

## THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION IN SCIENCE TEACHING AND LEARNING PROCESS: A CASE STUDY AT FIRST GRADES IN ACADEMIC YEAR OF 2020/2021 MI ICP NURUL ULUM BOJONEGORO

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### Abstract

Teaching and learning process is very important for the student achievement. The main objectives of the research are as follow: (i) Describe and explore the implementation of CBI in Science teaching and learning process in the MI ICP Nurul Ulum Bojonegoro. (ii) Identify the extent of implementing CBI to promote English acquisition in the MI ICP Nurul Ulum Bojonegoro. This research was conducted at the first grades students in Madrasah Ibtidaiyah International Class Program Nurul Ulum Bojonegoro in the first semester of 2020/2021 academic year precisely on Sciences of Shafa class with 24 students categorized as an active student come from different social and economic background. The method used in this study was a qualitative research in the form of case study. In collecting the data, the writer conducted interview, class observation, and document analysis. The result of this study revealed two major findings which consist of 1) the description of the implementation of Content-Based-Instruction in Sciences teaching and learning in MI ICP NU Bojonegoro which consist of: the document used on implementing Content-Based-Instruction (Syllabus and Lesson Plan), Sciences teaching and learning by using Content-Based-Instruction and the other components supporting the implementation of Content-Based-Instruction and ; 2) the extent of implementing Content-Based-Instruction in promoting English acquisition. The implementation of CBI in the first grade of Sciences Class implemented well during the lesson but it has not supported by the teaching documents. Implementing CBI in first grade of Sciences class drives the students motivated and used to speak in English because every day they listen, read, write and speak in English during the learning process. In conclusion, the research findings provide a new paradigm that the implementation of CBI is very useful and helpful in the process of student English acquisition. By implementing CBI are believed to be responsible for successful of English acquisition and a significant determinant of ultimate success in language learning. Thus, in learning English as a foreign language.

**Keyword:** CBI, English Acquisition, Case Study

## INTRODUCTION

The integration of language and content instruction has been a growing phenomenon in the language field since the early 1980s. Programs, models, and approaches have proliferated at all levels of instruction, from elementary schools through postsecondary levels, bringing with them a diverse nomenclature to identify instructional settings where language and content are integrated.

The idea of content-based instruction is not new. information is retained for long time. CBI supports 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 enhanced the practical usability for the students. CBI has been described as a new paradigm in language education, centered on fostering student's competence in a second or foreign language while advancing the knowledge of a subject matter.

CBI supports 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 . The focus of CBI is on the topic or subject matter such as Civics, sciences, math, or social studies. During the lesson, students are made to focus on learning about something. This could be anything that interests them. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge, so they develop their linguistic ability in the target language. This approach is thought to be a more natural way of developing language ability and one that corresponds

more to the way we originally learn our first language.

There is, however, quite a variety of material available for

teachers to use for Content-Based lessons.

First of all, teachers can and should use authentic materials such as newspaper articles and advertisements (Richards & Rodgers 2001: 213-214).

Teacher education a complex issue in

Considering 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 Civics, 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.

This study is restricted on the issue of the implementation of Content-Based Instruction to Civics" teaching and learning, exploring the teaching and learning documents and its curriculum. This study also investigates to what extent does CBI give an effect to the students" English speaking skill. Since the purpose of this study is to know the implementation of CBI in Civic teaching and learning, the study is going to be carried out in the first grades students of Madrasah Ibtida"iyah International Class Program Nurul Ulum Bojonegoro of which 24 students are assigned to be the respondents. MI ICP Nurul Ulum Bojonegoro is the only Madrasah Ibtida"iyah International Class Program in Bojonegoro. The name International Class Program (ICP) suggest that this school offers different ways in their teaching and learning than other school. In the teaching and learning this school has applied Cambridge Curriculum. All the materials of the subjects are served in English except Indonesian Language subject and both the teachers and the students using English to communicate in the teaching and

learning process from the first till the six grade.

Actually, Cambridge Curriculum offers only three main subjects that must uses English in the teaching and learning process, they are Maths, Sciences and English but MI ICP Nurul Ulum Bojonegoro tries to deliver all of the subjects using English such as Civic, Social Sciences, Physical Education, ICT, Islamic Knowledge, Qur'an Hadist, and Aqidah Akhlak. In this study the researcher is interested to investigate the implementation of CBI in Civic's teaching and learning because based on the data in the preliminary studies conducted Civics is one of NonCambridge Curriculum Subjects with good achievement of the first grades students.

