

# Content Based Instruction and its Effect in Teaching Speaking

Saroh Fitriani

English Graduate Department, Post Graduate Program  
Universitas Mataram  
Mataram, Indonesia  
Sarohfitriani13@gmail.com

**Abstract**—The paper reports the effect of using Content Based Instruction in teaching speaking especially English for Communication majoring in hotel at first semester of the student at one of the higher education institutions. The sample of this study was 25 students of experiment group and 25 students of control group; namely class A as experimental and class B as control. The study aims to (a) find out the effect of Content Based Instruction in teaching speaking and to overcome or minimize the difficulties students understand about English method used in this study (b) to compare the effect of difference in test result between the two groups. This research used t-test and had been conducted by the SPSS 16.00 to determine the effect of Content based instruction in teaching speaking. The t-test used was called 'One Samples T-test with the assumption whether the Null hypothesis is accepted if the significance level of t-test is higher than 5% ( $p > 0,05$ ). The researcher inferred that Content based instruction was effective method in teaching speaking because the result of one sample t-test was 89,82 at the significance level of t-test 0,000 or less than 5% ( $0,000 < 0,05$ ).

**Keywords**—Content based instruction (CBI); direct instruction; speaking skill

## I. INTRODUCTION

Speaking is the second of the four language skills which are listening, speaking, reading and writing. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information [1]. For many years, teaching speaking has been taught by repeating words and sentences or memorizing dialogues. Teaching speaking is not easy and simple process which is the students found the difficulties in speaking and writing as productive skills and they consider them as the main skills that should be improved.

Based on the observation in *Lembaga Pendidikan Kompetensi Nasional* Mataram, especially at the first semester students of majoring in Hotel, the researcher found the students' problems in communicating and sharing their ideas and thoughts orally inside the classroom. They were not answering the question related to the speaking exercise and talk about a given topic; most of them prefer to keep silent. Therefore, the learners found the difficulties to use their target language correctly and they keep on borrowing words and

terms from their mother tongue which is a result of target language vocabulary lacks.

This research showed that students of Lembaga Pendidikan Kompetensi Nasional majoring in the Hotel experienced problems during the lesson especially in speaking English, and it is still influenced by their first language or mother tongue. And several factors that influence the students in speaking English, those factors are: (1) lack of vocabulary, (2) lack of motivation in the students (3) Lack of communication strategy, (4) Speaks slowly and takes too long to compose utterances, (5) Cannot participate actively in conversation, (6) and worried about making mistake, simply shy to be a central attention (7) poor pronunciation, (8) and poor grammar. Based on these facts, the researcher found the relevant method for the students in which will be effective in teaching English especially in speaking.

Content based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language. It has proven to be appropriate to the needs of specific learners. Although CBI is not new, there has been an increased interest in it over the last ten years, particularly in the USA and Canada. There are some experts define Content based instruction. Content based instruction is integration of content learning with language teaching aims [1].

Content-based instruction is centered on the subject matter. Nevertheless, the approach aims to develop the students' language and academic skills. These skills are developed unconsciously through the content [2]. As Richard and Rodger point out, if the information delivered through the content is interesting and useful, learners should acquire the language faster.

For choosing the right method the teachers should be aware. Actually many kinds of method can be used, but it must be remembered that teaching English for specific purpose is different from teaching English for adult or in institution; so choose the effective and interesting one to make our students are interest and active. Because when the students are active, engaged, and enjoying themselves, their ability to learn and master new vocabularies and linguistic functions is much higher than if they are simply learning by memorization or drills.

**II. METHOD**

This research was conducted from April to Augustus 2018 to two classes of the first semester students of Lembaga Pendidikan Kompetensi Nasional Mataram in academic year 2017/2018. In this research, researchers acted as instructors and observers during the teaching and learning process so that the researcher can directly assess students' speaking skills.

This research was experimental research as a type of this research method. Related on the design used, the sample of the research taken by using total sampling technique or population study. The sample of this research was 25 students of experiment group and 25 students of control group; namely class A as experimental and class B as control. The population of this research was 50 students. The writer got two classes of sample, the experimental class and the control class was treated differently (see table 1).

TABLE I. POPULATION OF THE RESEARCH

No	Class	Number of Students
1	Class A	25
2	Class B	25
<b>Total</b>		50

Scoring for pretest – posttest was tabulating the result of the test and calculating the mean of the pretest and the posttest. Repeated Measure T – test used to draw the conclusion. The data computed through SPSS version 16.00. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if sig < α.

According to Kothari hypothesis, one simply means a more assumption or some supposition to be proved or disproved [3,4]. Based on the theoretical framework the researcher, in this research used assumption as follows:

- Alternative hypothesis (Ha), which reads: “Content Based Instruction is effective in teaching speaking at first year semester of students of Lembaga Pendidikan Mataram in academic year 2017/2018”.
- Null hypothesis (Ho), which read: “Content based instruction is not effective in teaching speaking at the first year semester of students of Lembaga Pendidikan Mataram in academic year 2017/2018”.

There are some steps that will be used in data collecting procedure are described as follows:

- Pre-Test. In the beginning, those two groups gave the same material in the pre-test by using dialogues and conversations are most often used in speaking activities in language classrooms, a teacher can select activities from a variety of tasks. The material such as receive reservation hotel from customer/client, check-in and checkout procedure (receptionist), escorting guest to the room (bellboy), reservation by phone (reservation), handling complaint (receptionist), and incoming call / leaving message (telephone operator).
- Treatment. The teacher treated the experimental group by content based instructions. The experimental group

was treated by real script then the students acted it base on the script. Give pairs a teacher-prepared dialogue based on their scenario from and ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.

