

DISSERTATION

**DEVELOPING THEME-BASED TASKS WITH TOPICS
FAMILIARITY TO PROMOTE LEARNERS' PRODUCTIVE
LANGUAGE SKILLS AT JUNIOR SECONDARY EDUCATION**

PENGEMBANGAN TUGAS PEMBELAJARAN BERBASIS TEMA
DENGAN KEAKRABAN TOPIK UNTUK MENINGKATKAN KEMAMPUAN
BAHASA PRODUKTIF PEMBELAJAR BAHASA INGGRIS PADA
PENDIDIKAN MENENGAH PERTAMA

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**POSTGRADUATE SCHOOL
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**DEVELOPING THEME-BASED TASKS WITH TOPICS
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Makassar, January 12, 2021

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Menyatakan bahwa Disertasi yang berjudul **"Developing Theme-Based Tasks with Topics Familiarity to Promote Learners' Productive Language Skills at Junior Secondary Education"** adalah BENAR merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain.

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ABSTRACT

KHADIJAH MAMING. *Developing Theme-Based Tasks with Topics Familiarity to Promote Learners' Productive Language Skills at Junior Secondary Education* (Supervised by Noer Jihad Saleh, Abdul Hakim Yassi and Ria Rosdiana Jubhari).

This research aims to study the theory of content-based instruction approach by developing theme-based tasks with topics familiarity as an English instructional activity. This study focused on four objectives of research namely investigating the instructional components involved in theme-based tasks with topics familiarity for teaching and learning process of productive language skills at junior secondary education, investigating appropriate model of theme-based tasks with topics familiarity, investigating the effect of theme-based tasks with topics familiarity tasks in promoting the learners' productive language skills and knowing the teachers and learners perceptions of theme-based tasks with topics familiarity.

This type of research was descriptive study with research and development (R and D) design by a combined design qualitative and quantitative methods. This research was conducted in junior secondary schools in Parepare. There were ten English teachers and eighty-six students participated as subjects of this research. The ten English teachers were chosen from different schools as well as the students. The steps of collecting data in this research were conducted by analyzing, designing, developing, implementing and evaluating. It used guided question for interview, questionnaire, speaking and writing tests, and observation sheet as research instruments. The research data were analyzed quantitatively and qualitatively.

The results of this study indicate that first, there are ten instructional components that are important aspects in designing theme-based tasks with topics familiarity namely learning objective, learning material, learning activity, class organization, delivery mode, skill focus, use of media, learning resource, students' worksheet and evaluation. Second, the appropriate model of theme-based tasks to promote productive language skills includes learning stages, learning activities and learning orientation. Third, the implementation of theme-based tasks can promote the learners' productive language skills. This is indicated by the students' achievement and the comparison of pretest and posttest show significant progress and improvement. Fourth, the teachers provide their positive perceptions of theme-based tasks, strengthen cooperative learning, empower student-centered classroom activities and create experiential learning. Then, the students perceive interested in learning English through theme-based tasks with topics familiarity because it assists them to acquire meaningful learning experiences, increases their passion to practice their English abilities orally and written form.

Keywords: Theme-Based Tasks, Topics Familiarity, Productive Language Skills, Improvement

ABSTRAK

KHADIJAH MAMING. *Pengembangan Tugas Pembelajaran Berbasis Tema dengan Menggunakan Keakraban Topik untuk Meningkatkan Kemampuan Bahasa Produktif Bahasa Inggris Pembelajar pada Pendidikan Menengah Pertama* (dibimbing oleh Noer Jihad Saleh, Abdul Hakim Yassi dan Ria Rosdiana Jubhari).

Penelitian ini bertujuan mengkaji teori pendekatan pembelajaran berbasis isi dengan pengembangan tugas pembelajaran berbasis tema dengan keakraban topik sebagai sebuah aktivitas pembelajaran. Ada empat tujuan penelitian yaitu untuk mengetahui komponen-komponen pembelajaran seharusnya dilibatkan pada tugas pembelajaran berbasis tema dengan keakraban topik dalam proses belajar mengajar kemampuan bahasa produktif bahasa Inggris, untuk mengetahui model tugas pembelajaran tema yang tepat, untuk mengetahui dampak dari tugas pembelajaran berbasis tema meningkatkan kemampuan bahasa produktif pembelajar dan untuk mengetahui persepsi guru dan siswa terhadap tugas pembelajaran berbasis tema.

Jenis penelitian ini deskriptif dengan rancangan penelitian dan pengembangan yang menggabungkan metode kualitatif dan kuantitatif. Penelitian ini dilakukan di Sekolah Menengah Pertama di Parepare. Ada sepuluh guru bahasa Inggris dan delapan puluh enam siswa berpartisipasi sebagai subjek penelitian. Sepuluh guru tersebut dipilih dari sekolah yang berbeda begitupun siswa. Langkah-langkah mengumpulkan data yakni menganalisis, merancang, mengembangkan, mengimplementasi dan mengevaluasi. Penelitian ini menggunakan pertanyaan terbimbing untuk wawancara, angket, tes kemampuan berbicara dan menulis, dan lembar observasi. Data penelitian dianalisis secara kuantitatif dan kualitatif.

Hasil penelitian ini menunjukkan bahwa *pertama*, ada sepuluh komponen pembelajaran yang menjadi aspek-aspek penting dalam merancang tugas pembelajaran berbasis tema dengan menggunakan keakraban topik yaitu tujuan pembelajaran, materi pembelajaran, aktivitas pembelajaran, organisasi kelas, cara penyampaian, fokus kemampuan, penggunaan media, sumber pembelajaran, lembar kerja siswa, dan evaluasi. *Kedua*, model tugas pembelajaran berbasis tema untuk meningkatkan kemampuan produksi bahasa meliputi tahap pembelajaran, aktivitas pembelajaran, dan orientasi pembelajaran. *Ketiga*, implementasi tugas pembelajaran berbasis tema dapat meningkatkan kemampuan produksi Bahasa Inggris. *Keempat*, para guru memberikan persepsinya secara positif terhadap tugas berbasis tema yang memperkuat pembelajaran berkelompok memberdayakan aktivitas kelas berpusat pada siswa dan menciptakan pembelajaran pengalaman. Kemudian, para siswa mempersepsikan tertarik untuk belajar bahasa Inggris melalui tugas berbasis tema dengan keakraban topik.

Kata kunci: Tugas Berbasis Tema, Keakraban Topik, Kemampuan Produksi Bahasa, Peningkatan



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LIST OF ABBREVIATION

ADDIE	Analysis, Design, Development, Implementation, Evaluation
CBI	Content-Based Instruction
CBLT	Content-Based Language Teaching
CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EMI	English Medium Instruction
ESL	English as a Second Language
ESP	English for Specific Purposes
CBEC	Content Based ESL Curriculum
GLOBE	Global Learning and Observations to Benefit the Environment
ISD	Instructional Systems Design
L1	First Language
L2	Second Language
MGMP	<i>Musyawah Guru Mata Pelajaran</i>
R and D	Research and Development
SLA	Second Language Acquisition
TBL	Team-Based Learning
TBLL	Task-Based Language Learning (TBLL)
TBLT	Task-Based Language Teaching
TBT	Theme-Based Tasks

CHAPTER I

INTRODUCTION

This chapter deals with sections, they are; background, research question, objective of the research, significance of the research, and scope of the research. The explanation of each section is described in detail in the following sections.

A. Background

Instructional approaches are essential tools for learning process. This statement means that instruction is fundamental for education including a transfer of learning from teachers to students in which the teachers give direction and the students receive instruction to do learning activities. Academic community must confirm that instructional approaches involve learning models present their purpose of establishing effective teaching-learning process. Instructional model is one of the main means in the process of language teaching instruction. Instruction includes the activities of educating or instructing activities that deliver knowledge and skill. It becomes a main means of learning experience for students covering knowledge, skill, behavior, attitude and norm (Dewey, 1997).

Basically, instruction explores the process of teaching and learning (Sugandi, 2004). Teaching means giving lessons related to a particular subject to a learners group and learning means gaining knowledge by studying, being taught, being educated and experiencing. The existence of the instructional model in teaching process determines the quality of teaching and learning process. The instruction is recognized as a process of involving teachers, students, all components such as goals, materials, methods, tasks and assessment tools. So that, instructional process can be meant as an interconnected system between its components in achieving the appointed goals of learning.

Through instructional model applied by the teachers, the students can acquire English abilities, not only to communicate, but also used as a tool to comprehend the subject matter in school and college. Therefore, the instructional models need to be presented to the students in a valuable activity and task that help learning process in classroom. Besides, it can facilitate the teachers to meet the students' needs in learning activity. It also improves the teacher's performance as the instructor in the classroom. Therefore, in teaching the students how to comprehend the content of materials fully, the students should be facilitated with good instructional model that assist them having broad meaning comprehension, a much wider knowledge, valuable study and thinking skills, enhancing students' critical thinking ability and promote the students' motivation and interest.

Explicitly, Akdeniz (2016) states instruction is a product of teaching and learning. It is defined as the whole process applied for learning to appear and for development of the target behavior that learners are expected to have. It has purposeful organization of experiences to assist students achieve intended change in their performance of learning. Instruction is also known as an action taken by teachers to create a stimulating learning environment for the aim of providing guidance along with the necessary instructional tools and carrying out activities that facilitated learning and help develop the progress of students' proficiency and achievement. This concept of instruction brings the researcher argues that instruction is a combination of teaching and learning activities include facilitating the learning process and guiding the students.

Additionally, the term of instruction is redefined by Abidin (2014) as a learning process built up by the teacher to improve the creativity of thinking which it can improve the students' competence in constructing new knowledge as effort to master the subject matter and promote the language skills. He states that an instruction consists of a set of learning activities conducted by students to achieve learning

result under supervision, guidance and motivation of teacher. Therefore, instructional process must be performed practically that shows the students' activities in classroom. An instructional activity should be orientated to supply the students with language skills and subject matter content knowledge. To gain the orientations, thus the teacher holds important role of creating effective instructional process.

Similarly, Hosnan (2014) gives a view of instruction that orientates to empower all potencies possessed by students in order to have expected competence through efforts in building up and developing attitude, knowledge and skill. Other qualities that should be increased by curriculum and must be implemented in instructional process such students' creativity, autonomy, cooperative, solidarity and performance for creating good character. In achieving the good quality of instructional process, it needs main principles such learning is centred on students, develop the students' creativity, creating comfortable and challenging learning environment, containing the value, ethic, logic and esthetic, providing various learning experience through application of some contextual, efective, efficient and meaningful learning strategies and methods. From this point of view, instruction process requires to organize the learning activities into good and systematic sequence. Therefore, the teachers are highly expected to create and facilitate the students with innovative learning which encourage the students to play roles actively in classroom.

Consequently, Gagne and Briggs (2002) stated that instruction is a human effort whose purpose is to help people learn. While learning may happen without any instruction, the effects of instruction on learning are often beneficial and usually easy to observe. When instruction is designed to accomplish a particular goal of learning, it may or may not be successful. Therefore, the instructional design can be the sense of aiding learning. Moreover, instruction is a set of events which affect learners in such a way that learning is facilitated. In this case, the teacher plays an essential role in the arrangements of any these events. The learning and teaching

process as one form of instruction. In order to be effective, it must be planned. This means that a teacher must design the instructional steps in a systemic way.

The purpose of designed instruction is to activate and support the learning of the individual student. The learning aids should bring all individuals closer to the goals of optimal use of their talents, enjoyment of life, and adjustment to the physical and social environment. Renandya (2017) argued that a teacher is expected to use a variety of teaching methods, customized to the individual needs of the students will be more successful in engaging them towards achieving the L2 learning targets. He enriched his statement about instructional skills that teaching is more than just making decisions about which specific teaching methods to adopt. It is a complex process that involves making decisions about what we want to teach, how we want to teach it, and how we know that we have been successful in teaching it. As effective teachers are very skillful in formulating the objective of the course, designing learning activities and evaluating the students by using an appropriate instrument.

Seeing the reality in the outside, there are limited number of development studies for extending the instructional activity model in term of learning tasks at secondary education. It seems caused by a factor of the lack of interest to focus on developing and designing learning activities for learning atmosphere at secondary education. There are several studies have been read by researcher related to development of the learning materials and learning methods for tertiary level however, she found still very limited quantity for designing instructional activity model for secondary education. Otherwise, there are large quantities of studies focusing on testing theory not developing theory or modifying theory. It indicates the studies are less touching development research method. Furthermore, indeed, it is an undeniable fact that teaching and learning English in EFL contexts such in this particularly context are uneasy tasks for both teachers and learners since English subject is provided parallel with content subject

that use English as a medium of instruction. It causes an urgent demand of high level of English proficiency applying in this study. Therefore, not only communicative skills are requested, but also English academic skills are required.

Moreover, the teachers did not try to create and develop content-based instruction as teaching and learning tasks to increase the students' language skills and material content comprehension. Basically, the problems in learning and teaching English as a foreign language is closely related to teachers and students. In this case, the problems of learning process are influenced by the methods applied by teachers in teaching (Amrullah, 2018). In the process of English teaching and learning at secondary levels in term of junior high schools in Parepare, English teachers mainly implement the traditional teacher-centered approach. It means that the teachers monopolize the teaching and learning process. It makes the students become passive in class atmosphere and they receive limited input to the instructional process. As a result, a teaching approach integrating both content and language teaching and learning as CBI approach was selected to improve the students' integrated skills in secondary education context. It is claimed that a second or foreign language is learned most effectively when used as the medium to convey informational content of interest and relevance to the learner (Brinton, Snow, and Wesche, 1989).

Responding to the condition, this research is going to develop the three CBI approach models pioneered by Brinton, Snow, and Wesche (1989) namely Theme-Based Language Instruction, Sheltered Content Instruction and Adjunct Language Instruction by extending into four teaching and learning models. The urgency of conducting this study is based on review results on the limitations of the three models of CBI. In this case, there should be features added in the three models of CBI. The researcher is highly motivated to investigate what CBI model is appropriate to be applied at secondary school context for maximizing the students' academic and language skills. The

researcher found the sheltered and adjunct CBI models generally occur in English L1 contexts. The goal of teachers using sheltered and adjunct of CBI is to enable their ESL/EFL students to study the similar content material as regular English L1 students. Sheltered CBI separates between native-speaking students and non-native speaking students. This model is not general for all contexts. It is just very appropriate implemented in the certain countries use English as first language or mother tongue. In other words, implementation of this sheltered model is not appropriate for school context such as secondary education in Indonesian contexts because the use of English as a foreign language. In other words, it does not provide native speaking.

Then, the adjunct model limits its use on ESP classes than non ESP classes where emphasis is placed on acquiring specific target vocabulary. It has typically been employed at the university level. On the other hand, it is less acceptable particularly at secondary education context with a reason of the students are required to enroll in two subjects namely content subject and language subject. Hence, CBI models should be modified then can be applied generally in all contexts of education level. As well as on theme-based language instruction has a weakness on teacher aspect. The English teachers are highly expected to have broad knowledge, high creativity, and capable to organize and extract materials. However, not all English teachers can reach the characteristics. Therefore, to support particularly the theme-based model, the researcher is encouraged to modify into activity-based language model to collaborate theme-based and activity based model. By a development of CBI models, the teachers are guided to organize the English language learning activities and tasks by utilizing selected topics that provide academic content for students.

The researcher concentrated on collaborating theme-based tasks with topics familiarity. This study used topics familiarity in designing classroom activities because they considered as one kind of

topics that are very relevant with their experience and personal life as well as suitable with the level of knowledge of this study's subjects. Besides, the topics familiarity regarded as interesting learning materials because help the students to develop their thoughts both in written and oral production as well as triggering the establishment of students' background knowledge, new knowledge and comprehension. These positive impacts have been proved by Shi (2012) in a research conducted in an EFL classroom. Salimi and Fatollahnejad (2012) added that topics familiarity also help the teachers to guide the learners develop their pre-writing skills. Through topics familiarity integrated into the theme-based task helped the learners to guide their prior knowledge in building up new knowledge so that make them to be easier in speaking and writing English. Therefore, the students that are more familiar with the topics are being learned accomplish tasks more efficiently as has been revealed by Hu, Lu and Joo (2013).

Academic skills are essential tools for Junior High students, which supported to use English as a medium of instruction. Effective participation in academic text comprehension and writing assignment depend on abilities to read, interpret and critically evaluate texts (Suwannoppharat and Kaewsua, 2015). Integrated language skills and academic skills are aimed to obtain knowledge and collecting information for learning English as a foreign language (EFL) both for education and professional development.

In language teaching nowadays, several instructional methods have been developed by some experts and researchers, for example language teaching that uses communicative approach. The practice of communicative approach can assist the learning process meaningful, useful and focused on student-centered classroom (Berlin, 2005). If compared the language teaching in the 20th century, in the year 2000 has been implemented comprehension-based approach that one of its orientation is CBI. In recent years, content-based instruction has become increasingly popular as a means of developing

the linguistic ability, cognitive aspect, comprehensible and accessible content. CBI is one of the content-language integrated approaches used to teach both content and language. It is as an effective approach to teach secondary education students because the students can develop their language skills as well as gain access to new concepts through meaningful content by the implementation of CBI. Besides, it is one effective way to motivate the students to learn English with rich content.

One of the government efforts to provide qualified human resource in facing globalization era is by applying the best instructional model in which integrating the content and language. In its operation, there are some problems faced, one of them is the lack of the students' competence in comprehending learning materials that taught in English. The lack of students' competences causes low achievement results and the students' communication ability orally in English. The recent studies reported that right now, there are still many teachers were not successful become role model as user of English well. The causes are the school and teachers have not conducted a learning approach that integrates between learning language is material and use of English. One of ways of integrating between learning material and introductory language is CBI. In other words, it is one of ways of helping them to improve the students' competence in understanding and comprehending the taught materials in English is by implementing CBI.