### **Research Method**

Research site in this study took place in MI ICP NU Bojonegoro in the first semester of the 2014/2015 academic year from July to September 2014. This school is chosen because it was International Class program which Implemented CBI started from the first grade. The researcher considered that the school is potential to be studied. Meanwhile, the students in this research are first grade students of Shafa Class. The researcher took Shafa class as the research subject with consideration that Most of them are from outside of the city. They come from middle to high level economic families and their knowledge about English are in average. The researcher wants to know how CBI conducted in the first grades class. Since they still have limited knowledge about English and sometimes they are influenced by their first language or mother tongue. So it is interesting to know how the teacher starts to conduct CBI in the first grade.

Thus, this study used qualitative case study research method in collecting and analyzing data. Research data collected in this study in the form of information about the implementation of CBI in Civics; teaching and learning. Events are what happen in the setting observed. It is the process of learning activities in and outside English

classroom. The respondents of this study were 24 students of the First Grade (Shafa Class). The documents included: the school handbook which described the historical background of the department, the curriculum and course list which provided information about the course contents and class schedule of the students involved in this research.

The data for this research are collected using qualitative research method. In collecting the data, the researcher conducted four techniques: observation, questionnaire, interview, and document analysis.

In this research, the researcher acted as a non-participant observer. The researcher sat at the back of the classroom, took notes on, and videotaped "what was said and done" (Van Lier, 1988) by the students. Having an observation in the teaching and learning process in the classroom is the way of fulfilling the information needed.

In this research the place is the classroom in which English lesson is taking place at MI ICP NU Bojonegoro and in the outside of Civics' class. The actors in this research are the first grade students. The activity under observation the implementation of CBI in Civics' Class were observed by the researcher 8 times to get the validity of the study.

In this research, the researcher adopted semi-structured interview. The other instrument used in the collection of qualitative data is videorecording of the activities. For each observation, the researcher recorded students' activities when completing the given tasks. The researcher further examined the recording to support the findings of the observation. This document is necessary to complete the data obtained in the classroom.

### **Research Findings**

#### **The Implementation of CBI in Civics teaching**

The concept of the curriculum adopted by MI ICP NU Bojonegoro is the combination between National curriculum and Cambridge curriculum. Civics here in the group of Non Cambridge Curriculum lesson but they

applied English as communication and instructional language both in materials and also in teaching and learning process to bring the international school culture everyday.

Cambridge Curriculum as home based curriculum of this school tend to give the point on the problem solving paradigm, the outcome is enable the students to identify the problem and solve the problem. This curriculum try to give a real digest in the teaching and learning such real object and practice in order the students not only imagine the object but also can touch the real object. It different with Non Cambridge curriculum (National Curriculum) with less of practice, but with the developing of Kurikulum 2013, Theoretical paradigm changed into practical paradigm.

The teaching documents uses by MI ICP NU Bojonegoro were syllabus and lesson plan which made based on Cambridge curriculum and National curriculum (KTSP). The syllabus used by TD to organize and design the teaching and learning process and also the materials will be taught in the classroom. Their syllabus covers some elements, (1) Standard Competence (SK); (2) Basic competence (KD); (3) indicators; (4) learning goals; (5) time allocation; (6) learning activities (7) assessment.

The teacher developed lesson plan based on the syllabus. Every lesson plan was developed from one standard competence and also one basic competence. She provides some elements in her lesson plan, they are; identity of the school, standard competence, basic competence, learning goals, materials, learning method, teaching step, learning source, and the last is assessment.

In composing syllabus and lesson plan based on the data taken by interview and the hard file, the reasearcher knew that the syllabus and lesson plan possessed by TD were in Indonesian language, it mean the teacher did not totally implemented CBI in the lesson plan. The lesson plan made the TD also the same with regular school. It was done because she thought that it was no need

