A THESIS

USING CONTENT BASED INSTRUCTION APPROACH TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 9 SATAP MAIWA ENREKANG

BY:

SITI NURJANNA
REG. NUM. 18.1300.018

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Submitted to the English Education of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana of Pendidikan (S.Pd)

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Using Content Based Instruction Approach to Improve Students' Speaking Ability at SMP Negeri 9 Satap Maiwa Enrekang

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

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Parepare, 26th November 2022
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

The researcher who signed the declaration below:

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Faculty : Tarbiyah Faculty

The Title of thesis : Using Content Based Instruction Approach to Improve Students' Speaking Ability at Smp Negeri 9 Satap Maiwa Enrekang

Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 26th November 2022

The Researcher

Siti Nurjanna
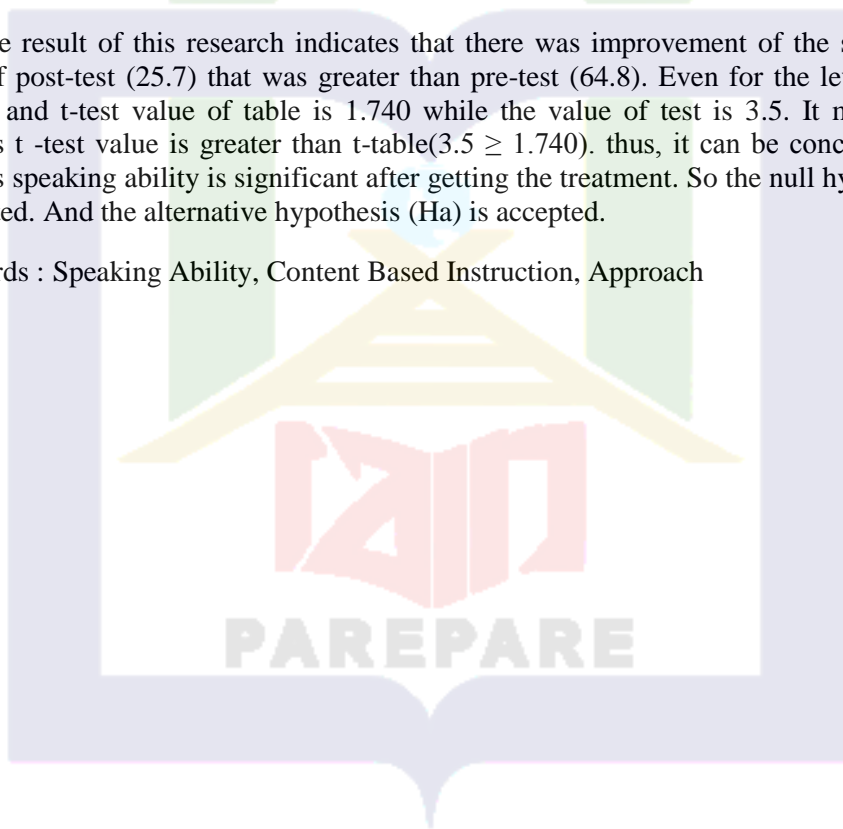Reg. Num 18.1300.018

ABSTRACT

Siti Nurjanna. *Using Content Based Instruction Approach to Improve Students' Speaking Ability at SMP Negeri 9 SATAP Maiwa Enrekang* (Supervised by Saepudin and Nur Asiza)

Content Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire,rather than around the linguistic or other type of syllabus. The purpose of this research was to find out the wether of content based instruction approach is able or not improving students speaking ability.

This study used the pre experimental-method with the design of one group pre-test and post-test and the sample of this study was class VIII A which consisted of 18 with the sample selection technique using cluster random sampling

The result of this research indicates that there was improvement of the students mean score of post-test (25.7) that was greater than pre-test (64.8). Even for the level significant $p(5\%)$ and t-test value of table is 1.740 while the value of test is 3.5. It means that the students t -test value is greater than t-table($3.5 \geq 1.740$). thus, it can be concluded that the students speaking ability is significant after getting the treatment. So the null hypothesis (Ho) is rejected. And the alternative hypothesis (Ha) is accepted.

Keywords : Speaking Ability, Content Based Instruction, Approach

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7	Form of recomendation research
8	Form of govenors research agreement
9	Form of research school
10	Curriculum Vitae

INTRODUCTION

A. Background

Method is a way to achieve something. To implement a strategy used a certain set of teaching methods. In this sense, the learning methods becomes one of the elements in the teaching an learning strategy. Learning methods are used by teachers to create learning environment and specialize in the activities of teacher and students involved during the learning process. The learning method is define as the method used by teacher in carrying out its functions and is a tool to achieve learning objectives. Learning methods with techniques are two different things. The learning method is more procedural in nature, which contain certain stages, while the technique is the method used and is implementable. In other words, the method can be the same, but technique is different.[1]

The learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment and classroom management. Learning model is a systematic procedure or pattern that is used as a guide to achieve learning objectives in which there are strategies, techniques, methods of materials, media and tools.[2]

In simple language, the method is away to implement the learning steps that have been prepared previously. So it becomes mentoring for a teacher to conduct an initial analysis of the abilities of his students before applying a learning method so

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[1] Subakti Hany, *et al., eds., Inovasi Pembelajaran* (Medan: Yayasan Kita Menulis, 2021).

[2] Trianto in Octavia Shilpy A, *Model Model Pembelajaran* (Sleman: Penerbit Deepublish (Grup Penerbitan CV Utama, 2020).

that the goals that have been set can be achieved properly.[3] According to Poerwadarminta, learning is translation of the word "instruction" which in Greek is called instructus or " intruere" which means conveying thoughts, thus the meaning of instructional is conveying thoughts or ideas that have been processed meaningfully through learning.[4]

Based on Modejiono's opinions, is an educator's activity to think about and strive for consistency between aspects of the components that make up the learning system, for which educators use certain steps. Referring to some of the opinions above, learning strategies can be interpreted narrowly and broadly. In a narrow sense, the strategy has in common with the method which means a way to achieve predetermined learning goals. Broadly, strategy can be defined as a way of determining all aspects related to the achievement of learning objectives, including, planning, implementation, and learning assessment.[5]

The teaching method is highly important in determining the activities of teachers and students as well as the quality of the teaching process in order to achieve optimum results in the teaching and learning process. The teaching approach shows the effectiveness of learning process in finding more efficient and effective ways to teach English. The teaching technique can be chosen based on the needs of the students, the preferences on the teachers, and the learning environment.

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[3] Octavia Shilpy A, *Model Model Pembeleajaran* (Sleman: Penerbit Deepublish (Grup Penerbitan CV Utama, 2020).

[4] Peorwadarminta in *Strategi Pembelajaran* (Sumatera Barat: Penerbit Insan Cendekia mandiri, 2021).

[5] Moedjiono in Haudi, *Strategi Pembelajaran* (Sumatera Barat: Penerbit Insan cendekia Mandiri, 2021).

Content Based Instruction as the concurrent teaching of academic subject matter and second language skills.[6] This Content Based Instruction is designed to provide second language learners instruction in content and language. Content refers to the information or subject matter that we learn or communicate through language used to convey it.[7]Content Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type syllabus.[8]Content Based Instruction is the teaching process of content or information of subject matter with combine the teaching of language materials without taught it separately. It means that the target language can be associated in the classroom by using other subjects on the programme curriculum which aims to teach the language as communication to students.[9]

Formulation of effectiveness indicators effectiveness comes from the word effective. According to the Indonesian dictionary, effective means being able to give results, there are effects, there are consequences, there are effects. Effectiveness can be achieved if the selection of the right model and method in achieving the learning objectives that have been set. Effectiveness in learning occurs if students are actively in involved in organizing and finding relationships with information provided by students not only passively receiving the knowledge conveyed by the teacher but they

[6] Brinton, D.M Snow, M,A., & Weshce, M.B, *Content Based Second Language Instruction* (Boston: Heinle & Heinle, 1989).

[7] Richards, J.C., *Communicaty Language Teaching Today* (Cambridge: Cambridge University Press, 2006).

[8] Richards, J.C., *Communicaty Language Teaching Today*.

[9] Krankhe, K., *Approach to Syllabus Design for Foreign Language Teaching* (New York: Prentice Hall 1987)

can provide active response. The result of this activity not only increase students understanding and scrap power on learning materials but also involve thinking skills.[10]

Kaharuddin states that the effectiveness of learning consist of four indicators as follows: quality of learning (quality of instruction), namely the level of presentation of information or skills so that students can easily learn it. Appropriate levels of instruction, namely the level of teacher confidence in the readiness of students to accept new material that they have never learned. Incentives namely the level of teacher confidence in students' learning motivation to do assignments and study the material presented. Time namely the level of sufficient time for students to study the material.[11]

Measuring the effectiveness of the learning model Kaharuddin suggest two types of learning effectiveness, namely correlative effectiveness and normative effectiveness. Correlative effectiveness is effectiveness that is assessed as a function of academic achievement measures. In other words, a learning is said to be effective if it is correlated or in accordance with the desire results. Meanwhile, normative effectiveness is comparing the result of the implementation of learning with a model or idea about good learning derived from a theory.

Listening, speaking reading, and writing are the four skills in English. The statements demonstrate that the goal of English instruction is to help students master the four skills. Students who are taught using an effective strategy and method are more enthusiastic than those who are not. It means that the instructor should teach the

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[10] Andi Kaharuddin and Nining Hajeniati, *Pembelajaran Inovatif dan Variatif* (Gowa: CV. Berkah Utami,2020).

[11] Andi Kaharuddin and Nining Hajeniati, *Pembelajaran Inovatif dan Variatif.*

pupils in creative approach so that they are engaged in the method the teacher teaches. These four skills are seen as a major issue for them. When they are given a task, they frequently feel uneasy and insecure, especially if they are required to speak English. Speaking is one of the four skills that should be thaught extensively, as it is regarded one of the most important.

In junior high school, especially at SMP 09 Satap Maiwa, speaking is one of the compulsory subjects that must be mastered. This subject exactly English language learned from class 1 until class 3. The purpose of speaking is the students are able to communicate in their lives. To help the teachers in teaching speaking to students, teachers may use an interesting method to present their material that also helps them in creating fun class. One of alternative method is Content Based Instruction which is suggested to be applied in teaching speaking. CBI is designed to provide second language instruction in content and language. CBI is effective to teach English as a second language because with CBI, students can develop their language skills as well as gain access to new concepts through meaningful content.

As a result, language plays a significant part in Content Based Instruction, and it is used to express meaning. The emphasis in language instruction is on how knowledge and meaning from meaningful content are used in discourse or texts, rather than in a single sentence. It is crucial to examine not just the form of the language, but also the needs of the learner. The pupils are actively involved in the learning process and learn by doing.

They don't have to rely on the teacher to direct all of their learning or to provide all of the material; instead, they can learn via peer input and interaction. The target language's skills are not separated from one other, and they are involved in all

activities together, so they will take on active, social roles in the classroom, involving interactive learning, negotiation, information collection, and meaning co – construction. Students will be motivated to develop more connections between themes, elaborations with learning material, and better recall information if the content is authentic and meaningful.

Teacher English at SMP 09 Satap Maiwa said "for English language skills in class VIII students still have very low interest but not all students cannot in English lessons there are some students who are interested in English subject and can speak English and have problem in pronunciation and vocabulary. While the content based instruction teaching approach has never been applied before however, this approach is a little difficult to apply to class VIII students because only some students can understand English language[12] while according to the students they are less confident in speaking English because English is a difficult subject and difficult to pronounce.[13]

Based on the declaration, the researcher was used content based instruction approach at SMP 09 Satap Maiwa because the researcher if this approach is really interesting approach, and can be improve speaking ability student with the teaching fun. Based on the statement above, researcher was determined the using of Content Based Instruction to teach speaking. Which method is suitable to teach speaking to students at SMP Negeri 9 Satap Maiwa with the title "Using Content Based Instruction Approach to Improve Students Speaking Ability at SMP Negeri 9 Satap Maiwa Enrekang."

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[12] Kasma Dusun Manyamba, Maiwa District, Enrekang Regency, Sulsel interviewed by Siti Nurjanna, 20 february 2022.

[13] Nur Natasya, Imelda, Rasty, Dusun Manyamba, Maiwa District, Enrekang Regency, Sulsel interviewed by Siti Nurjanna, 20 january 2022.

B. Research Questions

Based on the background explanation above, the researcher formulates the research question as follow:

1. What is the students speaking ability at SMP Negeri 9 Satap Maiwa before and after using content based instruction approach?

2. Is any improvement of the students speaking ability by using content based instruction approach at SMP Negeri 9 Satap Maiwa.

C. Objective of the Research

Related to the problem statement above, the objectives of the research are:

1. To know that students speaking ability at SMP Negeri 9 Satap Maiwa before and after using content based instruction approach.

2. To know that any improvement of the students speaking ability by using content based instruction approach at SMP Negeri 9 Satap Maiwa.

D. Significances of the Research

The benefits of this research are classified into two parts, theoretically and practically.

1. Theoretical Benefit

The benefits of this research is to provide an overview of the influence of effect of content based instruction approach especially toward speaking ability and increase knowledge especially in the field education.

2. Practical Benefit

> a. The findings of this study are expected to provide useful information about the effect of Content Based Instruction method toward development of speaking ability

b. This research can assist other researchers in providing information or references to conduct further similar research.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. The Previous Research Findings

In this part, the researcher review some result of their studies as follow:

The first, research was conducted by Merce Bernaus etc with the book title "Plurilingualism and Pluriculturalism in Content Based Teaching A Training Kit" can improve language learning and expressing ideas in different language.[14] The second, research was conducted by Stephen B. Stryker and Betty Lou Leaver with the title book "Content Based Instruction in Foreign Language Education" this book explain that content based instruction success to improve the second language.[15]

The third, researcher was conducted by Manish A. Vyas Yogesh L. Patel with the title book "Teaching English as a Second Language" the conclusion of this book is content based instruction allow English learners to acquire not only English but also certain themes or topics.[16] Cagri Tugrul Mart also describes in his article entitled" A Comparison Of Form-Focused, Content Based And Mixed Approaches To Literature-Based Instruction To Develop Learners' Speaking Skills" he write the integration of form focused instruction in content based classroom has been effective because such an integrative pedagogy benefits learners' practice of target forms within communicative contents. It is noteworthy that conducting literature discussion

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[14] Merce Bernaus et, al., eds., *Plurilingualism and Pluriculturalism in Content Based Teaching A Training Kit* (Austria: Council of Europe Publishing, 2011).