Content-based instruction is accepted as one of the most representative contributions to contemporary second/foreign language pedagogy, and has been widely used in an extensive number of educational settings all over the world in a variety of models (Chu, 2015). In the broad sense, CBI is part of what has been termed a "new paradigm" in language education. This new paradigm centers on the concepts of fostering our students "communicative competence" in the foreign language, this is the ability to communicate with native speakers in real-life situation, authentic interpersonal communication

that cannot be separated from the cultural, paralinguistic, and non-verbal aspects of language (Spolsky, 1978 in Stryker and Leaver, 1997). This concept is especially relevant to CBI, in order to prepare our students to live and work in a new culture, we must create a direct link between the classroom and the culture being studied.

The theoretical assumption of CBI reaches support from second language acquisition (SLA) theory by Krashen (1982). The hypothesis that language is the best acquired incidentally through exposure to extensive and meaningful input forms the basis for the application of CBI. The students are given many opportunities to process comprehensible input and practice in CBI classes. It is very important in second language acquisition to prepare the students with the opportunities of interaction with teachers and classmates as well as the strategies in executing the stages to improve the input and practice (Lantolf, 2000). In this case, it is necessary for language acquisition is input must be interesting and comprehensible (Krashen, 2013). Then, Krashen (2013) continues his ideas that classroom hour is encouraged to fill with aural comprehensible input. Teachers help make input comprehensible input in several ways. For example, the teachers help make the instruction and guide become comprehensible for students.

Moreover, in the earlier section on instructional modes, environmental factors can greatly the extent to which students learn, based on the psychological and social effects that result. The discussion of psychosocial factors finds its culmination in the explanation of Schumann, Crowell, et al (2004). Although much broader a discussion than shall be dealt with here, the core issue is that of distance, presuming that the greater the distance, the less acquisition take place. Psychosocial factors include language dominance/subordination, gender role relations, learning strategies (including grouping preferences), and perceived proximity between languages (*Berlin, 2005*). Consequently, in empowering the students' psychosocial aspect in learning activity, the learning atmosphere has

to be supported by appropriate instructional model. That way, the students are supposed to explore interesting content and are engaged in appropriate language-dependent activities. So that, the complex information about the subject matter is delivered through real life context for the students.

The students are assumed must be active and having good social roles in learning process. They have to be involved on interactive learning. In other words, the students learn through doing and are actively engaged in the learning process. They do not depend on the teacher to direct all learning or to be the source of all information. In brief, learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Regarding with these explanations, the teacher or lecturer are expected to implement an effective teaching that involves effective language instruction, such as; pedagogical, environmental, psychology and societal factors (*Berlin, 2005*).

Content-based language instruction is regarded as one of the most popular methods. This teaching method can simultaneously help learners use the foreign language to express their thoughts in different situations, and further use it as a tool to comprehend the subject matter in school and enhance the students' critical thinking ability (*Shang, 2006*). CBI is one of the language education approaches that counters the approaches that are rooted in behavioral precepts and bases itself into the principles of Communicative Language Teaching (CLT). CBI is a curricular approach in second and/or foreign language (L2/FL) education that advocates for negotiation of meaning through a target language (TL) communication and dialogue in class. CBI is designed to provide second-language learners instruction in content and language. It supports contextualized learning; Learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments and make a greater connection with the language and what they already know (*Channa and Soomro, 2015*).

Grabe and Stoller (1997) stated content-based instruction is a powerful innovation in language teaching across a wide range of instructional contexts. The instructional should be designed into informative activities that support success and assist the students learn complex skills. The activities underlying content-based instruction approach. They pointed out several strong rationales of CBI such in content-based classrooms, the students are exposed to a considerable amount of language while learning content; teachers and students explore interesting content while students are engaged in appropriate language-dependent activities; students have many opportunities to use language and discuss the content; CBI can develop the content knowledge, motivation and interest; CBI supports cooperative learning and project-based learning; and CBI involves the students' activeness in topic and activity learning selection. These rationales of CBI require for structuring the content, language, and strategy instruction and learning into meaningful and powerful language and content learning classroom environment.

Larsen-Freeman (2000) underlies the experience of applying CBI by listing observations and principles used in CBI. She has observed a class was studying geography. She noted several principles of CBI on its learning process. Some of them are the subject matter content is used for language teaching purposes, teaching process should build the students' previous experience, language is learned most effectively when it is used as a medium to convey informational content of interest to the students, vocabulary is easier to acquire when there are contextual clues to help obtain meaning and communicative competence can be constructed through the activities of reading, discussion, writing about content of subject matter. From this observation, can be meant that CBI activates of teacher's roles in giving instruction to the students to do learning activities related to the materials and also activate the students' roles in engaging with materials.

Based on the objective of the teaching of English in Indonesia is mainly to enable the students to use English for communication both taught oral and written. This statement is mentioned in the rule of educational system. Furthermore, the Ministry of Education (2006) reinforces specifically that the standard of aim of teaching speaking and writing is to train the students to be able to express their thoughts meaningfully in real life both of oral and written form. It supports the increasing of globalization, content based instruction becomes central organizing principles in curriculum development, pedagogy and assessment. The English teachers are increasingly required to become people who understand the content when teaching language through content. Besides, they are expected to deliver their courses in English, potentially posing challenges to both their language level and their pedagogical tool. Consequently, the students at Secondary education are expected to have a good capability in language skills, the students also are expected to master the content of subject matter.

Nadera (2015) expressed that teaching and learning English as a second or foreign language has not been easy for both teachers and learners. The English teachers face problems in teaching process and learners also face difficulties in learning process. So that, it is difficult to achieve the learning outcome that is communicative competence. Many factors affect the problems, some of them are students' motivation and instructional activity process. As well as, the problems are found in learning activity process and the students' achievement on language skill subjects in Parepare. The teachers find the difficulties in constructing the students' competence and comprehension towards the content of learning materials. This causes the students also find difficulties in reaching the good learning experience.

Richards (2018) stated a classroom activity is something the teacher assigns the learners to do in order to achieve a specific learning outcome. Applying learning activities must involve collaboration. The students are highly motivated to enjoy and socialize

with their classmates if the classroom organized through collaboratively technique. The activities can work best with students are those in which they are working with others in pairs or groups, rather than remaining in their seats, listening to the teacher. The activities that involve collaboration require careful preparation to ensure that students have the words and expressions they need in order to carry out an activity (Richards, 2014). Basically, collaborative learning and cooperative learning mean the same thing and part of an approach that emphasizes maximum use of cooperative activities involving pairs and small groups students (Richards, 2018). Related to the present research, the instructional activity development in term of CBI tasks organized by using principles of cooperative learning or collaborative learning. CBI tasks are derived from definition of tasks are activities where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome (Willis, 1996). The tasks are illustrated in a sequence of learning activity that done by students. The emphasis is on understanding and conveying meanings in order to complete the task in a meaningful way successfully (Willis, 1996).

In related to this study of content-based instruction tasks, Amrullah (2018) asserts task-based learning approach recognized as a practical approach in instructional process that has variety of activities and leads the students to think independently and improve their achievement in the target language is being learned by the students. With this in mind, this present research is going to explore in depth appropriate design of CBI tasks to promote the students' productive skills at secondary level in Parepare. The development of content-based instruction tasks enriched value to productive skills instruction and established learning environment in which improve the students' engagement in teaching and learning activities. Through this CBI task model, the researcher believes that it is good to be implemented in secondary level in Indonesian context. This CBI task has the potential to maximize the students' learning achievement in

English subject. Through this study, the researcher instills very high belief that CBI tasks has important implications for foreign language learners. Building the students' learning experiences and facilitating the students' meaningful language use are parts of pedagogical implication of CBI tasks across all levels of schooling of elementary, secondary, post-secondary and even higher education context.

B. Problem Statement

The problems appeared were identified through a questionnaire given to the secondary education teachers in Parepare. This questionnaire was arranged by adopting the construction, administration and process of making it from a book written by Dornyei (2003). It was distributed to them to investigate the teachers' experiences in teaching and learning process, their preliminary voices and perspectives toward CBI and even their problems during the teaching and learning activity. From the questionnaire, it indicates the students' language skills particularly speaking and writing performance are mostly categorized as fair classification. There are 75% students having fair competence in speaking skill and 25% students have poor competence in writing skill. Then, there are 75% secondary teachers stated that they seldom integrate content and language in their English instructional activities. Similarly, mostly the teachers state that the students' motivation is also categorized as unsatisfactory classification which proved by teachers' opinion toward their students' motivation approximately 87.5% in low motivation. The teachers were given questionnaire also state that the students' learning styles have been not satisfied yet. It has not met the maximum learning result yet. Besides, they also say that they are difficult to facilitate their students with meaningful and comprehensible input, process and output. Therefore, the all teachers as respondent highly recommend to the researcher to design appropriate learning activities.

Additionally, the teachers give their responses about their teaching experiences. Their profession as teachers is approximately more than six years. They also express their experience and problems in instructional process. The reality describes that the English teachers (62.5%) find difficulties in designing language learning tasks that are linguistically, cognitively, and affectively engaging. They need innovative and creative steps in arranging teaching materials and activities. They just give the students materials taken from textbooks without integrating with valuable resources such as from web based materials, authentic materials. Similarly, their teaching method they mostly use cooperative learning and contextual teaching and learning. Actually, they have applied a good teaching method nevertheless they did not design it very well into meaningful and interesting learning activities. Even, among them, they still apply very traditional teaching method such as explanation. Thus, the students' activeness in classroom was still low.

Integrating the language skills is one of ways to achieve good proficiency in language learning. But, the result of questionnaire reports that they sometimes just focus on one language skill in their past teaching process. There are 87.5% teachers argue about the experience. Only 12.5% often integrate the four basic language skills in learning situation. One essential thing from the teacher teaching experiences should be crucial and urgent to be improved are they are not active to give feedback on the students' language skills performance in classroom. It is proved by the teachers' response 75% are not regularly in maximizing the reactive approach.

The last session of the given questionnaire is asking the teachers' preliminary perspectives on CBI. It reports that they have various voices. Majority of the English teachers (87.5%) stated that they think not really recognize CBI. Even, there are 12.5% teachers said that they never heard before about CBI. They have little insight about the terms of content-based instruction and never apply this method. It is proved by the questionnaire feedback that some of the

students choose neutral on fifteen statements put in the questionnaire. There are 75% teachers agree about CBI is able to improve the skills of students' communication. While, there are 62.5% believe that CBI is effective to change the students' learning style. They agree if knowledge is displayed in writing and oral form. There are 50% agree with the statement that CBI is designed to give the students second language instruction in content and language and it is a significant approach in language education. Even, there are 25% teachers strongly agree with CBI develops the students' awareness and on some statements. It indicates that the teachers need facilitation such deep knowledge about CBI. Although, there are also 25% teachers choose neutral if the evaluation process is based on language skills and other statements. In brief, they have limited knowledge about this method whether the nature of CBI, the principles of CBI and characteristics of CBI.

These students have faced with content and language learning as two main goals to achieve. That's why, there have increasingly been efforts in integration of English language learning with content teaching and learning in public educational sectors particularly in Indonesian contexts. Therefore, they do require to be facilitated with an appropriate instructional model. They need to modify teaching materials into meaningful materials that meet the students' needs. Regarding these issues, the teacher of secondary education is expected to develop the instructional model through CBI that can educate the students construct their minds or thoughts relating the course materials and contextualize the whole of classroom atmosphere. This method will be extended by the researcher based on some literature views in which describe about the principles, characteristics, and implementation. It was developed into an instructional model in secondary education classroom including the objectives of the course, instructional materials, instructional media, learning activities, teaching technique, instructional instrument, and assessment pattern.

Based on the data and evidences above, the research gap is identified in preliminary investigation and three models of CBI popularized by Brinton, Snow and Wesche (1989) namely theme-based language instruction, sheltered-based language instruction and adjunct-based language instruction that having some limitations only focusing on theme-based, applying in English L1 contexts and limiting on ESP classes. It needs to enrich these CBI models by extending instructional activity of CBI. In this research, the researcher attracts her willingness to fill the gap by developing CBI tasks as the instructional process. CBI tasks have not been explored in previous studies in detail. Based on these reasons, this current study explores the development of three models of CBI into four models namely “Activity-Based Language Instruction”. This model covers theme-based tasks by using topics familiarity that lead activity-based learning including learning stages, learning activities and learning orientations.

Therefore, the researcher is interested in conducting a developmental research with the focus stresses on developing instructional activity model in term of theme-based tasks for promoting learners’ productive language skills in secondary education classroom in Parepare. The instructional activity development as a part of comprehensible input-based instructional method as suggested by Krashen (2013). The CBI tasks created by the researcher refers to controlled instructional activity in which students are able to practice successfully the language performance that supports Richards’s idea (2015). All that is required to be activities will be interesting, comprehensible and powerful to be implemented in achieving the goal of English language class is to bring the students to the point of subject matter comprehension and language skills improvement.

C. Research Question

Based on the background, the researcher formulated four research questions, namely:

1. What instructional components should be involved in theme-based tasks with topics familiarity for teaching and learning process of productive language skills at junior secondary education?
2. What model of theme-based tasks with topics familiarity is appropriate for promoting learners' productive language skills at junior secondary education?
3. To what extent do theme-based tasks with topics familiarity promote the learners' productive language skills at junior secondary education?
4. How do the teachers and learners perceive theme-based tasks with topics familiarity at junior secondary education?

D. Objective of the Research

Based on the background and research questions stated in previous term, the researcher formulated four objectives of this research, namely;

1. To investigate the instructional components that should be involved in theme-based tasks with topics familiarity for teaching and learning process of productive language skills at junior secondary education.
2. To investigate appropriate theme-based tasks model with topics familiarity for promoting learners' productive language skills at secondary education.
3. To investigate the effect of theme-based tasks with topics familiarity in promoting the learners' productive language skills at secondary education.
4. To know the teachers' and learners' perception toward theme-based tasks with topics familiarity at secondary.

E. Significance of the Research

The priority of this research is to know an instructional activity development through CBI approach in term of theme-based tasks for teaching and learning process of productive skills and its implications

on students' productive language skills namely speaking and writing competence. In this case, it offers a novelty in term of a development of CBI teaching models including phases, activities and orientations of instruction. This developed model aims to promote the students' speaking and writing performance. The instructional model in term of learning tasks is developed by covering the procedures and principles in applying CBI approach. It includes systematic activities conducted mainly by students. Besides, to implement the instructional model that developed through theme-based tasks at junior secondary education classroom in Parepare context. Besides, this study gives beneficial information concerning the characteristics of CBI that regarded as a contributive instructional model for junior secondary education contexts. In brief, the researcher expected this research can give successful information generally to teaching of English especially for the learning and teaching of process at junior secondary education level classroom. This instructional model development is expected as an influential and good teaching method.

Moreover, this research gives practical contribution for the students, such as; an instructional model development through CBI approach gives some beneficial implications on students' integrated skills particularly speaking and writing ability. As well as, the teachers can apply the model development of theme-based tasks in their classroom contexts. In the practical significance, for the secondary education students, it can activate the students and more focus on collaborative learning or cooperative learning principles. Besides, they are active writers and active speakers in classroom and out of classroom. For the English teachers, it can be applied by teachers to develop their competence in creating active and comfortable learning atmosphere for the students. Moreover, it can improve the quality of teaching and learning process of secondary education classroom. Consequently, it can be an innovation on the secondary education students.

For further researches, the findings of this research are expected to trigger lecturers and students' needs to investigate more on instructional materials viewed from other sides of this undertaken study. For instance, what instructional material development is best integrated with content-based instruction. The result of this research is also expected to provide meaningful information and to give motivation for the next researchers in creating another research about other modifications of content-based instruction. The last, for curriculum designers, the result of this research is expected to be considered as a comparison and reference task or activity in English class for the development in teaching method whether in intermediate level, Secondary education, and may be in university level. So that, they can correlate better curriculum design of English language teaching.

F. Scope of the Research

The scope of this research are divided into three parts, namely by discipline, by content, and by activity. By discipline, this research is in the field of applied linguistics in terms language teaching particularly teaching of productive skills, speaking and writing. The teaching and learning process of integrated productive language skills was treated by implementing instructional activity model of theme-based tasks with learning topics familiarity.

By content, this study deals with instructional activity development in term of theme-based tasks for learning of productive skills subject with the main goals to promote the students' cognitive skill and the students' productive skills. The theme-based tasks was formulated by the researcher by considering and regarding to principal elements such as phases of learning, activity of learning and orientation of learning. The phase of learning consists of preparation activity, pre activity, whilst activity, autonomous practice activity, post activity, and systematic assessment activity. The phase of learning refers to several sub activities of learning and its orientation.

The use of learning materials, media, application of learning technique, and evaluation way also be parts of this research. Those deal with the instructional model mainly learning activities on productive skills subjects, namely speaking and writing. These subjects are delivered from the first year until the third year at the secondary education contexts. But, the researcher just take the second year students as subject of this research. Junior secondary education including teachers and students participated as the subjects of this research located in Parepare town, South Sulawesi Province. The researcher limited the instructional model to be developed in this research into CBI tasks of productive skills subjects, namely; speaking and writing subject.

By activity, this study describes the research and development of instructional activity through CBI which includes productive skills and cognitive skills particularly comprehension of subject matter content. The developed instructional tasks were derived on identifying the potential problems, the students' needs, the teachers' teaching experiences and course objectives and goals. These analysis results then analyzed to design instructional activity model in term theme-based tasks. Designed theme-based tasks is developed based on the learning objectives and materials. This theme-based tasks are implemented in English class and its implementation is evaluated by teachers and students.

The theme-based tasks are implemented to the junior secondary education students in Parepare. These tasks were implemented in eight meetings to the eighth class students of Junior High School in Parepare. The researcher does not choose ninth class students because ninth class is preparing to the national final examination. Similarly, the researcher also does not choose seventh class students because they are still in the first time period in Junior High School. The researcher delivers different materials in every meeting of implementation time. Before implementing CBI tasks, the

students were given pretest to know their prior proficiency level before treated with CBI tasks.

