

Students' Perception On Content Based Instruction At SMAN 5 Bukittinggi

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Abstrak

Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang ditemukan pada siswa kelas XI SMAN 5 Bukittinggi. Pertama, siswa merasa kesulitan untuk memahami materi, yang berdampak pada kurangnya minat siswa terhadap materi tersebut. Kedua, guru menerapkan pengajaran berbasis konten, tetapi beberapa siswa mendapatkan nilai rendah dalam tes matapelajaran kesenian. Ketiga, siswa memiliki motivasi yang rendah. Peneliti menggunakan desain penelitian kuantitatif. Tujuan penelitian ini adalah untuk mengetahui persepsi siswa terhadap pembelajaran berbasis isi di SMAN 5 Bukittinggi. Sampel penelitian ini adalah dua kelas dipengaruhi oleh instruksi berbasis konten. Peneliti mengamati secara langsung objek di kelas XI MIPA-2 dan XI MIPA-3 di SMAN 5 Bukittinggi untuk mengetahui informasi tentang guru dalam menerapkan pembelajaran berbasis konten di kelas.. untuk mengumpulkan data, peneliti menggunakan kuesioner tertutup. Berdasarkan temuan, pertanyaan penelitian dijawab. Ditemukan bahwa persepsi siswa terhadap CBI berada pada kriteria baik. Ini berarti bahwa siswa memiliki persepsi yang baik bahwa CBI menganjurkan pendekatan keterampilan terpadu untuk pengajaran bahasa. Dalam CBI, siswa berperan lebih aktif di kelas. CBI menciptakan dan berpartisipasi aktif dalam konstruksi pengetahuan siswa. Konten terkait erat dengan kebutuhan siswa dan pengaturan instruksional. Akhirnya, Teks dan tugas yang digunakan dalam CBI yang otentik.

Kata Kunci: *Persepsi Siswa, Instruksi Berbasis Isi*

Abstract

This research was due to some problems that were found in the eleventh grade of SMAN 5 Bukittinggi. First, some students felt difficult to understand the material, which made them did not interested on the material. Second, the teacher applied content based instruction in teaching, but some students get low grade in art test. Third, some of the students seemed to have low motivation. The researcher used quantitative research design. The purpose of the research was to find out the student perception of content based instruction in SMAN 5 Bukittinggi. The researcher used purposive sampling in order to choose the sample. The sample of this research were two classes that were taught by content based instruction which were XI MIPA-2 and XI MIPA-3 class in SMAN 5 Bukittinggi to get the students' perception about content based instruction in the classroom. In order to collect the data, the researcher used closed questionnaire as the instrument of the research. Based on the finding, the research questions were answered. It was found out that the students' perception toward the CBI was on good criteria. It means that students have good perception that CBI advocate for an integrated skills approach to language teaching. Students also have good perception that they play a more active role in the CBI classroom, creating and participating actively in the construction of knowledge. Students had good perception that content is closely related to the students' needs and instructional settings. Finally, Texts and tasks used in CBI come from the real world. The use of authentic material promotes the learning of the culture of the target language.

Keywords: *Students' Perception, Content Based Instruction (CBI)*

PENDAHULUAN

In teaching process the teacher has important role to make the students comprehend the material. There is method that is used by teacher in teaching process. The method helps the teacher to make the teaching process to be better and achieve purpose of the learning. One of methods that can be used in teaching process is content based instruction. According to Leaver and Stryker, content based instruction (CBI) can be at once a philosophical orientation, a syllabus design for a single course, or a framework for an entire program of instruction. Content based instruction implies the total integration of language learning and content learning. It represents a significant departure from traditional foreign language through the study of subject matter (Stephen B. Stryker and Betty Lou Leaver, 1999).

Furthermore, Leaver and Stryker also said that there are two types of CBI. The First is the language-driven program which focuses on the language skills. In this type of CBI, content is used to learn the language which makes the language learning as the priority of this type of CBI. Furthermore, the aim of the learning depends on the language learning aim. The second is the content-driven program which focuses on the contents of a particular subject matter as the basis of the learning activity organization. Content learning is the priority of the learning. The aim of the learning depends on the content learning aim. This means that the language is used to teach the content. In this research, the researcher would like to focus on the content driven program type of the CBI.