[15] Stryker Stephen.B, *Content Based Instruction in Foreign Language Education,* (Washington Dc: Library of Cobres Cataloging in- Publication Data, 1997).

[16] Manish A. Vyas Yogesh L. Patel*, Teaching English as a Second Language* (New Delhi: Asoke K ghosh, 2015).

has boundless possibilities of encouraging substantive talk and developing oral language learners develop a critical stance towards discussions of literature, an interactive setting to construct interpretations is created. The creation of space for voices of learners invites readers to argue for the use of language to articulate perceptions, verbalize points of view and transmit thoughts. Form focused and content based approaches are two pedagogical frameworks that facilitate form-meaning connections in the field of second language acquisition.[17]

Based on the findings above, according to some of the authors above, it explains that the content based instruction approach is very effective for improving foreign languages. The researcher comes to a conclusion that the content based instruction approach not only integrates language but the content based instruction approach can also develop knowledge and mastery of topics and the content based instruction approach can create communicative classroom to improve language skills especially in the field of foreign languages.

Because basically CBI is not tied to any syllabus so that many models and methods are applied by teachers such as using proverbs, listening to native speaker conversations in class, and giving speeches to improve the second language, so the most basic thing that distinguishes this research is in the application of model and teaching method, in this study using shredder technique and talk show. As well as previous research the teacher integrated many subject matter such as geography, history of science as subject matter, while in this research integrated English material as subject matter.

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[17] Cagri Tugrul Mart, "A Comparison of Form Focused, Content Based and Mixed Approaches To Literature Based Instruction To Develop Learners' Speaking Skills," (Cogent Education 6, no. 1 (2019).

B. Some Pertinent Ideas

1. Content Based Instruction

a. The Nature of Content Based Instruction

Saint Augustine was an early proponent of Content Based Instruction and quote his recommendations re garding focus on meaningful content in language teaching. The first immersion programs were develoved in Canada in the 1970 to provide English speaking students with the opportunity to learn French. Since that time, immersion programs have been adopted in many parts of North America, and alternative forms immersion have been devised. In the United States, immersion programs can be found in a number of languages, including French, German, Spanish, Japanese, and Chinese.[18]

Content Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organised around the content or information that students will acquire, rather than around the linguistic or other type of syllabus.[19]in line with content based language instruction is an integrated approach to language instruction drawing topics, text, and task from content or subject matter classes, but focusing on the cognitive, academic language skills required to participate effectively in content instruction.[20]

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[18] Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods and Language Teaching* (New York: Cambridge University Press, 2001).

[19] Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods and Language Teaching* (New York: Cambridge University Press, 2010).

[20] Joann Crandall and G. Tucker, *Content Based Language Instruction in Second and Foreign Language* (Washington: US Department of Education, 1990).

Content Based Instruction (CBI) is an approach to language teaching that organizes instruction around meaningful content, rather than the more traditional focus on grammar or skills or more recently, on tasks. Instruction may focus on content area (for example, history of sociology for university students) or on several (for example, a unit on endangered species that integrates content from science and social studies for elementary students). It may involve the introduction of academic topics and texts into a foreign language classroom or result in a total adaptation of a content course to enable second language learners to participate while still learning the language of instruction.[21] Meanwhile, according to researcher Content Based Instruction is a very flexible teaching approach because it is not tied to any syllabus so that teachers can apply various methods and models that are suitable for the situation and conditions of their students which can be designed creatively as possible.

Content based instruction (CBI) has been popular in certain parts of world for many years. Despite variations, the thing that unites different approaches to CBI is that the point of departure for syllabus design and materials development is derived from experiential content rather than linguistic criteria. They therefore fit squarely within the analytical rather than synthetic syllabus tradition. This content may come from other subjects

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[21] Anne Burns and Jack C. Richards, *Pedagogy and Practice in Second Language Teaching* (Cambridge: Cambridge University Press, 2012).

on the school curriculum, such as science, history, environmental studies, or it might be generated from an analysis of students interest and needs.[22]

Content based instruction (CBI) have several benefits, in the first place, it is underpinned by the organic, analytical approach to language development advocated here. Secondly, it can help school learners master other aspects of school learning in addition to language, and it does so in an integrated way. Thirdly. It provides a framework within which learner can have sustained engagement on both content mastery and second language acquisition. For all these reasons, it can raise motivation and heighten the engagement of the learner in his or her own learning process.[23]

Content Based Instruction (CBI) can be at once a philosophical orientation, a methodological system, 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 teaching methods in that language proficiency is achieved by shifting the focus of instruction from the learning of language per se to the learning of language through the study of subject matter.[24]

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[22] David Nunan, *Task Based Language Teaching* (New York: Cambridge University Press, 2004).

[23] David Nunan, *Task Based Language Teaching.*

[24] Stephen B. Stryker & Betty Lou Leaver, *Content Based Instruction in Foreign Language Education Models and Method* (Washington,D.C: Georgetown University Press, 1997).

b. CBI Curriculum (Content Based Instruction Curriculum)

1) Subject- Matter core

The fundamental organization of the curriculum is derived from the subject matter, rather than from forms, functions, situations, or skills. Communicative competence is acquired during the process of learning about specific topics such as math, science, art, social studies, culture, business, history, political systems, international affairs, or economics. Over the last view decades there has been a movement in language education away from studying about language toward a focus on using language as a tool to communicate. Yet in actual practice, most foreign language courses and texts, including some that call themselves communicative, continue to follow a grammatical structural or skill based orientation.

Foreign language curricula in too many instances continue to use bottom up approaches that focus on form rather than top down approaches that focus on meaning. In our experience bottom up approaches rarely spark student interest and motivation and have often created frustration and anxiety. In other words, many dischantated learners leave the nest before they ever learn to fly.

Swaffar [25]distinguishes beetwen the top down approach of CBI, in which students are asked to look first at the overall meaning of the whole works before attending to the sentence level operation of vocabulary and sintax, and the bootom up approach of traditional language instruction,

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[25] Stephen B. Stryker and Betty Lou Leaver. *Content Based Instruction in Foreign Language Education: Models and Methods*

which focuses mainly on the words and syntactic structure within sentences. According to Swaffar, assume that language must be mastered before content can be understood. Students must think about what contents means in order to know what they are looking for in language. Contrary to some popular thinking that a focus on content knowledge requires a sacrifice of linguistic skill, our experience in CBI classroom indicates that linguistic development need not be ignored nor taken for granted. In courses CBI there is constants interplay between language and content.

A students exposure to meaningful subject matter phrased in the second language yields content mastery and linguistic mastery. This is a long way from the not too distant past when foreign language teaching was basically content freeclass time was filled with manipulation of linguistic forms and discussion of correct usage. Since those bad old days, program designers and researchers have been modelling the ways content focused and use oriented programming can motivate and facilitate and recontextualize undergraduate foreign language learning.

Unfortunately, this artificial separation between language instruction and subject matter classes remains an obstacle in many, if not most, foreign language settings. The reasons stem from a combination of cultural factorsinsular social values, a lack of perceived need for integration of language and content, old teaching habits based on false assumptions, and an educational bureaucracy mired in the past. While research and experience indicate the advantages of a content driven

curriculum in foreign language classrooms, teacher unfamiliarity with second language acquisition processes reinforces false assumptions, such as the idea that the study of language equates to the study of grammar, that meaning should be communicated through translation, that the study of culture equates to the study of literature, or that students must be fluent before they are ready to study real content. Our educational bureaucracy not interdisciplinary by nature, perpetuates the separation of language and content.

2) Use of authentic language and text

The core material- texts, videotapes, audio recordings, and visual aids are selected primarily from those produced for native speakers on the language. Learning activities focus on understanding and conveying meaningful and accomplishing realistic tasks using authentic language. One of the major characteristic of CBI is the extensive (though not necessarily exclusive) use of materials taken directly from the culture being studied. Therefore, CBI teachers can find themselves routinely working with materials that are, in the traditional view, far beyond the current linguistic expertise of their students. In such a case, the important issue is not so much what those texts are but what the teacher does with them.

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 authenctic. In one sense, authenticity implies that the materials are like the kinds of material used in native language

instruction. In another sense, authenticity refers to introduction of, say, newspaper and magazine article and any other media materials. That were originally produced for language teaching purposes. Many CBI practitioners recommended the use of realia such as tourist guidebooks, technical journals, railway timetables, newspaper ads, radio, and TV broadcast, and so on, and at least one cautions that textbooks are contrary to the very concept of CBI and good language teaching in general.[26]

However, comprehensibility is as critical as authenticity and it has been pointed out that CBI courses are often characterized by a heavy use of instructional media to further enrich the context provided by authentic readings selected to form the core of thematic unit. Although authenticity is considered critical, CBI proponents do note that materials may need modification in order to ensure maximum comprehensibility. This may mean linguistic simpliction or adding recudancy to text materials.

3) Appropriate to the needs of specific students

The content and learning activities correspond to the linguistic, cognitive, and effective needs of the students and are appropriate to their professional needs and personal interest. A CBI (Content Based Instruction) curriculum must initially correspond to students needs and remain highly fluid and flexible. Although we often have to make initial guesses concerning the topics and the materials that will be most appropriate for a particular group of students, an ongoing assessment of students outcomes should inform teachers in the continuing choice of

[26] Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods and Language Teaching* (New York: Cambridge University Press, 2001).

subject matter, the selection of authentic, texts, and the effectiveness of certain activities. Carefully monitoring student reactions alert teachers to the linguistic, cognitive, and affective needs of the students and assists them in making the necessary adjustments in the program.[27]

Monitoring students linguistic development is especially important. Due to differences in schemata, individual students will find some linguistic features salient and other less so, resulting in student A learning a different set of grammar rules and vocabulary than student B. To ensure that all students are able to learn from the materials presented, teachers need to be aware of what items have and have not been acquired and by which students. Some students in CBI programs are comfortable using schemata to induce meaning, guessing. Others who have a lower tolerance for ambiguity, possess fewer strategies for coping with unknown language and feel a greater need for confirmation of theyr hypotheses by authoritya teacher, a grammar reference book, or dictionary they often prefer to memorize. Sometimes, students do not feel that they are learning unless it hurts.

On a cognitive level, there are dozens of learner profiles. These include such variables as whether students learn better through sight or sound, prefer to induce or deduce, focus on whole or on the parts, look for differences or similarities, and process information sequentially or in parallel. There are limitless cognitive variables in a classroom. Each

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[27] Stephen B. Stryker and Betty Lou Leaver, *Content Based Instruction in Foreign Language Education: Models and Methods* (Washington, D.C: Geortown University Press, 1997).

learner profile is associated with its own set of learning strategies, and each learner profile is associated with its own set of learning strategies, and each learner reacts differently to any given set of teaching strategies.

Teacher who understand teaching strategies and learner profiles have a distich advantage in helping to make authentic content materials accessible to all students in the classroom. One basic strategy for covering a broad spectrum of learnig styles to vary the presentation. Mohan recommends using a combination of expository approaches lecture, readings, presentations and discussions and, experiential approaches, role plays, workshops, simulations, field trips, demonstrations, and interaction with native speakers. The contributors to this volume, recognizing the importance of varying the presentation, describe a broad variety of ways in which differing learning profiles can be accommodated within one classroom.

c. Advantages and Disadvantages of CBI

   1) Advantages

This quotation reflects a consistent set of descriptions by CBI practitioners who have come to appreciate the many ways that CBI offers ideal conditions for language learning. Research in second language acquisition offers additional support for CBI; yet some of the most persuasive evidence stems from research in educational and cognitive psychology, even though it is somewhat removed from language learning context. Four findings from research in educational and cognitive

psychology that emphasize the benefits of content based instruction are worth noting:

a) Thematically organized materials, typical of content based classrooms, are easier to remember and learn.

b) The presentation of coherent and meaningful information, characteristic of well organized content based curricula, leads to deeper processing and better learning.

c) There is relationship between student motivation and student interest- common outcomes of content based classes and a student's ability to process challenging materials, recall information, and elaborate.

d) Expertise in a topic develops when learners reinvest their knowledge in a sequence of progressively more complex task.[28]

2) Disadvantages

The teacher is required to play a very role in the process of learning, they must much student's specific interest with appropriate language material which they might need to purpose academic goals. Students are supposed to understand their own learning process and take charge of their own learning from the very start. Most CBI courses expect students to support each other, sometimes becoming sources of content themselves, sharing their experience of the subject.

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[28] Jack C Richards & Willy A Renandya, *Methodology in language teaching* (New York: Cambrige University press, 2002).

However, the quaintly of new material might be overwhelming for some students, who now have to master both a new subject matter and new language skills. Some students in CBI courses have been reported to prefer more structured, traditional classroom. As for teachers, who mostly have been trained to teach language skills rather than a certain subject, they have to cope with a double workload, spending large amounts of time and energy to prepare for classes.[29]

2. Speaking

a. Definition of Speaking

If you have learned language other than your own, which of the four skills-listening-speaking, reading, or writing- did you find to be the hardest? Many people feel that speaking is 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 language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is channel, which refers to the medium of the massage (aural/ oral or written). Thus, speaking is the

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[29] Steinberg Danny D & Sciarini natalia v, *An Introduction to Psycholinguistics* (New York: Routledge, 2013).

productive aural/oral skill.[30] It consists of producing systematic verbal utterances to convey meaning.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

b. Basic types of speaking

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are instead only in what is traditionally labelled "pronunciation", no inferences are made about the test-taker's ability to understand or convey meaning or participate in attractive conversation. The only role of listening here is in the short-term storage of a prompt, just language that must be imitated.

2) Intensive

A second type speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements–intonation,

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[30] Bailley, K M., *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005).

stress, rhythm, juncture). The speaker must be aware of semantic properties in order to able to respond, but interaction with an interculor or test administrator is minimal at best. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

3) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (in the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

5) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction and listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation on the mountains, a recipe for outstanding pasta primavera recounting the plot of a novel or movie). [31]

6) Macro and Micro skills of Speaking

The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Micro skills

a) Produce differences among English phonemes and allophonic variants.

b) Produce chunks of language of different lengths.

c) Produce English stress patterns, word in stressed and untressed positions, rhythmic structure, and intonation contours.

d) Produce reduced forms of words and phrases.

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[31] H.D Brown, *Language Assessment Principles and Classroom Practices* (San Francisco State University: Pearson Longman, 2003).

e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f) Produce fluent speech at different rates of delivery.

g) Monitor one's own oral production and use various strategic devices -pauses, filters, self -corrections, backtracking; to enhance the clarity of the message.

h) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i) Express a particular meaning in different grammatical forms.

j) Use cohesive devices in spoken discourse.

