CONTENT BASED INSTRUCTION AS INNOVATIVE TEACHING ENGLISH FOR FOREIGN LANGUAGE AT HIGH SCHOOL

Ahmad Darussalam
STIT Ibnu Rusyd Tanah Grogot
digeahmad@gmail.com

Abstract

A CBI (Content-Based Instruction) lesson centres around a specific topic or subject matter. Throughout the lesson, students concentrate on learning about a particular subject of interest, whether it be a serious science topic, their favourite pop star, a current news story, or a film. This research utilizes a qualitative descriptive approach. It involves formulating a problem that directs the researcher to thoroughly, broadly, and deeply explore or capture the social situation under study. Content based instruction made some advantages for students. Learning a language can become more engaging and motivating. Students used the language to achieve a genuine purpose, which can increase their independence and confidence. Through CBI, students gained a broader understanding of the world, which can, in turn, enhance and support their overall educational needs. Incorporating group work into the aforementioned framework helped students develop their collaborative skills, providing significant social benefits.

Keywords: Student, Teacher, Content Based Instruction

A. Introduction

English is regarded as the primary foreign language in Indonesia. It is used to aid the

nation's development, establish international relations, and conduct foreign policy, including serving as a medium for broader communication in international forums. Consequently, Indonesia has integrated English as a Foreign Language (EFL) instruction across nearly all educational levels, from primary to secondary schools ("Innovative Teaching Strategies in Teaching English as a Foreign Language," 2023). However, as it is only a foreign language, numerous challenges arise in English language learning. A major issue is the lack of learner motivation. This may stem from students' perceptions of English. Many students find English challenging due to its dissimilarity to bahasa, leading them to view it as a difficult subject. As a result, they may skip classes or attend them out of fear of failure rather than a genuine desire to learn (Hidayat et al., 2023). During class, many students might lack focus, engage in conversations with classmates, doodle in their notebooks, or become engrossed in their textbooks without absorbing the material.

Another significant problem is the insufficient time allocated for teaching English. Classes are often brief, occurring once or twice a week for one or two hours, leaving limited time to cover extensive subject matter. Consequently, lesson plans may not be fully implemented, and subsequent classes often turn into reviews of previously unfinished material. If this pattern persists, teachers may fail to meet their educational objectives and struggle to identify and address specific learning issues among students. The limited class time makes it challenging to distinguish and solve individual learning problems.

Teaching strategies are techniques or methods that educators use to enhance learning and help students reach their educational goals. These strategies are vital in the teaching and learning process, aiding teachers in achieving learning objectives. To meet these goals, the strategies employed can be diverse and customized to meet the needs and learning styles of

individual students or groups. These methods make student learning more effective and engaging by actively involving students, preventing boredom, and supporting the accomplishment of their educational aims.

One of innovative teaching English could be develop in teaching English for foreign language is Content Based Instruction. In a Content-Based Instruction (CBI) lesson, the emphasis is on the topic or subject matter. Students concentrate on learning about a specific topic, which can range from a serious scientific subject to their favourite pop star, or even a current news story or film. They use the target language, rather than their native language, to explore this subject, thereby enhancing their linguistic skills in the target language. This method is considered more natural for language development, similar to the way we learn our first language.

B. Content-Based Instruction

Content-Based Instruction (CBI) or Content-Based Language Teaching (CBLT) is a communicative approach to second language teaching that organizes the curriculum around content rather than a linguistic syllabus. This method is based on the principles of communicative language teaching, where the classroom focuses on real communication about subjects outside the language domain (Bula Villalobos, 2014). Instead of centring on grammar, functions, or other language-based units, the focus is on content. It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. This makes CBI distinct from traditional foreign language teaching methods (Adhikary, 2020).

