

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving brief discussion on what is related to the focuses of this study. This chapter discusses the theories about content based instruction, content theme-based instruction, CTBI for young learner and the previous study.

A. Theoretical of Content Based Instruction

1. Content Based Instruction and The Characteristic

Content based instruction is an approach of learning both language and the content. Richards and Rodgers (2001) Content based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or type of syllabus. Content usually refers to the subject matter that people learn or transmit using language (Richards and Rodgers, 2001). In other hand, in applying CBI the teacher enhancing the student language skill using content especially using English in delivering the material. By this the students not only focus on the language but also on the content of subject material.

The CBI approach has the potential to enhance students' motivation, to accelerate students' acquisition of language proficiency, to broaden cross-cultural knowledge and to make the language learning experience more enjoyable and fulfilling. A typical CBI curriculum should be subject-matter based, using authentic language and texts and meeting the needs of particular units of students

(Peng, 2013). Thus, by using CBI the learner acquire both language and knowledge. It has been supported by a number of theories in second language acquisition. In CBI, students have the opportunity to be exposed to meaningful and comprehensive input in context, which is considered to be an important element for language acquisition (Krashen, 1985) in Butler (2005). It also provides students with opportunities to negotiate meaning and exercise productive language skills through which they also can pay attention to forms as well as meaning.

In various instructional of CBI, it can help the student to get new information in understanding both language and content. Butler (2005) explains that the cognitive skill and learning strategies that are incorporated into CBI are also supported by a number of educational and cognitive theories in principle. In CBI, teachers are asked to provide students with meaningful and coherent information through various kinds of instructional strategies such as visual aids, conceptual maps, and analogies. By doing it, CBI should help students to connect in new knowledge with their existing knowledge and schemata and also enhancing their learning.

CBI has some characteristic as an approach in learning language and the content that is different to other approach. The characteristic are content-subject centered, challenge-based teaching, and appropriate to the needs of specific students (Peng, 2013).

a. Content-subject centered

All the programs related to CBI were organized around the study of content (subject) rather than the study of grammar or language itself. Nevertheless, the choice of content and the way in which it was presented varied widely depending on the aims of each individual program and the needs of particular a group of students.

A viable to teach the material is develop the material rather than using textbook, it taken from some variety of source such as newspapers, magazines, TV shows, radio programs, films and etc (Peng, 2013). Besides, it also develops a library of “authentic materials”, planning the scope of topics, preparing activities to teach them. For example, when choosing internet materials, teachers should consider the needs and the interest of students carefully. In addition, students should have access to electronic devices in order o enhance their motivation to teach the subject (Ilter, 2009). Furthermore, genuine classroom activities in which students are actively engaged should be strongly encouraged.

b. Challenge-based teaching

CBI need a teacher that should be more than skillful language teachers to make the project functioned well and achieve their ultimate teaching goals. Butler (2005: 231) argues that CBI does not work for everybody. The potentially negative effects of CBI implementation include insufficient understanding of content knowledge, insufficient improvement in L2, increased stress for both teacher and students. Thus, the teacher should be

have broad knowledge of the subject are taught and should be well qualified to deliver the knowledge to the students.

(Butler, 2005: 232) found that to following CBI program the teacher should have qualities include (1) Teacher' proficiency in English or the target language. It is not only the ability to explain the material in English but also sufficient command to manage the class in English. (2) Teachers' content knowledge. (3) Teachers' instructional strategies in which the strategies specialized for the content matter as well as general instructional strategies. (4) Teachers' attitudes including their expectations for students' achievement. While, it has been stressed that develops an appropriate ability is needed in conducting content-based instruction class.

c. Appropriate to the needs of specific students

The subject, topics, content, materials, and teaching activities should meet linguistic, cognitive and communicative needs of their personal needs and personal interest. Another aspect to be noted is about the course syllabus. Brown (2007) argued that within the profession of language teaching for specific purposes, language course syllabuses can be more motivating for students when they are closely connected to students' specialty courses.

2. Content Theme Based Instruction

CTBI is one model of the other two models, sheltered and adjunct models, define as an approach to introduce the content using foreign languages. Yugandhar (2016: 88) states that the two models to teach specific

content and specific target vocabulary in some institutional setting. Whether, theme based CTBI model has aims to advance students' language skills without requiring institutional settings and language proficiency level of students.

In applying CTBI, the syllabus is arranged around themes or topic, for example: The Cuban revolution or endangered species. One of these general themes may provide more specific themes and teaching possibilities for about one or two weeks. There are several ways to introduce a theme: Video and audio material, reading, and/or vocabulary. The materials used to introduce these themes or topics gathered to develop four skills with more importance than content learning objectives (Villalobos, 2013: 74). The topics in theme-based model are usually chosen to meet students' need and interest and meaningful learning, and intrinsic motivation can thus be activated. Language instructor is responsible for teaching both content and language (Rohmah, 2016). This is well thought from some researchers to combine both language and content learning. The teachers can use these models to teach and improve students' English skills through the theme.