After they are treated with theme-based tasks, they were given posttest to measure the effectiveness of CBI tasks on students' competence. Then, evaluate the students' productive skills after they are facilitated by an instructional model through content-based instruction tasks. Moreover, the secondary teachers and students were requested to fill questionnaire relating with CBI. This questionnaire intends to investigate the teachers' perceptions toward the development of content-based instruction as an instructional task of integrated productive skills. The instruments were carried out to find out the answers of main points of this research.

Another scope of this research activity scope is organizing the lesson planning by integrating development of instructional activity of CBI for productive skills subject. The lesson planning includes some pedagogical terms such as subject, class, language focus, topic, objectives, prior knowledge, materials, media, technique, strategy, teachers' activity, students' activity, task, interaction, purpose, materials resources, and assessment. These pedagogical terms occur in the form of lesson planning. The form of lesson planning particularly lesson plan for productive language skills subject is one of this research output. Those instructional tasks and other pedagogical terms are written in the lesson planning. The instructional activity development of theme-based tasks with topics familiarity contains the sequence of activities conducted in inside and out classroom. The highlight of instructional activities is, selecting themes/topics, understanding theme and topic, building background knowledge, finding new vocabulary, processing cognitive skills, interacting and reporting process. This research employs multiple respondents including the teachers and students of junior secondary education in Parepare.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections, namely previous related findings, pertinent ideas and conceptual framework. The elaboration of every section is explored in detail in the following sections.

A. Some Previous Related Findings

There are some previous researchers who conducted studies by implementing CBI in teaching English, whether in primary level, secondary level and tertiary level. The findings are related to the use of instructional materials as input of teaching process; output of teaching process in the form of development of language skills, language sub skills; theoretical descriptions of CBI as literary work and several aspects of affective development such as motivation, behavior, attitude as effect of teaching process through CBI. The results of these studies are described in detail based on its major points in the following description.

1. Studies of Content-Based Instruction in Terms of Instructional Materials as the Input of Teaching Process

There are numerous researchers who conducted researches related to content-based instruction particularly emphasize on the use of various instructional materials as the input of teaching process. Firstly, Demirdirek, Ozgirin, and Salatci (2010) conducted a research on demonstrating educational videos and documentaries that are integrated into the CBI in an EFL academic context. The use of videos functions as supplementary materials integrated with CBI. The videos are taken from television programs, movies and documentaries. The content of videos is modified into educational video.

The result of this study showed that the students had different opinion toward the use of video integrated in CBI atmosphere. From

41 students as subject, there are 80.6% of the students who viewing documentaries and educational videos as good materials in CBI class. While 75% think that it encourages the course content and language. Then, 66% stated that it is educating and informative. In other words, it can educate and inform important things. Similarly, 50% of the teachers indicated that content videos can be useful resources in developing language competence and academic skills. The students also stated that the content videos are useful, supportive and instructive materials in improving their English competence. So that, it is beneficial for supplementing course materials. Meanwhile, the survey results showed that majority of students stated about the importance and the role of videos in understanding and supplementing course content. By watching videos, it can reinforce the language skills and enrich the mastery of vocabulary. It is very interesting to consider the videos as valuable source of learning that improve the mastery of grammar and vocabulary.

This research has a similarity with the present research conducted by the researcher. The present research also uses authentic materials as learning materials. These materials were taken from various resources such as internet based materials, web based materials, online magazine and you-tube based materials. These materials become instructional materials that is integrated with content-based instruction activity in English language classroom especially in secondary context. Nevertheless, the present research will elaborate further the systematic sequence of CBI learning model by using authentic materials.

Secondly, Chapple and Curtis (2000) explored the use of film as the basis of a CBI approach. It describes the students' perceptions on the course, academic development and other skills and knowledge they feel and acquire. The students stated that a film becomes interesting because it can improve the students' listening ability and encourage them to speak in English. They also stated that it can be a source of improving their language skills. The language of instruction

is English that many students feel they improved. Improvements in the three other English language skills which students were asked to comment on writing, oral presentation (in small groups) and knowledge/use of vocabulary (written and spoken), were rated as “a great improvement. There is a development of the students’ analytical and critical thinking skills, for example how to watch and analyze a film and express the ideas in English better. The content of material on the films can trigger the students’ language competence.

The previous research focuses on the use of films in applying content-based instruction. The films are used as media to improve the students’ listening, speaking and writing ability. However, it had not been elaborated what exactly the steps of content-based instruction applied in classroom. Therefore, the present research focuses on the model of content-based instruction activity for learning productive skills by utilizing the materials taken from internet, such as online magazine, online textbook.

Thirdly, Ercan, Bilen, and Bulut (2014) conducted a research how to determine the effect of web-based instruction with educational animation content at sensory organs subject on the 7th grade students’ academic achievement and attitudes in the science and technology course. The result confirms that web based instruction method used in teaching increase the students’ achievement. The use of programs such as internet and classroom software develop the students’ attention, interest, motivation. Web based instruction must be related with computer use. If the teachers have low capability in using science and technology classroom software program, so that it will cause the web based teaching method be not effective and active. Besides, the implementation of this method is very short duration in this research so that no change in attitude towards classes was found. A recommendation for further studies, it should be designed this web based instruction with longer time. The use of teaching materials taken form web based materials is recommended to put in present research.

Fourthly, Lesley and Matthews (2009) published a writing that aims at attempting discuss the ways used place-based writing and inquiry to help preservice teachers understand authentic content area literacy pedagogy. This article reports that content area literacy is situational and multifaceted in nature. Content area literacy and learning can become more authentic and engaging for students through place-based writing and inquiry. It can help teachers see that literacy belongs in their classrooms. With the background of place-based writing and inquiry, content area literacy becomes about using reading and writing as tools for learning through documentation and investigating the discipline-specific and authentic uses of discourse in a particular setting. Through these process, students' literacy abilities are enhanced.

Primary sources are the foundation of place-based documentation and analysis. These source materials are key for developing content area curriculum through place-based writing. The primary sources consist of items such as books, letters, newspaper, advertisement, etc. Besides, it helps students make meaningful metacognitive connections to content area learning. They concluded that it helps the preservice teachers broaden definitions of text and see the uses for literacy in their respective content area. The source of materials used in this research contains good content but it did not organize and modify between these materials and content-based instruction effectively. Therefore, the present research explored the such kind of materials into learning activity using CBI. It produced an instructional model of CBI by using authentic materials.

Fifthly, Schleppegrell, Achugar, and Oteiza (2004) shared an article report with the results of a project intended to enhance CBI through activities that focus on the role of language in constructing knowledge. This article designs language awareness activities that draws the functional linguistic framework of Halliday. This functional linguistic approach helps students see how meanings are elaborated and gives them strategies to be able to analyze how a historical

explanation is constructed and presented. The process of doing grammatical analysis of history textbooks helps students get the meanings at the same time that it focuses on the lexical, grammatical, and discursive choices that make these texts dense and abstract. It also helps students to identify the grammatical features that brings out relevant meanings and analyze how information is organized by looking at the connectors, conjunctions, temporal phrases, and verbs that express cause or movement over time. This research tends to use textbooks as analysis material. However, it did not explore how far CBI approach implemented to ease the students analyze the information in the text. Therefore, the present research presented the extent of learning activities model through CBI.

Sixthly, Goodmacher (1996) shared the idea about how teachers can create fun lessons that integrate conversation skills and tasks with various content. It results that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content course. Basically, it is a matter of launching content into activities commonly used in conversation classes. Various types of content can be used with the speaking game. Other materials can be integrated in the environmental class such pictures, magazines, and posters that can be combined with conversation class activities. Jigsaw activity is one of example of mixing content with conversation activities. The sources of materials used in this study are very beneficial and interesting. However, these materials have not been integrated into content-based instruction yet. They should be organized very well so that the students can do various learning activities to support the improvement of knowledge and language skills. That's why, the researcher conducts a research of developing the instructional activity model of CBI.

The seventh, Shang (2006) shared a paper of introducing EFL instructors with the effectiveness of using literature in the content-based foreign language instruction. It pointed out that by applying the collaborative content-based literature teaching technique, students can

acquire English abilities, not only to communicate, but also to use as a tool to comprehend the subject matter in schools. Besides, it can develop EFL students' motivation and comprehension. The teaching of literature subject is compatible with a focus on the development of English fluency precisely because by discussing the issues presented in the novels or short stories, students can convey their thoughts through language, promote higher level thinking skills, and use language authentically. Literature helps students to expand their linguistic and cognitive skills. It caused of the course of literature emphasizes the exploration of themes more than other courses, students can learn more about how to express their ideas through language.

This research utilizes literature based materials such as novels and short stories as instructional materials. It indicates this research more focus on the use of novels and short stories in learning process. It is different with the present research that focus on design on instructional activity of CBI in term of CBI tasks. It means that how the instructional process by applying CBI approach can be implemented in English language classroom. It seems not appropriate if literature based materials given to the secondary education students. It is caused of the difficulty level of its content is too high for them. It is suggested to give materials that are easy to understand.

The last previous study in this term is Pessoa, Hendry, Donato, Tucker and Lee (2007) did a study in looking at the role of two sixth grade Spanish teachers' discursive practices in content-based instruction and the goals of instruction and the students' proficiency. It analyzes how content-based instruction is realized in two classrooms and the relationship between teachers' talk, classroom tasks, and students' language development. The findings show that a teacher's discursive practice can shape the language and content knowledge gained by students as reflected in the students' oral and written discourse. It indicates that an effective content-based instruction class includes attention to both content and language through conversations

that support student language use and development, as well as metalinguistic awareness by collaboratively negotiating form and by the teacher's feedback. This study inspires the researcher to organize CBI approach into contributive learning activities toward the activities must be appeared in CBI class in which the teachers facilitate learning activities and the students perform the learning activities. This has not been explored yet by previous researchers in their study.

The previous findings concerning with the studies of CBI particularly in using some instructional materials in content-based instruction such as the use of e-documentaries, movies, films, educational videos, pictures, magazines, posters, short stories, educational animation content, and functional focus on language. These materials are called as content based materials and teaching process input. The findings emphasize on the use of kinds of instructional materials in CBI. The results of those findings are good instructional materials which can be used in applying content-based instruction in academic EFL contexts. They become potential sources of content in English language subjects. These materials can maintain the nature of CBI that is the integration of between language and content. The students have many opportunities to learn the content of materials. So that, the materials are able to widen the students' horizon. As these researches just focus on the use of instructional materials, without any good sequence of learning activity based on CBI principles in classroom. Therefore, it requires for the future studies to process the teaching and learning input become a meaningful instructional process. In other words, it needs an applicable instructional activity by integrating the use of some instructional materials that involve meaningful input, process and output. A design of instructional activity through implementation of CBI is one of goals of the present research.

2. Studies of Content-Based Instruction in Terms of Language Skills, Sub Skills and Cognitive Development as the Output of Instructional Process

Brown (2014) conducted a study that aims to find out the content-based instruction as an ideal approach to help the students who took English for academic purposes (EAP) programs in developing their critical thinking and language skills. The instructional model of this study covers three stages, namely; meaningful input, critical processing, and meaningful output. This study focused on the classroom activities that was designed systematically from meaningful input, critical processing and meaningful output. It was called as a content-based input model for EAP instructions which it is integrated with cognitive skills (interpretation, analysis, evaluation, inference, explanation and self-regulation). This model is potential to encourage the students participate actively in classroom. However, some limitations of this study was that due to on the authentic materials where the most of students said that it was difficult to identify the meaning. Besides, need more time to apply this model because must be mapped the activities, in detail from week 1 until week 10. A recommendation for present research would be to look closely at how construct the good learning activities in productive skills class by implementing content-based instruction model that developed by researcher. An instructional activity development is recommended to include class preparation activity until assessment activity.

Bozdogan and Karlidag (2013) conducted a study with the purpose to describe the implementation of Content-Based Instruction at the Faculty of Arts and Sciences (FAS) in a state university in Turkey. From this research, it was found that the teachers' language use mainly used English (L2) as a means of instruction. The lesson structure was identified from two steps, summary of the previous class and delivery of lesson. The teachers tended to switch to Turkish to summarize the points of lesson one more time mainly for emphasizing the students' comprehension. When the teachers gave the points, the

students note the summary and they tended to ask their questions mostly in Turkish (L1). The teachers use English (L2) when they make sure the students' comprehension on lessons by giving some questions. But, if the teachers could not get any answers from the students, they switched to Turkish (L1) to more explain the points.

The strength of this study is making the students to be able to perform better if they are given the tests in L2. In other words, they can improve their foreign language skills. Nevertheless, this study is limited to the time, setting and participants. It was conducted during a semester in a state university and with some of the teachers. The outcome could have been more diversified and comprehensive if followed by different time slots, different universities both state and private as well as in different parts of Turkey. Besides, there is no interview given to the students to know their attitude and perception on CBI activity. It should be more lesson observation. Therefore, the present research is going to evaluate deeply CBI in English subjects in the term of speaking and writing subjects especially in Secondary education. In particular, how to integrate CBI into instructional planning or lesson plan and how to manage the learning activities by implementing CBI.

Song (2006) conducted a research aims at the long-term effects and impacts of content-based ESL instruction on the students' future academic performance. It reports that the strengths of content-based language instruction are in its excellent and influential programs such as the learning communities, counseling and tutoring. The programs have benefits in motivating and supporting the students to strive for academic success, fulfilling the students' linguistic and academic needs. It is one of a model instruction that can be involved in curriculum system. But, to investigate the long term-effect of content-based instruction such as the growth of the students' academic success actually need extra time and big fund. In other words, it was longitudinal study. Another interesting area of a research would be to measure deeply how the actually the process of teaching

and learning in content-based instruction model is able to motivate the teachers for maximizing the students' language skills for example the present research occurs to promote the students' speaking and writing skill.

Spencer and Guillaume (2006) published writing focused on finding out the importance of vocabulary development to literacy and presenting an effective lesson model for improving science learning outcomes that can be applied systematically enhance vocabulary while building understanding in the content areas. The authors described the complexity of word knowledge, as follows; related to the aspects of vocabulary acquisition, it was summarized that word knowledge is supplementary, words have multiple meanings, word knowledge is multidimensional, and word knowledge is interrelated. Concerning with common practices in vocabulary instruction, the authors have studied some teachers' belief about vocabulary indicate that they realize its importance to understanding text and more allocate time to vocabulary instruction.

The learning cycle in this research proves helpful for developing content vocabulary. The students are motivated to learn vocabulary and enhance their understanding. This learning cycle builds the students' reading skills and mastery of vocabulary. But, it more focus on vocabulary activities than reading activities. It means that, the description reading activities should be made sharper. Actually, it must have similar portion of vocabulary activities and reading activities because these aspects are integrated clearly in curriculum through the learning cycle. It is different with the present research that will focus on designing CBI activity for productive skills learning. Another interesting area from this study is making similar portions of instructional activity between speaking and writing activity in classroom.

Brown (2004) published an article that presents a critical needs rationale for implementing a content-based ESL curriculum (CBEC) in English as a second language (ESL) classes and discusses

ways to implement it. The necessity of content based ESL curriculum is language learning in CBEC that provides purposeful, meaningful, and authentic opportunities for ESL students. The benefits of CBEC are diversified on some aspects, such as; it facilitates their learning in mainstream classes, it is a motivation factor for ESL students, ESL students read authentic texts, it makes the learning atmosphere more meaningful and situated. This study gives beneficial information for ESL students to include all the important aspects of CBEC, so that they can try to apply the full procedures of CBEC. This article meets the ESL students' needs on the ESL curriculum that prepares them to be academically successful students. It opens the ESL students' mind to more practice in developing their speaking ability. Meanwhile, the teachers seem to forget the main purpose of CBEC, which is to enhance English language development through content areas, not content learning. If language components are missing, it cannot be called CBEC. The language learning aspect should take equal priority with the content learning aspect. It requires more applications of CBEC, so that it can be evaluated how effectiveness of this model to improve the students' academic language proficiency. It requires the data quantitatively and qualitatively.

Kasper (1995) conducted a research that attempts to investigate content-based reading instruction as an effective way to facilitate the learning process. The findings are the students in both the single content and the paired content ESL reading course variations achieved higher pass rates on the end-of-semester reading comprehension examination. It means that their performance in reading improved. In both the single content and the paired content course, the students' responses were extremely positive. They enjoyed reading about one subject area all semester. The course helped them to understand some psychological problems deeper and better and enabled to concentrate on one subject. The course was very specific and they got new knowledge and interesting information. The students thought the readings and exercises done in class were

helpful in preparing them to take the departmental final examination. This course trained them to think more logically and organize their thinking process. Moreover, the students highly expressed a preference for academic material. They said that academic materials are better because we can use the knowledge in life and other courses. This research just explores one of receptive skills namely reading skill. For present researcher, it needs to investigate the development model of CBI activities on other language skills. Therefore, the present research focuses on creating CBI activities on productive skills learning process.

Rodgers (2006) reported a result of research that intended on investigating the significant improvement in content knowledge, the significant improvement in production of linguistic forms, and the improvements in production of linguistic forms in spontaneous (oral) production. The results show that the learners produced significantly more ideas in making composition and showed significant improvement in their content knowledge. The students in this study improved in their functional linguistic abilities on both the composition and the cloze passage. This study produced data that validate and encourage the use of CBI even in early of postsecondary L2 acquisition and development. The students may increase not only their knowledge of the subject matter content itself but also their form-function abilities. Some benefits of an analytical approach to language teaching that has meaning as the primary focus but that makes room for either incidental or preplanned opportunities for some attention to problematic linguistic features. It develops the students' lexicon, using new words in meaningful, authentic contexts may have made the acquisition of vocabulary an easier task than it would have been with more conventional approaches to language instruction.

