

THE IMPLEMENTATION OF CONTENT BASED INSTRUCTION (CBI)

FOR PRIMARY SCHOOL STUDENT'S

(A Qualitative Descriptive Research at MI Nurul Uum (ICP) Bojonegoro in
Academic Year 2018/2019)

PROPOSAL



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IKIP PGRI BOJONEGORO

2019

LEGITIMATION

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Has been brought to the Board of Examiners of English Education Department of Language and Art Education Faculty of State IKIP PGRI Bojonegoro on August 06th 2019 and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan (S.Pd)* in English and Education.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching. In reality, however, the activities of learning are the traditional models, such as reading aloud the dialogues/monologues from the written transcript, reciting texts, or doing some written exercises.

Furthermore, Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations.

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as primary /elementary school, in

order to make young generations ready to face the globalization era. As a global language, English can be easier if learned from the most basic level of education. English is used in many things we find in our daily life and in many kinds of modern technology, such as mobile phones, computers, social media/networks, electronic machines, transportation, banking, etc.

English is acknowledged passport to better education and employment opportunities. English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is not the first language. To acquire simple language for day to day communication is main aim of learning any language. (Riyaz, 2016)

from the statement above, we can conclude that in order to get better education and employment opportunities, everyone has to be able to communicate with English language in this global era.

Learning English is important for the students. It is important for students to face the world. The successful in learning English of teaching on school are the students can communicate with oral and written. By seeing the phenomena of Mute English how the millions of learners can read but not speak, (Jason, 1988) we know that speaking skill is one of difficult skill to learn for the students. To be a good speaker, they must mastery pronunciation, vocabulary and grammar. Without mastery

pronunciation, vocabulary and grammar, students cannot suggest their own idea. 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) 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.

In formal education, listening and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. Consequently the students assume that listening and speaking are not very important to study.

According to Nunan (2003) many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to

say, as you can if you are writing. In class, students spent a great deal of time in copying models rather than expressing their own ideas creatively. Speaking was used to express that students had mastered vocabulary they have learnt, rather than had a good idea about the subject matter.

Teacher is the leader on choosing a learning method that using in class. From some experiences, teachers' centered has weakness. Usually, teacher just give structure pattern and ask their students to make sentences in class, it is full of theories and make them boring. In other hand, students have less interaction with other students in learning process that will make students more passive in class. The teacher just uses the same methods. He feels that it has been effective when teacher uses that method in class, and they don't understand to change the methods in order to make students more active and enjoy in classroom.

The teacher should know about new method that can be used in class to improve Student's interest and speaking skill to knowing the responds of students. There are a lot of methods that can be used in class to increase students' attention in learning process. Teacher has to find new method in teaching learning process that can make students easy to understand about the materials, effectively. Communicative language teaching approach provides various communicative activities in English language teaching.

Based on the things mentioned above, the researcher tried to make speaking activities more fun and effective for students in learning English by determining the techniques which are appropriate and effective to implement the content.

Khranke (1987) defines CBI as “ the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught. In process based Communicative Language Teaching approaches CBI (content Based Instruction) is can believe that it is the best way to do the different dimensions by content as the driving force of classroom activities in communicative competence, including gramatical competence, to content. So, the writer takes to using CBI as a topic of the research. That is the reason why the writer chooses the title for this paper ”IMPLEMENTATION Of CONTENT BASED INSTRUCTION (CBI) for PRIMARY SCHOOL STUDENT’S”.

B. Problem Statements

When the teacher gave the students learning activity, the students did not want to speak or to express their ideas in their mind. Then, the problem of study can identify as follow:

1. what is the teacher activities in implementation of CBI at MI Nurul Ulum (ICP) bojonegoro in academic year 2018/2019?
2. How do the students responds about the implement of CBI at MI Nurul Ulum (ICP) Bojonegoro in academic year 2018/2019?

C. Objectives of the Research

Based on the problems of research above, the writer can conclude of the purpose/objectives of this research are:

1. To find out the teacher activities in implementation of CBI at MI Nurul Ulum (ICP) Bojonegoro in academic year 2018/2019.
2. To find out the students responds about the implement of CBI at MI Nurul Ulum (ICP) Bojonegoro in academic year 2018/2019.