According to Brinton in Abdul Karim content-based instruction in language teaching in relation with Content and Language Integrated Learning (CLIL): implementation and outcome, content based instruction is defined as the concurrent teaching of academic subject matter and second language skill. It provides authentic, meaningful academic contexts aiming at developing both the language skill and subject-knowledge of the learners (Abdul Karim, 2016).

According to Krahnke in Puput Arianto the implementation of content based instruction in mathematics' teaching and learning process at international school, content based instruction (CBI) has become increasingly popular as a means of developing linguistic ability. 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.

CBI is a powerful innovation in acquiring and enhancing a language. In its best form, language lessons are blended with stimulating content. The students focus on the subject matter than the language learning process. Supporting students' success by engaging them in challenging and informative activity helps them to learn complex skill. The students learn language automatically. Keeping the students motivated and interested in the language training is the profound advantage of CBI. When the students are interested and motivated in the material they are learning. They make greater connections to life situations, learning language become a fun and easy activity, information is retained for long time (Puput Arianto, 2014). From the definition above, it can be concluded that content based instruction is the method to help the teacher to improve English student ability. So, content based instruction (CBI) has a function in the material.

Previous studies proved that the most significant factor behind the success of content-based instruction is the increase in motivation that students feel when the topics, materials, and activities used in class are relevant, meaningful, interesting, and useful to them and in present and future (Kathleen Corrales & César Maloof, 2011). This means that students' perception also plays a role in affecting the effectiveness of CBI. Naturally, perception is feeling or opinion about something. Perception affects someone feels about something. Perception can be toward anything, such as something, someone, or place. According to Hong stated students have their own opinion toward something that they get from teaching learning process and how they reach it (Hong, K.-S., Ridzuan, A.A., & Kuek, M.-K. 2003). It is important for students to have a good perception about their teacher, programs, material, or even classroom because it affects the students' behavior.

Based on the preliminary research that was conducted in January 2020 in SMAN 5 Bukittinggi by using interview and observation, the researcher found some facts. One of the teachers at SMAN 5 Bukittinggi was using content based instruction (CBI) in teaching art

subject. The teacher was teaching at second grade at SMAN 5 BUKITTINGGI. The teacher explained the material by using English and the student also give responses in English. From the explanation of the teacher, it seemed that the teacher using content based instruction in teaching process.

Furthermore, the teacher added that she ever taught at international school in Padang, which required her to use English in teaching progress. She also said that using English in teaching art it can increase students' motivate in learning. This made the students not only learning art, but also learning English at the same time. Moreover, she said that using English in the classroom has the purpose to make the students to be brave to use English. Actually, the students used Indonesian language in every subject except English and art. If she did not use English in teaching art, the opportunity of the students using English become lesser. The lesser opportunity of the students had to use English, the less the confident of the students to use it.

However, during the observation, the researcher found some problems. First, the teacher applied CBI in teaching art, but some students still have difficulties to comprehend the material. For example, when the teacher explained the material of art in English but some of student lack of understanding of what the teacher said. This make the teacher have to repeat the explanation again with Indonesian language. Second, the teacher applied content based instruction in teaching art, but the some students still get low grade in art test. The teacher said that maybe the students do not understand the material but they are afraid to ask in English. However, she added that she allows the students to ask using mixed language. In other words, if the students cannot ask using English, they can ask in Indonesian language. Third, some students still had low motivation in learning process. For example, when the teacher explained the art material, some students still talked with their friend. They did not pay attention to the teacher. The teacher added that when she asked them question whether in English or in Indonesian, the students showed a little participation. Forth, there were some students who do not like or have negative perception learning art using CBI. One of them said that learning art using English made them confused. The other one said, *sadang baraja bahasa Inggris di mato pelajaran bahasa Inggris se lai paniang kami kak* which means they do not like learning English since it made them confuse.

Based on the facts above, researcher focused the research an analysis of content based instruction (CBI) at SMAN 5 Bukittinggi. This research is entitled STUDENTS' PERCEPTION OF CONTENT BASED INSTRUCTION AT SMAN 5 BUKITTINGGI.

