

**THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO
IMPROVE THE TENTH-GRADE SOFTWARE ENGINEERING
STUDENT'S VOCABULARY AT VOCATIONAL HIGH SCHOOL**

SKRIPSI



**Submitted as part of the prerequisites
For earning a Bachelor's Degree in Education**

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2024

**THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO
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SKRIPSI

Presented to IKIP PGRI Bojonegoro

In partial fulfilment of requirements for the degree of Sarjana

In the English Education Department

By:

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2024

APPROVAL SHEET

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To be approved by the Skripsi advisor and submitted for the proposal seminar stage of the Skripsi.

Bojonegoro, 18 July 2024

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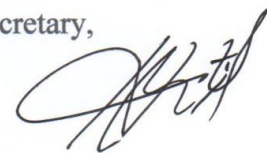
Bojonegoro, 24 July 2024

Chair,



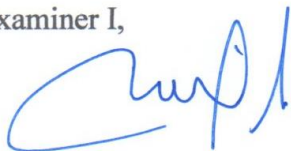
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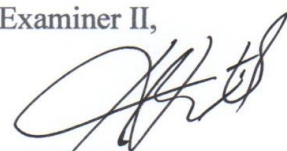
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MOTTO

*“Dream it as high as the skies. Because if you fell,
You are going to fall among the stars.”*

“SOEKARNO”

*“Being responsible for the choice you have made.
Maybe that's the first step of something good to happen.”*

“DESY ZAHWA ALMAGHIROH”

DEDICATION

Praise be to Allah Swt. for all His mercy and grace so that researchers can present this thesis to loved ones:

1. Thanks to Allah SWT for all the good things given to researchers so that researchers can fulfil things that can make both parents proud.
2. To the researcher's parents, Mr Sutoyo and Mrs Mujianti, my younger sister Linda Dwi Jayanti, my younger brother Muhammad Zawahirul Arjuna, and extended family, who always pray, provide enthusiasm, and fully support the researcher.
3. And lastly, to myself for struggling all this time with all the challenges and obstacles that have passed. Researchers can only go through all of this without the port of other parties involved. I am proud that I have overcome it.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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To uphold academic integrity, sincerely and without any coercion from anyone, I declare that the Skripsi with the title:

“THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO IMPROVE TENTH-GRADE SOFTWARE ENGINEERING STUDENT’S VOCABULARY AT VOCATIONAL HIGH SCHOOL”

Is my original work, and all sources of information used have been listed in the bibliography according to the scientific code of ethics. Suppose there is any violation of scientific ethics related to the originality of this work. In this case, **I am personally** willing to accept the consequences of the applicable regulations and bear legal sanctions.

Bojonegoro, 18 July 2024



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ABSTRACT

Almaghfiroh, D. Z. (2024). "THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO IMPROVE THE TENTH-GRADE SOFTWARE ENGINEERING STUDENT'S VOCABULARY AT VOCATIONAL HIGH SCHOOL". Skripsi, English Education Department. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor I Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor II Ayu Fitriyaningsih, M.Pd.

Keywords: Content-Based Instruction, Vocabulary, English at Vocational High School

The Implementation of the Content-Based Instruction method to improve tenth grade students' vocabulary in vocational high schools using the Classroom Action Research (CAR) Method. The research was conducted with the aim of finding out how this method is applied at the vocational high school level and finding out how students' vocabulary increases by implementing CBI in the context of vocational education. This method involves collecting data through direct classroom observations, interviews with English teachers. Findings show that the use of CBI with relevant teaching materials can significantly increase students' vocabulary mastery. The implication of this research is the importance of inserting learning methods that suit vocational education needs to improve student learning outcomes.

ABSTRAK

Almaghfiroh, D. Z. (2024). "THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO IMPROVE THE TENTH-GRADE SOFTWARE ENGINEERING STUDENT'S VOCABULARY AT VOCATIONAL HIGH SCHOOL". Skripsi, English Education Department. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor I Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor II Ayu Fitriyaningsih, M.Pd.