Kennedy (2006) provided recommendations to language teachers regarding brain-based learning through content-based language teaching. It is known that the children who learn two languages develop the ability to speak both with native pronunciation

and proficiency when provided adequate time, supporting the argument that foreign language instruction should be included in the elementary and middle school curriculum. Examining the methods that enhance L1 learning, and the types of activities and environments that positively affect the learning process, provides teachers with an insight into truly creating a brain-compatible classroom for students that are trying to acquire an L2 after the initial neuronal pruning stages have occurred. Almost all language skills are more easily acquired through natural language acquisition experiences, even for adult learners. The basic points to remember are; time and age are critical factors that affect the processes with language acquisition. The brain stores information based on functionality and meaningfulness. Repetition is necessary but it requires novelty with regard to instructional design (which incorporates all five language processes; observation, listening, speaking, reading and writing and utilizes a variety of methods and approaches).

One model offered by this study to successfully integrate academic content into the language classroom is the GLOBE (Global Learning and Observations to Benefit the Environment). It is a school and internet based science and education program that unites students, teachers, and scientists around the world in study and research about the dynamics of the Earth's environment. However, this research did not show any detailed description about the procedures of implementation of GLOBE and supporting theories. Therefore, another interesting area of following research is design of instructional activity of CBI which involves components and principles of CBI.

Lang (2012) reported a research related to the learners' response to the course content which used world heritage sites as a basis for a content class in a private Japanese University and the role of the content in learner improvement of skills, confidence and feelings towards world heritage sites. The findings of this research are that the learners responded positively to the world heritage content. A clear majority of the learners gave written course feedback. This positive

response to the course could have been affected by the nature of the feedback. Additionally, it reported progresses in discussion skills, the increased skills for explaining things and presenting information about their world heritage sites to other students, the advancement in group work, confidence improvement in presentations skills, positive feelings toward the content and high level of interest. In brief, the students are active in giving their opinions in English about different aspects of world heritage sites. They empower collaborative work to gather and incorporate information that had a major impact on their positive experiences in the class. Detailed CBI activities has not been elaborated systematically in this research, therefore the present researcher will organize learning activities model using CBI that started from preparation activity until evaluation activity.

Crocker and Bowden (2011) introduced a paper that describes the rising interest in critical thinking skills as a beneficial by product of English language teaching. It states critical thinking can become the focus of content-based courses which teach critical thinking directly, and at the same time, motivate language learning. The authors propose strong arguments in benefit of content-based learning as an approach to second language acquisition. They define critical thinking lessons develop learners' abilities to find answers to questions and encourage learners to find out new things. It shows the intrinsic motivation increases long-term retention of language and that intellectually challenging and stimulating activities such as critical thinking tasks are intrinsically motivating. The content-based study of critical thinking involves logic, patterns of valid arguments, meaning analysis, validity and soundness, and inductive reasoning.

Chen (2015) conducted a research combined two teaching concepts in spoken English course, namely CBI and Task-Based Language Learning (TBLL). In the process of this research, the students were asked to fulfill a series of tasks, follow in order and advance step by step, aiming at subject matter-related topics in English. The result showed that the students pay more attention to

correct forms after the making-mistakes phase, and in turn enhance studying. Besides, the frequency of practice, learners' cognitive capacity and schematic knowledge in their mother tongue deserve taking into consideration in course design.

Puffer and Nikula (2006) conducted a research about a foreign language is used as the medium of instruction in non-language subjects. They concluded that the interpersonal aspects of communication get realized in the performance of directives, and the way contextual factors such as the object of directives (information/action) or the type of classroom register (instructional/regulative) affect speakers' directness choices. These contextual factors interact systematically with speakers' use of directives. This research focuses on pragmatic aspects of CBI. It aims to attempt how foreign language is used to communicate. It orientates to improve the students' interpersonal communication. It did not show how the learning process of CBI in improving the students' academic and language skills. Therefore, it suggests for the next research to modify an instructional activity through CBI. The instructional activity can be applied in classroom in learning of language skills.

Suwannoppharat and Kaewsa (2015) conducted a research to examine academic reading and writing skills improvement after the use of CBI in the classroom. This research indicates that the students got better results in posttest of academic reading and writing skills. The students think that this approach of teaching enables them learn pleasantly and good feeling. It can be implied that CBI approach is effective in teaching academic reading and writing skills at tertiary level in this particularly context. This research more focuses on students' language skill improvement without describing a sequence of CBI activities that integrate the students' activities in reading and writing. So that, the present researcher is inspired to produce an instructional activity model of CBI particularly on speaking and writing class in secondary education.

In addition to the relevant research, Elaggoune (2015) reported that CBI can serve as an effective learning strategy that enhances student participation, engagement and interactivity. He revealed that the students developed both study and critical thinking skills in a relevant, challenging, and meaningful manner because CBI approach implemented is based on the integration of language and content. The students were also satisfied with CBI approach and viewed it to have generally been very positive with convenience and controlling the pace of learning was considered to be the major benefits of the CBI approach. He stressed on essential points that CBI approach is able to improve the students' engagement and involvement in learning process. Also, it empowers core skills and competencies such as problem solving, creativity and innovation, communication, collaboration, information and ICT literacies, and social interaction.

The findings described above focus on the effect of CBI in developing the students' language skills, sub skills, academic skills and cognitive aspect. These findings are one of the instructional output through the implementation of CBI. The result of these researches indicates that CBI has great contribution to the students' English improvement particularly listening, speaking, reading, writing, vocabulary, and grammar. These improvements happen to majority of the students who learn English and learn other subjects through English with CBI. In detail, CBI enhances the students' new vocabulary, accommodate the students' functional linguistics ability, helping the students to identify the most important things in reading texts, building up the students' competence in speaking English, increasing the students' writing ability, triggering the students' content knowledge, training the students to think more logically and organize their thinking process. With this in view, the students can promote their academic cognitive development and second language acquisition particularly in vocabulary and language skills contexts. For this purpose, an area for future research recommends to look closely at

how construct the appropriate learning activities for integrating the four language skills namely listening, speaking, reading and writing occur in content-based instruction model. Therefore, the present research will demonstrate content-based instruction mainly in Secondary education as an innovative approach to prepare the students for both cognitive and language skills development. It requires to design an instructional activity in term of CBI tasks.

3. Studies of Content-Based Instruction in Terms of Theoretical Aspects as Literary Work

Davies (2003) introduces CBI as a teaching method that emphasizes learning about something rather than learning about language. There are three types of CBI namely the sheltered model, the adjunct model and the theme based model. The writer summarized this writing by commenting CBI is an effective method of combining language and content learning. Theme based CBI works well in EFL contexts, and it is believed that its use can improve if the teachers continue to design new syllabi as students' needs and interest.

As well as, Leaver and Stryker (1989) published a writing of defining CBI as a curriculum, describing the characteristics of CBI, describing CBI in the classroom and advantages of CBI. They defined CBI as a curriculum that (1) is based on subject matter, (2) utilizes authentic materials, (3) promotes the learning of new information, and (4) considers specific students' needs. They introduced their writing by describing the numbers of foreign language educators who work with adults have experimented with different forms of CBI. They commented that CBI is different from traditional foreign language methods. It is the most exciting and challenging of the communicative approaches that are growing in popularity among second language and foreign language educators. The authors describe CBI theoretically so that it brings the present researcher to describe CBI practically particularly for secondary education. Consequently, Flowerdew (1993) pointed out a study that reports the theoretical basis

for content-based language instruction. He suggested to maintain the content by using authentic materials for whole language skill learning process. Besides, it reports how content-based instruction can be applied in a learning situation.

Additionally, Sagliano, Stewart, and Sagliano (1998) presented an article that highlights the keys training points for CBI, as follows; orientation to a new site that aims to socialize faculty to a new situation and recognize the personal needs. Many teachers feel a need to learn more computer assisted research and teaching applications as our network makes these resources available to them. Introduction to a new pedagogy aims to familiarize faculty to content-based teaching by having them actively engage in it. Preparing EFL and content teachers for effective discipline and content based instruction and collaborative experiences incorporate with the curriculum, syllabus design, materials development, classroom practices and instructional computer use. To further professional development, the teachers need particular knowledge base and procedural skills to work with content-based approaches.

Then, Baecher, Farnsworth and Ediger (2014) added by reporting research findings about the challenges of planning language objectives in content-based ESL instruction. It indicates that the students indeed struggle more with language objectives than with content objectives. In other words, the content area objectives rated as acceptable by subject area and grade level. The language objectives focused on vocabulary, structure, function, strategy, subskill within the four skills such as using contexts clues in reading or sentence frame. The lesson plans most commonly focused on one of the subskills of reading, writing, listening or speaking than other area of language. For present researcher, this explanation can be supporting ideas in organizing CBI activities particularly on determining learning objectives.

Related to curriculum of CBI, Moeller (1994) explored a curriculum review that focuses on content-based experiential communicative classroom, in which the teacher is placed in the role of an instructional decision maker. The teacher determines, on the basis of the needs of the students, what the students need to know to meet their communicative needs. Textbooks might be used as organizers, but the decision regarding what grammar will be taught, how and when is determined by the teacher, not a text. Supplementary materials are adapted from authentic texts, videos, audiocassettes, magazines and literary texts. Based on this review, the present researcher develops the learning activities of CBI that can be one of considerations to be a part of CBI framework.

From a different perspective, Garner and Borg (2005) published a writing attempts to illustrate how content-based English pre-sessional course elaborates the proposed ecological framework. They argued that language arises from the communicative and cultural environment in which language use is embedded. An environment can be provided by developing an academic communicative link through the English Academic Purposes (EAP) curriculum, in which teachers and students engage in their own academic processes and discourse, that is through content-based instruction. Ecological framework means allowing teachers to connect one topic to another, for example population to food, food to environment and create the intellectual framework to address the issues critically as well as linguistically. From an ecological perspective, academic reading, writing, speaking, listening, argument, and so on are inseparable parts of the processes of academic literacy. It is possible to look at the different language skills to understand their contributions to a holistic approach to preparation for academic study.

From context side of CBI for EFL, Butler (2005) identified factors that influence the effectiveness of CBI including program setting and curriculum, characteristics of teachers, characteristics of learners and resource availability. Its purpose is to suggest conditions

and considerations that are necessary for the effective implementation of CBI, specifically in East Asian EFL Contexts. The effectiveness of CBI appears to be influenced by a number of factors including; program setting and curriculum, characteristics of the teachers, characteristics of the learners and resource availability. Considerations needed for implementing CBI in EFL contexts are the importance of need analysis, sufficient support for teachers, careful monitoring of student learning and awareness of potential problems, securing sufficient resources.

Kinoshita (2003) wrote an article is addressed to know the learning outcomes of strategy instruction, how learning strategies be taught and how the teachers integrate learning instruction into language lessons. The explanations of this article are that language learning strategy instruction is a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-monitoring of their strategy use while attending to language learning activities. This explanation carries out the present researcher to modify CBI learning model into an explicit instruction that contribute to improve language performance and proficiency. The instructional sequence to introduce strategies (present, model, explain, and provide practice) is an approach that all teachers can perform to successfully, and the instructional sequence can be adapted to match the needs, instructional resources and time available according to the learning-teaching context. Therefore, the language teachers should take it because not only it helps the learners become more efficient in their efforts to learn a second or foreign language, but it also provides a meaningful way to focus on teaching efforts.

Carty and Susser (2015) presented an article of redesigning English Medium Instruction (EMI) programs in which EFL instructors increasingly are being asked to convert their CBI English classes into subject-matter courses. They reported that the curriculum was made more academically challenging but accessible for the students;

pedagogy retains the communicative style classroom; interaction was strengthened by working together and feedback; content and language are stressed to make sure students are able to communicate effectively each other; assessment is based on answers to homework and discussion questions. They also commented some readers see the framework ignores an important element namely the instructor's expertise or qualifications to teach a content course. Therefore, it requires good qualifications of some subjects and trained instructors.

Similarly, Siqi (2017) pointed out an article of CBI contexts specifically the use of WeChat is considered effective not only in mastering language skills, but also in acquiring the content knowledge of business subjects. In this case, WeChat as a popular communicative and interactive platform is acknowledged as a new instrument to improve verbal teaching proficiency and obtain relevant information. This article is written to know the integration of three major CBI models and WeChat Mobile Learning can form three applicable phases of Business English teaching. The author explains there are three major models content-based instruction language education, they are themes-based language instruction model, adjunct language instruction model, and sheltered content instruction model. The integration of the three CBI models and WeChat Mobile Learning method in business English teaching can form into three stages; the first is the preparation stage, the second in online autonomous learning stage and the last is the classroom learning stage. The integrations of these is a new trial which would bring challenges to both teachers and students and needs constant experiment, improvement and perfection.

The last author who describes CBI theoretically is Stoller (2004) published Content-Based Instruction distinguished by its dual commitment to language-and content-learning objectives, has been translated into practice in diverse ways to meet the needs of second and foreign language student populations. This model is good at implementing in the second and foreign language contexts. She

concluded those teacher-student interactions; teachers' oral discourse; and teachers' attention to language, content and task. Besides, the practices of teachers, curriculum and course designers, materials developers, and individuals involved with assessment in content-based settings. Consequently, it is more effective approaches to Content-Based Instruction which has benefits to the students who desire stronger content-and language-learning abilities.

The previous studies described before this explanation emphasize on some theoretical reviews about CBI. Those findings are theoretical researches that study about CBI is one of curriculum design, the principles of CBI for foreign language classroom, the objectives of CBI, the role of teacher as an instructional decision maker, and illustration of CBI framework. Those literature reviews indicate CBI is different with traditional foreign language teaching methods. It is a communicative approach that appear in popularity to accelerate the students' language acquisition process. From these theoretically findings, it is recommended to continue these studies by investigating the instructional planning, media, technique, learning activity and assessment in order to meet the students' meet and demand. Therefore, the present research designs a learning process structure by involving the important aspects of instructional activity setting. That's way, the teachers operationalized content and language planning as a result of moving from abstract understanding of language to apply it into design and execution of instruction. The present research stresses on development of instructional activity for integrated productive skill learning through CBI. Needed variables of CBI refers to the researched concepts by the previous studies.

4. Studies of Content-Based Instruction in the Term of Affective Development as the Output of Instructional Process

There are a lot of researchers conducted studies of content-based instruction which stress on development of motivation, interest, learning behavior as the results of content-based instruction

application. The first, Huang (2011) conducted a research to investigate the impact of content-based language instruction (CBLI) on EFL young learners' motivated behaviors, namely, attention, engagement, and eager volunteering and classroom verbal interaction. This research quantitatively shows the percentage teacher's and learner's classroom verbal interaction in CBLI session is higher students' total speech (58%) than teacher's total speech (42%). It means that, the students more focus on meaning, give responses based on teacher's request actively, and produce more sustained speech frequently. Based on the learners' motivated behaviors, it shows that there are differences between the language input session and CBLI session in terms of the subjects' attention and engagement.

This research has some implications for teachers' development. The teachers could easily create for the learners more opportunities for negotiating meanings and could encourage more dialogical verbal interaction in a language classroom. To trigger teachers' awareness of their classroom language use can be effectively by watching their own performance from videos tapes/ classroom transcripts. It can be function as a tool to raise up the teachers' awareness in fostering their language classroom. Despite of its strength, this study seems has unclear thing in term of steps of instructional activities. It must be designed clearly instructional activities that conducted by teachers and students in classroom. It is recommended to create the simple learning situation that still meet the principles of CBLI. For the present researcher, before implementing content-based language instruction, it is very important to know the students' needs on the learning model. It needs more explanation, more description and clear indicators of EFL young learners' motivated behaviors that must be showed in research design.

The second, Ngan (2011) conducted a research aims to find out the students' interest, motivation and involvement in class activities during the ESP course and the students' scores in treatment group (TG) and control group (CG). Based on the findings, CBI approach can

improve the students' motivation and interest during the course. It is indicated by students' involvement in interactive activities in class and their highly interest in communicative tasks organized by the teacher. So that, these can enhance the students' knowledge of content, language ability and cooperative learning need. Similarly, the treatment group (TG) has better scores in some components such as vocabulary matching, reading comprehension, grammar exercise, translation and listening than control group (CG).

This research gives contribution to the improvement of students' knowledge of content, development of language ability, the students' high activeness and involvement in classroom, and also the positive motivation. It is indicated by majority of the students are at good level and satisfactory level. Most of them felt interested in communicative tasks organized by the teacher. However, there is no explicit description concerning with the stages of classroom activity through CBI especially in ESP course. Therefore, the present research tries to elaborate the instructional activity of content-based instruction.

The third, Suharso (2009) wrote an article "*Pembelajaran Bahasa Inggris melalui Content-Based Instruction*". He states that CBI is an approach to English language learning that combines subject matter contents with language skills. This approach can be implemented to enable learners to master such contents and communicate them to other people. One statement supporting this approach is that it enhances learners' motivation because the materials are authentic and contextual and learners need such materials in order to master subject matter contents. The present research is going to design an instructional activity of content-based instruction that is appropriate implemented in class of integrated productive skills for Junior High students.

The fourth, Mufida, Mukhaiyar, Radjab (2013) studied the effect of content-based instruction and task-based language teaching (TBLT) on the students' speaking skill and motivation and reported that the both of these learning approach give similar impact on

students' speaking skill improvement and different impact on students' speaking motivation. In this case, the students taught by TBLT were not motivated enough in teaching and learning process. These facts happened because most of the activities in TBLT class only focus on the role play task. This task caused the students did not have many chances to communicate to the whole class and learning process was dominated by the group performance. On the other hand, CBI makes the students more motivated because it provides the students wide opportunities to participate in all learning activities.

The previous researches focused on the impact of CBI toward the students' affective development particularly motivation, interest, self-confidence, behavior, and involvement in classroom. These research results highlight on the students' high attention, active responses toward the teacher's attention, development of the students' involvement in every week, great motivation in completing the classroom tasks and showing their interest to communicate with classmates and teachers. However, it requests to arrange clearly instructional activities that conducted by teachers and students in classroom. Therefore, the present research tries to design content-based language instruction which regarded able to enhance the students' affective domain.