METODE PENELITIAN

This research used the quantitative approach. Quantitative research was either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). Quantitative research is the collection and analysis of numerical data in order to describe, predict or control phenomena of interest (L.R Gay, 2012). The design of this research was descriptive research. The population in this study were students of class XI SMAN 5 Bukittinggi totaling 379 students. The sample of this research was determined by using purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known (Margono, 2007). The researcher chose XI MIPA-2 and XI MIPA-3 class in SMAN 5 Bukittinggi which the total was 70 students to get the data about students' perception about content based instruction in the classroom. There was an instrument that researcher used in this research which is questionnaire. Questionnaire is a sequence of statements to measure responses of individual or group (Suharsimi Arikunto, 2001). In this research, the questionnaire used was closed questionnaire where the students were provided with the specific answer. In order to know the students' perception towards Content Based Instruction, 25 statements questionnaire were given to the students. The questionnaire was scored in range 1 to 5 An Oppenheim, Questionnair, 2005). In order to get the valid and reliable questionnaire, the questionnaire has been through the expert validity. The questionnaire was valid if it measures what is supposed to be measured. Arikunto states

that the questionnaire was valid if it fixes the materials that are given to the students. Furthermore, the researcher discussed it with the experts which in this case were some lectures in IAIN Bukittinggi. The aim of data collecting in conducting scientific research is to get the materials needed. By using data that has been collected, researcher found the answer of research question which was the aim of the research. To collect the data, the researcher did some steps: gathered the respondents, find a room for the respondents to fill the questionnaire if possible, gave explanation about what to do to the respondents, asked the respondents to fill the questionnaire, distributed the questionnaire to the respondents, and collected the answer sheet that already filled. It can be seen in the following step: rechecking the correctness of the data that has been gathered, the respondents answer was coded by the researcher, scoring the respondents answer, tabulating the score that was collected, putting the score into the distribution table, arranging into the table of rating scale, Concluding about the students' perception towards Content Based Instruction Mardian & Eka Hartati, 2020).

HASIL DAN PEMBAHASAN

Based on the result of the research it was found out that the students' perception toward using CBI on art subject was on good criteria. It was concluded by comparing the result with the table interpretation provided by Harris. Based on that, the students' perception was 76,33% which was in the score range 70%-89%. It means that the students have good perception toward using CBI on art subject. Furthermore, that data was come from concluding the perception of students from all indicator of CBI. The students have good perception (79,43%) that CBI focus on art content rather than language criteria, they have good perception (76,48%) that CBI integrate skills, they have good perception (73,93%) that CBI involve students actively in all phases of the learning process, they have very good perception (80,57%) that content is relevant to students' lives, interests, and/or academic goals, and they have good perception (71,24%) that CBI use authentic texts and tasks.

This result proved the theory from Villalobos, Leaver, and Skylar that said CBI allows the choice of content to dictate or influence the selection and sequencing of language items. It advocates for an integrated skills approach to language teaching. In CBI, students play a more active role in the CBI classroom, creating and participating actively in the construction of knowledge. Content is closely related to the students' needs and instructional settings. Finally, Texts and tasks used in CBI come from the real world. The use of authentic material promotes the learning of the culture of the target language.

This result also support the previous studies from Rohma, she found out that CBI also improve class situation: the atmosphere in the whole class became alive, there were many changes for students to practice their speaking skill; students had great motivation, learning process became easy and fun for the students. This means that the students had a good perception on CBI which was also found in this research. There are many factors that make the student to have good perception toward CBI. Rohma said content based instruction automatically give a significance effect to students' speaking ability: students could answer the teacher's questions.

Furthermore, this research also proved Simbolon. He found that the majority of the students were willing to make an effort to interact in English, and the survey analysis showed positive responses from the students. Positive response means that the students in the simbolon studies also had good perception toward CBI, which was the same as this research. However, the problem such the teacher's lack of skills in code-switching between the students' first language (L1) and the target language (L2) was not observed in this research.

SIMPULAN

Based on the result of the research, It was found out that the students' perception toward the using CBI on art subject was on good criteria. It means that students have good perception that CBI focuses on art content rather than language criteria. It advocates for an integrated skills approach to language teaching. In CBI, students play a more active role in the art classroom, creating and participating actively in the construction of knowledge. Content is

closely related to the students' needs and instructional settings. Finally, Texts and tasks used in CBI come from the real world. The use of authentic material promotes the learning of the culture of the target language. Having good perception on CBI means that the students could have a better atmosphere in the whole class, there would be many changes for students to practice their speaking skill; students had great motivation, learning process became easy and fun for the students. Having good perception on CBI could also improve the students' willingness to make an effort to interact in English. Furthermore, the teacher skills in code-switching between the students' first language (L1) and the target language (L2) is one of factors that should be maintained in order the good perception of students toward CBI will not be wasted.

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