

THE EFFECT OF IMPLEMENTING CONTENT-BASED INSTRUCTION FOR YOUNG LEARNERS

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***Abstract:** The integration of language and content instruction has become a new phenomenon in language education field. The aim of this research is to explore the implementation of Content-Based Instruction and the effect of implementing Content-Based Instruction for young learners. This research used a qualitative research method, in order to be able to observe and get detail information on how the students react and interact in any situation. This research was conducted on the fifth grade students. The data were taken through interview, observation, and analyze the documents. The Result of this study indicated that (1) the implementation of Content-Based Instruction in the fifth grade was well implemented, they used English language as instructional language but it does not supported by appropriate teaching documents. (2) Content Based Instruction automatically give a significance effect to the students' speaking ability: students could answer the teacher's questions; the use of mother tongue was reduced. It also improving class situation: the atmosphere in the whole class became alive, there were many chances for students to practice their speaking skill; students had great motivation, learning process became easy and fun for the students.*

Key words: Content-Based Instruction, Young Learners

INTRODUCTION

Learning a language is a process that needs a long period of time. It cannot be done in a short time. Childhood is the ideal period of learning a foreign language. Brown (2000 : 45) states that childhood is the best period of acquiring a native or near native pronunciation because the speech muscles of children are still developing, so it is easy for them to learn the sound system of a foreign language. The teaching of English can be more effective because they are in the "critical period", the time when they are fully ready to learn languages. Another reason, for some psychological factors, such as strong desire and less-risk taking, can make them learn a language more easily. For children, the willingness to communicate with others is high. The educators should try to start in-

troducing English earlier with assumption that by starting earlier they will gain better result (Brown, 2000 : 47).

Krashen said that young learner develops his second language through two ways, they are acquisition and learning. Acquisition occurs naturally through direct contact between the learner and a native of a language. The process is not realized by the learner, and cannot be avoided so long as the learner in a normal condition. Different from acquisition, learning happens deliberately and with full consciousness on the part of the learner (Krashen, 1995 : 25).

Many people believe that children are better language learners than adults. This opinion leads people to introduce their children to second or foreign language as soon as possible. Brown (2000 : 43) says

that there are many arguments among linguists. There is a certain period in which language mastery is dominantly occurred and a certain period beyond which language mastery has lesser development. They believe that the answer to this question is the *liberalization* (the development of specialization of functions in the left and right side of the brain). Some evidence in neurological research stated that the human brain matures certain functions are assigned to the left hemisphere and the other functions are assigned to the right one.

There is a difference learning one's language and learning a foreign language, particularly after childhood. The child learns his native language normally listen to it most of the day over a period of five to six years. Moreover, a foreign language is learned on an environment in which it is not heard outside of the classroom. That is way, English language learners sometimes feel reluctant, afraid, or may be shy to speak. They are afraid of making mistakes in pronouncing words, using incorrect tenses, choosing wrong vocabulary, and so forth.

The Use of English on delivering materials for other subjects is called Content-Based Instruction. In recent years Content-Based Instruction has become increasingly popular as a means of developing linguistic ability. content -Based Instruction is the teaching of content or information in the language being learned with little or direct or explicit effort to teach the language itself separately from the content being taught (Krahnke in Richards and Rodgers, 2001: 204).

Content-Based Instruction contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections within the language and what they already know. This are enhances the practical usability for the students. Content- Based Instruction has been described as a new paradigm in language education, focused on fostering students competence in a second or foreign language while advancing the knowledge of a subject matter. This approach is widely used in an extensive number of contexts and educational settings all over the world in a variety of models. (Duenas, 2011: 1)

Realizing the classroom members are non-native speakers, the teaching and learning process is sometimes quite difficult to implement both for the teachers and the students, especially in delivering the non-English Subjects such as Maths and Sciences. The difficulties even appear at the lowest level of delivering the material of teaching and learning process, such as questioning. The role of questioning in teaching and learning process is very important for teachers and students. It is widely accepted that questioning is a basic skill that teachers are obliged to have in the classroom (Gall, 2007).

The role of the foreign language teacher is central to the learning process. The teacher must be able to create a situation where students like and respect learning. This requires teacher's creativity. Moreover, the teacher must bring about changes or modification in behavior, habits, attitudes, or skills in unfamiliar me-

dium requiring additional or different psychological activity.

The main view of Content-Based Instruction is not clearly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills.

Sticht (1997) provided a perspective from cognitive science that emphasizes the importance of both content and processes in human cognitive activity, including literacy then he discussed a program of research on content-based instruction which has been considered influential for workplace, health, and family literacy programs that integrate content with basic skills instruction. This research was to apply concepts from both behavioral and cognitive science to the development and evaluation of an entire, operational adult literacy program.

Rochmandani (2013) reported about Content Based Instruction (CBI) approach to improve students' speaking ability. It also aims to give general description about the implementation of CBI in the classroom and about the things happening in the class when it is implemented. The result of the research shows that Content Based Instruction can improve students' speaking skill. Besides, their test achievement during the research is better than their score in the teacher's note before the actions were implemented.