Keywords: Content-Based Instruction, Kosa kata, Bahasa Inggris di Sekolah Menengah Kejuruan

Implementasi metode Content-Based Instruction untuk meningkatkan kosakata siswa kelas sepuluh di sekolah menengah kejuruan dengan menggunakan Metode Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dengan tujuan untuk mengetahui bagaimana metode ini diterapkan di tingkat sekolah menengah kejuruan dan mengetahui bagaimana kosakata siswa meningkat dengan menerapkan Content-Based Instruction dalam konteks pendidikan kejuruan. Metode ini melibatkan pengumpulan data melalui observasi langsung di kelas, wawancara dengan guru bahasa Inggris. Hasil penelitian menunjukkan bahwa penggunaan Content-Based Instruction dengan bahan ajar yang relevan dapat meningkatkan penguasaan kosakata siswa secara signifikan. Implikasi dari penelitian ini adalah pentingnya memasukkan metode pembelajaran yang sesuai dengan kebutuhan pendidikan kejuruan untuk meningkatkan hasil belajar siswa.

ACKNOWLEDGEMENT

Raise be to Allah Swt. for all His mercy and grace so that the research titled “THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO IMPROVE TENTH-GRADE SOFTWARE ENGINEERING STUDENT’S VOCABULARY AT VOCATIONAL HIGH SCHOOL” has been completed well.

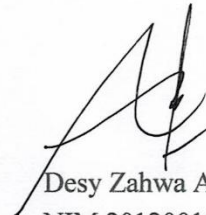
This Skripsi was prepared as one of the requirements for earning a Bachelor of Education degree at IKIP PGRI Bojonegoro. In the process of researching this Skripsi, many parties have provided support, guidance, and motivation that is very meaningful. Therefore, on this occasion, the author would like to express his deepest gratitude to:

1. Dr. Junarti, M.Pd. as the rector of IKIP PGRI Bojonegoro
2. Fitri Nurdianingsih, M.Pd. the dean of the Faculty of Language and Arts Education at IKIP PGRI Bojonegoro, has provided opportunities and support to the author to complete this study.
3. Chyntia Heru Woro Prastiwi, M.Pd. head of the English education study program at IKIP PGRI Bojonegoro, has provided opportunities and support to the author to complete this study.
4. As the first supervisor, Dr. Ima Isnaini Taufiqur Rohmah, M. Pd. has patiently provided direction, guidance, and valuable advice during this Skripsi.
5. As the second supervisor, Dr. Ayu Fitriyaningsih, M. Pd. patiently provided direction, guidance, and valuable suggestions during this Skripsi.
6. Both parents and family always provide researchers prayer, moral and material support.
7. All friends, brothers, sisters who are always there and provide support in completing this Skripsi.
8. All English education lecturers who have guided and accompanied the researcher's steps during the study period.

9. The teachers of SMK Negeri 4 Bojonegoro who have provided moral support and motivation as well as always providing direction.
10. Special thanks to my second parents, Mr. Arif Sulistiyo, Mrs. Yuli Timor Riyana, Mrs. Iva Afiati Rahma and family who always provide support, motivation and sometimes a little nagging which is very useful for the researcher's life so far. Also my mate Martha Diana Saputri who always wants to be invited to walk for everything during the researcher's study period.
11. All parties who cannot be mentioned one by one who have helped and provided support in preparing this Skripsi.

The author realizes that this Skripsi is far from perfect. Therefore, constructive criticism and suggestions are highly expected for future improvements. Hopefully, this Skripsi can benefit readers and related parties.

Bojonegoro, 18 July 2024



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CHAPTER I

INTRODUCTION

A. Background of Research

Ministry of Education and Culture 2018 state that Vocational High School (SMK) is a formal education that offers vocational education at the secondary level as a continuation of junior high school and other equivalent education. The purpose of education in Vocational High School is to produce graduates ready for work or entrepreneurship. To achieve this goal, student competencies must be improved quickly. Including the quality of education in vocational high schools which are required to have the ability to compete in the industrial world. One aspect that is highly emphasized is the ability of English to qualify both in everyday life and special or technical words according to the competencies taken. Therefore, vocabulary is important for vocational high school students to be able to receive information, understand instructions, and communicate efficiently.

However, in reality, there are still many vocational high school students who have not met the ideal target of vocabulary mastery, including at SMK Negeri 4 Bojonegoro. In particular, the mastery of technical vocabulary by the competence of expertise is still not optimal and low. This is in line with the statement of one of the English teachers at SMK Negeri 4 Bojonegoro who stated that there are still many tenth-grade students who do not reach the KKM (Minimum Completeness Criteria) set by the education unit, which is 77.00 for tenth-grade.

This low score is due to students' difficulty interpreting and understanding the meaning of words related to vocational subjects, their lack of interest and motivation in learning, and their unfocused ness. In addition to students, other factors such as conventional English learning methods in schools, which focus on grammar and isolated sentence exercises, are less effective in improving contextual and applicable vocabulary acquisition. The material presented is often separated from the real world, making it difficult for students to remember new vocabulary.