D. Significance of the Research

This research is hoped that it will be useful for the teachers, students and for the school of MI Nurul Ulum (ICP) Bjonogoro the statements is below:

1. Practical significance

In the practical significance, the researcher use Content Based Instruction (CBI) where this method consider as most important the learners to be more in increase the students' speaking skill, motivate the students speaking skill in learning process and giving more enjoy and active in learning English.

2. Theoretical significance

As theoretical significance, as country that use english as foreign language surely got many obstruction faced by the learners also the teachers too in learning english moreover their words limitation make them difficult to comprehend the materials. This research gives

contribution for English teachers to choose the learning methods that are distribute in speaking class and other class. The teacher should use these methods to improve the students' achievement in class. CBI can help the teacher to improve the students' ability in speaking. These methods can be applied in the classroom and givev ariety methods for teacher in learning process. English teacher must have many methods to teach English to create the effective atmosphere in class. The students will have more interest joining in English learning. It is the good point for teacher to get enthusiastic from all students.

3. Pedagogical significance

The pedagogical significance of the study is to make both of the teachers and the learners to be enjoy to implement CBI and give the teaching experience for the researcher to do classroom action research in order to train teaching ability and be the graduating paper to get bachelor grade. The successful of this research will be used in teaching in class after the writer can be teacher in the future.

E. Definition of Key Terms

1. CBI (Content Based Instruction)

CBI is defined as “the concurrent teaching of academic subject matter and second language skills” Brinton,et al (2003). It aims to develop students' content knowledge and language skills via providing authentic and meaningful academic context. As it is mentioned of

Stoller (2004) CBI is the assumption that content and language create the symbiotic relationship; that is the learning of content contribute to the learning of language and mastery of languages gives learners easier access to content. The situation inside classroom is like great modern society. The classroom has its own social order and classroom culture. The students as member of classroom keep themselves focus on their way of life that develops there. Each classroom's standards and expectations are the things that become established and maintained by the teacher. So, the teacher just like facilitator.

CHAPTER II

LITERATURE REVIEW

A. Content Based Instruction (CBI)

1. Concept of Content Based Instruction (CBI)

CBI is defined as “the concurrent teaching of academic subject matter and second language skills” (Brinton, Snow, & Wesche, 2003, p.2). The goal of language learning is to communicate in the target language. In 1970s, educators observed that it is mostly not reached by using traditional approach. In the traditional approach, where a language is consciously learned, attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language through the application of intellectual and logical deductive reasoning (Krashen 1982). A key feature of this approach is the emphasis on form (accuracy) as being of greater importance than the communication (fluency). Consequently, one develops a solid understanding of grammar and linguistic form in the absence of practical usage.

In teaching a language by using Communicative Approach, there are several principles should be understood by the teachers. Richard describes several principles, which should be taken into consideration in teaching English (50). They are (1) learners learn a language through using it to communicate; (2) authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of

communication;(4) communication involves the integration of different language skills; (5) learning is a process of creative construction and involve trial and error.

One of the most characteristics features of Communicative Language Teaching pays systematic attention to functional as well as structural aspect of language, combining these in to a more fully communicative view. This communicative view of language describes the goal of foreign language teaching (Littlewood 92). This means the teachers should engage the learners through the activities where the purposes are communicative meaning and communicative ability. The teachers may have designed the activities so as to provide an opportunity for the learners to produce language that they had recently learnt (e.g. through open and cued dialogues).

The process based language learning in CLT can through by CBI who believe that it the best way to do so is by usig the content as the driving force of classroom activitis and to link all the different dimensions of communicative competence including grammatical competence to content. CBI is not explicitly focused on language learning; some students may feel confused or may even feel that they are not improving their language skills. The overuse of the students' native language during parts of the lesson can be next problem, students find it much easier and quicker to use their mother tongue. It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties.

CBI is supported by second language acquisition theories. For example, Krashen (1985) believed that CBI provides students with meaningful and comprehensible input in context, which is important for language acquisition. Similarly, Met (1998) indicated that natural language acquisition occurs in context, and CBI provides a meaningful context for natural communication to take place.