In designing CTBI, the teacher should consider some issues to improve the subject contents and communicative capabilities of his/her students. According to Crandall (1999) in Yugandhar (2016: 87) there are several features that should be considered by teachers.

- a. Learning language by studying of academic test
- b. Focusing student attention on underlying knowledge and discourse structures of academic text
- c. Developing students' learning strategies
- d. Focusing on holistic language development through integrated the use of text, tasks, and themes drawn from othe content areas
- e. Focusing on the development of tasks, themes and topics

From the several features above the teachers can plan to teach about topic in foreign language by developing knowledge through text and task. Besides, the teacher also plans the strategies for students to learn these topics.

3. Principle of CBI

In this part will explain the principle of CBI, according to Richard and Rodgers (2001) it has two principles; first people more successfully in learning second language through language as acquiring information. Second, CBI better reflect learners' needs for learning a second language. People will more easily to acquire and use language based on their needs such as a tool with a real purposes, for instance, getting food, studying, getting a job and others. To complement the principle that offered by Richards and Rodgers, Brinton (2003) states the principle become some point. These are:

- a. Base instructional decisions on content rather than language criteria

The most books for second language instruction should be designed by course planners and material designer, not by language teacher. Language

instructor holds the responsibility to choose and adapt the material to be used in the classroom, especially when conducting CBI in the class. CBI permits the content of material determines the pedagogical decisions on selection and sequencing. It supported by Brinton (2003) in Villalobos (2014: 73) that CBI allows the choice of content to dictate or influence the selection and sequencing of language items.

b. Integrate skill

CBI recommends for an integrated skill approach to language teaching. For example, a regular lesson may begin with any skill or focus such as intonation or any other linguistic feature. This approach also involves the teaching of multiple skills simultaneously, just as in the real world.

c. Involve students actively in all phases of the learning process

Learner-centered is the main characteristic of CBI rather than teacher centered. The students should be active in the CBI classroom, creating their idea and participating in the construction of knowledge. Sari, et. al. (2015: 103) states that increase students' active participation in the classroom to provide better understanding of the target subject. It can answer the instructor's question, making a comment on the topic under discussion, and participation in small group discussion.

d. Choose content for its relevance to students' live, interest and/or academic goals

Content includes students' needs and instructional settings. For instance, in high schools and universities content parallels the several subjects that

learners study. The difference is that they are taught from a different perspective and with different instructional objectives (Villalobos, 2013: 73).

e. Select authentic texts and tasks

Authenticity is another significant feature of CBI. Texts and tasks used in CBI come from the real world. The original purpose is bringing and using authentic material in the class modifies. The use of authentic material promotes the learning of the culture of the target language. There are five types of authenticity: genuine text authenticity, altered text authenticity, adapted text authenticity, simulated text authenticity, and inauthentic texts. The use of authentic materials fosters successful acquisition of the target language.

f. Teachers' Qualities in CBI program

There are some characteristic of CBI teacher, some CBI program are taught by language teacher, some of content teacher, and the collaboration of both language and content teacher. Both are native speaker on the target language and others are nonnative speaker. The teachers' qualities of CBI program are as follows:

- 1) Teachers' proficiency in English or the target language (this include not only the ability to explain content matters in English but also sufficient command to manage the class in English)
- 2) Teacher content knowledge
- 3) Teachers' instructional strategies which include strategies specialized for the content mater as well as general instructional strategies.
- 4) Teachers' attitudes including their expectation for students' achievement.

It can be concluded that the focus of CBI lesson is on the subject matter or the topic being studied. The students are learning something that interest them using the target language so learners can develop linguistic abilities and can expand their world knowledge. These are significant principles and distinctive characteristic of CBI.

4. Content Theme-Based Instruction for Young Learners

There are some various factor influenced the successfulness of CTBI for young learner. It supported by Brown (2000) that the best period of acquiring a native or near native pronunciation is childhood because he speech muscles of students are still developing, it more easy to them to learn the sound system of a foreign language. Krashen (1995:25) support 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 language. The process in not realized by the learner and cannot be avoided so long as the learner in a normal condition. From acquisition process, the learners train to produce the word in written or spoken to show the language production (Nurhayati, 2017: 86). Different from acquisition, learning happens deliberately and with full consciousness on the part of the learner. Rohmah (2016) argue that 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.

The writer review that the challenge of implementation of CTBI for young learner requires developing content based on students' live, interest and/or academic goals, language standard that should be achieved by the students, and teachers' control in using English.

a. Developing content based on students' live, interest and/or academic goals

Making learning a language more interesting and motivating is accomplished by the Six- T's Approach, which has been put forward by Stoller and Grabe (1997):

- 1) Themes: The major ideas around which the units are organized are themes determined by taking students' interests, needs and likes, relevance and institutional appropriateness into account.
- 2) Topics: Subunits of themes are topics. A theme may subsume several topics. Topics are organized building one topic on the other.
- 3) Texts: language in classroom is presented in meaningful texts such as students' interest, relevance, and instructional appropriateness, length, coherence, connection to other materials, accessibility, availability, and cost are important.
- 4) Tasks: by doing tasks the students can develop valuable skill including note-taking, summarizing and extracting key information from texts through tasks. Besides, they may also improving skill in synthesizing, problem solving and critical thinking.