to put CBI explicitly in the lesson plan. CBI 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 the learning process, especially in this case the researcher observed Civic teaching and learning. During the day, English was regularly used in the whole activities; opening, main activities and closing. It was also used by the teacher in delivered the material to the student and in the form of simple communication between teacher and students. Even when the students forgot to speak in English, the teacher reminds them to use English and give correction to the student words. The most important in bringing the English culture in this school, the teacher never used Indonesian or other language to communicate with the students. Based on the observation, it can be conclude that TD has implemented CBI during the lesson. The implementation of CBI covers three steps, they are: opening, Main activity, and closing. During the lesson she implemented CBI well. Even when the students speak in Indonesian language, the teacher never answer it in Indonesian language, and become teacher's responsibility correcting the student words TD as a key person has important roles during teaching and learning activities. Based on the observation in the classroom, she acted as facilitator, motivator and classroom manager. She used various method, media and sources of learning. She facilitate the interaction among the students, interaction between teacher-students. This act can be seen in almost every meeting. For example in the initial meeting, she always greet the students followed by the stimulus which leads to the next material.

The extent of implementing CBI in Promoting English acquisition

Based on the observation taken during the study, it was noted that actually in the first grade, sometimes the students forget to

speak in English when they communicate with the teacher or their friends in Civics class, it was because they were influenced by their mother tongue.

Most of students speak Indonesian with their parents at home but TD always correct their language and reminds them to speak in English. From the analysis on the students worksheet, there is an important thing to highlight, most of the students' worksheets in Civic class 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' explanation and guidance before they did it. After the teacher had explained the instruction, the students tried to work by themselves, but sometimes they work together with their friends. In this phase they also allowed to ask for help to the teacher, especially they ask about the meaning of the word since they were in the first grade their English were limited. In addition, TD said that the students of Shafa Class categorized in active student especially in Civics class, sometimes one of them read the Instruction loudly and always ask about everything they did not understand, it made her easier to know in During the Civics teaching and learning, Teacher Development (TD) always used English as her communication and instructional language,. even when the students ask in Indonesian, she never influenced to used Indonesian to answer their students' question, but sometime she still mix the word with Indonesian words, such "lho ya" etc. It can be concluded that the teacher brings an important role to the successfulness of students' second language acquisition. Furthermore, because of every day they always listen, read and write In English, automatically they usual to use English as their communication language, it can be proven from the observati. When one of the students did the task, she asked to the teacher about the instruction "teacher, give a thick" means *berilah tanda centang ya*

teacher". From the utterance above 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 since English is communication and instructional language in this school.

### **Finding and Discussion**

In this section discusses the researcher's theoretical propositions grounded on the findings of the study accompanied by justification from the points of view curricular demands and theoretical insight. It is presented in unity. The findings in previous section will be discussed by compared to the relevant references dealing with the implementation of Content-Based Instruction in Civic teaching and learning and the extent of implementing CBI to promote English acquisition

Implementing Content-based Instruction in Civic teaching and learning, somehow had affected the documentation of the curriculum itself, especially the material which written in English. 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, the curriculum design is developed based on the national standard proposed in UU No. 20/2003 (Chapter I Section I), that "kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu". The design includes aims, contents, learning materials, and the methods which are proposed by the government and it has been developed according to the local needs. The only difference is that Content-based Instruction which implemented in MI ICP NU Bojonegoro includes English as communication and instructional language.

The teaching –learning documents used in MI ICP NU Bojonegoro is in the form of a curriculum set consisting of syllabus and lesson plan which made by the teacher based on the curriculum design, this condition is in line with Richard and Rodgers (2001:212) he stated that in most CBI course, the syllabus is derived from the content area, and these obviously vary widely in detailed and format. Richard and Rodgers (2001: 215) also stated that it is recommended that a rich variety of material types be identified and used with the central concern being the notion that the materials are “authentic”. Moreover Stryker and Leaver (1993: 295) stated that many CBI practitioners recommended the use of realia. Syllabus as teaching guide explained detail in the lesson plan, in MI ICP NU Bojonegoro especially in Civics lesson the teacher still used Indonesia language. This condition is in line with Richard and Rodgers (2001: 219), they stated that since CBI is an approach rather than a method, no specific techniques or activities are associated with it. Furthermore they also stated that at the level of procedure, teaching materials and activities are selected according to the extent to which they match the type of program it is (Richard and Rodgers , 2001: 219)

TD 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 CBI on the lesson plan because she believed that CBI will automatically appear in learning activities. Through investigation on the lesson plan , she provided some various activities to achieve the learning goals. She also took the important roles in the classroom, such as facilitator, motivator and problem solver.

