing something in the classroom, "what should we do... what should we convey.... What should we ask to the student.... And etc". This is in accordance with Mackey's theory that all teaching whether good or bad, must include some sort of *selection, gradation, presentation and repetition*. it includes *selection* because we cannot teach the whole aspects of language; we have to select the part that we wish to teach. For

example may refer to teaching techniques; it may be technique of selecting material, technique of presenting materials, or technique of evaluating the materials that have been learned (Mackey, 1975, p.157). Supported by Richards and Rodgers' theory that to design a content-based lesson, teachers should consider their linguistic, strategic and cultural objectives. Through the class, students are supposed to improve their English skills, to learn strategies to be applied in all subject areas, and to understand the culture of English speaking people (Richards & Rodgers, 2001, p.211).

Assessment of content based instruction can be a problematic component, and yet it is critical that instructors evaluate students' learning (Kasper, 2000, p.19). According to result in interview technique, researcher finds that teacher doesn't do the evaluation in every last meeting for every class which he teach, but he just do the evaluation if the chapter has finished. Sometimes teacher also doesn't use English completely in conveying the material. This is incompatible with some theory like Kasper's theory above. Kasper also says in his theory that students in CBI class cannot be evaluated in the traditional way because they were exposed to more input and content information through the class, students are required to interact critically with academic materials in terms of meaningful and contextualized text to analyze their knowledge. (Kasper, 2000, 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 the target

language. In addition, according to the theoretical foundations that Content Based Instruction is based on three main theories of language: “language is text and discourse-based”, “language use draws on integrated skills”, and “language is purposeful”. First, in Content Based Instruction language teaching focuses on how information and meaning from meaningful content are utilized in discourse or text, 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.

Through interview technique, researcher also finds the information that by using content based instruction in learning process can help student for getting their target language, because it will make the students become accustomed with the English word minimal. 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, 2000, p.5). In addition to the theory above, Richards 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 a basis for language learning than others.

Students learn best when instruction addresses students' needs. Teaching builds on the previous experience of the learners.

Teacher also face some challenges in his learning process when using content based instruction as approach such as: the lack of knowledge of the relevant material to be used, teaching English as a subject with experiences in grammar, The use of CBI requires more time to cover content than the allocated frame of time, teachers must tend to neglect content and separate language from content thus making the learning of English difficult and boring, teachers tend to avoid what they do not understand, and sure we must make sure that the words or the sentences that we use must in the simple one in order that the students can understand the material well. As the researcher said above that content based instruction is language teaching focuses on how information and meaning from meaningful content are utilized in discourse or texts, not in single sentences. Next, the skill of target language are not separate from each other, they together are involved in all activities. 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, professions, occupations and or to teach in teams across disciplines (Brown, 2001, p.49-50). 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. Many teachers are not familiar with the use of CBI, but in fact they use it as an approach in their classroom so

that Stryker and Leaver said in their theory that the success of lessons in the learning of English is determined by the role played by the teacher, the teacher's role influence and direct the learners' activities in relation to the context (Stryker and Leaver, 1997, p.99). Mackey also said in his theory that in education system, teacher and student 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 the students (Mackey, 2009, p.45).

All in all, learners succeed in learning the language because of content based instruction is enough to motivate them, and it makes the class more effective. Moreover, this is the most important point about content based instruction; Content based instruction is believed to better reflects learners' needs in terms of preparation for academic courses and helps the learners access the content of academic learning.