Content-based language instruction is founded on the theory that language acquisition occurs through meaningful and understandable input for learners. Drawing parallels between

first and second language acquisition, it is suggested that the type of input children receive from their caregivers should serve as a model for teachers in the input they provide to second language learners, regardless of age (Omoto & Nyongesa, 2013). The input must be comprehensible and presented in a way that allows multiple opportunities for learners to understand and use the language. When comprehensible input is provided and students are engaged, language acquisition occurs. The content across the curriculum in CBI offers numerous opportunities for language input, comprehension, and usage. Moreover, this content is meaningful and understandable as it is drawn from contexts relevant and appropriate to the learners' age, interests, and cognitive levels, aligning with what Krashen describes as comprehensible input (Omoto & Nyongesa, 2013).

Content Based Instruction (CBI) is a teaching approach that prioritizes language content over traditional language subjects. It is particularly effective for language learning, especially in reading. CBI serves as a foundation for using meaningful language, aiding language acquisition for Foreign Language Learners (FLL). In CBI, lecturers and students focus on the main content of a language as a means of academic communication, rather than studying the language itself as a separate subject (Aini et al., 2020).

C. Principle of Content Based Instruction

These principles are essential for language teachers who plan to implement and support CBI in their lessons and institutions (Brinton, D.M & Wesche, M., 1989).

1. Make instructional decisions based on content rather than language criteria. Most second language instruction books are designed by course planners and material designers, rather than language teachers. Consequently, language instructors, particularly those using CBI, bear the responsibility of selecting and adapting

classroom materials. CBI allows for the choice of content, and it is this content that guides the pedagogical decisions regarding selection and sequencing.

2. Combine skills. CBI promotes an integrated skills approach to language teaching. For instance, a typical lesson might start with a focus on a specific skill like intonation or another linguistic feature. This approach also involves teaching multiple skills at the same time, similar to how they are used in real-life situations.

3. Actively engage students in every phase of the learning process. A key feature of the CBI classroom is its learner-cantered approach, as opposed to being teacher-cantered. Students are not reliant on the teacher to manage the learning experience. Instead, they take an active role in constructing knowledge, participating and creating content. Peer correction and input also play an important role in this approach.

4. Select content that is relevant to students' lives, interests, and academic goals. The content should align with students' needs and the instructional context. For example, in high schools and universities, the content often mirrors the various subjects students are studying, but it is approached from a different perspective and with distinct instructional objectives.

5. Choose authentic texts and tasks. Authenticity is a key element of CBI. Texts and tasks in CBI are derived from the real world. Incorporating authentic materials into the classroom inevitably alters their original purpose.

Based on the (Damira Kurbanovna, 2023) the principles of the content-based approach are as follows:

1. Subject matter content is utilized for teaching language.

2. Teachers should build on students' prior experiences.

3. When learners see the relevance of their language use, they are motivated to learn, understanding it as a means to an end rather than an end in itself.

4. The teacher provides linguistic support by helping learners express themselves, constructing complete utterances together with the students.

5. Language is learned more effectively when used to convey informational content that interests students.

6. Vocabulary is easier to learn when contextual clues help convey meaning.

7. When dealing with authentic subject matter, students need language support, such as multiple examples, redundancy, and comprehension checks from the teacher.

8. Learners engage with meaningful, cognitively demanding language and content through authentic materials and tasks.

9. Communicative competence includes not only conversational language skills but also the ability to read, discuss, and write about content from various fields.

D. Research Method

This research employs a qualitative descriptive approach. It is a problem formulation that guides the researcher to explore or capture the social situation to be studied comprehensively, broadly, and in-depth (Flick, 2009). This research aims to understand the phenomena experienced by the research subjects, such as behaviour, perceptions, interests, motivations, and actions, by describing them in straightforward language (Ary et al., 2010).

Qualitative methods treat the researcher's interaction with the field and its participants as an integral component of knowledge, rather than viewing it as an intervening variable (Flick, 2009). The subjectivity of both the researcher and the subjects is incorporated into the research process. Researchers' reflections on their actions and observations in the field,

including their impressions, irritations, and feelings, become data in their own right. These reflections contribute to the interpretation and are recorded in research diaries or context protocols.