Stoller (2004) CBI is the assumption that content and language create the symbiotic relationship; that is the learning of content contribute to the learning of language and mastery of languages gives learners easier access to content. The situation inside classroom is like great modern society.

The classroom has its own social order and classroom culture. The students as member of classroom keep themselves focus on their way of life that develops there. Each classroom's standards and expectations are the things that become established and maintained by the teacher. As it is mentioned of (Krahnke in Richards and Rodgers, 2001). CBI 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. Richards (2010), further explains that language learning is seen as resulting from processes such as the following:

1. Interaction between the learner and users of the language
2. Collaborative creation of meaning
3. Creating meaningful and purposeful interaction through language

4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
5. Learning through attending to the feedback learners get when they use the language.
6. Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
7. Trying out and experimenting with different ways of saying things

Advocates of CBI believe that these processes can be created in the classroom by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content. Shin suggests several considerations when selecting an appropriate theme or content. The content should:

1. Be motivating, interesting, and relevant to the learners (and teacher)
2. Connect to real-life situations, including content from across the curriculum for school age children
3. Appeal to and/or develop various learning styles and intelligences
4. Provide a context for meaningful, authentic discourse and interaction
5. Facilitate the development of appropriate, useful and real-world language functions and communication modes

6. Connect to the target culture(s), wherever possible. (english teaching forum, 2007)

The most important aspects of choosing an appropriate content are that it be interesting and meaningful to students and that it have potential for real-life application.

2. Implementation of Content- Based In-struction (CBI)

Content based instruction raises a number of issues to implement in classroom. A central issue is the extent to which focusing on content provides a sufficient basis for the development of the language skills. The main view of Content-Based In- struction is not clearly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills.

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, so the students should acquire the language faster.(Richard &Rodgers,2001).

The students are interested to explore the English skills themselves because of the language exposure through the book used. There are four skills in English:

listening, reading, writing, and speaking. Speaking is an expression of human being through conversation. Brown (2004) defined speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity in involving two or more in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

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 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) states that "as children develop their ability to use language, they absorb more and more understanding of social situation and improve their thinking skills". 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).

In CBI, language teaching focuses on how information is derived from meaningful context, and thus, authentic materials are often used and the focus is on the whole discourse rather than on isolated sentences (Richards & Rodgers, 2001). In accordance with this rationale, authentic reading materials as well as text reading, and audio as well as video clips, and movies are used to help students understand the content of the course. In addition, CBI stresses on the development of integrated skills, so students in CBI program are supposed to “read and take notes, listen and write a summary, or respond orally to things they have read or written”.

This study focused on the the implement of Content-Based Instruction in primary school student's 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.

B. Review of the Previous Studies

In order to improve the understanding about this research, the researcher presents of relevant studies. As conduct research has been done in **Rohmah** (2016),Concluded that 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. 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.

Lou, Xu (2016) showed that 1) compared with the control group (CG), both CBI English teaching and CBI English teaching with IBLL support could improve the level of English learning motivation of non-English-majored undergraduate students in their English learning, and CBI English teaching with IBLL support is better in enhancing the level of English learning motivation; 2) compared with the control group (CG), both CBI English teaching and CBI English teaching with IBLL support could improve the level of English language applied ability of non-English-majored undergraduate students in their English learning, and CBI English teaching with IBLL support is better in enhancing the level of English language applied ability; 3) both CBI English teaching and CBI English teaching with IBLL support are limited for some non-English-majored undergraduate students with poor foreign language (English) basis.

It has done by **Sari, et al** (2015) concluded about This study investigated whether students' content responsibility in CBI would enhance their active participation in English lessons or not. The results of the current study provided evidence that when the classroom teachers assign content responsibility to the students in CBI, it will help students promote their active participation in English lessons. In particular, this can also help the language teachers in CBI alleviate their inhibitions as for "content" part of CBI. Especially, language

teachers teaching in CBI can benefit from students' content responsibility in their classes. Apart from these, this study did not deal with the relationship between students' content responsibility and their success in CBI. Therefore, further research should be conducted whether there is a relationship between students' content responsibility and their success in CBI.