Macro skills

a) Appropriately accomplish communicative functions according to situations, participants, and goals.

b) Use appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor, keeping and yielding, interrupting, and other sociolinguistic feature in face-to-face conversations.

c) Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information, and given information, generalization and exemplification.

d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning or words, appealing for help, and accurately assessing how well your interlocutor is understanding you.[32]

Speaking is important for language learners. To speak effectively learners need to have a reasonable command of the basic grammar of the target language and working vocabulary, but language knowledge alone is not sufficient to speak effectively and easy to understand. They must also develop a range of skills in four key areas of speaking competence there are phonological skills, speech function skills, interaction management skills, extended discourse organisation skills.

Speaking skills for effective communication. Phonological skills produce accurate sound of the target language at the phonemic (vowels and consonants) and prosodic (stress and intonation) levels. Speech function skills are use spoken words to perform communicative functions, such as request, demand, decline, explain, complain, encourage, beg, direct, warn and agree. Interaction management skills are manage face-to-face interactions by initiating, maintaining and closing conversations, regulating turn-taking, changing topics and negotiating meaning. Extended discourse organisation skills are establish coherence and

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[32] H.D Brown, *Language Assessment Principles and Classroom Practices* (San Francisco State University: Pearson Longman, 2003).

cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, procedural).[33]

The element of speaking[34]

a) Vocabulary

Everybody wants to use English is a tool of communication. But English does not need a skill to use it, therefore, they need to master some the elements of the language first, the most important of this element of language is vocabulary. Vocabulary is the key to the success in communicating the idea, thought, imagination, and others to another person. Vocabulary teaching has not always been very responsive to such problems, and researches have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For a long time teaching approaches such as the direct method and audio lingualism gave greater priority to the teaching of grammatical structures.[35]

b) Pronunciation

Pronunciation has traditionally been taught with a goal of "speaking like a native speaker" but this not practical. In fact, it is a recipe for discouragement both of researcher and for students.[36] This has been referred to as "the perfection trap" (Morley 1992). A more

[33] Christine C.M. Goh, *Teaching Speaking in the Language Classroom* (Singapore: Saemeo Regional Language Centre 2007).

[34] Glenn Fulcher, *Testing Second Language Testing* (London: Pearson Education Limited 2003).

[35] Scott Thornbury, *How to Teach Vocabulary* (England: Longman 2022).

[36] Judy B, Gilbert, *Teaching Pronunciation*, (Cambridge, New York, 2008).

practical approach is to aim for "listener- friendly pronunciation". This aim makes sense to student who hopes to achieve something through conversation with native speakers, whether in the social or business sense. If the listener finds that it takes too much effort to understand, the speaker loses out. So mastering is basis of English communication is sensible.

c) Accuracy

Though the criteria for defining accuracy in the most standardized test include factor such as grammar, vocabulary, pronunciation, sociolinguistic competence or pragmatic competence, grammatical errors were main factors in deciding the level of accuracy of this research. Accuracy refers how to correct learners use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learners level of speaking or writing.

d) Fluency

In order to decide the fluency level of learners' English, the following five factors were decided based on the criteria for fluency in some standardized test such and recommendation from previous research.

(1) The total number of words spoken in a fixed time

(2) The number of silent pauses for thinking

(3) The number of repetitions of word, phrases and clauses

(4) The number of repair or reformulation for correction

(5) Mean length of utterance

e) Comprehension

Comprehension is the process of understanding speech or writing. It is resulting from an interaction between different kind of knowledge. For example: knowledge of words (including the way of spell, pronounce, and knowledge of grammar). Comprehension also involves different psychological operations, including perception, recognition, inference. Comprehension contributes to language learning and without comprehension there is learning.[37]

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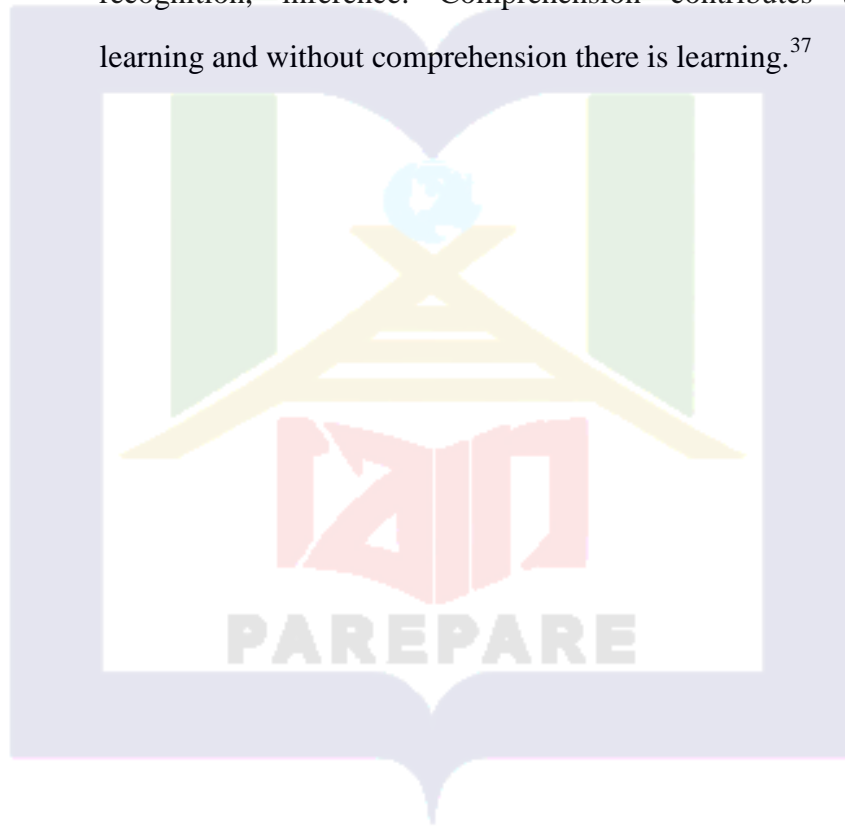
[37] Scott Thrnbury, An A-z of ELT: *Dictionary of Term and Concepts Used in English Language Teaching* (Oxford: Mc Milan, 2006).

C. Conceptual Framework

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┌─────────────────────────────────┐
│     Content Based Instruction    │
└─────────────────────────────────┘

┌──────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
│ Subject Matter Core │  │ Use of Authentic language │  │ Appropriate to the needs │
│                  │  │       and text        │  │  of specific students  │
└──────────────────┘  └──────────────────────┘  └──────────────────────┘

            ┌──────────────────────────┐
            │          Library          │
            └──────────────────────────┘

            ┌──────────────────────────┐
            │ The Students' Speaking Ability │
            └──────────────────────────┘
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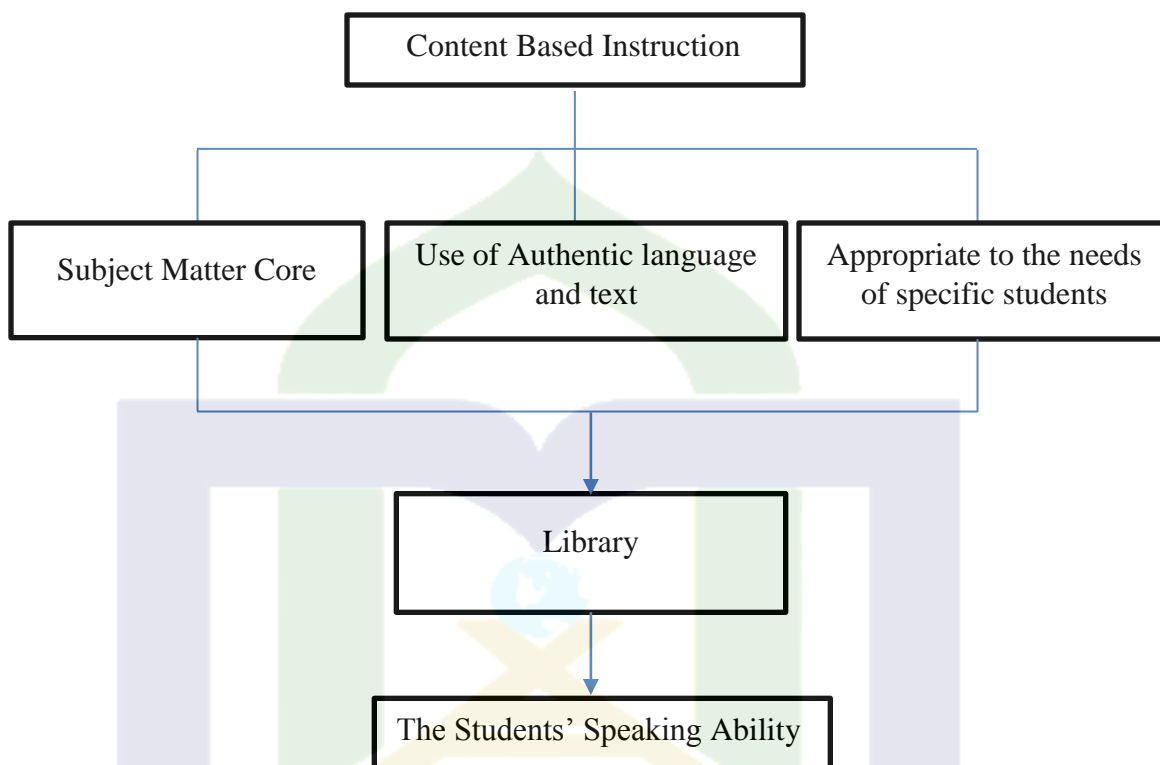
The conceptual framework above were about process of this research. This research conducted at second grade students of SMP 09 Satap Maiwa Enrekang. In this research, the second grade students faced several problems in their speaking skill especially in low interested, vocabulary and pronunciation. Because of this problem the researcher used content based instruction approach by integrating language and content when the learning process student was find out their own information about the content provided because it can improve students speaking ability.

D. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theorical investigated and

the conceptual framework that the researcher did, moreover the hypothesis need the research process to examine the data.

Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

1. Null Hypothesis (Ho)

    Content based instruction is not able to improve students speaking ability at SMP Negeri 09 Satap Maiwa Enrekang.

2. Alternative Hypothesis (Ha)

    Content based instruction is able to improve students speaking ability at SMP Negeri 09 Satap Maiwa Enrekang.
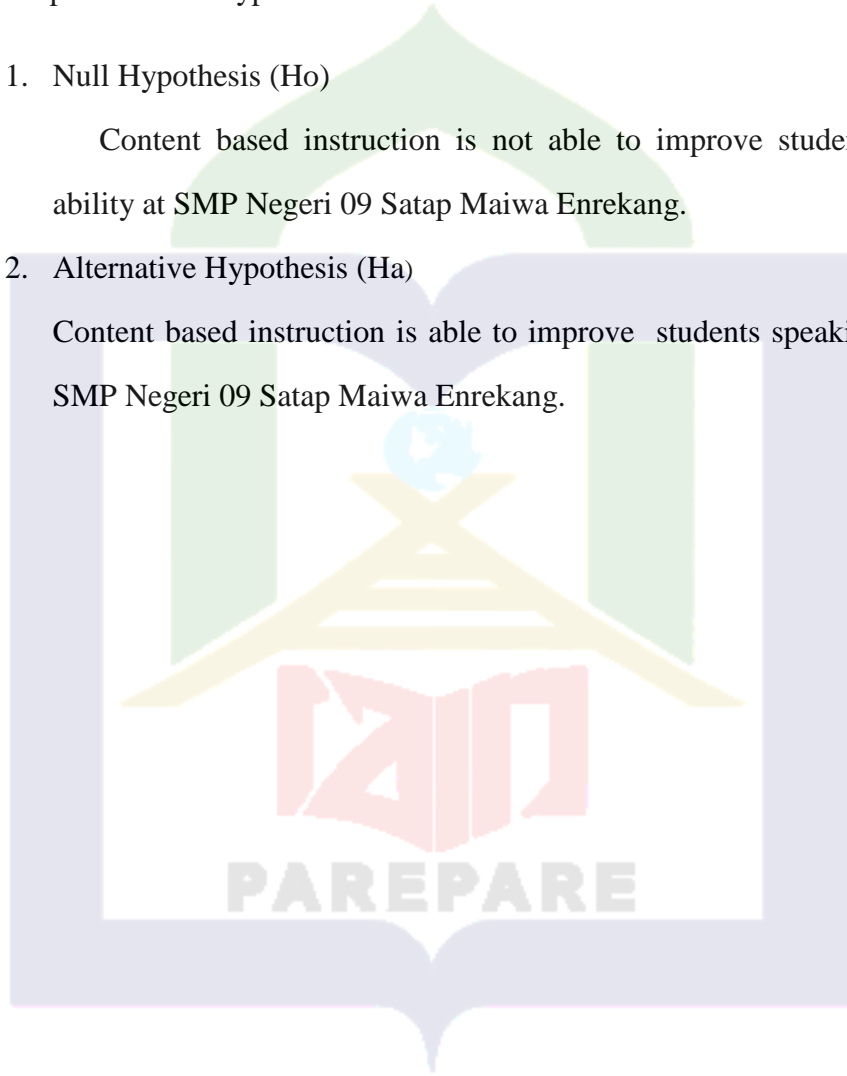
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher is going to review subject of the research, location and duration of the research, design and procedure of the research, procedure of collecting data, technique of data collection, instrument of the research and technique of data analysis

A. Research Design

In this research, the method used a pre-experimental method with one group pre- test and post-test design. This is presented as follow:

O1	X	O2
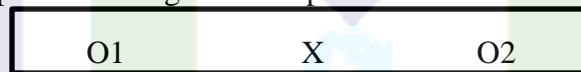
O1 : Pre- Test

X : Treatment

O2 : Post-Test[38]

B. Location and Time

This research conducted at SMP 09 Satap Maiwa Enrekang. The location of this school is on JLN. Pendidikan Baringin, Baringin, Maiwa District, Enrekang Regency, South Sulawesi Province. In this research, duration of research would be done for 1 month or more.

C. Population and Sample

1. Population

The population of this research was the second grade students at SMP 09 Satap Maiwa Enrekang academic year 2022/ 2023. There are two class in

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[38] Andrew Fernando Pakpahan, *et al., eds., Metode Penelitian Ilmiah* : Yayasan Kita Menulis (2021)

second grade students at SMP 9 Satap Maiwa namely VIII A, VIII B. But the researcher choose class VIII A, because the students of this class are more receptive to direction and more enthusiastic than the other class. Class VIII A of SMP 09 Satap Maiwa consist of 18 students.