In addition, a study conducted by Arianto (2013) also reported about the implementation of CBI in Mathematic teaching and learning, he further investigated difficulties faced by the teacher and offered problem solving towards the difficulties.

The result of his study showed that the implementation of Content-Based Instruction on Mathematics teaching and learning process gives new paradigm on learning English through content itself.

This study focused on the the effect of implement Content-Based Instruction for young learners, concerning on how Content-Based Instruction implemented in the fifth grade of Madrasah Ibtida'iyah (International Class Program) Bojonegoro and also investigates to what extent does Content-Based Instruction give an effect to the students' English development.

The name International Class Program means that this school offers different ways in their teaching and learning. This school applied Cambridge Curriculum with all the materials of the subjects are served in English except Indonesian Language. The interaction both the teachers and the students and also between the students were using English in the teaching and learning process. It was very interesting to investigate the approach implemented and the effect for the students .

METHOD

This research conducted in Madrasah Ibtida'iyah International Class Program Nurul Ulum Bojonegoro in the first semester of the 2015/2016 academic years. The design of this study was a qualitative case study. The respondent of this study were 24 students of the Fifth grades. In this study, the process of collecting data involved both the selection of instruments and the sites where the instruments would be appropriately administrated. In collecting the data, the researcher conducted four techniques: observation; questionnaire;

interview and document analysis.

RESULT AND DISCUSSION

Result

The Implementation of Content-Based Instruction

The teaching documents used were syllabus and lesson plan which made based on Cambridge curriculum and National curriculum. In composing syllabus and lesson plan based on the data taken by interview and the hard file, the syllabus and lesson plan possessed were in Indonesian language, it mean the teacher did not totally implemented content-based instruction in the lesson plan. The lesson plan made seems the same with regular school. It was done with the consideration that it was do not need to put content-based instruction clearly in lesson plan. Since content based instruction will automatically appear in the teaching and learning process because it deals with the language instruction. The implementation of Content-based Instruction could be clearly seen during learning process. During the day, English was regularly used in the whole activities such in opening, the teacher greet the student perfectly in English and also the students. In the main activities all the material and the communication language were using English. In closing session they did in English too.

English was also used in deliver the material to the student and in the form of simple communication between teacher and students. In the case the students forgot to speak in English, the teacher clearly reminds them to use English. The most important point in the way bringing the English culture in this school, the teacher

never used Indonesian or other language to communicate with the students. During the lesson they implemented content-based instruction well. Even when the students speak in Indonesian language, the teacher never answer it in Indonesian language, and become teacher's responsibility correcting the students words

The effect of implementing content-based instruction for young learner

Deal with the observation taken during the study, it can be noted that young learners, sometimes forget to speak in English to communicate with the teacher or their friends. It was because they were influenced by their first language or mother tongue. It caused by most of students speak Indonesian with their parents at home.

The result of analysis on the students book, there is an important thing to be noted, most of the students' book shows that the students could do the task well, even all of the instruction and material were in English. It might be caused by the teachers' always explain and guide them before they did it. In this phase, they also allowed to ask for help to the teacher. Especially they often ask about the meaning of certain word. Since they were in the fifth grade, their English vocabulary were still limited.

Sometimes one of them read the Instruction loudly and always ask in many times about everything they did not understand, it made her easier to know in what part the students difficulties. Fortunately they were in golden ages, they able memorized every new word. This evidence shows that the students develop their cog-

nitive ability while learning uses English.

This school really offers different style of teaching and learning. They also has a language standard that must be achieved by the students in each semester. There are minumun standard of vocabulary mastery that must be achieved by the students (young learners). The goal of giving minimum standard of vocabulary that must be mastery by the students were develop the student's competence to express the ideas using vocabulary.

Beside that, the fifth grade students who categorized as young learners always controlled by the teacher especially in the use of English. It can be concluded that the teacher brings an important role to the successfulness of students' English development.

Furthermore, because of every day they always listen, read and write In English, automatically they usual to use English as their communication language. The students understand and memorized the instruction because every day they read the instruction in English. In short, the students used to speak in English because every day they listen, read, speak and write in English

Discussion

Implementing Content-based Instruction for young leaners, somehow had affected the documentation of the curriculum itself, especially the material which written in English. A syllabus is guidance for a teacher to present the materials to the students referred to time allotment or frequency of teaching English per week, purpose of teaching a subject matter.

The term syllabus is often intertwined

with curriculum in the teaching learning field. Yalden (1987 : 18) defines a syllabus as a statement of the plan for part of the curriculum, excluding the element of curriculum evaluation itself. The use of English as instructional language, even though it is not common to have in a formal document. Although it was not found any document specified for the teaching of English since it is integrated as an instructional language. This condition is in line with Richard and Rodgers (2001: 219), they stated that since content based instruction is an approach rather than a method, no specific techniques or activities are associated with it.

The teacher designed the lesson plan based on the syllabus. She made the instructional lesson plan to achieve learning goals. At this point, the teacher not explicitly implemented content based instruction on the lesson plan because it was believed that it will automatically appear in learning process. Moreover Stryker and Lever (1993:8) stated that the major characteristic of CBI is the extensive (though not necessarily exclusive) use materials are taken directly from the culture being studied.