S & Baroroh (2020) added that in learning foreign language vocabulary, interesting and diverse strategies must be applied with certain approaches. The first is explicit learning which refers to a direct approach and focuses on vocabulary learning. The second is incidental learning which relates to the indirect approach to vocabulary learning. Therefore, innovation is needed in English teaching strategies that are more relevant and oriented to the needs of vocational high school students. One of them is a content-based learning approach commonly called content-based instruction. The content-based instruction approach is believed to have several advantages over conventional methods.

First, learning becomes more meaningful as students learn vocabulary in content that is relevant to their areas of interest and study. Second, learning motivation increases as the material presented is more interesting and challenging. Third, vocabulary retention is better because students are actively involved in the process of meaning and using new vocabulary.

From the findings above, the researcher is interested in knowing more about **"THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION TO IMPROVE THE TENTH-GRADE SOFTWARE ENGINEERING STUDENT'S VOCABULARY AT VOCATIONAL HIGH SCHOOL"**.

B. Research Problems

1. How can the Implementation of content-based instruction improve tenth-grade students' vocabulary at Vocational High School?
2. How can content-based instruction improve the tenth-grade students' vocabulary at Vocational High School?
3. How is the students' vocabulary achievement after implementing content-based instruction in the tenth-grade of Vocational High School?

C. Objectives of the Research

1. To describe how content-based instruction is applied to improve tenth-grade students' vocabulary at vocational high schools.
2. To determine the result of content-based instruction on improving tenth-grade students' vocabulary at vocational high schools.
3. To evaluate the increase in tenth-grade students' vocabulary at vocational high schools after implementing content-based instruction.

D. Significance of the Research

1. Theoretical

This research represents how content-based instruction improves tenth-grade students' vocabulary at vocational high schools. Students can use content-based instruction to enhance their vocabulary in ordinary English and comprehend technical vocabulary. Because it helps students acquire vocabulary in English courses and the offered content simultaneously, this method can improve and increase the teaching effectiveness for students.

2. Practical

a. For School

This research can enhance the rate of English learning at SMK Negeri 4 Bojonegoro by applying the content-based instruction (CBI) method. This method can make English learning more relevant and exciting for students to increase their technical English vocabulary knowledge and understanding of skill concentration topics.

b. For Teachers

This research can provide teachers with practical learning approaches and materials and help improve their mastery of technical English vocabulary. It also makes English learning more meaningful and relevant because teachers can still teach English but can still insert content into it.

c. For Researchers

This research allows researchers to develop English language skills by implementing content-based instruction at vocational high schools. It can also provide new insight into the effectiveness of content-based instruction learning methods in improving mastery of technical English vocabulary. This research can be a basis for researchers to examine further the efficacy of content-based instruction learning methods in other vocational fields.

3. Pedagogical

Research on applying the content-based instruction (CBI) method to increase the English vocabulary of tenth-grade students in vocational high schools has excellent potential to improve students' language skills, conceptual understanding, and learning motivation. Content-based instruction (CBI) provides a more exciting and meaningful learning experience by inserting English language material with expertise concentration topics.

E. Definition of Key Term

1. Content-based Instruction

There are several CBI definitions with differing contexts for language learning. According to Brinton, Snow, and Wessche : CBI is the concurrent teaching of academic subject matter and second language skills (Yasim, 2020). Richards & Schmidt define A program in English

as a second language in which the focus is on teaching students the skills they will need in regular classrooms, i.e., for learning in the content areas such as math, geography, or biology (Yasim, 2020).

Both definitions describe CBI in the context of bilingual education. Other definitions of CBI are provided by Crandall & Tucker, who defines it as "an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a language" (Na & Hipertensiva, 2015).

2. Vocabulary

Vocabulary is the primary language aspect that must be mastered before mastering English skills. Some experts have defined vocabulary. According to Hornby, vocabulary is all the words a person knows or uses and all the words in a particular language.

According to Hatch and Brown (1995: 1), vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use. From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other (Siddiqua et al., 2010).

3. English in Vocational High School

Teaching English at Vocational High Schools requires students to acquire various skills and knowledge regarding materials, methods, and strategies. Therefore, there are several differences between teaching

English at Vocational High Schools and teaching English at senior high schools.

In Vocational High Schools, English teachers should refer to the major taken by students, and in High Schools, English teachers must teach English related to the student's major. For instance, teachers teach students about the English function of handling guesses. They also talk about technical terms students often use according to their major.