Table 3.1 Number of Sample

No	Class	Total
1	VIII A	18
2	VIII B	17
Total		35

2. Sample

The researcher used cluster random sampling in this research. The researcher choose class VIII A, because the students of this class are more receptive to direction and more enthusiastic than the other class. The sample of this research is consist of 18 students.

D. Procedure of Collecting Data

The procedur of Collecting data in this research , as following:

1. Pre-test

Pre-test was given before giving the treatment, the researcher provided one picture with the topic. The students have to explain that picture with the topic by using their own words. The researcher was knew the students speaking skills in pre-test was gave directly before treatment.

2. Post-Test

   After treatment, the researcher was given the students post test to improve students speaking ability. In this post-test, the researcher was provided the same picture topic as well. The students have to explain that picture with the topic by using their own words.

E. **Treatment**

   1) Doing learning process based on the lesson plan, it is integration between lesson material and speaking practice. In this stage, the researcher delivered a material about Content Based Instruction (CBI).

   2) Learning Content Based Instruction (CBI). The steps in this teaching was:

      a) Researcher makes groups 3-4 people

      b) Students listen to video on the of topic library material

      c) Researcher guided the students to know and pronounce the expression according to the video

      d) Speaking activity: talk show

         (1) The students discuss about the topic

         (2) The researcher direct students to make conclusion from the video by making mind mapping

         (3)The researcher appointed a representative from each group to present their " mind mapping"

F. Instruments of the Research

1. Observation

In this research was observed the students learning activities and the learning progress in the speaking class. The data gained in the observation used field observation.

2. Test

Test used to find out the information about the students achievement in their learning result, to measure the students achievement in their learning whether increase or not.

G. Technique for Data Analysis

1. Scoring Classification

To find out the students' speaking skills. Used viewed four components, and they were: Vocabulary, Fluency, Pronunciation, Comprehension.

Table 3.2: Oral proficiency scoring categories.[39]

Vocabulary	1-2	• Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	• Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	• Able to speakthe language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and

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[39] H.Douglash Brown, *Language Assessment Principle and Classroom Practices*, USA (Pearson Eduaction,2003).

	7-8	professional topics. Vocabulary is broadenough that he rarely has to grope for a word.
		• Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	9-10	• Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1-2	• (No specific fluency description. Refer to otherfour language areas for implied level of fluency.)
	3-4	• Can handle with confidence but not with afacility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.
	5-6	• Can discuss particularinterest of competence with reasonable ease. Rarely has to grope for words.
	7-8	• Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of

		this experience with a high degree of fluency.
	9-10	• Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronounciation	1-2	• Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	• Accent is intelligible though often quite faulty.
	5-6	• Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	• Errors in pronunciation are quite rare
	9-10	• Equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	• Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	3-4	• Can get the give of most conversation of non-

		technical subjects (i.e., topics that require no specialized knowledge).
	5-6	• Comprehension is quite complete at a normal rate of speech.
	7-8	• Can understand any conversation within the range of his experience.
	9-10	• Equivalent to that an educated native speaker

2. The Classification of the Students' Score

Classifying the student speaking score followed criteria such in the table below:[40]

Table 3.3 The classification students' score

No.	Score	Classification
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Fairly Good
4.	21-40	Poor
5.	< 20	Very Poor

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[40] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005).

3. Scoring the Students' Speaking Pre-test and Post-test

    To find out the mean score of the students test, the researcher used following formula:

    $$X = \frac{\Sigma x}{n}$$

    Where X= Mean Score

    Σx= Total Score

    N= Number of Students

    The data collecting are then analysing used descriptive analysis. The data analysis used to find percentage (%) average value is:

    $$P = \frac{f}{n} \times 100\ \%$$

    Where : P = Percentage

    F= Frequency

    N= Total Number of Samples[41]

4. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value used the following formula:

    $$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

    Where:

    T = Test of significance

    D = The mean score of difference (X2-X1)

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[41] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005).

$\sum D$ = The sum of the total score

$\sum_D 2$ = The square of the sum score of differences

N   =The total sample[42]

5. Observation Analysis

Observation is a data collection method in which the researcher recorded information as they witnessed it during the study. This reserach used qualitative method.

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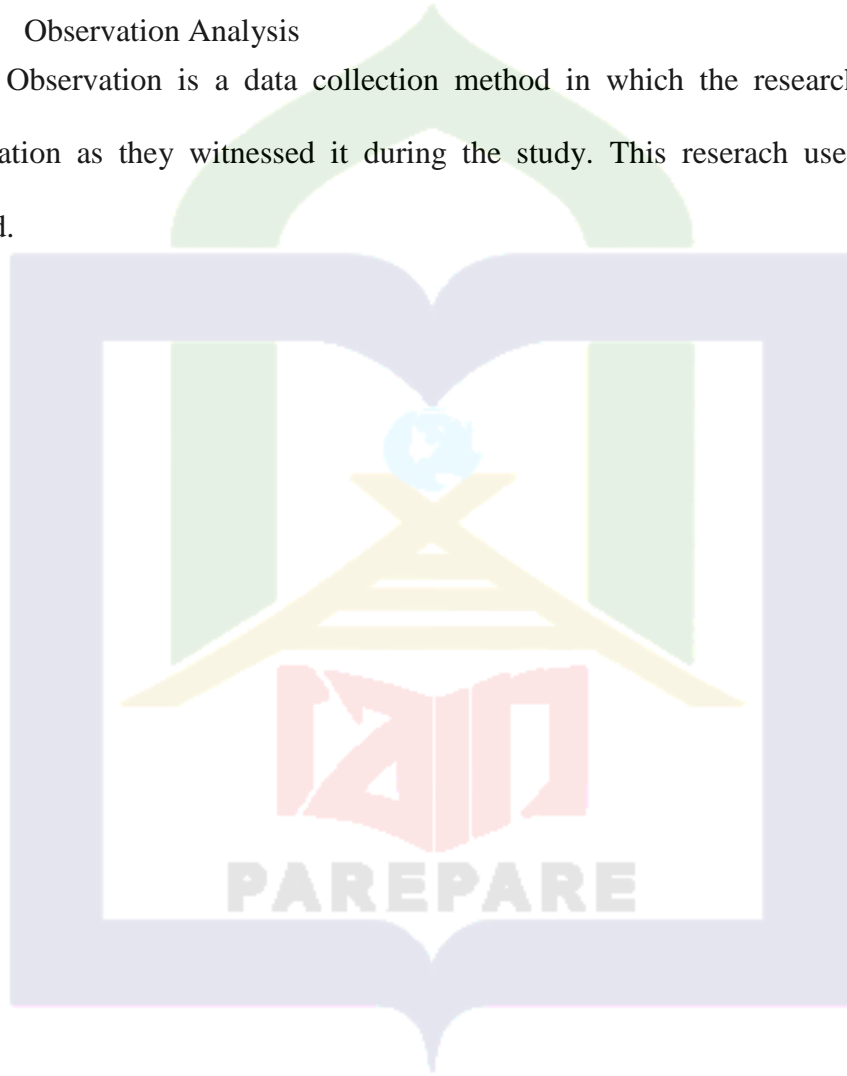
[42] Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merril Company, 1981).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the finding and discussion of the research. It provides information about the result of data collected to see the students achievement after being taught the content based instruction approach through test can be discussed in this section below:

A. Findings

The findings of this research consist of the classification students pre-test and post-test. Pre test was given before treatment to know students speaking skill then post-test was given to know students speaking skill after doing treatment. From the result in the post-test, it aimed to find out that content based instruction is able to improve students speaking skill at VIII A class in SMP 9 SATAP Maiwa Enrekang.

1. **Students Speaking skill Before and After using Content Based Instruction Approach.**

This section described the result of data analysis using Content Based Instruction Approach at SMP 9 SATAP Maiwa Enrekang.

a. The students score in pre-test

The researcher gave topic to the members as the pre-test to know the students speaking skill. Every students got the question and answered it then the researcher recorded the students answer. After giving the pre-test to the students, the researcher found out the result of students speaking skill based on the criteria of speaking skill

41

which are vocabulary, fluency, comprehension and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students score in pre-test based on speaking skill

No	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AM	4	2	2	1	9
2	AD	2	1	1	1	5
3	AF	5	2	3	1	11
4	AI	5	4	2	1	12
5	AL	2	2	1	2	7
6	CA	2	4	2	1	9
7	FL	2	3	2	1	8
8	MA	4	5	3	2	14
9	MN	3	5	2	1	11
10	RI	2	1	2	1	6
11	NA	6	4	4	2	16
12	SI	2	3	2	1	8
13	RI	6	4	5	3	18
14	SR	5	2	2	1	10
15	SM	6	3	2	1	12
16	SA	5	4	2	1	12
17	ZL	2	2	2	1	7
18	SA	6	3	1	1	11
	Total	69	54	40	23	186

After knowing the students score in pre-test based on the criteria of speaking skill which are vocabulary,comprehension, fluency, and pronunciation. The following table below is to know students speaking score in pre-test:

Table 4.2: The students speaking score in pre test

No	Nama	Pre-Test of Students (X_1)			
		Max Score	Total Score (X_1)	(X_1)²	Classification
1	AM	40	23	529	Poor
2	AD	40	13	169	very poor

3	AF	40	28	784	Poor
4	AI	40	30	900	Poor
5	AL	40	18	324	very poor
6	CA	40	23	529	Poor
7	FL	40	20	400	very poor
8	MA	40	35	1225	Poor
9	MN	40	28	784	Poor
10	RI	40	15	225	very poor
11	NA	40	35	1225	Poor
12	SI	40	20	400	very poor
13	RI	40	45	2025	Fairy
14	SR	40	25	625	Poor
15	SM	40	30	900	Poor
16	SA	40	30	900	Poor
17	ZL	40	18	324	very poor
18	SA	40	28	784	Poor
Total			$\Sigma X = 464$	$\Sigma X^2 = 13052$	

From the table above shows about students speaking score in pre-test. To find out the students speaking score in pre-test by dividing students total score with maximum score, after that times with 100. Found on the table about students speaking in pre-test we can know the frequency on the classification score by looking the following table:

Table 4.3 the rate percentage of the frequency of the pre-test

No	Classification	Score	Frequency of Pre-test	Percentage of Pre-test
1	Very good	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	1	6%
4	Poor	21-40	10	55%
5	Very Poor	0-20	7	39%

As the explanation in the table above, the average score of students prior speaking skill before using content based instruction. Most students were on poor classification with the percentage was 55%. The total; score in pre-test was 464. It had shown that the students speaking skill in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process od the calculation to find out the mean and standard deviation in pre-test of the table 4.3.

Mean score of Pre-test:

$$X = \frac{\Sigma X^2}{N}$$

$$X = \frac{464}{18}$$

X= 25,7

Thus, the mean score (X_1) of pre-test is 25,7

Based on the result of the pre-test, the data showed that the average score of the pre-test is 25,7. From that analyzing. It had shown that almost of the 18 students skill in speaking was still low because most of the students got fair, poor, and very poor score. The total score in pre-test was still low. They mostly have low score in pronunciation and fluency. They spoke with errors in pronunciation and their accent quite faulty in fluency since they spoke unnaturally with many pauses.

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X^2)}{N}}}{N-1}$$

$$SD = \frac{\sqrt{13052 - \frac{(464^2)}{18}}}{18-1}$$

$$SD = \frac{\sqrt{13052 - \frac{(21529^2)}{18}}}{17}$$

$$SD = \frac{\sqrt{13052 - 11960}}{17}$$

$$SD = \frac{\sqrt{1092}}{17}$$

$$SD = \sqrt{64} = 8$$

Thus, the standard deviation of pre pre tes-test is **8**

After determining the mean score (X_1) of pre-test was 25,7 and standard deviation of the pre-test was 8. Th had shown that the students speaking skill were in category.

b. The students score in post-test

The researcher gave question to the students as the post-test to know the students speaking skill. Every students got the question and answered it then the researcher recorded the students answer. After giving the post-test to the students, the researcher found out the result of students speaking skill based on the criteria of speaking skill which are fluency, comprehension, vocabulary and pronunciation before giving treatment. The result would be presented in the following table:

Table 4.4 The students score in post-test

No	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AM	7	7	6	5	25
2	AD	5	4	4	4	17
3	AF	8	8	7	6	29
4	AI	7	7	7	7	28
5	AL	6	6	5	4	21
6	CA	7	7	6	6	26
7	FL	7	7	6	5	25
8	MA	8	8	8	7	31

9	MN	8	8	6	6	28
10	RI	6	5	4	4	19
11	NA	8	8	8	8	32
12	SI	9	9	9	6	33
13	RI	9	9	8	8	34
14	SR	8	7	7	7	29
15	SM	8	7	7	7	29
16	SA	8	8	7	7	30
17	ZL	6	5	5	4	20
18	SA	8	8	6	5	27
Total		133	128	116	106	483

After qualified the students score in post-test based on the criteria of speaking skill which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in post-test.

Table 4.5 the students score in post-test

No	Students	Pre-test of students (X_2)		$(X_2)^2$	Classification
		Max Score	Score (X_2)		
1	AM	40	63	3969	Good
2	AD	40	42	1764	Fair
3	AF	40	73	5329	Good
4	AI	40	70	4900	Good
5	AL	40	50	2500	Fair
6	CA	40	65	4225	Good
7	FL	40	52	2704	Fair
8	MA	40	78	6084	Good
9	MN	40	70	4900	Good
10	RI	40	47	2209	Fair
11	NA	40	80	6400	Good
12	SI	40	53	2809	Fair
13	RI	40	85	7225	Very Good
14	SR	40	73	5329	Good
15	SM	40	73	5329	Good

16	SA	40	75	5625	Good
17	ZL	40	50	2500	Fair
18	SA	40	68	4624	Good
Total			1167	78425	

From the table above shows about students speaking score in post-test. To find out the students speaking score in post-test by dividing students total score with maximum score, after that times with 100. Based on the table above students speaking score in pre-test we can know the frequency of the classification score by looking the following table:

Table 4.6 the rate percentage of the frequency of the post-test

No	Classification	Score	Frequency of Post-test	Percentage of Post-test
1	Very good	81-100	1	6%
2	Good	61-80	11	61%
3	Fair	41-60	6	33%
4	Poor	21-40	0	0%
5	Very Poor	0-20	0	0%
	Total		18	100%

The table above, showed the result of students improvement in speaking skill after using treatment content based instruction approach. Most students were good classification with the percentage was 61%. It means that the students speaking skill had improved through using content based instruction approach. The total score in post-test was 1167. It proved that there were improving of students score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this table the researcher analysed the data of students score in post-test to know whether there is or there is no a significant different of students achievement before and after learning process in implementing peer tutoring strategy speaking skill.