Tseng (2015) which discuss about Content Based Instruction in EFL context and showed that Apparently, this adjunct CBI course which emphasized the integrated teaching of language and content was beneficial for the students in this study. It showed that with careful planning of the integrated tasks, and deliberate provision of a variety of visual materials and activities to enhance students' comprehension, students were able to use their language purposefully and demonstrate their developed content knowledge in a meaningful context. Since this study is examined from the learners' perspective, it is suggested that future studies which includes pre and post assessment on measuring students' actual language enhancement can be included. It is also suggested that the methods, and procedures implemented in this study to be further tested in other CBI course with subjects in different EFL context to further validate the findings in this study.

Then the research has been done by **Arianto** (2014) showed that Based on the study of the implementation of CBI in Mathematics teaching and learning process, it can be concluded that: (1) the implementation of CBI in teaching and learning process can be seen in three learning steps, they are: opening, main activity and closing. In the opening, CBI is implemented well. On

the contrary, during main activity the teacher face some problems on implementing CBI. These difficulties can be solved by applying some methods and uses some media. While in the closing, the teacher can implement CBI well; (2) the difficulties found in teaching and learning process viewed from students' perspective are: lack of vocabulary in mathematics concept, feeling nervous in expressing their idea orally and difficult in clarifying teacher's instruction. Then, the difficulties viewed from teacher's perspective are: lack of grammar and fluency, lack of authentic material and classroom management; (3) proposed solutions by the teacher to overcome the problem are: provide some teaching media that accommodate CBI, find another source as the authentic material, and join some training to improve the concept of mathematics in English. Moreover, the students should be more active and confidence in showing their ideas orally even though they are not the native speaker.

Based on th reearches above, the research of the paper found that the use of CLT approach as implementation of CBI showed the significant improvement in some kind of related materials that related on CLT approach. So, the reseacher concluded to take the research english that was about Implementation Content Based Instruction (CBI) for primary school student's.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In concluding research, we need research design. Research design refers to strategy to integrate the different components of research project in cohesive and coherence . according to Creswell (2009) research design is plans and procedures for research to detailed methods of data collection and analysis. This research is a qualitative research. Sugiyono (2010) states that qualitative research methods are research methods that are used to examine the condition of natural objects and the results of research emphasize the meaning rather than generalization. Researcher use this type of research because they want to describe a phenomenon in accordance with the actual situation it in the form of words using the scientific method.

In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

Moreover, Endraswara (2011) gives the important features of qualitative research in investigating the literature, such as the researcher is the key of instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures than

numbers, and the process is more priority than result, because literature establishes interpretations.

In this study, the researcher intends to describe, analyze and describe the activities of implement content based instruction in English classroom fifth grade in MI Nurul Ulum (ICP) Bojonegoro.

B. Place and Time of The Research

1. Place of the research

The research will take place in MI Nurul Ulum (ICP) Bojonegoro. This is one of the state schools located on Jendral Ahmad Yani street no 10 Sukorejo. The development of the world of education in Indonesia began to influence the education system in Bojonegoro.

One of the high-interest schools with (International Class Program) concerning on how Content-Based Instruction implemented in the fifth grade of Madrasah Ibtida'iyah Nurul Ulum Bojonegoro and also investigates to what extent does Content-Based Instruction give an effect to the students' English development. it also implements a system of international class programs in which the main language are also taught in full using English. The purpose of is to explore the interests and talents of students. So that it is expected that knowing the interests and talents of students can determine by the program according to the talents and interests of each student.

This school applied Cambridge Curriculum with all the materials of the subjects are served in English except Indonesian Language. MI Nurul Ulum

(ICP) Bojonegoro is one of the favorite schools in Bojonegoro district. This is evidenced by the number of all the students in there until 288.

2. Time of the research

The time of research is during English lesson in fifth grade is ongoing. Researcher will conduct four observations in four meeting. The observation will conduct in February until April 2019.