In learning activities, it was found that this school used English as communication and instructional language. It was taught little by little since the young learners were still in phase of acquiring their first language, it also caused by they were in transition phase. The use of English in the learning activities is intended to prepare the students for the future challenges.

Every day the students introduced a new vocabularies, they are not expected

to remember all, but they are helped to understand the words.

It is also found that in the use of L1 little bit much than L2 surround the young learners but the teacher always used English to give responds. Based on the students' language background described in the findings, most of their mother tongue is Bahasa Indonesia. This has led the teacher to be a good model for their students especially in doing conversation. In other words, English as communication and instructional language is introduced gradually to the students; it is supported by Ball (2011) who stated that ideally, literacy and learning begin with the learner's first language, and L2 is introduced gradually.

In addition, other findings show that the teacher use various fun and collaborative activities to teach the students as they are in the phase when they really love playing. These joyful activities lead to create natural condition, so that the students can unconsciously acquire the (Yuliana: 2003). This is in line with what Katz (2009) said that "a major challenge for schools concerned with the best use of children's time at school is the provision of meaningful teaching and learning activities".

Young learners is the time when the students acquiring their first language (Mc Closkey, 2003 : 26) In other words, students' second language acquisition goes along with their first language development and other developmental fields. Goodluck (1993:165) mentions at least four stages of acquisition starting from the acquisition of phonemes, morphemes, syntax, and semantics. However, the result

of this findings do not really reflect those stages, unless the fact that the students are able to use English for short utterances.

Introducing English to young learners should also consider psychological factor. According to Kresno (1999 : 12), the most important aspect in children education is to create a natural process. The application of the natural process will place the students as the subject of the process. Every child has his or her own characteristics and ability. Therefore, the attitude of generalizing the children should be avoided since not all of them have the same interests in learning a foreign language. In introducing English, a teacher should not force the students to learn a new language when he or she knows that the children have little or even no interest in learning language.

Young learners do not progress at a uniform rate in all aspects of development simultaneously. Certain children may show quicker language ability while the others may not, or some of them may be very energetic while some others may not. The infinite individual variations are apparent and we must observe this carefully since it will be very helpful in knowing the next step of development.

Deep understanding of learners' characteristics is a must for every teacher. Every level of the learners has its own characteristics. The students of elementary school are considered young learners. As children, they have special characteristics which differentiate them from other levels Clark (1990 : 6)

Vocabulary building become a crucial part of the teaching using content based

instruction. Vocabulary is the vital tool for the students to convey the meaning of the sentence or instruction in teaching and learning using content based instruction. Thornburry (2002:2) stated that discussing vocabulary of second language acquisition is crucial because it gives the challenges for the students to make the correct connection between form and meaning of words.

Using content based instruction the students also motivated to start reading the instruction and the material themselves. It motivated the students to read the material themselves, it is identified that they are highly motivated since they want to get involved in the community. This leads to the creation of natural setting for language learning and its acquisition. In addition, the language acquisition process may be more efficient and the language learners more motivated. As Richards and Rodgers point out, if the information delivered through the content is interesting and useful, [learners](#) should acquire the language faster (Richards & Rodgers 2001: 204-205).

The students are interested to explore the English skills themselves because of the language exposure through the book used. The students are also able to use English in replying the teachers. Above of all, the teachers believe that students' interest and motivation plays an important role to their learning success. Azam (2013:95) states that "as children develop their ability to use language, they absorb more and more understanding of social situation and improve their thinking skills". It can be concluded that the teaching using

content based instruction as an approach has attracted the students' interest so that they have an experience in acquired second language in more natural context.

Discussing about the effect of implementing content based instruction, the findings shows that the methods used, such as games and CLT could accommodate students in their physical development. This has suited the requirements of good school that the curriculum should take into account child's need and uniqueness (Jain, 2009).

It was found that some students got confusion in differentiating the language system they learned.

Further more, the findings show that the students tended to have Javanese phoneme to pronounce English words, this might be caused by the model they got from the teacher. The teacher keep on producing English words in Javanese accent because they intended to make the pronunciation clearer for the students. Nevertheless, it affects the English acquisition in term of pronunciation. In this case, there is interference among the languages. Brown (2007: 75) states that "the first language not only interferes, but also supports the second language learning". Supporting to Dardjowidjoyo and Brown, Clarke (2009) states that "Evidence shows that young children can learn more than one language with ease, as long as they are exposed to good language models". Other than that implementing CBI in International Class Program has enough propositions that place English as communication language and instructional languages.

CONCLUSION

The implementation of content-based instruction in the fifth grade is well implemented, they use English language to communicate but it does not supported by appropriate teaching documents. The implementation of content based instruction was effect in two aspects: (1) in improving students' speaking ability: students' speaking level increased; stu-

dents could answer the teacher's questions; students could communicate with their friends by using simple grammatical forms and appropriate vocabulary: the use of mother tongue was reduced; (2) in improving class situation: the atmosphere in the whole class became alive; there were many chances for students to practice their speaking skill; students had great motivation to learn English; English became easy and fun to the students.

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