In the teaching and learning, TD also used authentic material to support the implementation of CBI, the used of this authentic materials is in line with Richard and Rodgers (2001: 215) It is recommended that a rich variety of materials types be identified and used with the central concern

being the notion that the materials are “authentic”. 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 the learning activities, it is found that in that school the used of English as communication and instructional language in the first grade is taught little by little since the students are still in phase of acquiring their first language, it also caused by they are in transition phase from kindergarten to junior high school. The principal indicated that the use of English in the learning activities is intended to prepare the students for the future challenges of the globalization. Every day the students introduced a new vocabularies, they are not expected to remember them all, but they are helped to understand the words.

It is also found that in the first grade the use of L1 is more dominant than L2 surround the students but even the students sometimes speak in Indonesia, 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. They believe that by bringing English culture in their early age is only about introducing the language rather than expecting them to master it. They said that the students of the first grade are still in the process of acquiring their first language (Bahasa Indonesia and Javanese). 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, the 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. They

mentioned that children easily lose their focus and get bored, so that they combine the teaching and learning use games whether it is classical or in group or songs which allow the students to move their body. Additionally, the teacher had applied various learning strategies that are able to get the students involved actively in the teaching through games and class routines. Those belong to strategies for supporting student involvement as mentioned by Herrel and Jordan (2008) in Salas (2012). The teachers also use various learning media such a flashcard, realia and power point presentation. Conducting a series of action research at some elementary school, Madya, et. Al. (2004) have developed a model of English teaching at primary level. This model integrate three aspects of language learning, including (1) meaning (content), language elements and (3) practice of using English communicatively.

Additionally, the materials used in civic lesson at MI ICP Nurul Ulum Bojonegoro built based on students' surrounding. In their study, Kiziltan & Ersanli (2007) involved their students in choosing the teaching materials to draw their attention. Their study reveals that "relevant content material selection has enabled the students to use language in more meaningful way" (Kiziltan & Ersanli, 2007). Thus, the appropriate combinations of teaching technique, class activities, learning material, and media will support the teaching and Dealing with teacher professionalism, Nihat (2010) suggests that teachers need to be able to develop themselves professionally since they play important role in the teaching more than the curriculum and course books. The teachers of that school have been already supported to develop their English skill through the training held once a year. Nevertheless, they are not really successful in creating a good environment among themselves to use it in daily communication. In the implementation of CBI, students also took several important roles,

one of the role is autonomous learner. In this case, the students started to do the tasks in the beginning of the lesson. This role agreed with Stryker and Leaver (1993: 286) he stated that one goals of CBI is for learners to be autonomous so that they come to "understand their own learning process and take charge of their own learning from the start".

In the learning process using CBI the teacher promoted the students to interact and to be active in class activities. This agreed with Richard (2006: 5), he stated that the type of classroom activities proposed in CLT also implied new roles in the classroom for teacher and learners. Learners now had to participate in classroom activities that based on a cooperative rather than individualistic approach. She also uses power point presentation to make the students easier to understand the material. The use of media in the teaching and learning process is in line with Murcia (2001: 461) media help us to motivate the students and bringing a slice of real life into the classroom and by presenting language in its more complete communication context.

Regarding with Richards (2005: 30), the role of instructional materials includes the following specification:

- 1) Material will allow the learner to progress at their own rates of learning
- 2) Materials will allow different styles of learning
- 3) Material will provide opportunities for independent study and use.
- 4) Material will provide opportunities for self-evaluation and progress in learning.

In doing Evaluation, MI ICP NU Bojonegoro especially for Civic lesson has two kinds of evaluation they are; summative test, formative test, but in every day the teacher also conducted individual test. This condition in line with the kinds of evaluation that can be used according to Macalister (2009 : 125) He stated that there are two kinds of evaluation that can be used to measure the students' understanding they

are ; formative Evaluation, and summative evaluation. First, Formative evaluation tend to improve the quality of the course and more likely to look at causes, processes, individuals used for counselling, mentoring, professional development, setting goals, adapting material. This evaluation presented to and discussed with individuals. Second, Summative Evaluation tend to judge the course and more likely to look at result, standards, groups used to make decisions on adequacy. This evaluation presented in a report.

First grade students is the time when the students acquiring their first language (Mc Closkey, 2003 : 26). Caner, Subasi, & kara

(2010) figure out the condition on how children could learn best should take into account: their characteristic (depending on the age and level), their cognitive and language development, and interest through using different activities and materials. This is due to the fact that “domain of children”s development –physical, social, emotional, and cognitive/linguistic – are closely related and that development in one domain influences development in other domains” (McCloskey, 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.