From the four major points of previous findings for the both of practically and theoretically that are explained before related to some various studies of CBI. The classifications of the findings are based on the instructional materials as the input of teaching process; language skills such as listening, speaking, reading and writing, sub skills such as vocabulary and grammar, cognitive development such as critical thinking skill and academic thinking skill, and affective development such as motivation, attitude and behavior as the output of instructional process; and theoretical aspect as a literary work. With this in view, the researcher writes essential points that being a focus in this research. Its focus concerning with the ways to process the input into a meaningful language acquisition output. The points are

construction of a new language learning activity atmosphere including students' needs, goals and objectives, strategies, tasks, integrated skills, sequence, materials, teaching, demonstration, evaluation, reflection and revision. It will propose an activity-based learning which emphasizes learner-centered teaching. The purposeful, meaningful and comprehensible language learning activities were created in classroom context for students of secondary high school level.

One of the new instructional materials of language learning is to arrange the cultural based materials. It covers socio cultural and metacognitive strategies. The model of instructional activity will be designed aims to achieve the better proficiency in language skills and academic skill. In other words, instructional activity with CBI approach encourage students to think and learn through L2 using the language skills. The present study shows the significance of promoting language proficiency through integrating language and content. It is similar as stated by Mart (2014) that a motivating and stimulating learning environment during second language learning process has a high importance. By creating learning environment by using CBI can ease students learn the target language and lead them to success. The next one, the summary of previous findings concerning with studies of content-based instruction particularly theme-based tasks with topics familiarity are summarized in the following table.

Table 2.1. Summary of the Results of Previous Findings

TERM	PREVIOUS FINDINGS BASED ON FOUR MAJOR POINTS
A	Using some kinds of instructional materials as input of teaching process in CBI such as e-documentaries, films, audiovisual materials, educational animation content, place-based essay writing, textbooks, pictures, magazines, posters, and literature content such as short stories and novels.
B	The effects of CBI as the output of teaching process, they are; development of language skills particularly speaking, listening, writing, and reading; development of sub skill, particularly vocabulary, grammar and translation; development of cognitive skill and critical thinking skill and improvement of content knowledge.
C	Literature reviews of content based instruction (CBI), such as

	CBI as a curriculum, definition of CBI, types of CBI, characteristics of CBI, advantages of CBI, professional training of developing CBI, challenges of planning language objectives in CBI, CBI as an experiential learning approach, ecological perspective on CBI, and factors influencing CBI implementation.
D	The effects of CBI as the output of teaching process particularly in development of affective aspects, such as students' motivation, students' interest, students' self-confidence, students' behavior, and students' involvement in classroom.
E (Researcher Focus)	A design of instructional activity model in term of theme-based tasks with the topics familiarity which is an instructional process in classroom including preparation activity, pre activity, whilst activity, autonomous practice activity, post activity and systematic assessment activity. It covers parts such as students' needs, learning objectives, teaching and learning sequence, theme or topic, learning strategies, integrated skills, sub language skills, content knowledge, systematic evaluation and reflective approach. These activity phases are extension of three CBI models (theme-based language instruction, sheltered content instruction and adjunct language instruction). Completing the three CBI models, the present researcher extends "Activity Based Instruction" as a part of CBI models.

Table 2.1. describes the summary of the results of previous finding. The findings are classified into four classification based on its research orientation namely the use of instructional materials as input of teaching process; output of teaching process in the form of development of language skills, language sub skills; theoretical descriptions of CBI as literary work and several aspects of affective development such as motivation, behavior, attitude as effect of teaching process through CBI.

The first classification tends to lead to the use of instructional materials as input of teaching process. The use of instructional materials means as the use of several kinds of materials resources such using some kinds of instructional materials as input of teaching process in CBI such as e-documentaries, films, audiovisual materials, educational animation content, place-based essay writing, textbooks, pictures, magazines, posters, and literature content such as short stories. The second classification orientates to output of teaching process in the form of development of language skills, language sub

skills and cognitive skills. In this case, development of speaking, listening, reading, writing, translation, grammar, vocabulary, understanding and comprehending. In details, the students can improve their presenting and discussion skill, the students can improve their listening ability through answering the teachers' questions orally, the students' can improve their reading ability by answering the question form based on the given reading topic, and the students can improve their writing ability by arranging simple essay based on the given topic. Besides, the students' development also occur in their language sub skills such as translating the specific terms of subject matter content, making sentence by following the rule, and enriching the vocabulary mastery. The students' cognitive skills are getting improvement by comprehending the subject matter content, interpreting and identifying the specific information.

The third one tends to theoretical descriptions of CBI as literary work. In this term, literature reviews of content based instruction (CBI), such as CBI as a curriculum, definition of CBI, types of CBI, characteristics of CBI, advantages of CBI, professional training of developing CBI, challenges of planning language objectives in CBI, CBI as an experiential learning approach, ecological perspective on CBI, and factors influencing CBI implementation. All of them are called as studies and researches of CBI conducted theoretically. The last classification is development of affective domain such as motivation, behavior, attitude as effect of teaching process through CBI. The students' motivation and interest in learning English by using general topics are getting improvement. They perform their activeness and involvement in learning situation done in classroom.

The previous researches are different with the present research conducted by the researcher. The difference is on the substance of its study. This research stresses on development of integrated productive skills instructional activity for Junior High students specially in Parepare, South Sulawesi. The instructional

activities are covered in CBI tasks. Design of this research is based on the English teachers' voices on their teaching experiences involve the problems of students, their preliminary perspectives toward CBI, their willingness of applying an effective teaching method, applied teaching approach and also the students' needs on contents of productive skills tasks. One of the objectives of this research attempts to enhance the students' productive skills namely speaking and writing performance.

B. Some Pertinent Ideas

1. Second Language Acquisition (SLA)

Second language acquisition (SLA) theory is one of theoretical foundations of CBI. As Krashen (1982) stated that language structures are most efficiently acquired when explained through comprehensible input that is just beyond the learners' proficiency level, expecting them to achieve beyond the linguistic input and use previous knowledge and communicative context to gather the meaning of unfamiliar structures. Krashen's model provides a theoretical foundation for CBI that provides students contextualized language curriculum built around meaningful and comprehensible input through which not only language but information is required. SLA research emphasizes that literacy development can be facilitated by providing multiple opportunities for learners to interact in communicative contexts with authentic, linguistically challenging materials that are relevant to their personal and educational goals (Brinton, et al, 1989).

Krashen (1982) argued that for successful second language acquisition to take place, the learner must be provided with "comprehensible input", language at or just above the learner's competence. It emphasized on meaningful and comprehensible input. Krashen's model of second language teaching, where the role of teacher is to make comprehensible to the learner the meanings contained in the content text. "Creative construction" models of

language acquisition, which see the linguistic code as evolving out of communicative interaction, also accord well with content-based instruction.

Krashen's input hypothesis (1985) mentioned that humans acquire language in only one way by understanding messages or by receiving comprehensible input. For Krashen, comprehensible input is a map to acquisition and information about grammar and language use in the target language which is automatically available when the input is understood. It means that the input is comprehensible when it is meaningful and understood by students as the audience in the language classroom.

Krashen and Terrel (1983) in an article review of Susan H. Foster (1998) "The Natural Approach: Language Acquisition in the Classroom" stated the central hypothesis upon which their theory of language acquisition (The Monitor Theory) is built; language acquisition is the result of comprehensible input, not output from the learner. The researcher commented the statement that language acquisition is not only the result of comprehensible input but it is the result from the integrated components that support each other. In designing a content-based lesson, teachers should consider their linguistic, strategic and cultural objectives. Through the class, students are supposed to improve their English skills, to learn strategies to be implemented in all subject areas, and to understand the culture of English speaking people, that is one example about considering the culture objectives.

Krashen proposed a model "conversation" and language acquisition, as displayed in the following figure;

Figure 2.1. How Output Contributes to Language Acquisition

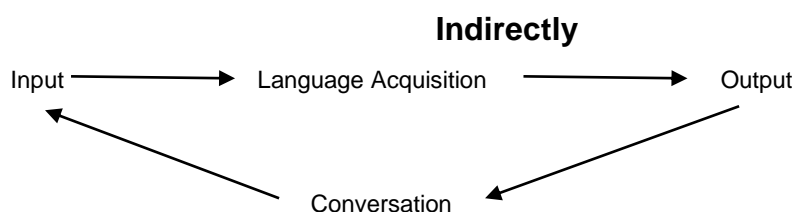


Figure 2.1 describes comprehensible input is responsible for progress in language acquisition. Output is possible as a result of acquired competence. When performers speak, they encourage input (people speak to them). This is conversation. It seems just focus on oral skill, it does not cover the written skill. The students require not only oral skill but the integration of language skills within in an instructional activity.

There is no doubt that language acquisition is a complex process which involves several aspects and this is highly influenced due to flexibility of the brain. The types of memory systems involved in females and males are also have a crucial role that makes the genders distinct. Age and gender are among the factors that run in parallel with other factors and deeply influence language acquisition process. Both males and females are equipped with some predetermined tendencies that would be helpful for them to acquire some aspects of language much faster and easier. Additionally, Krashen (1982) described the characteristic of optimal input for acquisition, they are; optimal input is comprehensible, optimal input is interesting and/or relevant, optimal input is not grammatically sequenced and optimal input must be in sufficient quantity.

Optimal input is also web-based resources or web-based materials. It requires to utilize technology in integrating instructional activities. Besides, it is recommended to embrace cultural aspect whether designing material and instructional activity such as cultural theme based materials. Therefore, it is recommended for teachers in considering some points in language teaching process. The considerations are learning a language by studying of academic text; focusing student attention on underlying knowledge and discourse structures of academic text; developing students' learning strategies; developing academic language, skills, and discourse through the use of texts, tasks, and themes drawn from other content areas; and focusing on the development of tasks, themes, and topics.

Krashen's theory focuses on input that need to discuss about the process of language acquisition such as language learning activities including students' needs, goals and objectives, tasks, integrated skills, sequence, materials, teaching, reflection, evaluation, and revision. It really expects activity-based learning which emphasizes learner-centered teaching. So that, another interesting area to be investigated closely is creating language learning activities that are purposeful, meaningful and comprehensible. In other words, by providing input for acquisition, the teacher should take steps for designing the input. The kind of learning activity that is appropriate integrated with the input. It needs a way to process the input into a meaningful language acquisition output. Yule (2014) strengthens the most fundamental change in the area of L2 learning has been a shift from concern with the teacher, the textbook and the method to an interest in the learner and the acquisition process.

Therefore, to be beneficial for L2 learning, the input has to be comprehensible, can be proceed and understandable. Krashen (2005) reinforces his opinion that input must be comprehensible to have an effect on language acquisition and literacy development. To make sure that language acquirers pay attention to the input, it should be interesting. But interesting may be not enough for optimal language acquisition. It may be the case that input needs to be just interesting but compelling. He states compelling input is not just optimal, it may be only way we truly acquire language. This opinion leads the current researcher to note that the input in term of learning materials must be well organized into effective instructional tasks.

In line with the Krashen's points in language instruction is effective when the language classes are the primary source of comprehensible input. This occurs when the students find the input from the real world to understand the language. Therefore, Krashen assumes that formal instruction in language classroom is helpful because it is a source of comprehensible input. In brief, to give more comprehensible input for the students in English language classroom,

the teachers are expected to provide and facilitate the English language learners with appropriate instructional materials and activities.

Another view of second language acquisition is summarized by Ellis (1994) and Ellis & Shintani (2014) that the goal of SLA is help students learn the L2, the both of the students' linguistic and communicative competence. Teaching and L2 means the students can learn it too. To achieve the goal, the teachers facilitate a teaching process. Regarding to the comprehensible input, teaching is an input. This statement is defined by Ellis and Shintani (2014) that an approach or method must be adopted then the students are exposed to the input that has been provided by teacher. Input can be oral or written such as content-based instruction, task-based language teaching, authentic materials, etc. It supports what Krashen's theory of L2 acquisition stated in input hypothesis that the input has to be comprehensible and simplified in order to ease human acquire language by understanding message and receiving comprehensible input. Then, Nagata, Aline and Ellis (1999) enrich the statement by suggesting language teachers to modify the input in order to the students obtain many benefits from modified input. This overview becomes a supportive idea for this research.

2. Communicative Language Teaching (CLT)

Brown (1994) described four characteristics of Communicative Language Teaching, it is the pedagogical perceptions of the new paradigm of CBI. The following are the characteristic shared by various communicative approaches, they are;

- a. Classroom goals are focused on all of the components of communicative competence and not restricted grammatical or linguistic competence.
- b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but

rather aspects of language that enable the learners to accomplish those purposes.

- c. Fluency and accuracy are seen as complementary principles underlying communicative technique. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d. In the communicative classroom, students ultimately have to use the language, productively and receptively in rehearsed contexts.

Then, Brown (2001) added two terms of communicative language teaching characteristics to supplement the previous characteristics as stated by Brown (1994) with two points, firstly, the students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. Secondly, the role of the teacher is that of facilitator and guide, while the students are encouraged to construct meaning through genuine linguistic interaction with others.

The six approaches of CLT stated in previous section become insights for teachers to apply the communicative language teaching approach. The teachers have facilitative roles in CLT to develop the students' communicative skills. One of desired goals is communicative competence. The students are expected interact with their classmates in language classroom context. They are highly supposed to master the language skills receptively and productively. The communicative teaching and learning process determines the quality of learning outcome. The teachers act to facilitate, assist, encourage, instruct, direct and motivate the students in classroom.

Richards (2006) defines communicative language teaching as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative competence includes the following aspects of language knowledge, they are; knowing how to use language for a

range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge.

The kinds of classroom activities of CLT that can facilitate learning are pair work activities, role plays, group work activities and project work. The students have to participate in classroom activities. Therefore, the teachers are expected to manage the classroom activities very effectively. By CLT, it can be created a mechanical, meaningful and communicative practice of learning.

Richards (2006) proposes ten core assumptions of current communicative language teaching, they are; second language learning is facilitated when learners are engaged in interaction and meaningful communication; effective classroom learning tasks and exercise; meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging; communication is a holistic process that often calls upon the use of several language skills; language learning is facilitated both by activities that involve inductive or discovery learning; language learning is a gradual process that involve creative use of language, trial and error; learners develop their own to language learning, progress at different rates, and have different needs and motivations for language learning; successful language learning involves the use of effective learning and communication strategies; the teacher plays a role as facilitator in language classroom; and the classroom is a community where learners learn through collaboration and sharing.

Based on the ten assumptions explained before, it becomes supporting ideas toward the present research. This research is also under the umbrella of communicative language teaching (CLT) theory. In this case, the students are able to acquire language in the form of oral and written. On the other hand, the students are expected to use acquired language through oral and written communication. Acquiring

and communicating language orally and written are one of the main aims of this research. While the teachers become guide and facilitator in classroom activity to encourage the students learn collaboratively. Richards and Schmidt (2002) reinforced CLT is an approach which emphasizes that the goal of language learning is communicative competence which seeks to make meaningful communication and language use a focus of all classroom activities.

One of several previous findings about communicative language teaching has been researched by Panambunan, Tulung and Maru (2016) resulted that communicative language teaching can improve the students' language ability particularly speaking ability. They modified communicative language teaching into some activities in classroom such as presentation of a brief or mini dialog, questions and answers based on the dialogue, pair works, oral practice. Then, they recommended to English teachers to apply this approach. They also suggested to prepare a well planning before teaching so that it will be running well without wasting unimportant things. That's why, the English teachers have to be able to make a creative class and prevent the boredom in learning situation.

Additionally, Richards and Rodgers (1999) elaborates classroom activities are designed to focus on completing tasks that are mediated through or involve negotiation of information and information sharing. It provides such activities enable students to attain the communicative objectives of the curriculum, engage students in communication, and require the use of communicative and interactive process. The teacher role is to facilitate various activities in creating the communication process between all students in the classroom. While, the students play role as negotiator and interactor within classroom activities.

The researcher adopts CLT theory come into the scope of this research. Learning theory of CLT is integrated in activities of this research that involves meaningful tasks and process such as information sharing, negotiation of meaning and interaction.

Moreover, this research also adopts the objectives view of CLT that reflect the needs of the learner including functional skills as well as linguistics objectives. Therefore, this research designs the classroom activities by positioning the students act interactor and negotiator, the teachers act as facilitator of communication process, need analyst, counselor, process manager, and materials act as primarily role of promoting communicative language use such as task-based and authentic materials (Nunan and Lamb in Kojima and Kojima, 2005).

3. Content-Based Instruction (CBI)

a. Definition of CBI

Stryker and Leaver (1997) stated CBI aims at empowering students to become independent learners and continue the learning process beyond the classroom. CBI is a way of showing our students to be able to explore the content of subject matter both in oral and written comprehension. CBI is a truly holistic and global approach to foreign language education. It can be refreshing and liberating for both teachers and students, offering an alternative to the tedium and boredom so often associated with the piecemeal, bottom-up approaches of linguistically driven curricula. More a philosophy than a methodology, there is no singular formula for CBI. Moreover, they argued 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. CBI 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 through the study of subject matter.

There are numerous opinions stated about CBI, such as Brown (2007) stated that CBI is a medium to convey informational content of interest and relevance to the learners. Similarly, Brinton, Snow, and Wesche (1989) listed a range of conditions which content-

based language teaching should fulfill some items, they are; language teaching should be related to the eventual uses to which the learner will put the language; the use of informational content tends to increase the motivation of the language learner; effective teaching requires attention to prior knowledge, existing knowledge, the total academic environment, and the linguistic proficiency of the learner; language teaching should focus on contextualized language use rather than on sentence level usage; and language learning is promoted by a focus on significant and relevant content from which learners can derive the cognitive structures that facilitate the acquisition of vocabulary and syntax as well as written and oral production. Clearly, Brinton, Snow, and Wesche (1989) define CBI as the integration of content learning with language teaching objectives. CBI refers to the study of form and sequence of language presentation directed by content material.