C. Data and Data Sources

1. Data of the research

Data means the materials which are used by the researcher. According to Lofland (Moleong, 2004) that the main data source in qualitative research is words and actions, the rest is additional data such as documents and others. The data of this research is document in the classroom activities. The researcher obtained the data from the activities of English lesson in classroom by the fifth grade students in MI Nurul Ulum (ICP) Bojonegoro.

2. Data sources

The data source of this research will be taken from the fifth grade students of MI Nurul Ulum (ICP) in academic year 2018/2019. In addition, Source of the data of this research from English teacher is the transcript of utterances students on English lesson classroom to compare the sentence and the dialogues. In addition, the data sources also take from books and content that related with the theory.

D. Subject and Object of The Research

The subjects of the research are *fifth grade students of MI Nurul Ulum (ICP) in academic year 2018/2019*. Meanwhile, the object of the research is student's utterance.

E. Technique of Collecting The Data

The data collection technique the researcher will be used in this study is note-taking technique. In note-taking technique the researcher will use recording instruments, video camera, to record the respond of the students in classroom. The researcher noted the data in the data sheet. Because the subject of the research is classroom. The role researcher here was only as an observer.

F. Research instruments

Research instrument is instrument to collect the data in a study (Moleong, 2004). In this study, the research instrument is the researcher themselves who act as planners, decision data analyzer, interpreter and also the reporting the results of the research.

Another instrument will be used in this research are observation sheet and audio recorder. It consist of number, code, the data (utterance), in class program with implementation of Content Based Instruction. Then do a interview to find out the result obtained after the implementation CBI.

1. Documentation

According Moleong (2004:161) documentation has long been used in research. Documentation is used as a source of data that can

be used to examine, interpret and even to assess the validity of the data. Document is written information about something observed. The researcher needs documentation to know about the situation of teaching and learning process.

2. Observation

Sahu (2013:64) states that observation is a planned, carefully and thoughtfully selected method of data collection. A scientific method of observation can result accurate findings and conclusions. The observation consists of the noting activity on systematic about the behavior, the event, the object that had seen and other thing, which is need in supporting the research. Observation is done by researcher to get information about the students in class during teaching and learning is going on.

3. Interview

The interview is a conversation with a purpose. The conversation was conducted by two parties, the interviewer (interviewer) who asked questions and interviewed (the interviewed) providing answers to the questions (Moleong, 2004). Here, the researcher prepares some questions for interview that supposed to be answered by the respondent. After that, it is to know the teacher activities and students respond in primary school.

G. Technique of Analyzing Data

(Matthew B. Miles, 2014) state that there are three activity in qualitative data analysis. They are data reduction, data display, conclusion drawing / verification. The steps are arranged to make the researcher easier in analyzing the data. There are: reducing the data, displaying the data, analyzing the data and interpreting the data to answer the research problem, finally drawing the conclusion and giving suggestion.

H. The Trustworthiness of the Data

The qualitative research needs the validity of the data. In this research, the researcher uses triangulation to develop the trustworthiness of data. Heigham and Croker (2009) explained that triangulation is important to validate claims and to discover inconsistencies throughout the research process. Meanwhile, Patton quoted by Sutopo (2006:92) distinguished triangulation technique into four, there are:

1. Data Triangulation

Data triangulation is also called as source triangulation. Data triangulation is a kind of triangulation that directs the researcher to obtain data by getting the information from one certain source such as from the document that contains the data which has closely relationship with the problem which is needed by the researcher.

2. Researcher Triangulation

Triangulation researcher techniques is the result of research, whether data can be valid or not by the other researches.

3. Method Triangulation

Triangulation method is done by the researcher to collect the similar data by using different methods or techniques of data collection. In this study, the triangulation methods are done by using observation, documentation, and interview.

4. Theory Triangulation

Triangulation of this type carried out by using more than a theory. For example, an event that occurs in a community, not only examined by the perspective of social theory, but also used the perspective of other theories, such as theory of cultural, political, or economic.

In this study, the researcher uses triangulation method namely observation, documentation, and interview. It aims to know how the activity of the teachers and student responds at fifth grade of MI Nurul Ulum (ICP) by interviewing with the English teacher and the students in the fifth grade.

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