- 5) Transitions: Curricular coherence is provided by transitions. The teacher develop topic and task that linked smoothly by transitions.
- 6) Threads: Another curricular coherence is provided by threads. It defined by natural linkages across themes. They help students to recycle content, use learning strategies and to synthesize.

b. Language Standard that should be Achieve by the Students

The study of Rohmah (2016) states that CTBI program for young learners, Language standard should be achieved by the students in each semester. There are minimum standard of vocabulary mastery that must be achieved by the students (young learners). The goals 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.

In learning activities, CTBI program 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 vocabulary, they are not expected to remember all, but they are helped to understand the words. The teacher uses 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 words (Yuliana: 2003).

In addition the teachers should introduced new vocabulary every day to the students. The using English every day can make them as habitual activity so that their English ability can improve. And also by giving it the students can develop the student's competence to express the ideas using vocabulary.

According to Nurhayati (2015) there are two aspects of vocabulary to be taught by students in learning foreign language. First is form pronunciation and spelling. The learner has to know how to pronounce and how to spell words. The teacher need to make sure that this aspect are accurately presented and learned. Second is grammar. A composite of words should be covered by grammatical rules that may have an unpredictable change of form and some idiosyncratic way of connecting with other words in sentences. This item is important for learner to construct a sentence correctly. Thus, the teachers not only teach new vocabulary but also teach the grammatical rules.

c. Teachers' Control in Using English

The teacher brings an important role to the successfulness of students' English development. Butler (2005) states the teachers' qualities of CTBI program are teachers' proficiency in English or the target language (this include not only the ability to explain content matters in English but also sufficient command to manage the class, teacher content knowledge, teachers' instructional strategies which include strategies specialized for the content mater as well as general instructional strategies and teachers' attitudes including their expectation for students achievement.

The student who categorized as young learners always controls by the teacher especially in the use of English. Rohmah (2016) argue that 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 that they heard and read every day. Therefore, it needs teacher's evaluation as the guide in using English even in the form of written or spoken. In using language, the teacher can evaluate students' speaking by providing opportunities for students to practice alone or with one other students (Nurhayati, 2016: 53).

B. Previous Studies

To find the gap and prove the originality of this study, the researcher presents three previous studies related with Content Based Instruction. The first research was conducted by Kiziltan and Ersanli (2007) entitled "The Contribution of Theme-Based CBI to Turkish Young Learners' Language Development in English" which the subject are fourth and fifth grades. The finding states that Theme based CBI can be more effective for young learners who are in the process of first language acquisition. In this case, the researcher take the issue entitled "The implementation of content-theme based instruction in an elementary school at SDI Miftahul Huda Nganjuk". The difference from first study can be seen on the problem and the design taken by the researcher. In the first study, the problem are to find how the teacher chooses a subject interest of students for learning English and find which an effective types of CBI to teach young learners in

elementary schools. From the problem stated can be seen that the design used by the first researcher was experimental design. Whereas, in this case the researcher used case study to describe how the teacher prepare and develop the material in implementing CTBI, the procedure in implementing CTBI and the evaluation in implementing CTBI.

Second research was done by Rohmah (2016) entitled “The Effect of Implementing Content Based Instruction for Young Learners”. The result concluded that CTBI can improve students’ speaking ability in the term such the students can response the teachers’ question, improving class situation in which the atmosphere in the classroom became alive and the student has many chance to practice their English speaking. The subjects are students which it is to know how the students react and interact in any situation. From the previous research above, the researcher wants to conduct the similarities are about CTBI entitled “The Implementation of CTBI in Elementary School at SDI Miftahul Huda Nganjuk”. The differences can be seen in the design and the subject. In this case the design is case study and the subject are teacher who teach subject by implementing CTBI in elementary school.

Third, the same issue conducted by Adawiyah (2018) entitled “The Effectiveness of Content Based Instruction in Teaching Speaking Skill for EFL Learners”. The study explains about the effect of CBI in speaking for EFL learners. The result describes that students’ speaking after treatment were better than before. In a new case, it provides students to acquire new word and give a chance to practice their ability to speak English. The researcher tries to conduct

with same issue entitled “The Implementation of CBI in Elementary School at SDI Miftahul Huda Nganjuk” which the subjects are teacher. The purposes are to find how the preparation, how the procedure and the how the evaluation of teacher in implementing CBI. The difference also can be seen in the design, in the third previous study used quantitative whereas in this study is case study.