E. Finding and Discussion

1. Teaching Grammar

In content-based language teaching, integrating grammar tasks is essential for promoting effective communication in formal instruction. Two key types of grammar tasks are necessary: one aims to enhance knowledge of grammatical features, while the other focuses on providing information. These tasks help raise students' awareness of the grammatical elements (Vinita & Ilankumaran, 2023). To support both communicative competence and grammati cal accuracy, explicit grammar instruction is crucial (Souisa & Yanuarius, 2020). Therefore, the choice of materials and teaching methods is of paramount importance in this context. Example of CBI activity in teaching grammar:

a. Teachers are able to teach tenses using a Content-Based Instruction (CBI) approach. First, teachers can reinforce the learning of the present tense by using stories of everyday events. One function of the present tense is to make statements or tell stories about daily habits. One difficulty student face with tenses is applying them in conversation. Stories of everyday events can be integrated into students' daily activities. Teachers can prepare several questions using the 5W1H principle to strengthen their understanding of the text.

b. In warm-up activity, student discussed about their daily activity with their friend. Teacher introduced the simple present tense related to the topic.

c. Next round, student read the article and watched the video. While reading and watching, students highlight or note sentences that use the simple present tense.

d. Then, teacher reviewed the sentences from the material and explain the structure and usage of the simple present tense.

e. In production stage, student completed a form, using the present tense to describe actions. Student also wrote a short daily activity based on their background. In pairs, student present their essays to the class.

f. Final step in assessment, teacher evaluated the task and presentations for content understanding and correct use of the present tense.

g. Benefits of Using CBI for Teaching Grammar

1) Relevance: Students perceive how grammar is used in everyday situations, which makes learning more pertinent and captivating.

2) Integration: Grammar is woven into content lessons, aiding students in better retaining both grammatical structures and subject matter.

3) Engagement: Genuine materials and purposeful activities boost student motivation and enthusiasm.

2. Teaching Reading

In recent decades, reading comprehension instruction has garnered significant attention in research within English Language Teaching (ELT), particularly in the context of teaching English as a Foreign Language (EFL). This interest has risen because reading is considered a crucial skill for enhancing learners' overall English literacy (Nurkamto et al., 2021). Teaching reading is a crucial component of foreign language education. As one of the receptive language skills, reading involves understanding

and interpreting a given text. It requires efficiently extracting necessary information from the text. Reading serves as a gateway to knowledge, and to unlock this knowledge, readers must actively engage and perform tasks to derive meaning. Therefore, reading is not a passive skill; it is synonymous with comprehension. Without comprehension, reading holds no value (Adhikary, 2020). Example of CBI activity in teaching reading:

a. Teacher chosen the content that was interesting and relevant to the student. This could include subjects such as science, history, literature, or current event. Teacher gave the keyword vocabulary based on the article. Teacher asked the students to make predictions about the content of the article based on the titled and any images.

b. In reading activity, student read the article silently after that they took turn reading section of the article aloud in class.

c. Student tried to use reading strategies such as skimming and scanning. Student wrote a brief summary of the article. Then teacher encouraged students to ask and answer questions about the text.

d. Teacher leaded a class discussion on the article's main points and its implications. Student completed a cause-and-effect chart based on the information in the article. Teacher provided questions that required students to think critically about the text.

e. Student wrote a short essay based on the reading material using information from the article. Then, students presented their essays to the class for speaking activity or in listening activity, teacher played the documentary and students took notes on new information.

f. Benefits of Using CBI for Teaching Writing

1) Relevance: Students understand how their reading skills apply to real-world situations, making the learning process more engaging.

2) Integration: Merging content learning with language practice enables students to better retain both the subject matter and language skills.