Canale and Swain (1980) in Stryker and Leaver (1997) enriched the concept of CBI by elaborating CBI with four specific components of communicative competence; grammatical, discourse, sociolinguistics, and strategic competencies. The first two categories, grammatical competence and discourse competence, describe language usage. Grammatical competence includes knowledge of language structure, the phonemes, the morphemes, and rules of syntax. Discourse competence includes the ability to successfully link sentences for communicative or rhetorical purposes. The second two categories, sociolinguistics competence and strategic competence, describe language use. Sociolinguistics competence includes the ability to use language appropriate to a given situation including the appropriate choice of register and knowing when to say or not to say something. Strategic competence refers to the ability to use inference, paraphrasing and repetition to cope with situations in which language or comprehension is lacking.

Snow and Brinton (1988) stated that the activities of content-based language course can stimulate students to think and learn in the

target language by requiring them to synthesize information from the content-area lectures and readings. It is supported by the authentic material contents to discuss and write. Similarly, Grabe and Stoller (1997) argued that in a content-based approach, the activities of the language class are specific to the content of subject matter being taught, are regarded to stimulate students to think and learn through the use of the target language. Students are exposed to study skills and learn academic tasks. They added that CBI tends to student-centered classroom activities. The students have opportunities to study specific content of theme or topic. Students' involvement in topic and activity selection can be increased. CBI is potential to be developed by structuring of content, language, and strategy instruction or learning to create a good content learning classroom environment.

Richards (2006) believes that CBI is the best way to do by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence to content. In his concept, content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. The selection of content is very important. It must be suitable with the students' proficiency level. The content can be course book, texts, skills, functions, etc. Content provides a coherent framework that can be used to link and develop all of the language skills. So that, CBI is stated as something better to reflect students' needs for learning a second or foreign language. That's why, the people who learn a language can be more successfully when they use the language as a means of acquiring information.

Additionally, Lyster in Loewen and Sato (2017) called CBI with other names and acronyms, including Content-Based Language Teaching (CBLT) as an instructional approach in which nonlinguistic curricular content such as geography or science is taught to students through the medium of a language that they are learning as an additional language. CBLT promotes target language development by

incorporating a focus on theme-based content with the students' content knowledge. The goal of the class is to assist students improve their second language competence within specific topic areas.

Content-based language teaching (CBLT) or CBI include; noticing means a context related to content, students' attention is drawn to problematic second language (L2) features highlighted through typographical enhancement. Awareness means students engage in some degree of metalinguistic reflection so they become more aware of the pattern. Guided practice means students are pushed to use the features in a meaningful yet controlled context with feedback in order to develop automaticity and accuracy. Autonomous practice is applied in a context related to content, students are encouraged to use the features in more open-ended ways to develop fluency, motivation and confidence.

The teachers can integrate content and language in spontaneous ways through an instructional sequence. It is started by a primary focus on content during the noticing phase then extended on language during the awareness phase and guided practice phase. Finally, during the autonomous practice phase, the primary instructional focus on the content that served as the starting point. Focus on language in the awareness phase and the guided phase might be best suited to language class, while the greater focus on content during the noticing phase and autonomous phase might be suited to content areas. This is a fairly easy way for teachers to do if they teach both language and subject matter classes. Therefore, it is very supposed to make content and language objectives become interdependent. In order to strengthen the students' attention between content and language in depth of processing. As a result, the content and language term helps the students to connect more to the language through the use of cognitively engaging and meaningful academic content.

Elaggoune (2015) refers to the fact mentioned that content-based instruction is a curricular model that allows foreign language learners to simultaneously improve content of the subject matter and

language skills. He reinforces that content-based instruction implemented to foster the integration of content and language in order to provide a means for foreign language learning. He encourages to implement CBI approach because it has great advantages in classroom activities that offer a framework for language learning. Besides, it can trigger the students can successfully get both language and subject matter knowledge by acquiring content input through activities in the target language.

As conclusion of the previous explanations about CBI programs typically place primary emphasis on content knowledge and strategic competence language use. CBI is suitable for facilitating the development of cognitive skills and four language skills while focusing on content of materials. So that, it will keep the students meaningfully engaged in language use. In other words, this approach can develop second language skills and academic subjects simultaneously. As Long (1997) believes the language learning and subject knowledge learning should be combined together.

Richards and Rodgers (1986) ensure that content-based teaching is the latest teaching method, which emphasizes the content information learning. The primary focus of teaching should transform from the teaching language itself to learn through the subject of knowledge to gain information. It can be summarized that it is an innovative step to move from traditional language teaching methods that aim to integrate language points and specific content material. So that, it can be concluded that CBI facilitates second language in academic background.

Similarly, the view of Gordon (2007) is applying this approach in order to obtain the significant gains both in the students' content learning and in language development. One of her glance is to design and implement content-based instruction that is grouping, experiential, powerful and communicative activities. By combining language instruction with content instruction benefits for intermediate level classroom such as Junior High students. As result, this research shows

the content-based instruction activities in term of CBI tasks for secondary education that will be modeled by present researcher. These CBI tasks are expected be able to provide a better context for engaging the students in the activation of learning process particularly in speaking and writing activities.

b. CBI Curriculum

Curriculum of CBI consists of three main points as stated by Stryker and Leaver (1997). This part is described in the following explanation.

1) Subject-Matter Core

The fundamental organization of the curriculum is derived from the subject, 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, business, history, political systems, international affairs, and economics. In CBI course there is constant interplay between language and content. Stryker and Leaver (1997) cited Jurasek that provided an excellent summary of this central assumption “a student’s 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-free class time was filled with manipulation of linguistic forms and discussion of correct usage. CBI can motivate, facilitate undergraduate foreign language learning.

2) Use of Authentic Language and Texts

The core material texts, videotapes, audio recordings, and visual aid selected primarily from those produced for native speakers of the language. Learning activities focus on understanding and conveying meaningful messages and accomplishing realistic tasks using authentic language. The materials taken directly from the culture being studied and used exclusively. Therefore, the teachers carefully select the content, so that the students will study topics for

which they already possess schemata (i.e., the relevant linguistic, content, and cultural background knowledge). Using content and context together to understand messages, students develop coping mechanisms for dealing with unknown language in other contexts, ultimately fostering the development of foreign language proficiency. The effective use of authentic language and texts has been a powerful force in propelling students to higher levels of foreign language proficiency. When students successfully negotiate the meaning encountered in authentic written or spoken language, they experience increased self-confidence, which in turn leads to gains in motivation and achievement. They also improve learning strategies for mastering the unknown vocabulary and grammar.

3) Appropriate to the Needs of Specific Groups of Students.

The content and learning activities correspond to the linguistic, cognitive, and affective needs of the students and are appropriate to their professional needs and personal interests. A CBI model must concern with the topics and 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 subject matter, the selection of authentic texts, and the effectiveness of certain activities. On a cognitive level, each learner is associated with its own set of learning strategies, and each learner reacts differently to any given set of teaching strategies. The teachers should understand teaching strategies and learner profile, so that they can combined some teaching strategies, such as; "expository approaches" are like lectures, readings, presentations and discussions with "experiential approaches" are like role plays, workshops, simulations, field trips, demonstrations, and interactions with native speakers.

On affective variable, such as students' feelings and emotional reactions play no less crucial a role. There are benefits in applying CBI, one of them the activities of it can build up the students'

motivation, students' enthusiasm, and students' responsibility for their own learning.

All three characteristics are essential for success of the foreign language students. They concluded that CBI classrooms indicate that linguistic development need not be ignored nor taken for granted. In CBI courses there is constant interplay between language and content. Therefore, one of the major characteristics of CBI is the extensive (though not necessarily exclusive) use of materials taken directly from the culture being studied. Depending on the language, the decision to use a subject-matter core may require the use of authentic texts exclusively. CBI teachers can find themselves routinely working with materials that are, in the traditional view, far beyond the current linguistics expertise of their students.

Another notion was proposed by Jones (2014) that rationale of CBI outlines CBI curriculum as offering learners the necessary conditions for second language learning by exposing them to meaningful language; building the learner's previous learning experiences in the subject matter, the target language and in formal educational settings; taking into the interest and need of the learners through their engagement with the academic subject matter and discourse patterns that they need to master; allowing a focus on communicative language use; and incorporating the eventual uses that will be engagement with relevant content and L2 as teaching purposes.

Cenoz (2015) enriches the features of CBI put in its curriculum namely; the teachers are bilingual, exposure to the L2 mainly in the classroom, the curriculum is the same as for L1, the classroom culture is that of the L1 and students enter with similar levels of L2.

This view means language as a medium for learning content and content as a resource for learning and improving language. In other words, CBI is an umbrella term referring to instructional approaches that make a dual commitment, language and content

learning objectives. Therefore, there is a great expectation to practice CBI that can be innovative and even unique in classroom contexts.

In CBI curriculum, content is taught in L2 and content is used to learn L2. Content and language become priority. The content objectives are determined by course goals or curriculum while the language objectives are determined by L2 course goals and curriculum. The teachers are supposed to select language objectives and material content efficiently and carefully. Then, the students are evaluated integratively on content mastery and language skills/proficiency. This description is highlighted by Brinton, Snow and Wesche (2003). The instructional strategies that suggested by Jones (2014) to be done are activity-based learning, self-directed learning, and project-based learning. One thing that is very prominent in this research is activity-based learning. The teacher moves his/her role as from instructor to facilitator. This curriculum description is adopted by researcher to be an integral part in this research.

c. Models of CBI

According to Brinton, Snow and Wesche (1989), there are three CBI teaching models that practitioners can apply, they are;

- 1) Theme-Based Language Instruction, a language curriculum is developed around selected topics or themes drawn from content area. Materials in theme-based language instruction are usually teacher-generated or adapted from outside classroom. The goals are assist learners in developing general academic language skills through interesting and relevant content.
- 2) Sheltered Content Instruction, this uses a content curriculum adapted to accommodate students' limited proficiency in the language instruction. Consequently, sheltered courses are closely in keeping with the tradition of elementary and secondary immersion education in which L2 learners are separated or "sheltered" from native-speaking students. Sheltered courses usually make certain modifications for the L2 population. Typically, the instructors will select texts of a suitable

difficulty level for L2 learners and adjust course requirements to accommodate L2 learners' language capacities (Brinton et al, 1989). This model was originally developed for elementary foreign language immersion programs in order to allow some portion of the curriculum to be taught through the foreign language.

- 3) Adjunct Language Instruction, in this model, students are enrolled in two linked courses, one a content course and one a language course, with both courses sharing the same content base but differ in their focus of instruction. The language teachers emphasized language skills, while content teachers focus on academic concepts. Such a program requires a large amount of coordination between the language and content teachers, and usually language teachers make the extra efforts to become familiar with the content. In order to ensure that two curriculums are interlocking, modifications to both courses may be required. This model is the linked courses will assist students in developing academic coping strategies and cognitive skills that will transfer from one discipline to another. This model integrates the language curriculum with the academic language demands placed on students in their other university courses. As a result, an adjunct program is usually limited to cases where students have language skills that are sufficiently advanced to enable them to participate in content instruction with native speakers.

It is still from Brinton, Snow and Wesche (2003) outlines the key characteristics of each model of CBI. The description is in the following term;

- 1) Adjunct Model, the students are expected to learn content material while simultaneously acquiring academic language proficiency and the teachers as facilitator responsible for student learning. In this case, the students take two separate but coordinated courses which share a common content base and which are taught by two separate teachers. One relies on content and its main objective is to make students assimilate the subject matter. The another is based on the acquisition of language skills of the target language with the main goal

is to stimulate the students increase their language skills. Regarding to this concept, the students are expected to master content and simultaneously increase language skills.

- 2) Sheltered Model, the students are given special assistance, two teachers can work together to give instruction in a specific subject, the content and language teachers give a short course and check the students' understanding and proficiency. In this case, this model make the students understand the content material with only minor language learning. The teacher is in charge of both content and language, but students are assessed only on the content knowledge.
- 3) Theme-Based Model, the goal of this is to help students increase L2 skills and proficiency, themes are selected based on their potential to contribute to the students' language growth, and content learning is incidental. In other words, the course outline is set around topics with a content orientation whose main intention is students' second/foreign language competence.

The three models offer practitioners and teachers with concrete frameworks to follow and to know how to integrate the learning of language with the learning of content. Another interesting area that would like to develop by the researcher is from the three models of CBI were developed into four models namely "Activity-Based Model". It switches to activity-based learning instead of the conventional teachers-centered approach of explaining things on the white board. Including more innovation in the lessons. How to make the activity more interesting? Therefore, this proposed research tried to design a lesson that is intriguing and appealing enough to encourage students to participate in the lesson. Some ways to create the innovative teaching process are integrating information technology (IT), facilitating project-based learning, developing skills in collaboration, communication, critical thinking, team working, social responsibility, and literacy skills. This additional instruction is believed establishes the students' activeness in language learning.

d. Content-Based Instruction in Language Teaching

The use of CBI in the language classroom is one of crucial thing. It is not enough to simply integrate content into the language classroom. It must be done effectively. Stoller (2002) lists eight practices that allow for natural content integration; 1) extended input, meaningful output, and feedback on language and grasp of content; 2) information, gathering, processing and reporting; 3) integrated skills (using reading, writing, speaking, and listening in natural classroom activities); 4) task based activities and project work, enhanced by cooperative learning principles; 5) strategy training (to produce more metacognitive aware strategic learners); 6) visual support (images, graphic organizers, language ladders, etc); 7) contextualized grammar instruction; 8) culminating synthesis activities (knowledge is displayed in writing and orally).

Chamot and O'Malley (1994) underlines that there are several reasons for integrating content into the English as a second/foreign language class. The principal reasons are affirmed by them in terms of content enables students to acquire significant knowledge in different course, CBI provides students with the ability to master language function ad skills needed to understand, discuss, read, and write about the learning concepts acquired, CBI promotes an integrated skills approach to language teaching for instance, the students might read, taking note, summarizing and replying orally to what they have listened to and read. Through CBI, the majority of students are greatly motivated when they are learning content not only learning language. It means that the students are everlastingly motivated to explore interesting content and take part in language learning activities. Moreover, content leads the teachers to guide the students different learning strategies so that the students reach good language learning experiences.

Hence, CBI is an approach to language teaching that focuses not on the language itself, but rather than on what is being taught through the language; that is, the language becomes the medium

through which something new is learned. In CBI approach the student learns the target language by using it to learn some other new content. CBI application is supportive toward education for the future, as follows; think critically, communicate clearly, work collaboratively, embrace culture, develop creativity, and utilize connectivity. These terms for education future were adapted in designing instructional activities through content-based instruction. These terms are also parts of demonstrating content-based instruction in English language classroom. Besides, these terms occur implicitly in content-based instruction activities that developed by present researcher.

An integrated approach to content and language instruction aims to engage students fully with teaching activities and pedagogical materials. Teaching serves to provide opportunities for students to engage themselves in learning about content through language (Snow, Met and Genesee, 1989). In ESL or EFL class, the teacher integrates language instruction with the content of the students' social studies lessons in a very interesting way. The teacher asks the students to tell about what they had learned in the topic. After the question and answer session, the students practice working with the information in different ways, such as, writing short summaries or describing the chronology of events to their partners. It can be also speaking, reading and listening activity. The students in classroom try to practice asking and answering questions, taking notes, summarizing information in written form and retelling the content of topic.

Additionally, Karim and Rahman (2016) simplify what Stryker and Leaver stated about the teachers' role and characteristics of the students require CBI implementation. The teacher is suggested to play roles in success of CBI, below is the list of those; teachers bring the change of direction is needed, the teachers implement group work and team-building techniques, the teachers provide prior knowledge about particular topics and language skills required for learner success, the teachers use the process approach in writing, the

teachers use technique of corrective feedback, and the teachers help students maintain high level of enthusiasm.

These integrated skills of teachers can be a tool to determine the success of CBI practice. Moreover, the characteristics of students also vary in following terms; proficiency in target language, schemata about the content being discussed in the class, learning strategies and styles, age and level cognitive development, and aptitude, motivation and anxiety level. Consequently, Larsen-Freeman (2000) reinforces CBI has special contribution to the learning of language with the learning of some other contents, often academic subject matter.

Additionally, Marco (2002) highlights content-based instruction fits well with the internet as a good learning tool. The use of internet meets content-based activities for instance; learning CBI activities should provide more than one perspective on the content area which different aspects of topic are available in internet for example in web pages, CBI activities should present authentic content, CBI activities should incorporate visuals and other aids for facilitating deeper thinking which the internet provides a lot of pictures, sound, animation not only text.

The goals of teachers who use CBI intend the students master both language and content. The content can be themes of general interest to students such as current events or their hobbies, or it can be academic subject. Therefore, the teachers are expected to contribute in setting obvious learning objectives for both content and language. The teachers create activities to teach both of the terms. While, the students' contribution in engaging their selves actively with both of content and language. Designing activities in CBI is addressed both language and content, subject organization of the content with specific language activities that highlight how language is used, and actively involved through interaction with other students. Thinking skills are also goals of CBI in order to assist students undertake assigned academic tasks (Larsen-Freeman and Anderson, 2011).