Mean score of post-test:

$$X = \frac{\Sigma X^2}{N}$$

$X = \dfrac{1167}{18}$

$X = 64,8$

Thus, the mean score (X_2) of post-test is 64,8

   Based on the result of post-test. The data shows that the mean score of post-test was 68,5. From that analysing, it could be seen that almost of the 18 students speaking was good and fair score.

The standard deviation of post-test

$SD = \dfrac{\sqrt{\Sigma X^2 - \dfrac{(\Sigma X^2)}{N}}}{N-1}$

$SD = \dfrac{\sqrt{78425 - \dfrac{(1167^2)}{18}}}{18-1}$

$SD = \dfrac{\sqrt{78425 - \dfrac{(1354896^2)}{18}}}{17}$

$SD = \dfrac{\sqrt{78425 - 75272}}{17}$

$SD = \dfrac{\sqrt{3153}}{17}$

$SD = \sqrt{44,14} = 6,64$

  c. The result of pre-test and post test

   The researcher compared the result of the pre-test and post-test bycalculating the mean score and standard deviation of the test. The result of pre-test and post-test were presented in the following table to know the difference between the mean score and standard deviation:

   Table 4.7 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-Test	25,7	8
Post-Test	64,8	6,64

The data in the table 4.7 showed that the mean score of pre-test was 25,7 (X_1) while the mean score of the post-test increased 64,8 (X_2). The standard deviation of pre-test was 8 while the standard deviation of post-test was 6,64

As the result at this item the mean score of the post-test was greater than the mean score in pre-test. It means that students speaking skill had improvement after doing the learning process that using content based instruction approach.

d. The rate percentage of the frequency of the pre-test and post-test

The researcher compared by calculating the percentage of students classification score namely very good, good, fair, poor and very poor. The result the rate percentage of the frequency of the pre-test and post-test were presented in the following table:

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Very good	81-100	0	1	0%	6%
2	Good	61-80	0	11	0%	61%
3	Fair	41-60	1	6	6%	33%
4	Poor	21-40	10	0	55%	0%
5	Very Poor	0-20	7	0	39%	0%
	Total		18	18	100%	100%

The data of the table above indicated the rate percentage of the pre-test and post-test increased, from the very poor classification of the students changed into fair classification. The percentage in post-test that students were able to improve the students speaking skill after treatment through using content based instruction.

e. Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4,9 the worksheet of the calculation the score in pre-test and post-test the students speaking ability.

No	(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	D$((X_2)-(X_1))$	D $(X_2)^2-(X_1)^2$
1	23	529	63	3969	40	3440
2	13	169	42	1764	29	1595
3	28	784	73	5329	45	4545
4	30	900	70	4900	40	4000
5	18	324	50	2500	32	2176
6	23	529	65	4225	42	3696
7	20	400	52	2704	32	2304
8	35	1225	78	6084	43	4859
9	28	784	70	4900	42	4116
10	15	225	47	2209	32	1984
11	35	1225	80	6400	45	5175
12	20	400	53	2809	33	2409
13	45	2025	85	7225	40	5200
14	25	625	73	5329	48	4704
15	30	900	73	5329	43	4429
16	30	900	75	5625	45	4725
17	18	324	50	2500	32	2176
18	28	784	68	4624	40	3840
Total	464	13052	1167	78425	703	65373

In the other to see the students score, the following is T- test was statiscally applied:

To find out D used the formula as follow

$$D = \frac{\Sigma D}{N} = \frac{703}{18} = 39,05$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{\Sigma D^2}{N}}{N(N-1)}}}$$

$$t = \frac{39,05}{\sqrt{\frac{65373-\frac{(703^2)}{18}}{18\,(18-1)}}}$$

$$t = \frac{39,05}{\sqrt{\frac{65373-\frac{(703^2)}{18}}{18\,(17)}}}$$

$$t = \frac{39,05}{\sqrt{\frac{65373-\frac{(494209)}{18}}{306}}}$$

$$t = \frac{39,05}{\sqrt{\frac{65373-27456}{306}}}$$

$$t= \frac{39,05}{\sqrt{\frac{37917}{306}}}$$

$$t = \frac{39,05}{\sqrt{123,91}}$$

$$t= \frac{39,05}{11,13}$$

t = 3.5

Thus, the t-test value 3.5.

This research used pre- experimental design with pre-test and post-test design. the data below showed the value of t- test was greater than t- table value. In indicated that there was a significant difference between the result students pre-test and post-test.

Table 4.10 the test of significant

Variable	T-test	T-table value
Pre-test-post-test	3.5	1.740

(data source: Primary data processing)

f. Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = N-1

= 18 – 1

= 17

For the level significan (ǎ) 5%, and df = 17, and value of the t-table is 1.740, while the value of t-test is 3.5. it means that the t-test value is greater than t- table (3.5 > 1.740). thus, it automatically could be concluded that there was significant difference between the students speaking skill before and after giving treatment through "content based instruction" at SMP 9 Satap Maiwa Enrekang. It showed that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) is rejected.

So, it can not be denied that '' content based instruction'' approach was able to improve speaking ability at SMP 9 Satap Maiwa Enrekang.

B. Discussion

1. **Student Speaking Skill Before and After Using Content Based Instruction Approach**

   a. The Students Score in Pre-Test

At this stage the researcher gave the topic to students as a pre-test before carrying out the treatment and prepared an assessment rubric according to the criteria contained in H. Douglash Brown's book, namely vocabulary, fluency, comprehension, pronunciation. Each student is given the same question and students answer with their own answers. From the results of this assessment the researcher can categorize the students' English proficiency.

From the results of the pre-test the average student shows vocabulary which is still very low while vocabulary has a very important role in students' speaking abilities as explained in the previous chapter Schoot Thunbury said that the most important element in language is vocabulary, vocabulary words are the key to communicating or establishing relationships with other people, so to speak a person must master the most important element, namely vocabulary. At this stage students have varying grades because some students are able to mention some vocabulary that can be understood, and some students can express simple words, and some students can express vocabulary that varies and can be used in formal conversations.

While the results of the pre-test according to data from fluency also show results that are still very low, it is assessed from several aspects such as how many total words are mentioned, the time has been determined, time to think, number of repetitions of words, number of improvements and length of time. used to think. The average have not been able to describe their answers well.

As for comprehension the data, it shows that the value is still low, it can be seen from the students' knowledge which is still very limited due to several things, such as students rarely use English in their daily activities, but there are some students who have been able to provide general information about the given topic, as well as Understanding is also assessed from the way of spelling, pronunciation and grammar

As for pronunciation, it shows very low results from all aspects of the assessment according to Morley, the purpose of pronunciation is to speak like a native speaker both in social life and in business life. However, most students often pronounce the wrong pronunciation but can still be understood by researchers.

In addition to these aspects, students' confidence in speaking English is still very low due to several factors, especially environmental factors, both within the school environment and outside the school environment. In line with what Lindefield said, communication skills are a good basis for the formation of self-confidence, respecting other people's conversations, daring to speak in public, knowing when to change topics and being proficient in discussions are part of the communication skills that can be carried out if the individual has a sense of self-confident.[43]

So from the explanation above it can be concluded that the data shows that the average classification is in the poor and very poor classifications, after calculations with several formulas that have been determined in the quantitative method. As well as the data showing the percentage in the pre-test assessment the average student is included in the poor classification.

While the mean results students show that almost all of them show very low results, the data shows that the average of students shows very low results in the pronunciation and fluency assessment sections. They speak with many wrong pronunciations, still wrong accents and their eloquence and they speak with many pauses

[43] Khoiri Aziz, *Hubungan Konsep Diri dan Rasa Percaya Diri*, (Salatiga, Agus Hasan. 2015).

As is well known, the mean value is an average value obtained from the total number of values on the scale divided by the total sample size. In general cases the mean value can be interpreted as a number that represents the entire dataset. The average value is obtained from the sum of all the values in each data, then divided by the number of existing data. [44]The mean is a statistical indicator that can be used to measure the average of a data. But what is meant by the word average, then the average in question is the arithmetical average. The mean or other terms the average value is the total amount of data divided by the amount of data.

As for the standard deviation, it can be known by looking at the mean results, because the standard deviation and also the mean are two interrelated assessment formulas that the students' English skills at the time of the pre-test were still far from the expectations of the researchers, starting from vocabulary, comprehension, fluency, and also understanding still shows a very low value as well as the result of the standard deviation that students' speaking ability is still under the assessment category.

b.   The Student Score in Post-Tes

As Karyn Ryding and Barbara Stowasse said that students who carry out the learning process with the content based instruction approach will have sufficient spoken language skills, and the content based instruction approach improve several aspects such as comprehension, listening, pronunciation,and vocabulary significantly.

After the researchers gave treatment to the students with four meetings, to find out whether there was a development in the students' speaking ability. Similar to what the researcher did at the pre-test stage, the researcher also gave questions to each student and they answered with their own answers and words but with different topics such as the theme determined by the researcher during the treatment period. Researchers assessed four aspects of the same assessment category at the pre-test stage, namely vocabulary, understanding, fluency and pronunciation.

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[44] Ghozali, *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23. Edisi* 8, (Semarang, Badan Penerbit Universitas Diponegoro, 2016)

In addition, pronunciation is an important and difficult problem that must be faced by foreign speakers of English. Bad pronunciation can give a negative impression and misunderstanding in communication. On the other hand knowing a lot of vocabulary is meaningless if the learner cannot pronounce the vocabulary correctly and no one can understand the words used in communication. The learner's confidence in speaking will appear if the learner has good pronunciation. Besides that, pronunciation helps students interact with native speakers. On the other hand, bad pronunciation can make students lack confidence in social interactions.

From several explanations and data findings, the researcher can conclude that why only one student is in the very good classification, most of the students are in the good classification, and some others are in the fair classification. From the findings, the researchers saw that during the observation period or during several meetings using the content-based instruction approach, students did experience a significant increase before and after treatment but no one had the ability to match native speakers and there were still deficiencies in all assessment categories.

c.   The result of pre-test and post-test

After the researcher observed the students' learning styles and also the students' development in learning English skills, especially speaking ability, starting from the students' learning styles and developments in the students' ability to receive lessons before and after the treatment of content based instruction in class, this was calculated by the researchers in a pre-determined formula. experiments that have been determined by experts, namely by looking at the data from the average and also the standard deviation that the researcher assessed during the pre-test and also the post-test.

The average student during the pre-test shows that the ability of students, both in terms of student learning styles and their ability to speak English, is still very low. Not only from the aspect of speaking, the things that support this aspect are also not mastered by students. Some students have very little interest in English subjects. Most say that learning English is a very difficult thing, adding pronunciation that is

difficult to say again with a discrepancy between writing and pronunciation. This triggers students to be uninterested in learning English, causing students to pay less attention to the teacher in lessons, especially English.

So that is the reason why researchers really believe that content-based instruction is the way out of every student's complaint. Because content-based instruction is an approach so that strategies, methods, techniques are things that become the scope of the approach, because of that the researcher is free to create strategies, methods, techniques which according to researchers are appropriate, fun, and a new innovation from previous research. So that in several meetings using the content based instruction approach some improvements to master speaking ability are mastered little by little by students.

After being treated with a content based instruction approach to class VIII A, At first they were very stiff in pronouncing common words and were often used at school at the last meeting they could pronounce them well. Previously, they were very ignorant of English subjects because they were considered very difficult and unpleasant after the treatment, students' interest increased. In addition to these several things, the content-based instruction approach can also train them to increase their self-confidence.

As is well known that vocabulary and comprehension is the most basic thing for knowing language English or language second , from results observation researcher see that vocabulary is category rating that has the highest vocabulary in comparison with category evaluation others, that prove student actually have ability for study language English or language second , however student no there is in room sufficient scope good for support opportunity for could speak . A number of thing to be inhibitor like rare environment very use language foreign but language area , so for speak foreign impressed very strange and for obstacle at school like not enough his innovation study and learning good approaches , strategies, methods and techniques . Especially in speaking abilities.

And for fluency and pronunciation are occur increase after done treatment to student but owned standards student still there is in category low, this is caused because of the students seldom very use language English or language second in daily life them . So that though student know how mention it in language English or language foreign student still very frequent occur error in pronunciation ,and also students still often think how mention it in proper vocabulary.

Having seen several aspects before and after treatment, starting from vocabulary, fluency, comprehension, pronunciation, all of these aspects have increased in line with the expectations of the researchers, that content-based instruction is a teaching approach that can be used to create varied and enjoyable learning experiences. . It is not only the results of data from research findings that have increased but the use of a content-based instruction approach during research can improve students' speaking ability.

d. The rate percentage of the frequency of pre-test and post-test

At the time of the pre-test there were students who were still in the very poor classification where students still had inadequate vocabulary even though basic and general vocabulary, did not have fluency, understanding and experience of the language was still lacking, repetition of words, errors and in the pronunciation of words often occurs, while for the post test there are no students who are in the very poor classification.

At the time of the pre-test there were still students who were still in the poor classification where students in this classification had sufficient vocabulary to introduce themselves, and for fluency. although it is often wrong, for understanding it remains within the scope of language experience which is very limited, it can only understand simple questions and statements. Frequent repetition. And at the time of the post-test there were no students who were in the poor classification.

And for the fair classification in the pre-test, there was only student in that classification. This was caused by a fairly broad understanding of vocabulary, sufficient to participate actively in non-formal conversations, while for

comprehension, fluency, pronunciation. Whereas for the post-test there were students who were in the fair classification, where understanding of vocabulary was quite broad, able to participate in formal and non-formal conversations, as well as sufficient understanding, but for fluency was more confident and fluent in introducing himself, and for pronunciation there are still wrong accents but they can be understood by researchers.

For the classification of good in the pre-test there were no students who were in the good classification, but in the post-test stage there was a very significant increase where there were students who were in the good classification. In the post-test, the average student has a vocabulary that students can understand and participate in every conversation within the range of their experience with the right vocabulary, as well as a fairly complete understanding of the material that has been taught. Errors rarely occur and rarely interfere with understanding but the accent still sounds foreign, the name for fluency is still classified as low ability but there is an increase compared to the pre-test.