From the description in the previous section can be theorized that CBI drives the students actively provides sufficient for vocabulary building and motivated the students to start reading the instruction and material themselves. The theory that appears will be discussed in detail in the following discussion.

First, From the observation we can see

that vocabulary building become a crucial part of the teaching using CBI. It can be seen from the beginning until the closing step of teaching. Here I can note that vocabulary is the vital tool for the students to convey the meaning of the sentence or instruction in teaching and learning using CBI. 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. Second, by using CBI the students in the first grade (shafa class) also motivated to start reading the instruction and the material themselves. CBI 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). Dörnyei supports this thesis by stating “students will not be motivated to learn unless they regard the material they are taught as worth learning” (2001: 63) Third, Keeping students motivated and interested are two important factors underlying content-based instruction. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help the student learn complex skills (Grabe&Stoller, 1997). When students are motivated and interested in the material they are learning, they make greater connections between topics, elaborations with learning material and can recall information better (Alexander, Kulikowich, & Jetton, 1994: Krapp, Hidi, & Renninger, 1992). In short, when a student is intrinsically motivated the student achieves more. This in

turn leads to a perception of success, of gaining positive attributes which will continue a circular learning pattern of success and interest. Krapp, Hidi and Renninger (1992) state that, "situational interest, triggered by environmental factors, may evoke or contribute to the development of long-lasting individual interests" (p. 18). Because CBI is student centered, one of its goals is to keep students interested and motivation high by generating stimulating content instruction and materials. Forth Another findings shows that students get difficulty in identifying real thing for their English name.

Discussing about the effect of implementing CBI in teaching and learning to ward students" language acquisition, 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). In relation to the findings on the students" second language acquisition, Dardjowidjoyo (2010: 199) states that " manusia dapat menguasai Bahasa secara natif hanya kalau prosesnya dilakukan antara umur tertentu, yakni antara umur 2 sampai sekitar 12 tahun" which implies that teaching using CBI in the elementary school is possible to make the students become bilingual. However, 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.

### **Conclusion and Suggestion**

Based on the research findings and its discussion, there are several things to be concluded. Firstly, The teaching documents such syllabus and lesson plan applied in Civics' class which implemented CBI are the same as regular school that is there are no different objectives and language in teaching Civics' by using CBI. Other than that, CBI pay significant role in International Class Program since it is adapted to be the only one language used in delivering teaching and learning. In order to introduce English to young learners, they need to get exposed to the language much. Listening the teaching in English will accommodate the language exposure besides the vocabulary mastery. Additionally, the main goal of implementing CBI at MI ICP NU Bojonegoro is enable the students to use English as their communication language through various learning activities and learning materials. Second, from the implementation of Content-based Instruction in Civic teaching and learning, it can be drawn important points of best practices which are suitable for other similar schools. (1) Content based instruction also implemented in Non Cambridge curriculum lesson such Civics lesson to bring the English culture in this school. (2) Introducing CBI as an approach for teaching young learners need to consider their nature: children like to plan and fun (3)the appropriate combinations of teaching technique, class activities, learning material, and media support the CBI in teaching and learning process; (4) teachers' professional development is highly required in the teaching using CBI. Third, the implementation of Content-based instruction in Civics teaching and learning at MI ICP NU Bojonegoro brings positive effects toward the student's English Acquisition. Based on the previous discussion, it can be conclude that (1) the implementation of CBI has attracted the students' interest so that they can experience English acquisition in more natural context

and (2) language interference in children's English acquisition always occur, yet they are able to cope with it while completing the acquisition process. (3), Implementing CBI in civic teaching and learning has encouraged their enthusiasm in learning during the day. Therefore especially for International School Program Implementing CBI in the early age students need a lot of considerations. The school must have a good preparation and always evaluate the curriculum of this program, the supporting staffs, supporting facilities, and supporting teaching documents. All of those factors should appropriately set to accommodate their students' level of development and the program needs. For teacher, being a teacher in International Class Program is a good challenge for the teacher where English is the only communication language used drive the teacher to have a good English ability in order the teacher able to be a good model for their students. Especially in teaching young learners since young learners will memorize well everything they got, so that the teacher should be able to encourage themselves in improving their English ability.

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