Consequently, the materials and tasks prepared for classroom practice should also be suitable with the students' characteristics. CBI practices should be monitored by the teachers. If the students are lack of target language to deal with the content, they can use L1 to understand the content. CBI class can be conducted in bilingual however it attain the target language. From those points of view, the researcher integrates the knowledge about CBI in language and learning process in this research. These explanations are contributive in designing an instructional activity of CBI for Secondary education students.

e. Incorporation of Project Work into CBI Classroom

Project work is meant as a natural extension of content-based instruction. CBI allows for the integration of language teaching practices such as cooperative skills, integrated skills instruction, project work, strategy training, the use of graphic organizers, etc. Project work is illustrated as an equipment for fully integrated language and content learning. Project work emphasizes on content learning in which real subject matter and topics of interest to students can become central to projects. Project work leads to the authentic integration of skills and processing of information from various resources. It is also potentially motivating, stimulating and empowering the students' language skills, content learning and cognitive abilities (Stoller in Richards and Renandya, 2002).

In incorporating project work in content-based instruction, it appears a sequence of instructional activities. The frame of project work in content-based instruction is by embedding the thematic unit in integrated skills. The objectives of content-based instruction can be elaborated explicitly as follows; motivating students to use language in learning something new about topics of interest, directing students to learn subject matter through English, exposing students to content from a variety of informational sources to assist them develop their academic language and study skills, recognizing the students with the

contextualized resources for understanding language and content, stimulating the students' academic braveness in a learning environment, and enhancing students' self-awareness and engagement with learning process.

As conclusion of this part, content-based instruction and project work facilitate English language classrooms more vibrant environment for learning and collaboration. However, must be understood that project work is not limited only to content-based instruction, on the other hand, can be applied in different ways of language teaching. It is realized that project work may be easier to be applied in second language learning because nowadays more accessible content resources, but teachers are really expected to build creativity in managing the instructional activities.

f. Content-Based Instruction Evaluation

Evaluation is an integral part of the teaching process. In CBI process, language and content are two major components must be evaluated by teacher. Language and content refer to the learning of foreign language and the mastery of content knowledge. The students are not only to improve their language skills but also improve their content knowledge. Content cannot be ignored in learning objectives. It has same portion in CBI implementation. The students use their knowledge to perform CBI tasks in academic setting. The students' language skills are evaluated by using related materials employed in CBI. The teachers need a thought how to design evaluation procedures. Thus, content selection is a primary consideration in designing tasks to evaluate language skills in CBI implementation (Brinton, Snow, and Wesche, 1989).

Brinton, Snow, and Wesche, (1989) note evaluation of content knowledge through content mastery and evaluation of language skills through interactive communicative skills and academic language use skill. Related to this study, the researcher conducts evaluation process by placing language evaluation, subject content

evaluation and performance evaluation as activities of evaluation. Brinton, Snow, and Wesche, (1989) emphasize that a lack of cultural background or content knowledge may give interference with performance on tasks designed to evaluate language knowledge, and insufficient foreign language skills may prevent the students from fully demonstrating their content knowledge. Hence, specifically in this research, the students were assessed how far they understand the material content and how far they can write and speaking in English.

4. Topics Familiarity

This research used topics familiarity as the topics of learning materials. In line with topics familiarity, there are several previous studies described the strengths of it. Some of them namely, Gilakjani et.al (2011) and Norman (2017) showed the relevance of topics familiarity with background knowledge. They stated that if EFL learners provided with background knowledge, they will be able to understand unfamiliar texts easily. Background knowledge assists them to match new information with what they already know about the text also foster vocabulary knowledge. It is similar with research of Othman and Vanathas (2015) that topics familiarity influenced positively on the students' listening comprehension because topics familiarity provided with background knowledge which facilitated comprehension of an unfamiliar topic.

Soltani and Malaee (2015) concluded content familiarity and language ability seemed to have significantly affected the participating readers' comprehension performance. While prior knowledge of content seemed to have facilitated the reading comprehension of the low-ability students. In relation with oral skill, Kazemi (2015) concluded that topics familiarity makes statistically significant contributions to effective oral productions. In this case, oral presentation related to familiarity with the topic plays a facilitative role in speaking. Consequently, Ovilia (2018) and Indah (2017) highlighted the familiar topic enabled the students to relate what they know and

what they hear, as a result, help them in interpreting the message quickly and correctly also contribute directly toward critical thinking skills.

In accordance with writing performance, Yuli and Halimi (2019) found that topics familiarity is relevant to the students' lives and personal experience so that the topics become more interesting then motivate the students to write and ease to express and develop their ideas. The ideas come directly from their background knowledge. Furthermore, topics familiarity considered as the need of task feature in syllabus design and materials development and the necessity of employing these topics in task based language teaching by focusing on accuracy complexity or fluency in oral task production, Rahimpour and Hazar (2007).

In conclusion, the topics familiarity is an essential factor in the helping the students' learning activities. It becomes an effective tool toward the teaching and learning of language. Besides, it assists the students to perform language learning task more successfully. Concerning with this study, the researcher used topics familiarity in implementing theme-based tasks to trigger the learners speak and write English well.

5. The Rationale for Instructional Design

The design of instruction must be undertaken with suitable attention to the conditions under which learning occurs which are both external and internal to the learner. In order to design instruction systematically a rationale for what is to be learned must first be established. A system of instruction may then be constructed step by step, beginning with a base of information that reflects identified goals. An instructional design is very useful for performing the process of teaching and learning in classroom. It must be organized systematically. The following are the explanations of rationale for instructional design.

a. Definition of Instructional System

Instruction is the means employed by teachers, designers of materials, curriculum specialists, and others whose purpose it is to develop an organized plan to promote learning. The system of instruction which is designed may be intended for achieving good outcomes. Gagne and Briggs (2002) stated that instructional system designing utilizes a kind of knowledge called educational technology. This term has sometimes been associated with computers and other media hardware used for instruction. There is a growing tendency to collaborate educational technology to the process of planning by which an instructional system is developed, implemented, controlled, and evaluated. According to Lumsdaine (1964) in Gagne and Briggs (1979) presented the influences of instructional design development, such as; interest in individual differences, behavioral science and learning theory, and physical science technology.

Human learning as a set of internal cognitive processes that transform the stimulation presented to the learner into several successive phases of information processing. The outcome of this processing is the development in the learners (that is, in their memories) of the certain types of capabilities evidenced by the human performances they make possible. The learning process supported by instruction that results the development of five kinds of capabilities in the human learner namely; intellectual skills, cognitive strategies, verbal information, attitudes and motor skills.

These capabilities are under umbrella of cognitive domain become addressed parts of this research. The students are expected can have these skills. The efforts to achieve these skills are described in model of instructional activities of this research that is based CBI approach. By activating students in CBI classroom, they are able to convey purposeful instructional outcome. The students are expected to be capable and competent in aspects of cognitive, affective and motor skills.

b. Instructional System Development

Designing a system of instruction is an enterprise that is likely to involve a variety of specialized people and agencies. One of the agencies is universities, they have trained teachers, publishers provided textbooks and local communities have constructed the school buildings and employed the people to operate the schools. The teachers adapt components of instruction to be compatible with the atmosphere of classroom. For example; using available instructional materials to accomplish objectives of the teaching process. That's why, the schools, industry, universities, and other agencies are organized as a consortium and applying a system approach and represents the ideal model of instructional systems design in the future. A research was conducted by Sevy (2016) concludes the instructional design contains the objectives, skills, methods, strategies, activities, outcomes and goals of the teacher. The various stages of design of instructional systems can be derived from some views, one of them stated by Gagne and Briggs (1979). They presented the outline of the stages in designing instructional systems.

Table 2.2. Stages in Designing Instructional Systems

System Level

1. Analysis of needs, goals and priorities
2. Analysis of resources, constraints, and alternate delivery systems
3. Determination of scope and sequence of curriculum and courses; delivery system design

Course Level

4. Determining course structure and sequence
5. Analysis of course objectives

Lesson Level

6. Definition of performance objectives
7. Preparing lesson plan (or modules)
8. Developing, selecting materials, media
9. Assessing student performance (performance measures)

System Level

10. Teacher preparation
 11. Formative evaluation
 12. Field testing, revision
 13. Summative evaluation
 14. Installation and diffusion
-

The “systems approach” to instructional design was related to “educational technology”; both were presented as processes of planning instruction which make use of research and learning theory and employ empirical testing data as means for the improvement of the designed instruction. A general account was given of how design teams function, along with the role of citizen participation in determining educational needs and goals. Instructional system design was presented as a broad, overarching framework for accomplishing whatever variety of learned outcomes that a curriculum or course of instruction intends.

The first three design stages focus upon the determination of needs and goals sought as the outcomes from an entire school curriculum or course of instruction. These needs and goals are reviewed in terms of resources available and the possible delivery systems which could be employed for the intended instruction. The goals stated broadly and arranged in the form of a curriculum scope and sequence statement, showing the desired outcomes for each year or course.

The next two stages of work consist of considering separately each year of study or each course to be planned. The two principal products are the determination of the overall structure of each course in terms of major units of instruction and a listing of the objectives to be achieved by the end of the course. These analyses are described as “course level” analyses.

The next four stages of work are described as “lesson level”. This consists of: (a) definition of detailed performance objectives, (b) preparing lesson plans (or self-instructional modules), (c) developing or selecting course materials and media, and (d) preparing measures for assessing student performance.

The concluding five stages of work include: (a) plans for special preparation of teachers, (b) conducting formative evaluations of materials to improve the instruction, (c) conducting field tests as a basis for further adjusting the instructional system to the realities of

the school environment, (d) conducting summative evaluation of the worth, practicality, and effectiveness of the total instruction, and (e) securing adoptions of the system and subsequent installations of it in schools other than those involved in field testing and evaluation of the system.

Gagne and Briggs (2002) stated the key steps in lesson planning or design of instructional model include: (a) classifying the lesson objectives, (2) listing the needed instructional events, (3) choosing a medium of instruction for each event, (4) incorporating appropriate conditions of learning into the prescription for how each event will be accomplished by the lesson. Some events may be accomplished by the learner, some by the teacher, and others by the materials and activities planned for the lesson. By integrating these steps, it can create a good instructional nuance that has been organized very well.

c. Lesson Planning

Planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about needs, goals, activities, resources, timing, grouping, evaluation and other aspects of the lesson (Farrel cited in Richards and Renandya, 2002). There are several elements in a lesson plan, namely description of the class, recent work, objectives, contents (context, activity, class organization, aids, language, possible problems) and additional possibilities (Harmer, 1991).

The teachers are expected to make relation among those elements of lesson plan as mentioned by Harmer. The teachers should adapt various materials to be used in different ways to make it better suit in the classroom. The process of lesson planning is very useful as a part of instructional activity that result a successful lesson. Planning can be regarded as a process of transformation during which the teacher creates ideas for lesson based on understanding of

learners' needs, problems, and interests, and on the content of the lesson itself.

Farrel in Richards and Renandya (2002) adds lesson planning has some pedagogical dimensions of the lesson such as management of the students, students' attention, maintenance of students' engagement in the lesson, class organization into pairs and groups. These pedagogical dimensions must be handled very well by teachers so that, the classroom will be spirited and productive place of activity. Lesson planning is displayed concretely in a classroom context. As a result, the teachers have to manage the class effectively, so that will create a good classroom management. Classroom management refers to the ways in which teachers manage a class in order to make it maximally productive for language learning.

There are three processes of lesson planning namely, planning, implementation and evaluation (Farrel in Richards and Renandya (2002). At the planning stage, teachers need to think about the lesson objectives, the materials, the activities, the form of class interaction, and learning monitoring. At the implementation stage, the teachers build the learning experiences in the form variations of classroom activities. They vary a lesson in such kind of class organization for instance giving individual tasks, pair work, group work, or full class interaction. One essential thing should be considered by teachers in determining lesson activities about the students' interest and level of difficulty. At the evaluation stage, the teachers must evaluate the success or failure of lesson, whether it is good or not. Evaluative component in the lesson means reflection and adjustments to create the next lesson (Brown, 1994). Ur (1996) offers criteria for evaluating the effectiveness of lesson as follows; the class seems to be learning and material well, the students are engaging with the foreign language, the students are attentive all the time, the students enjoy the lesson and are motivated, the students are active all the time, the lesson goes according to plan and the language is used communicatively.

The evaluation stage is the final activity that happens after the lesson has ended. It is highly recommended for the teachers to reflect the possibilities things after conducting a lesson. This stage is also very useful for teachers as an informative and basic experience to direct for the future lesson planning. Many things in lesson can be reflected for instance thinking of what the students actually learned, what tasks are more or least successful, what the lesson is finished on time or not, and what the changes in classroom situation after carrying out the lesson.

d. Learning Activity in the Curriculum Process

Murray (1988, 1993) defined learning activities as specific activities implemented by students in teaching and learning situation which are organized to enable them to acquire purposive content and achieve the stated objectives in the instructional design. Learning activities are integrated with instructional strategies and methods that have been planned by teachers to be performed in learning environment. Learning activities are integrally related to statements of aims, goals and objectives. So that, the contents are taught must link with the use of appropriate learning activities. In this case, teaching method not only teach the content but also help achieve the initially stated learning objectives.

Heah and Yun in Renandya (2003) outlined the learning activities are supported by the principles of language learning, such as language learning involves both of psycho-motor in language processing activity, language learning is a decision-making process. It means that the students learn by developing and using a network of knowledge. Language learning is not just a matter of acquiring linguistic knowledge but also supporting of performing activities meaningfully. Language learning should be interactive as communication is interactive for instance using pair and group work activity and language learning is incidentally activity.

Regarding to the cycle of teaching/learning activities, Els, Bongaerts, et. al (1984) mentioned three steps in the learning of hierarchically ordered skills, namely; presentation means the teacher presents the material and explains it. Repetition means the teacher has the learner repeat the material and relates it to what the learner has already acquired. Exploitation means the teacher gives the learner the opportunity to use the newly acquired knowledge productively and creatively.

This cycle of teaching/learning activities stated in the previous explanation more refers to the teachers' skills in managing the classroom atmosphere. It seems the three steps need to be organized very stronger and more detail. So that, these steps can show the teachers and students activities in classroom in detail and concretely. This view needs to be developed by the researcher to strengthen the language instructional activities.

The selection of appropriate teaching and learning activities need knowledge and skill of the teachers. The organization of learning sequence must be linked with good intentions, fine goals and objectives, excellent content, flawless evaluation procedures into an applicable learning activity (Zais in Murray, 1988, 1993). Then, Murray (1988, 1993) determined several criteria for selecting learning activities, they are; designed learning activities have objectives that are able to achieve the curriculum objectives. Learner appropriateness has strong relationship with designed learning activities to meet and satisfy the students' needs and fit their psychologically development. Resources are also important term in designed learning activities that must be supported by the availability of needed resources. Moreover, constraints relate to some handicaps that must be considered in designing learning activities for instance availability of finance, availability of staff and team teaching, school policy, and the teacher's limitation.

The criteria of selecting learning activities will be supported aspects in structuring learning activities appropriately in which there

are three terms that can be separated in practice of learning activities namely continuity, sequence and integration. This overview becomes contributive reference for the present research that conducted by researcher. The researcher conducts modification of learning activities through content-based instruction. As mentioned by Murray (1998, 1993) in developing model of curriculum includes the main components particularly situational analysis, aims, content, learning activities, and instructional evaluation. These main components are one of guidance for the researcher in designing instructional activities.

6. Learner-Centered Communicative EFL Instruction

Learner-centeredness in teaching English as a foreign language (EFL) requires the high roles of students and teachers. In the learner-centered EFL classroom students are seen as being able to assume a more active and participatory role than is usual in the traditional teacher-centered EFL classroom. Teachers act as facilitators, information-gatherers, decision-makers, motivators and counselors. Becoming an EFL teacher and teaching in a confident, competent, creative and ethical manner is a challenging and complex learning process, where teachers can learn from their teaching experiences, question the educational values, evaluate their own practice and develop their teacher-learner autonomy (Kojima and Kojima, 2005). Lerner-centered teaching has contributed to the educational process. In this case, classroom activities and materials ought to utilize meaningful contexts of genuine communication with persons together engaged in the process of becoming human beings.

Brown (2001), Kojima and Kojima (2005) explain learner-centered instruction is contrasted with teacher-centered instruction. It includes some points; techniques that focus on or account for learners needs, styles, and goals. Techniques that give control to the student (group work or strategy training). Curricula that include the consultation and input of students and that do not presuppose objectives in advance. Techniques that allow for student creativity and

innovation. Techniques that enhance a student's sense of competence and self-worth.

Learner-centered instruction is called as an approach to activity organization. Learner-centeredness relates to a way of organizing classroom activities. The basic idea is that learning activities will be more relevant if it is the students, as opposed to the teacher, who decide on the conceptual and linguistic content of these activities. It also assumes that students' involvement and motivation will be greater if they can decide how activities are structured. Nunan in Kojima (2005) sees learner centered instruction as a negotiation process between teachers and students. This view regards the content and form of teaching can be designed at classroom level via consultation between teachers and students. The students gate chance to organize their learning activities in classroom.

In a learner-centered communicative approach to ELT, students are supposed to assume a more active and participatory role than is usual in traditional teacher-centered approaches. In this case, the teachers have new functions as information-gatherers, decision makers, motivators, counselors and so on. New teaching capacities include identifying students' needs, interests and learning styles and strategies and helping students become more independent. The following are the roles of teacher in learner-centered classroom (Kojima, 2005), namely; information gatherer, decision maker, motivator, facilitator of group dynamics, provider of opportunities for communicative and authentic language use, counselor, promoter of a multicultural perspective, reflective practitioner and researcher. Those attempts to improve the quality of teaching and learning in educational contexts. It helps the teachers to decide the best ways to organize curriculum, plan satisfactory program for helping individual teachers teach better and evaluate teaching in order to encourage improvement.

Licht, Maher, and Webber (2004) highlight learner-centered approach three features, namely instructors take an inquiring

foundation, language learned and practiced reflects students' own lives and instruction builds trust and community among students. These means that learner-centered instruction provides opportunities for students to develop greater voice for expressing their ideas, interests, and concerns. The students have opportunity to share their experiences and to recognize the common experiences and concerns they share with their classmates. Then, the community building can be created in learner-centered classes. It helps build a sense of community in the classroom for example the class members speak about their experiences, ideas, opinions with each other and develops their friendship to learn and trust one another.