And for the very good classification there is only student who can be in this classification at the post-test stage and not yet at the pre-test stage. That is, with a vocabulary that is quite broad and varied, can understand and participate in conversations, can already understand any conversation within the scope of the lessons that have been taught, can participate in conversations with sufficient fluency, and it is quite rare that errors occur in pronunciation.

2. **Improvement of the students speaking ability by using content based instruction approach**

As the results found at the finding stage gave very significant results, starting from vocabulary, after several meetings students got new vocabulary and they could remember it well because the vocabulary used in class was vocabulary that was often kali is used during meetings. after several meetings students are able to speak with enough vocabulary to participate in some conversations.

From these several meetings the researcher is trying very hard to improve communicative competence in students. Therefore, language teaching should be done with repetition and repetition techniques. In the audiolingual method, language is a habit. It is hoped that students will practice and practice in various languages both in listening and speaking skills which students are expected to be able to because they are used to it.[45]

Meanwhile, comprehension ability has also increased judging from a fairly complete understanding and normal speaking speed, students can also understand conversations within their range of experience. In accordance with the researcher's observation period, it can be seen that students are very enthusiastic about the CBI teaching approach so that they can be more enthusiastic in understanding the material prepared according to their abilities.

And for fluency, students' abilities are still at an erratic average, some students are still in the category of being able to handle self-confidence but abilities are still limited to self-introductions and also casual conversation, and some students are in a category where students can discuss interests in certain competencies with reasonable ease. And there are still few students in the category of being able to participate in any conversation within the range of experience with a good level of fluency.

As for the student category pronunciation, it is actually still below the average but has greatly increased compared to the stage before the treatment. In the assessment of this category, the average accent of most of the students' abilities, the accent can be understood, although it is often quite wrong, and some of the students have said it, but it is still inaccurate but does not interfere with understanding, and the accent still sounds foreign, and very few students are in the category of pronunciation errors that are quite rare.

When choosing the right content, themes and topics, methods, and techniques in applying the content based instruction approach, CBI can motivate students to speak

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[45] Tasdim Tahrim, et al., eds., *Pengembangan Model dan Strategi Pembelajaran Bahasa Indonesia* (Aceh: Yayasan Penerbit Muhammad Zaini, 2021)

English and increase their confidence in expressing their ideas in different ways of speaking, because the content chosen is different. is within their scope and in accordance with what they need. They have great motivation to learn and practice the language.

The theme chosen by the researcher is the theme of the library where the theme is very close to students, where the library is the thing most often used by students and the room is never separated from being used as a study room by the school, the theme of the library is also considered easy because according to the researcher the vocabulary and The expressions contained therein will be more easily accepted by novice students in English and the purpose of the English language that researchers want to apply to students is English, the scope of which is still within the scope of the school.

The selection of appropriate content is also explained by Jack C Richard and Theodore S. Rodger in their book, saying content provides the basis for activating cognitive and interactional processes which are the starting point for second language learning. A focus on understanding and expressing meaningful and interesting content is believed to activate a range of cognitive skills that are fundamental to learning and the intellectual and interactional processes that support naturalistic second language development. Content also relates to learning and thinking processes to enable learners to create their own interpretation of content.

This has also been proven several years ago by Europeans, where content based instruction approaches are taught in families who want their children to have some competence in at least one foreign language, governments who want to improve language education for socio-economic interests at the supranational level. So linguists see the potential to further integrate educational language with other subjects. From this explanation, it can be concluded that the content based instruction approach is an effective one for teaching foreign languages.

Content Based Instruction can create a conducive atmosphere in the classroom, because there are many different activities or techniques applied in CBI, in the

classroom students can work in pairs in groups. Classes can create a pleasant atmosphere so that students feel enthusiastic in learning about the material presented. As described by Joann Crandall g Tucker in the previous chapter pair and small group interactions are used to demonstrate proficiency in academic language.

Meanwhile, to create a conducive atmosphere the researcher applied the discussion method, then drew a mind map and then students presented the results of the discussion from their mind mapping but not all students presented the results of the discussion but only representatives from each group. With some of these activities researchers must divide their time effectively so that the class remains conducive.

Even though at the beginning of the meeting the researcher was still unable to manage time properly so that as a result a lot of time was wasted and students felt bored and sleepy following the lesson, but as the meeting progressed to the next meeting the researcher already knew how to organize, direct and divide time effectively so that for the second meeting , third and fourth students already know what to do in this research.

Cooperative or collaborative learning and peer tutoring can be used. Activities are specifically developed to encourage students to interact with the content and negotiate meaning and if possible the teacher is not only a facilitator or just providing information, students can also search for information in their own way.

Content based instruction also provides many speaking opportunities for students to practice their English. To complete their group assignments, each student in each group must contribute to completing their group assignments. This was also done by researchers in research, although not all students appeared to present the results of their mind mapping in front of their friends, but each of the students each had a task. trying to think of what to describe from their mind mapping.

Content based instruction increases participation in class. In line with what is also explained by Scaffolding is defined as temporary assistance in which a teacher helps a student know how to do something so that the student will be able to complete a similar task alone. Initially students depend on others with people who

have more experience. According to scaffolding, content based instruction is an interaction between two or more people when they are carrying out class activities (eg teachers and other students). Where in the process it was created through a process of interaction and discussion.[46]

Content based instruction makes class centered on students. This has also been explained in the previous chapter that the content and activities are in accordance with the needs of students, if the activities carried out are not in accordance with the abilities of students and the activities carried out spend too much time then this can affect the material being conveyed and the effectiveness of students in class. The content-based instruction curriculum must basically suit the needs of students and remain very fluid and flexible. Although we have to make initial guesses about which topics and materials will be most suitable for certain groups of students.

According Jack C. Richards & Theodore S. Rodgers content based instruction refers to an approach to second language teaching in which teaching is organised around the content or information that students will acquire, rather than around the linguistic or other type of syllabus. in line with content based language instruction is an integrated approach to language instruction drawing topics, text, and task from content or subject matter classes, but focusing on the cognitive

Content based instruction can help students to build good relationships with each other. Experience, discovery, discussion and hands-on learning are also used to encourage students to develop concepts and interact with one another. Experiments and research projects are well suited, as are games, role-playing games, simulations. When students can work together, cooperatively in conducting experiments and presenting results greatly helps students in establishing good relations with each other.

The content based instruction approach was running very well as the researcher hoped. There were so many improvement in this last treatment, the improvement was

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[46] Joann Crandall and G. Richard Tucker, *Content Based Instruction Second and Foreign Language* .

seen in all aspects of speaking. Students vocabulary increased as they meet the topic presented which is very often used in the school environment so that they can remember and pronounce well. Furthermore, their understanding too improved like the previous meeting they could only reveal examples that had been exemplified by the researcher.

But in this case their meeting could reveal two to three examples of the rules to be followed in the book library. Not only vocabulary and comprehension, their fluency and pronunciation also improved. Compare with the first meeting most of the students are shy to speak because they were afraid if they have missed pronunciation and awkward to apply this content based instruction approach. But this meeting all students were so confident to express the right example.

As result, the researcher can draw conclusion that the using content based instruction is able to improve English speaking ability at SMP 9 SATAP Maiwa Enrekang.
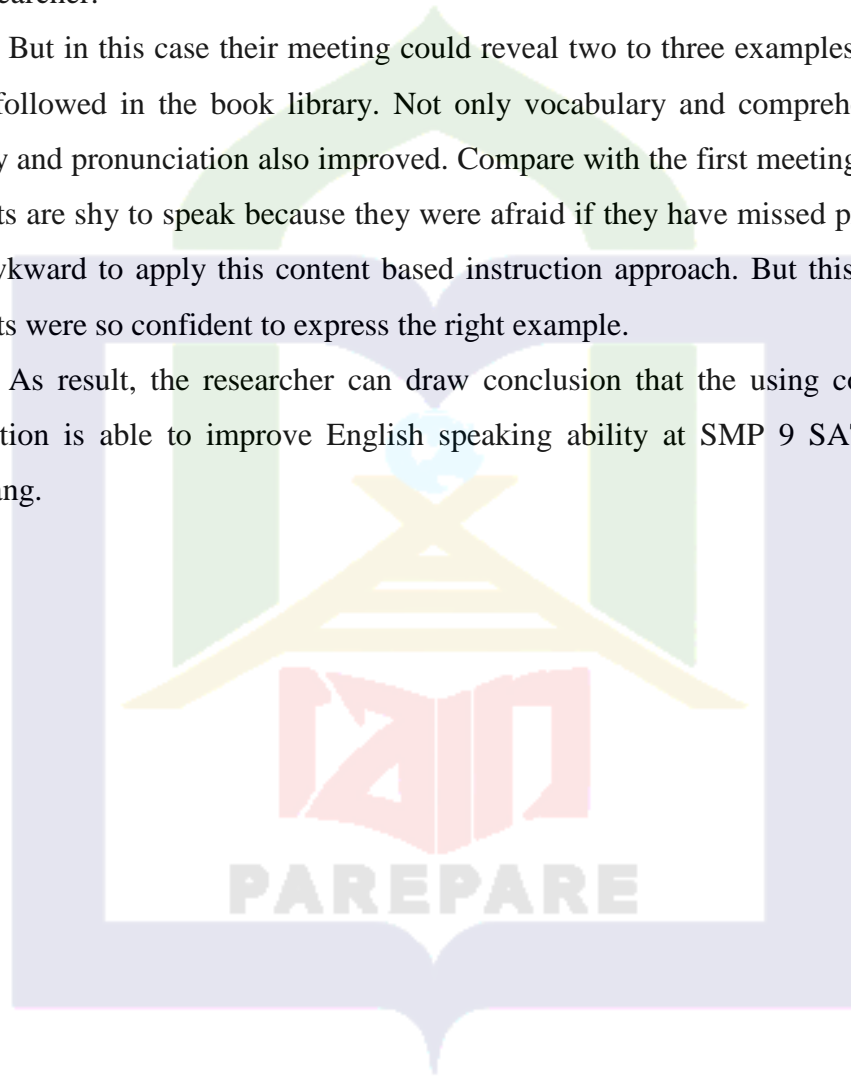
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis test showed that there is a significant difference between students speaking ability before and after bwing taught through content based instruction, it was proved by development of mean score from 25.7 on pre-test to 64.8 on post-test, while t-test 3.5 was greater than t-table 1.740. it means that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, content based instruction approach able to improve speaking skill AT SMP 9 SATAP Maiwa Enrekang.

2. The research showed that there is a significant difference between the students speaking ability before and after being taught through content based instruction approach, it was proved by the students improvement especially in vocabulary and comprehension. Comparing the first meeting and the last meeting.

B. Suggestion

Based on the research, the researcher gives some suggestion as follow:

1. The teacher should try to select the content or different topics based on the school requirements and also should meet the students needs. Besides, the teacher should pay attention to that content or topics given to the students should not very difficult, otherwise, the students may lose interest and get frustrated in the speaking activity. Instead, the content should be a little bit above the average level, so that the students feel it is challenging and would

love to do. Moreover, the teacher should help and facilitate to learn the language.

2. The student at SMP 9 SATAP Maiwa Enrekang should change their learning style towards learning speaking skill. They should be more confident and braver to speak English rather than be afraid of making mistakes or be humiliated by their friends. They should know that the mistakes are parts of learning process. As practice makes perfect, by practicing every day, their speaking skill will be improved day by day.

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APPENDICES

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SITI NURJANNA

NIM : 18.1300.018

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : USING CONTENT BASED INSTRUCTION APPROACH TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP NEGERI 9 SATAP MAIWA ENREKANG

A. Pre-Test Instrument

Topic Template: The Importance of Library

1. The researcher was instructed the students to explain a picture about "The Importance of Library" for three minutes.

2. The researcher was recorded it to know their ability in speaking orally.

3. The students explain to me "The importance of Library" with their own words.

Appendix 1 Instrument Pre test and Post Test

Explain the "importance of library" with your own words!

B. Post- Test Instrument

Topic Template: Rules and Obligation in Library

1. The researcher was instructed the students to explain a picture about" Describing Rules and Obligation in library" for three minutes

2. the researcher was recorded it to know their ability in speaking orally.The students explain to me about "The Importance of library" with their own words!

Explain the " Rules and Obligation in Library" with your own words!

C. Observation

In this research was observed the students learning activities and the learning progress in the speaking class. The data gained in in the observation will be in the form narrative text from the field note.
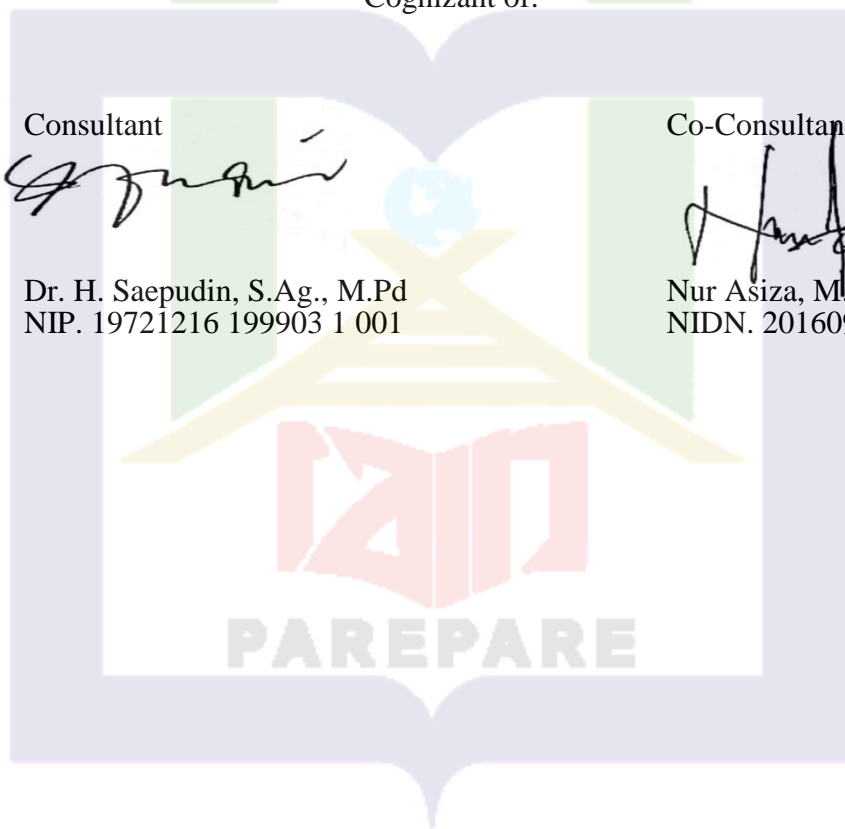
Parepare, 12 April 2022

Cognizant of:

Consultant   Co-Consultan

Dr. H. Saepudin, S.Ag., M.Pd   Nur Asiza, M.Pd.
NIP. 19721216 199903 1 001   NIDN. 2016098601

Appendix 2 students speaking skill of Pre-Test

Name : Arif

Class : VIII A

Researcher   : What is your name?