3) Engagement: Using authentic materials and meaningful activities increases student motivation and interest in learning.

3. Teaching Writing

Many students believe that writing skills are less important than other skills like reading, listening, and speaking. They find writing difficult, boring, and unimportant in their lives. Often, students fear expressing themselves and worry about failure. However, writing allows us to communicate with both current and future generations, and even with people from the past. Despite this, students frequently struggle when their teacher asks them to write (Kamaliah & Apsari, 2022). One reason for this difficulty is that they sometimes lack the vocabulary and ideas needed to write effectively. This situation makes it challenging for teachers to make writing activities engaging.

Teaching writing is a complex psycholinguistic process influenced by a student's character, mood, and abilities. It is particularly challenging to teach young children who are new to school how to write (Sartika, 2017). Additionally, teaching writing is closely linked with teaching reading. This process requires both physical and mental effort from educators and comes with numerous responsibilities (Apriliyanti et al., 2022). Teachers must strive to develop students' graphic and orthographic skills and provide crucial guidance. They need to consider students' needs, interests, and skill

levels when selecting writing materials to make lessons engaging and effective.

Teaching writing using content-based instruction (CBI) integrates the teaching of writing skills with subject matter content. This approach helps students develop their writing abilities while engaging with interesting and meaningful content. Here's how you can implement CBI in teaching writing:

a. Teacher started with a short video or presentation about content. Students will discuss the content why it so was important to discuss. They created a chart (know, want to know, learned) to gauge student's prior knowledge and interests

b. Student would gather information on various knowledge based on the content. Teacher divided students into small groups and assign each group a specific type of content. Teacher provided material, such as books, articles, and reliable online resources. Teacher guided students how to take notes and organize information effectively.

c. Teacher built the student's vocabulary related to the content. Students created a list of key terms and phrases related to the content. They conducted a vocabulary activity, such as matching terms with definitions or creating flashcards. Teacher encouraged students to use these terms in their writing.

d. Students would draft their reports based on their research. Teacher provided a report outline template to help students organize their ideas. Teacher and student discussed the structure of report: introduction, body, and conclusion. Teacher allow students time to write their first draft, incorporating the information they researched.

e. Student would revise and edit their reports based on the peer feedback. Teacher and students discussed common writing issues and revision strategies. Teacher allowed students time to revise their drafts, focusing on improving clarity, coherence, and accuracy. Teacher provided time for editing, checking for grammar, punctuation, and spelling errors.

f. Students finished their reports and presented their findings to the class. Student submitted their final reports. Teacher asked each group to prepare a short presentation summarizing their findings. Teacher allowed time for students to present their reports to the class, using visuals such as slides or posters.

g. Student reflected on their learning process and the content. Teacher conducted the class discussion on what students learned about the content and writing process. Student completed a reflection sheet or journal entry about their experience, what they found challenging and what they enjoyed.

F. Conclusion and Suggestion

Content-Based Instruction (CBI) can be challenging and demanding for both teachers and students, but it is also highly stimulating and rewarding. The extent to which you adopt this approach may depend on your students' willingness, the institution you work at, and the resources available in your environment. Your school might consider implementing it across the curriculum, or you might try it in just one or two lessons. Regardless of your choice, it is advisable to involve other teachers, especially those from different subjects. This collaboration can help you find information sources and gain support in evaluating your work. Content based instruction made some advantages for students. Learning a language can become more engaging and motivating. Students used the language to achieve a genuine

purpose, which can increase their independence and confidence. Through CBI, students gained a broader understanding of the world, which can, in turn, enhance and support their overall educational needs. Incorporating group work into the aforementioned framework helped students develop their collaborative skills, providing significant social benefits.

Since CBI didn't explicitly concentrate on language learning, some students might feel confused or believe they aren't improving their language skills. To address this, incorporate language-focused followed-up exercises to highlight linguistic features in the materials and reinforce challenging vocabulary or grammar points.

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