- Post-Test. The test had been given after the researcher conducted treatment. The test is oral interview which is the students will answer the basic question. And individual task which is students practice their English with the topics was chosen. This purpose was known whether the use content based instruction able to increase students' speaking.

In evaluating the students' speaking scores, the researcher, used the Oral English Rating sheet proposed by Harris [6]. Based on the Oral English Rating sheet, there are five components that were going to be tested to the students, namely: (1) pronunciation, (2) fluency, (3) grammar, (4) vocabulary and (5) comprehension. The score if each was multiplied by four, so, the highest score would be 100. So, the student's total score will be: pronunciation 5 X 4 = 20, grammar 4 X 4 = 16, vocabulary 3 X 4 = 12, fluency 2 X 4 = 8 and comprehensible 1 X 4 = 4 Total = 60. Its mean he/she gets 60 in speaking.

In this case, the researcher made an equation of making students' oral tests. The score if each was multiplied by four, so, the highest score would be 100. The design of standard of assessment is shown as follow in table 2.

TABLE II. STANDARD OF ASSESSMENT

No	Proficiency Description	Scores
1	Pronunciation	5,3,2,1 x 4=20
2	Grammar	5,3,2,1 x 4=20
3	Vocabulary	5,3,2,1 x 4=20
4	Fluency	5,3,2,1 x 4=20
5	Comprehensible	5,3,2,1 x 4=20
<b>Total</b>		100

The highest score was between 90-100, range score was between 80-90, and the lowest scores between 70 - 10. It means that the distribution of the test scores was from the lowest score to the highest score 10. The data analysis in this study was aimed at analyzing the scores of both experimental classes to measure the effectiveness of the method (see table 3).

TABLE III. CATEGORIZE OF SCORING

No	Numeral	Terms
1	90-100	A
2	80-90	B
3	70-60	C
4	50-10	D

**III. RESULTS AND DISCUSSION**

The data in this study were taken from the scores of pretest and post-test of both classes experimental class which is tread by Content based instruction and class control by using direct instructions.

In this experimental research, the researcher used oral interview question and answer, dialogue and role play. The data in this study were taken from the scores of posttest experimental and control group. The distribution of post-test of Content based instruction and direct instruction method applied on the different groups are presented in table 4.

TABLE IV. THE POSTTEST RESULTS CBI AND DI

No	Descriptions	CBI	DI
		<i>post-test</i>	<i>post-test</i>
1	Number of students	25	25
2	The highest score	9	3
3	The range scores	16	17
4	The lowest scores	0	5
5	Means	86	73
6	Standard deviation	4,78714	7,94250

Based on the table above the distribution of post-test score for both strategies, the lowest scores was dominated by Direct instruction method with 5 students got very low scores and also the mean scores was 73, meanwhile Content Based Instruction have 9 students got the highest scores and the means scores was 86. The score was categorized into three; highest, range, and low where 10-9 categorized highest, 8-7 range, and 6-2 low or very low.

This research used t-test to determine the effectiveness of both methods; Content based instruction and direct instruction in teaching speaking at first year semester of the student of Lembaga Pendidikan Kompetensi Nasional Mataram. The t-test used was called 'One Samples T-test. The pre-test and pot-test of each class were compared in which to find out the significant level of the test. The data was analyzed by comparing the score of pre-test and post-test of Experimental research and Control group. The assumption whether the Null hypothesis is accepted if the significance level of t-test is higher than 5% ( $p > 0,05$ ). The result is displayed in table 5.

TABLE V. THE EFFECTIVENESS OF CONTENT BASED INSTRUCTION

	Test Value			
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
<b>pretest</b>	54.705	24	.000	67.00
<b>posttest</b>	89.824	24	.000	86.00

Based on table 5, the researcher inferred that Content based instruction was effective method in teaching speaking because the result of One-sample t-test of pretest was 54,70 meanwhile posttest was 89,82 at the same significance level of t-test 0,000 or less than 5% ( $0,000 < 0,05$ ). It means that null hypothesis was rejected (table 6).

TABLE VI. THE EFFECTIVENESS OF DIRECT INSTRUCTION

	Test Value			
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
<b>pretest</b>	38.90	24	.000	63.80
<b>posttest</b>	46.45	24	.000	73.80

Based on table 6, Direct instruction was effective method also in teaching speaking because the result of One-sample t-test of pretest was 38,90 meanwhile posttest was 46,45 at the same significance level of t-test 0,000 or less than 5% ( $0,000 < 0,05$ ). It means that null hypothesis was rejected.

The finding of this research indicates that content based instruction has more positive effect in improving students' speaking skill because the data above showed that the mean score of students before and after treatment have higher score than used Direct instruction in teaching process. Therefore, both Content based instruction had significantly difference in teaching speaking.

Content Based instruction is a powerful innovation in acquiring and enhancing a language. The students focus on the subject matter than the language learning process. When students are interested and motivated in the material they are learning, they make great connections to life situations, learning language becomes a fun and easy activity, information is retained for long time.

**IV. CONCLUSION**

Teaching speaking by using Content Based Instruction was effective for first semester of the students at Lembaga Pendidikan Kompetensi Nasional Mataram. The difference between the two can be seen from the mean scores for experimental class was 86 and control was 73. There were significant effects of Content Based Instruction in teaching speaking the difference can be seen before and after treatment by using different method. The alternative hypothesis ( $H_a$ ), which uses Content Based Instruction in teaching speaking is definitely accepted meanwhile the Null Hypothesis ( $H_0$ ) is clearly rejected.

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