Students   : My name is Arif

Researcher   :Ok Arif, Please explain to me about " The importance of Library" with your own words!

Students   : Library is place to reading book.

Researcher   :Thank you.

Name : Nur Natasya

Class : VIII A

Researcher   : What is your name?

Student   : My name is Nur Natasya

Researcher   : Ok Tasya, Please explain to me about " The importance of Library" with your own words!

Students   : Library is room used for reading book.

Researcher   : Thank You.

Researcher   : What is your name?

Student   : My name is Rasti

Researcher   :Ok Rasti, Please explain to me about " The importance of Library" with your own words!

Students   : Library is place borrow same book.

Researcher   : Thank You.

Appendix 3 students speaking skill of Post-Test

Name : Arif

Class : VIII A

Researcher   : What is your name?

Students   : My name is Arif

Researcher   :Ok Arif, Please mention to me about " The Rules and Obligation in library" with your own words.

Students   : Students must listen to the teacher, then must be respectfull with teacher and friend, and shouldn't bring drink inside.

Researcher   :Thank you.

Name : Nur Natasya

Class : VIII A

Researcher   : What is your name?

Students   : My name is Nur Natasya

Researcher   :Ok Tasya, Please mention to me about " The Rules and Obligation in library" with your own words!

Students   : ok first students should keep hand and feet safe, and then students must return books and on time and undamaged, and the last is leave the library clean and safe.

Researcher   : Thank you.

Name : Rasti

Class : VIII A

Researcher : What is your name?

Students : My name is Rasti

Researcher :Ok Rasti, Please mention to me about " The Rules and Obligation in library" with your own words!

Students : hmmm studens should not listening music in the library, students must reading book, exactly. And student must put the books back in the right place and then use a quiet voice.

Researcher :Thank you.
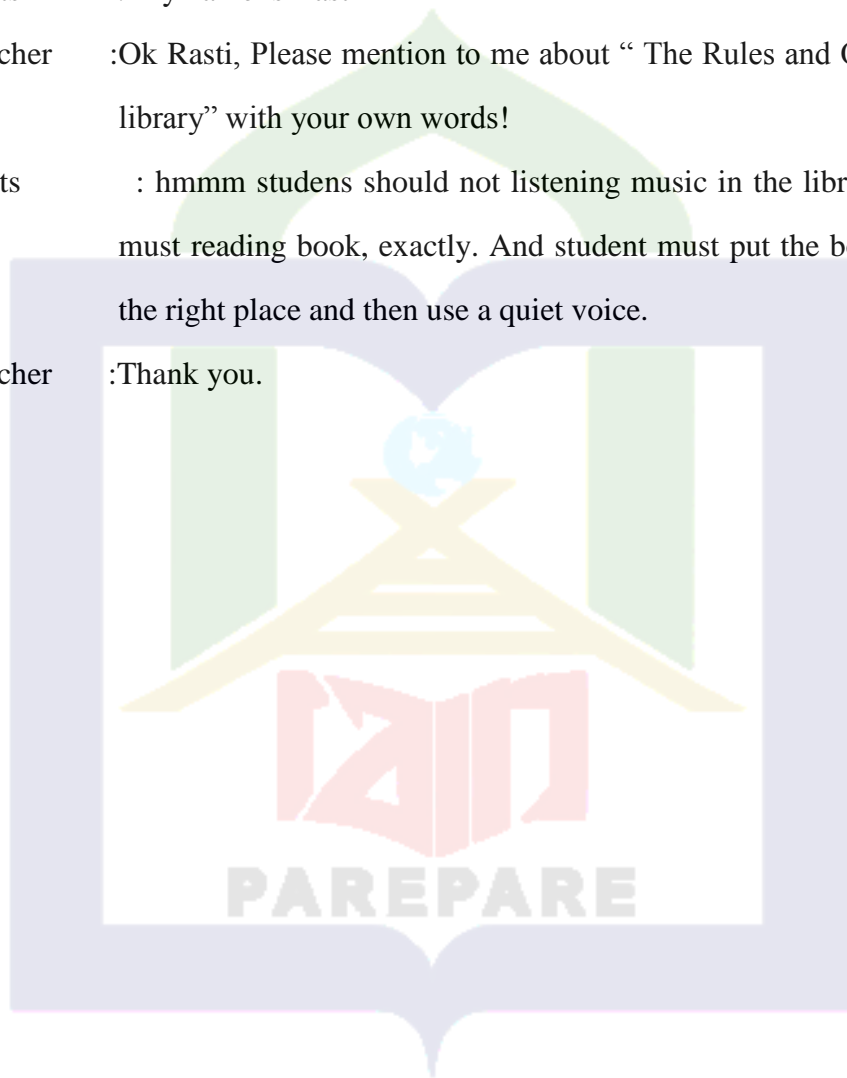
Appendix 4 RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 01

Sekolah : SMPN 09 Satap Maiwa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ Genap

Materi Pokok : Rules and Obligation

Topic : Should

Alokasi Waktu : 2x 45 menit

A. KOMPETENSI INTI (KI)

Memahami, menerapkan, mengidentifikasi fungsi sosial, sturktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan meminta informasi terkait nama, benda, dan bangunan publik yang dekat dengan sehari hari, sesuai dengan konteks penggunaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama benda, dan bangunan public yang dekat dengan kehidupan siswa sehari hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Peserta didik mampu menyampaikan melakukan percakapan dan membuat ungkapan tentang peraturan yang harus dilakukan di perpustkakaan dengan topik **"Should"** dan daftar ungkapan yang diberikan.

2. Peserta didik mampu memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. Peserta didik mampu berkomunikasi dengan kelompok belajarnya.

4. Peserta didik mampu membuat mind mapping dengan teman kelompoknya dan mempresentasikan maksud dari gambar mind mapping.

C. TUJUAN PEMBELAJARAN

Setelah proses bertanya, mengamati, mengumpulkan informasi, mengkomunikasikan dan mengolah informasi, peserta didik dapat:

1. menyampaikan melakukan percakapan dan membuat percakapan tentang peraturan yang harus dilakukan di perpustakaan dengan topik **"Should"** dan daftar ungkapan yang diberikan.

2. memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. berkomunikasi dengan kelompok belajarnya.

4. membuat mind mapping dengan teman kelompoknya dan menyampaikan maksud dari gambar mind mapping.

D. MATERI PEMBELAJARAN

(Meeting Material 1) Should

https://youtu.be/Nk9RsTnQWfs

how to make library rules poster
13 rb x ditonton · 1 thn lalu

E. ALAT, MEDIA, SUMBER BELAJAR

1. Media : Drawing Book
2. Alat : LCD, Proyektor, Papan Tulis, Spidol
3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, Internet

F. LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (10 Menit)

- Guru Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru menanyakan pengalaman siswa dalam bebahasa inggris (social chat)

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan Latihan Latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 Menit)

- Peneliti membagi siswa ke dalam beberapa kelompok terdiri dari 1-4 orang
- Peneliti menyajikan video tentang topic "Should"
- Peneliti memperkenalkan daftar vocabulary tentang topik yang telah ditentukan
- Peneliti membimbing siwa untuk mengetahui dan mengucapkan ungkapan yang sesuai dengan video dan topik
- Peneliti memberikan kesempatan kepada siswa untuk berdiskusi dengan teman kelompoknya
- Peneliti mengarahkan siswa untuk membuat kesimpulan dari video yang diberikan dengan membuat mind mapping
- Peneliti menunjuk perwakilan dari setiap kelompok untuk tampil di depan kelas untuk mempresentasikan "mind mapping " mereka.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan
- Guru menyampaikan gambaran singkat tentang materi selanjutnya
- Guru berterimahkasi kepada siswa atas perhatianya dan mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 02

Sekolah   : SMPN 09 Satap Maiwa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ Genap

Materi Pokok : Rules and Obligation

Topic   : Shouldn't

Alokasi Waktu : 2x 45 menit

A. KOMPETENSI INTI (KI)

Memahami, menerapkan, mengidentifikasi fungsi sosial, sturktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan meminta informasi terkait nama, benda, dan bangunan publik yang dekat dengan sehari hari, sesuai dengan konteks penggunaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama benda, dan bangunan public yang dekat dengan kehidupan siswa sehari hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Peserta didik mampu menyampaikan melakukan percakapan dan membuat ungkapan tentang peraturan yang harus dilakukan di perpustkakaan dengan topik **"Shouldn't"** dan daftar ungkapan yang diberikan.

LXXX

2. Peserta didik mampu memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. Peserta didik mampu berkomunikasi dengan kelompok belajarnya.

4. Peserta didik mampu membuat mind mapping dengan teman kelompoknya dan mempresentasikan maksud dari gambar mind mapping.
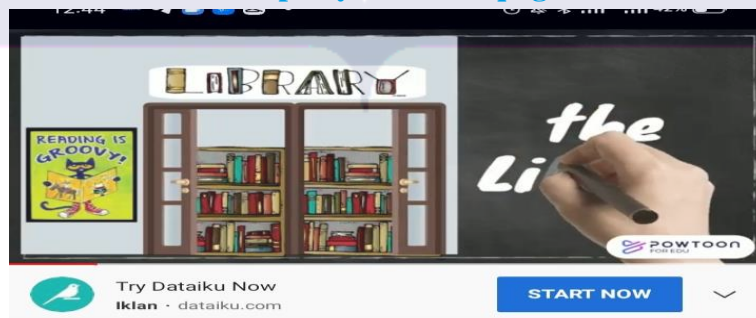
C. TUJUAN PEMBELAJARAN

Setelah proses bertanya, mengamati, mengumpulkan informasi, mengkomunikasikan dan mengolah informasi, peserta didik dapat:

1. menyampaikan melakukan percakapan dan membuat percakapan tentang peraturan yang harus dilakukan di perpustakaan dengan topik **"Shouldn't"** dan daftar ungkapan yang diberikan.

2. memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. berkomunikasi dengan kelompok belajarnya.

4. membuat mind mapping dengan teman kelompoknya dan menyampaikan maksud dari gambar mind mapping.

D. MATERI PEMBELAJARAN

(Meeting Material 2) Shouldn't

https://youtu.be/cfqKgFJx8co

Library Rules
1,3 rb x ditonton · 2 thn lalu

E. ALAT, MEDIA, SUMBER BELAJAR

1. Media : Drawing Book

2. Alat : LCD, Proyektor, Papan Tulis, Spidol

3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, Internet

4. LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (10 Menit)

- Guru Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru menanyakan pengalaman siswa dalam bebahasa inggris (social chat)

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan Latihan Latihan dan tugas dalam pembelajaran.
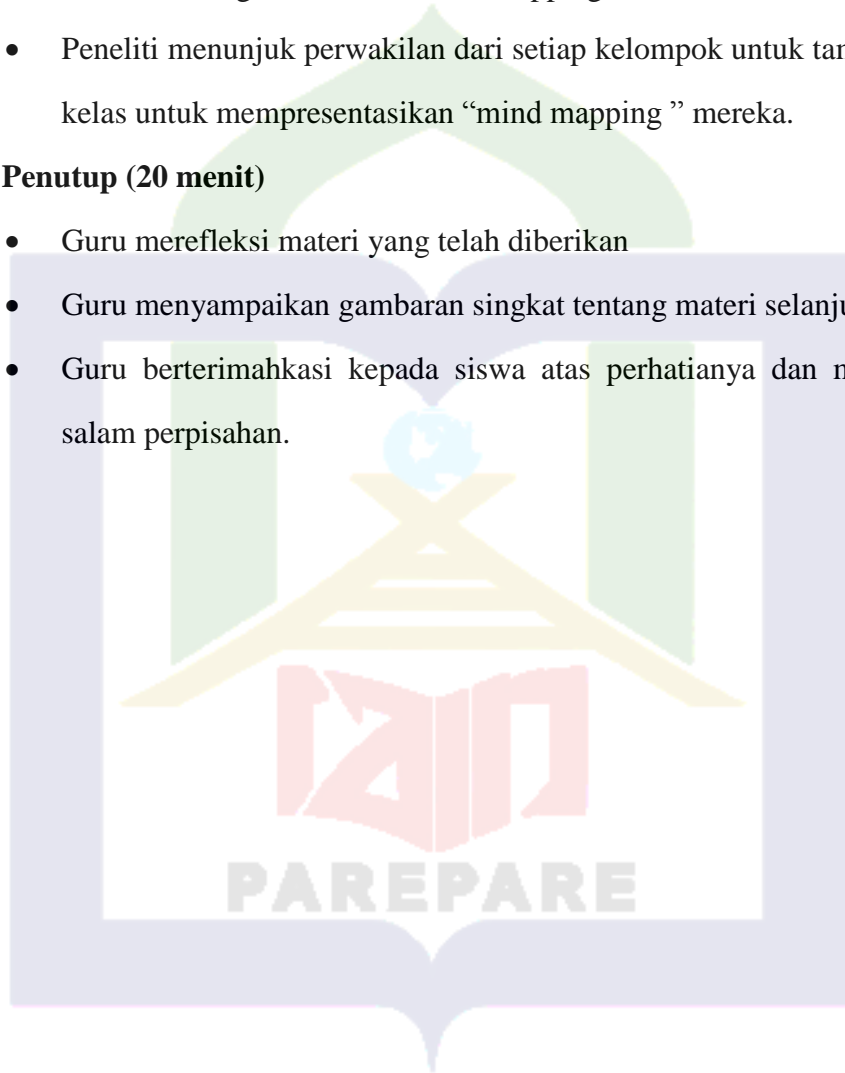
2) Kegiatan Inti (60 Menit)

- Peneliti membagi siswa ke dalam beberapa kelompok terdiri dari 1-4 orang

- Peneliti menyajikan video tentang topic "Shouldn't"

- Peneliti memperkenalkan daftar vocabulary tentang topik yang telah ditentukan

- Peneliti membimbing siwa untuk mengetahui dan mengucapkan ungkapan yang sesuai dengan video dan topik

- Peneliti memberikan kesempatan kepada siswa untuk berdiskusi dengan teman kelompoknya
- Peneliti mengarahkan siswa untuk membuat kesimpulan dari video yang diberikan dengan membuat mind mapping
- Peneliti menunjuk perwakilan dari setiap kelompok untuk tampil di depan kelas untuk mempresentasikan "mind mapping " mereka.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan
- Guru menyampaikan gambaran singkat tentang materi selanjutnya
- Guru berterimahkasi kepada siswa atas perhatianya dan mengucapkan salam perpisahan.

LXXXIII

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 03

Sekolah   : SMPN 09 Satap Maiwa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ Genap

Materi Pokok : Rules and Obligation

Topic   : Must

Alokasi Waktu : 2x 45 menit

A. KOMPETENSI INTI (KI)

Memahami, menerapkan, mengidentifikasi fungsi sosial, sturktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan meminta informasi terkait nama, benda, dan bangunan publik yang dekat dengan sehari hari, sesuai dengan konteks penggunaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama benda, dan bangunan public yang dekat dengan kehidupan siswa sehari hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Peserta didik mampu menyampaikan melakukan percakapan dan membuat ungkapan tentang peraturan yang harus dilakukan di perpustkakaan dengan topik **"Must"** dan daftar ungkapan yang diberikan.

2. Peserta didik mampu memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. Peserta didik mampu berkomunikasi dengan kelompok belajarnya.

4. Peserta didik mampu membuat mind mapping dengan teman kelompoknya dan mempresentasikan maksud dari gambar mind mapping.

C. TUJUAN PEMBELAJARAN

Setelah proses bertanya, mengamati, mengumpulkan informasi, mengkomunikasikan dan mengolah informasi, peserta didik dapat:

1. menyampaikan melakukan percakapan dan membuat percakapan tentang peraturan yang harus dilakukan di perpustakaan dengan topik **"Must"** dan daftar ungkapan yang diberikan.

2. memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.

3. berkomunikasi dengan kelompok belajarnya.

4. membuat mind mapping dengan teman kelompoknya dan menyampaikan maksud dari gambar mind mapping.

D. MATERI PEMBELAJARAN

(Meeting Material 3) Must

https://youtu.be/KM4g3n50v8k

E. ALAT, MEDIA, SUMBER BELAJAR

1. Media : Drawing Book

2. Alat : LCD, Proyektor, Papan Tulis, Spidol

3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, Internet

4. LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (10 Menit)

- Guru Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru menanyakan pengalaman siswa dalam bebahasa inggris (social chat)

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan Latihan Latihan dan tugas dalam pembelajaran.
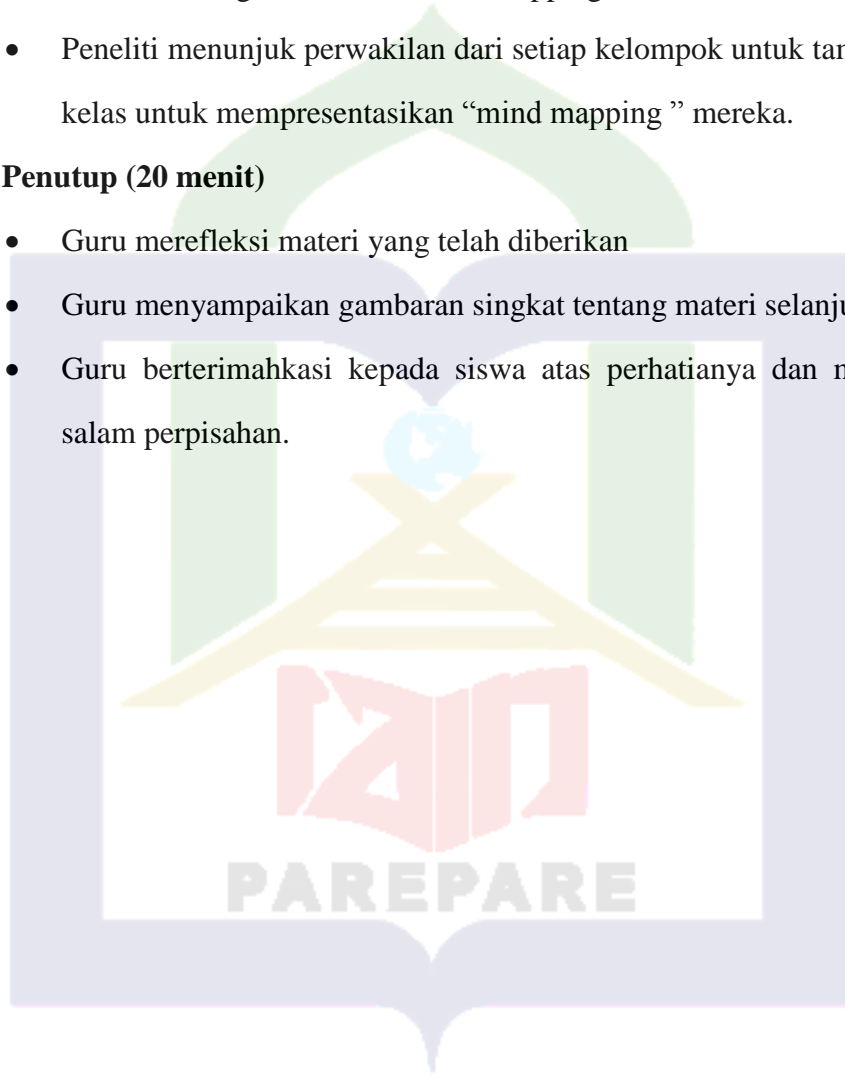
2) Kegiatan Inti (60 Menit)

- Peneliti membagi siswa ke dalam beberapa kelompok terdiri dari 1-4 orang

- Peneliti menyajikan video tentang topic "Should"

- Peneliti memperkenalkan daftar vocabulary tentang topik yang telah ditentukan

- Peneliti membimbing siwa untuk mengetahui dan mengucapkan ungkapan yang sesuai dengan video dan topik

LXXXVI

- Peneliti memberikan kesempatan kepada siswa untuk berdiskusi dengan teman kelompoknya
- Peneliti mengarahkan siswa untuk membuat kesimpulan dari video yang diberikan dengan membuat mind mapping
- Peneliti menunjuk perwakilan dari setiap kelompok untuk tampil di depan kelas untuk mempresentasikan "mind mapping " mereka.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan
- Guru menyampaikan gambaran singkat tentang materi selanjutnya
- Guru berterimahkasi kepada siswa atas perhatianya dan mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 04

Sekolah   : SMPN 09 Satap Maiwa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ Genap

Materi Pokok   : Rules and Obligation

Topic   : Mustn't

Alokasi Waktu   : 2x 45 menit

A. KOMPETENSI INTI (KI)

Memahami, menerapkan, mengidentifikasi fungsi sosial, sturktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan meminta informasi terkait nama, benda, dan bangunan publik yang dekat dengan sehari hari, sesuai dengan konteks penggunaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama benda, dan bangunan public yang dekat dengan kehidupan siswa sehari hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Peserta didik mampu menyampaikan melakukan percakapan dan membuat ungkapan tentang peraturan yang harus dilakukan di perpustkakaan dengan topik **"Mustn't"** dan daftar ungkapan yang diberikan.

LXXXVIII

2. Peserta didik mampu memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.
3. Peserta didik mampu berkomunikasi dengan kelompok belajarnya.
4. Peserta didik mampu membuat mind mapping dengan teman kelompoknya dan mempresentasikan maksud dari gambar mind mapping.

C. TUJUAN PEMBELAJARAN

Setelah proses bertanya, mengamati, mengumpulkan informasi, mengkomunikasikan dan mengolah informasi, peserta didik dapat:

1. menyampaikan melakukan percakapan dan membuat percakapan tentang peraturan yang harus dilakukan di perpustakaan dengan topik **"Mustn't"** dan daftar ungkapan yang diberikan.
2. memberikan respon terhadap arahan yang diberikan yang merujuk pada topik.
3. berkomunikasi dengan kelompok belajarnya.
4. membuat mind mapping dengan teman kelompoknya dan menyampaikan maksud dari gambar mind mapping.

D. MATERI PEMBELAJARAN

(Meeting Material 4) Mustn't

https://youtu.be/KM4g3n50v8k
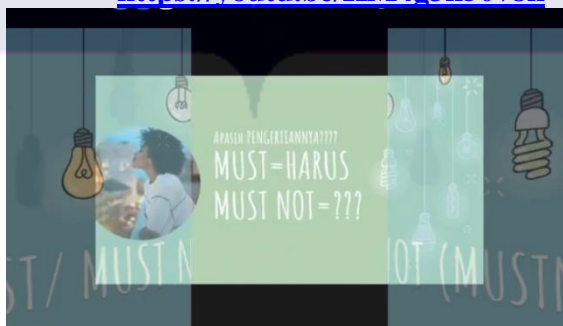
Must and Musn't(@Learn English with

E. ALAT, MEDIA, SUMBER BELAJAR

1. Media   : Drawing Book

2. Alat   : LCD, Proyektor, Papan Tulis, Spidol

3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, Internet

4. LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan (10 Menit)

- Guru Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru menanyakan pengalaman siswa dalam bebahasa inggris (social chat)

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan Latihan Latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 Menit)

- Peneliti membagi siswa ke dalam beberapa kelompok terdiri dari 1-4 orang

- Peneliti menyajikan video tentang topic "Should"

- Peneliti memperkenalkan daftar vocabulary tentang topik yang telah ditentukan

- Peneliti membimbing siwa untuk mengetahui dan mengucapkan ungkapan yang sesuai dengan video dan topik

XC

- Peneliti memberikan kesempatan kepada siswa untuk berdiskusi dengan teman kelompoknya
- Peneliti mengarahkan siswa untuk membuat kesimpulan dari video yang diberikan dengan membuat mind mapping
- Peneliti menunjuk perwakilan dari setiap kelompok untuk tampil di depan kelas untuk mempresentasikan "mind mapping" mereka.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan
- Guru menyampaikan gambaran singkat tentang materi selanjutnya
- Guru berterimahkasi kepada siswa atas perhatianya dan mengucapkan salam perpisahan.

Appendix 5 Distribution T -Table

Df	α (level of significance) (*one-tailed test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 6 Documentation

↓ Representatives from each group have presented the result of their discussion and mind mapping

↓ The researcher guided and corrected the students mind mapping

↓ Students have discussed and drawn their mind mapping

↓ The researcher has introduced the vocabulary contained in the video

Last meeting after post-test

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 104 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Dr. H. Saepudin, S.Ag., M.Pd.
		2. Nur Asiza, M.Pd.
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Sitti Nurjanna
NIM	:	18.1300.018
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Content Based Instruction Method Toward Depelovement Of Speaking Ability at SMP Negeri 9 Satap Maiwa Enrekang

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare.
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	10 Januari 2022
Dekan		

H. Saepudin

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email. mail@iainpare.ac.id

Nomor : B.2668/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Enrekang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Siti Nurjanna
Tempat/ Tgl. Lahir	: Enrekang, 20 September 2000
NIM	: 18.1300.018
Fakultas/ Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Manyamba, Desa Tanete, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"Using Content Based Instruction Approach To Improve Students Speaking Ability At SMP Negeri 09 Satap Maiwa Enrekang".** Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 28 Juli 2022
Wakil Dekan I,

Bahtiar

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 03 Agustus 2022
Kepada

Nomor	: 487/DPMPTSP/IP/VIII/2022	Yth. Kepala Sekolah SMP Negeri 09
Lampiran	: -	Satap Maiwa
Perihal	: Izin Penelitian	Di-

Kec. Maiwa

Berdasarkan surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare, Nomor: B.2668/In.39.5.1/PP.00.9/07/2022, tanggal 28 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	***Siti Nurjanna***
Tempat Tanggal Lahir	:	Tanete, 20 September 2000
Instansi/Pekerjaan	:	Mahasiswi
Alamat	:	Dusun Tanete Desa Tanete Kec. Maiwa

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul: **"Using Content Based Instruction Approach To Improve Students Speaking Ability At SMP Negeri 09 Satap Maiwa Enrekang."**

Dilaksanakan mulai, Tanggal 03 Agustus 2022 s/d 03 September 2022

Pengikut/Anggota : -

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas fotocopy hasil Skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG
Kepala DPM PTSP Kab. Enrekang

Dr. Ir. CHAIDAR BULU. ST.MT
Pangkat : Pembina Tk.I
Nip : 19750528 200212 1 005

Tembusan Yth :
1. Bupati Enrekang (Sebagai Laporan).
2. Kepala BAKESBANG-POL Kab. Enrekang.
3. Kepala Disdikbud Kab. Enrekang.
4. Camat Maiwa.
5. Rektor IAIN Parepare.
6. Dekan Fakultas Tarbiyah IAIN Parepare.
7. Yang Bersangkutan (*Siti Nurjanna*).
8. Pertinggal.

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PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMPN 9 SATAP MAIWA BARINGIN
NPSN 69765095
Alamat : Desa Baringin,Kec. Maiwa Kab. Enrekang Prov. Sulawesi Selatan Kode Pos 91761

SURAT KETERANGAN PENELITIAN
Nomor : 034/SMPN.9.MW/IX/2022

Yang bertanda tangan di bawah ini, Kepala UPT SMPN 9 Satap Maiwa menerangkan bahwa :

Nama	: Siti Nurjanna
NIM	: 18.1300.018
Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Lembaga	: Institut Agama Islam Negeri Parepare

Benar telah melakukan penelitian di UPT SMPN 9 Satap Maiwa pada tanggal 25 Juli sampai

dengan 25 Agustus 2022 dalam rangka penyusunan skripsi yang berjudul :

"USING CONTENT BASED INSTRUCTION APPROACH TO IMPROVE STUDENTS SPEAKING ABILITY AT SMPN 9 SATAP MAIWA ENREKANG"

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya.

Baringin, 23 September 2022
Kepala Sekolah,

RUSTAM BABA, SS., M.Pd
NIP. 19780128 200604 1 015

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CURRICULUM VITAE

Siti Nurjanna, the writer was born on 20th September 2000 in Tanete, Maiwa and South Sulawesi. She is the second child from three children in her family, her father's name is hamsah and her mother's name is Saiya. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2007-2012 in SD 95 Tanete, and graduated on 2012. At the same year she study in MTS.N. 3 Enrekang and finished on 2015. Then continued her study in SMAN 4 Enrekang and graduated in 2018. Then continued her study at Tarbiyah Faculty of IAIN Parepare on 2018 and completed her study with the title " Using Content Based Instruction Approach to Improve Speaking Ability at SMP 9 SATAP Maiwa Enrekang".