An experience of learner-centered teaching was practiced by Iqbal (2017) who teach at KMA Girl's Secondary education. She involved the students in a purposeful learning process. He applied learner-centered teaching by integrating with information technology, project-based learning, 21st century skills and assessment. She involved the students in discussions, debates, role play and creative writing, for example designing brochures, writing invitations for seminars and poems. She reported that the students were getting improvement in skills of collaboration, social responsibility, self-direction, media literacy and self-accountability.

In description of learner-centered classroom, a term cannot be separated from this explanation namely learner autonomy. The importance of developing learner autonomy in educational world has become one of its more prominent themes. Sinclair, McGarath and Lamb (2002) define the concept of learner autonomy that is to construct capacity and involve a willingness on the part of the learner to take responsibility for their own learning. It is not simply a matter of placing learners in situations where they have to be independent. It can take place both inside and outside the classroom. However, autonomy is interpreted differently by different cultures.

To operate learner-centered approach well in EFL classroom, students will have to learn more than just the target language.

Students should learn a course with a better understanding of language and themselves as both language users and autonomous learners. Organizing an autonomous learning environment that is learner-centered puts certain demands on teachers as well as students. Teachers are expected to adopt a learner-centered approach in their teaching process. Therefore, the teachers are requested to be an EFL teacher in a confident, competent, creative, and ethical manner in learning process. As conclusion, activating activities focus on the students in the classroom, on keeping them involved, on having them doing, performing, and producing rather than passively receiving information.

7. Productive Skills

English as a foreign language involves four language skills, such as listening, speaking, reading and writing. Willis (1998) stated that speaking and writing are productive skills, while listening and reading are receptive skills. Jabu (2008) refers to the activity of the user stated speaking and writing are termed as active or productive skills. These four language skills can be developed from four language components or it is usually called as sub skills, they are; structure, vocabulary, spelling, and pronunciation. In this research, the researcher's attention is focused on the English speaking and writing competence. As discussed by Polio and Lee cited in Loewen and Sato (2017) that the students work together on integrating writing and speaking activities. The use of writing activities makes students generally more interested in developing their speaking skills. It indicates speaking and writing activities can help and facilitate second language acquisition (SLA). This section elaborates the concept of productive skills, and firstly explores speaking skill and secondly is concepts of writing skill.

a. Speaking Skill

1) Definition of Speaking

The mastery of speaking skill in English is a priority for many second language or foreign language learners (Richards, 2008). Shumin in Richards and Renandya (2002) expressed learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also require the knowledge of how native speakers use the language in the context of structured interpersonal exchange which involve many factors interact each other. Therefore, the teachers can help more the learners in increasing their abilities to communicate in the target language.

Leong and Ahmadi (2016) strengthens Richard's statement that speaking is one of the most important skills to be improved and promoted as means of effective communication. Then, they explore the learning of speaking skill is a something urgent for a lot of English as a foreign or second language learners. Even, sometimes language learners evaluate their success in language learning based on how extent they have developed their spoken or oral ability. They suggest the all English teachers to provide more opportunities to communicate English orally though appropriate speaking activities in classroom situation.

The next is a research of teaching speaking skill in English language by using classroom activities in Secondary education conducted by Gudu (2015). This study found out the variation of use of classroom activities for instance discussion activity, dialogues, drama, oral narratives, songs, debate, storytelling and role play which are integrated with authentic language in context. This study contributes to enable the students acquire the target language and motivate them to interact each other. This suggests to the further research to integrate the various activities of speaking in order to meet the students' needs. Besides, the next research needs to consider the easy way to integrate several classroom activities to achieve the set of objectives in speaking skill lesson.

Speaking is meant as a part of reciprocal exchange in which take a part in both of reception and production. This sense is speaking skill covers receptive and productive participation (Jabu, 2008). With another statement, speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction (Shumin in Richards and Renandya, 2002). The functions of spoken language are interactional and transactional. Interaction is the key to improve students' speaking ability.

Speaking is one of the four language skills is very important in process of teaching and learning English as a second or foreign language. Speaking means expression of ideas to other people in oral communication. Oral communication is an activity involving two or more people in which the participants consist of speakers and hearers react and respond what they hear (Scoot, 2002). In other words, communication as a process done by speakers to convey information and message to listeners. The implication of mastery of oral communication for learning process is expected the students can achieve good accuracy, fluency and comprehensibility as the aspects of speaking skill assessment (Jabu, 2008). As well as Amrullah (2018) concludes in his research that the ability of students in English speaking at speaking subject by focusing on three components; accuracy, fluency and pronunciation. While, Michel in Loewen and Sato (2017) refers complexity, accuracy and fluency as main components in second language (L2) production performance.

Richards (2008) states that in planning activities of speaking, the first thing should be done is determine what kinds of speaking skills the course or subject will focus on. It makes sense whether interaction, transaction, and performance (Brown and Yule cited in Richards, 2008). Different speaking activities such as conversation, group discussion applied in classroom must be suitable with the students' level and need. In order to support situation of learning each other.

2) Interactive Activity of Speaking

In designing speaking activities, the teachers should create meaningful and communicative atmosphere and also involve students in using English for a variety of communicative purposes. In details, the speaking activity should be based on authentic materials, enabling the students to practice the specific features of language, allowing students communicate in the real world and activating psycholinguistic process of learning (Richards and Renandya, 2002). Classroom activities that develop students' ability to express themselves through speech would be an important component of a language course (Ur, 1996). It is realized that seem difficult to design and demonstrate such effective speaking activities. A successful speaking activity in the classroom organized by teacher highly request active participation of teachers and students in learning environment.

A research had been conducted by Oradee (2012) regarding to the speaking skill development by using three communicative activities namely discussion, problem solving and role playing. She asserts three communicative activities is a learning method focusing on the learner-centeredness. The students work together in small groups, support each other, have more confidence and encourage them to participate more in learning process. Besides, the activities create enjoyment in speaking and build up their motivation to learn foreign language. The recommendation from this research is speaking activities should be organized in good order or sequence. The teachers also have to recognize their position in language classroom as a provider, an assistant and a consultant in learning environment.

Furthermore, Ur (1996) outline the characteristics of a successful speaking activity in some aspects as follows the students must talk a lot, students get chance and participation to speak, students' motivation is high and eager to speak, students express their utterances that are relevant, easily comprehensible, and acceptable language. These aspects mean that a time allotted to speaking activity is occupied by students to talk each other. Speaking

activity performs classroom discussion that is not dominated by a minority of talkative participation but all students get same opportunities to say something and give any ideas. So that, all students also can contribute actively to achieve a task objective.

In designing speaking activities for second or foreign language teaching, it is necessary to recognize the very different functions speaking performs and the different purposes for meeting students' needs on speaking skills (Richards, 2008). Brown and Yule's framework as cited in Richards (2008) classify functions of speaking in the form of talk as interaction, talk as transaction and talk as performance. Regarding to this classification, the teachers consider it to be involved sequence of speaking activities. In this case, occurring the activities of conversation group, conversation pair, and small talk. Through these activities, they discuss, ask, answer, interact each other and also present information in language class context.

The three form of talk can be aimed to plan speaking activities for an English class. For instance, determining what kinds of speaking skills the class will focus on and identifying teaching techniques to provide for learners to acquire. Furthermore, Richards (2008) mentioned the implication of the form of those talks for teaching is expanded to teaching process called as interactive and transactional activity. He added teaching and learning process creates interaction mediated by a set of instructional activities and then construct language awareness and language development around task performance.

Willis (1966) cited in Richards (2008) proposes the sequence of instructional activities that can be selected to be applied in language classroom. The sequence of activities covers pre-task activities, the task cycle (task and report), and the language focus (analysis and practice). The instructional activity is elaborated into three sections namely pre task activity, the task cycle and the language focus. Every section of this has sub activities that handled

by teacher and students. This instructional activity is going to be modified by present researcher into six phases of preparation activity, pre activity, whilst activity, autonomous activity, post activity and systematic assessment activity. This learning activity include speaking and writing activity and guided by English teacher and then acted by students. The learning process takes the principles of students centered learning which teachers act as facilitator and students act as actor of learning process.

Meanwhile, Amrullah (2018) recommends to English teachers to design teaching of speaking techniques by implementing task-based learning approach. He has proved in his research that task-based learning approach assists the students to achieve the minimum complete score in speaking subject and promote their accuracy, fluency and pronunciation in speaking skill. He asserts task-based learning approach gives chance the students to use a contextual language, explore the target language through situational activities, and empowering the learning experience.

Task-based learning approach will be adapted implicitly in the present research. It performs a sequence of tasks and activities of learning that will be hold by teachers and students. The students will pass learning tasks and activities in speaking and writing instruction. Specifically, speaking ability can be enhanced by providing students appropriate instruction. With an appropriate instruction, it enables the students have opportunity to use language for communication in a meaningful context in class (Shabani, 2013). He hopes to all English teachers provide an appropriate instruction that can serve as a guide for them, curriculum planners as well text book writers to supply their materials and classroom activities with a more effective approach for teaching and learning of speaking subject.

3) Principles of Designing Speaking Teaching

Brown (2001) highlights several principles for designing speaking techniques in English language classroom. Its description is described as follows;

- a. Use techniques that cover the students' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. For interactive language teaching, can be provided content-based activities and interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When design speaking activities, make sure that the activities don't make the students bore but make it into repetition drills.
- b. Provide intrinsically motivating techniques. Speaking techniques are designed to build the students' motivation and interest. Make sure that the activities benefit for students, especially for achieving speaking competency.
- c. Encourage the use of authentic language in meaningful contexts. Using authentic materials in teaching speaking is a very good technique. It aims to create meaningful interaction.
- d. Provide appropriate feedback and correction. For most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important to give corrective feedback in order to students know the extent of their competency.
- e. Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. To easy focuses on speaking goals, listening must be activated naturally. These two language skills can reinforce each other. Skills in producing language are often initiated through comprehension.
- f. Give students opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. Asking questions, giving directions, providing information, and students have been conditioned to speak. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.
- g. Encourage the development of speaking strategies. Strategic competence should be practiced such strategies as asking for

clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrase for structures one can't produce, etc.

These principles are going to be supportive ideas in developing of content-based instruction tasks of this research. This Brown's view theoretically gives the present research a guideline in designing speaking activities in English learning class. This view contributes to this research related to main points in teaching speaking in which should be authentic materials, feedback, interactive various activities, and motivating.

b. Writing Skill

1) Definition of Writing

Writing as one of the productive skills that has been developed in the instructional activities at the Secondary education, is considered to be the most complicated problem for students. Writing is a tool of communication in a written form such as email, business letters, newspapers, diary, and so on. This skill is essential part to convey out thoughts, ideas and organize them into sentences or paragraphs (Supiani, 2017). Therefore, it requires more effort to produce meaning through writing than to recognize meaning through the other skills (Miftah, 2017). As a stressing on the importance of writing skill for to be taught to English foreign language students such as learning encouragement, language development, learning approach, and most importantly, writing skill as compulsory subject.

There are some definitions of writing that come from some authors. The researcher presented the review of some writing definitions. All of the words of experts who wrote about definition writing are presented in different forms, but they are abstractly same of meanings. In detail, Peha (2003) said that writing is the communication of content for a purpose to an audience that means content (main idea and key details) is the content of a piece is what

the writer wants to say; purpose (think and do) is the purpose of a piece is why the writer wrote; and audience (people and questions) is the audience for a piece is who the writer writes to. Every piece of writing can be broken down according to its content, purpose, and audience. The three things can be consideration to be seen so that our writing will be more successful and we will always know that ywe are really writing.

According to Weigle (2002), writing has also become more important as tenets of communicative language teaching – that is, teaching language as a system of communication rather than as an object of study – have taken hold in both second and foreign language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar and vocabulary, is being supplanted by the notion that writing in a second language is a worthwhile enterprise in and of itself.

Meanwhile, Oshima and Hogue (1997) stated that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps. Similarly, Harmer (1991) highlights writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing etc. So, in making a good essay we have to follow the stages because they can make it easy for us to express our idea.

Based on those definitions, it can be stated that writing is a communicative act that produces a sequence of sentences by using graphic symbols such as letters or combinations of letters. It refers to an activity to share ideas, information, and thought with others. Writing is a valuable tool for learning in number of ways. In other words, writing helps students reflect on how much they already know about a topic. It encourages students to assess how well they understand new

information and allows them to integrate new information at deeper levels. To help students understand information at deeper levels, the students should be provided with the frequent opportunities to write for a variety of purposes. Besides, the writing assignments or the type of writing should be tailored to meet students' needs and abilities.

2) Teaching of Writing Strategy

There are a lot of experts describe about writing strategies.

The first, Krashen (2013) points out the writing strategies, namely;

- a. Planning: good writers have a plan before they write, but it is flexible; they are willing to change the plan as they write and discover new ideas.
- b. Revision: good writer areas willing to revise. They understand that as they move from draft to draft, they come up with new ideas.
- c. Good writers delay editing, concerning themselves with formal correctness only after they are satisfied with the ideas they put on the page.
- d. Reading: good writers stop frequently and reread what they have written.
- e. Regular daily writing: productive writers write a simple amount each day, rather than waiting until they have availability of time.

The second is Oh, Lee and Moon (2015) explain the writing strategy includes planning, L2 linguistic knowledge and individual differences. They conclude planning is a necessary construct to predict L2 writers' performance, particularly in the content of L2 writing. The students plan better content for improvement of L2 writing contents. For L2 linguistic knowledge, the students organize grammar, productive vocabulary, and sentence processing as integral components. it contributes on development of content, grammar, mechanics and vocabulary. Individual differences have significant portions on self-efficacy, self-confidence, strategy, and motivation. The teachers must find ways to foster individual differences in and out

of classroom. This strategy has strongly contribution on students' L2 writing development and good quality of students' writing ability.

The third is reported by Supiani (2017) about the pedagogical procedures of teaching writing namely idea generation, drafting, reading, revising, editing, best copy, and teacher evaluation. These procedures contribute positively on successful writing product. Teaching writing requires many techniques that encourage the students to use it as written communication.

Moreover, a planning to writing subject is elaborated by Raimes in Richards and Renandya (2002) that there are ten steps in preparing writing subject or course, namely determining goals, deciding theoretical principles, planning content, considering elements. drawing up a syllabus, selecting materials, preparing activities and roles, choosing types and methods of feedback, evaluating the subject or course, and reflecting the teacher's experience. The teachers are expected greatly to apply these steps in order to create meaningful writing activity instructional in classroom. The present research adopts these steps in designing a process of learning writing which started from formulating learning goals and ended by reflecting process.

3) Process of Writing

Writing is a complex activity that encourages someone to explore his or her ideas, feelings, and thoughts. When he writes, he will engage in some activities, such as prewriting, drafting, revising, and editing. In which according to Mukminatien (1997), learning to write in English is a complex process because a piece of writing, as of a written communication, requires the writer's ability to use not only his linguistics competence but also his communicative competence. Hymes (1972) proposed the concept of communicative competence. He argued that a speaker can produce grammatical sentences, that are completely inappropriate. In communicative competence, he included not only the ability to form correct sentences but to use them

at appropriate times. It has been expanded considerably, and various types of competence have been proposed. However, the basic idea of communicative competence remains the ability to use language appropriately, both receptively and productively, in real situations.

Writing process refers to everything a writer does, from the moment he or she starts thinking about what to write, until the final copy is completed (Goffman and Diana, 1990). According to Tompkins and Kenneth (1991), writing process is a linear series of neatly packaged categories. In the classroom activities, the stages are merge and cycles. The students personalize the process to meet their needs and vary the process according to the writing assignment. This notion implies that writing is gradual that consists of some stages. Furthermore, they stated that generally there are four stages in the process of writing such as prewriting, drafting, revising, and editing.

Richards and Renandya (2002) said that the writing process as a private activity may be broadly seen as comprising four main stages : planning, drafting, revising and editing. Process writing as a classroom activity incorporates the four basic writing stages and other three stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experience for students may be described as follows: planning (pre-writing) drafting, responding, revising, editing, and evaluating.

Another view from Zhang, Sheng and Li (2014) also stated writing as a process. Writing is one of the four basic language skills and the models of writing instruction have demonstrated diversity in its development. The model of writing as a product regards writing as an object that can be separated and analyzed, with its focus on the appropriate use of linguistic knowledge such as vocabulary, syntax,

and cohesive devices. According to them, the process of writing includes three stages of planning, drafting and revising. Every stage can be integrated by the use of number of writing strategies and tasks with the help of technology. It involves much social interaction and cooperative work and can be enriched by the aid of technology.

They add their notions by describing writing tasks and strategies include the tasks that can be assigned to students in each stage of writing, such as information searching, group discussion, note taking, sample analyzing, etc. The strategies can be conducted by the students to finish tasks, such as brainstorming, using mind maps, translating and reconstructing. While the technology refers to computer or online tools, websites, workshops, databases, software or search engine that can be used to support the outcome of academic writing such as online forum, Wiki, Moodle and Zotera. Besides, writing and revising are done gradually. There is an outline followed by draft and which is again followed by revised outline. Reviewing is done before revising and editing, which in turn facilitates more feedback to help rectify the writing.

Williamson (2013) simplifies writing process into prewriting, writing and post writing. She states writing process is important for language teachers because it addresses psycholinguistic, cognitive, and affective aspects of learning to write that may help students acquire the skills they need to produce a good piece of writing.

Similarly, Richards and Renandya (2002) introduce writing process as a private activity covers four stages, they are;

- a) Planning (pre-writing), the learning activities of the students in this stage are group brainstorming, clustering, rapid free writing, wh-questions.
- b) Drafting, the students focus on the fluency of writing but are not occupied with grammatical accuracy.
- c) Responding, the teachers or peers give responses on the students' writing whether in oral or in written. the students' writing is responded

from some components of writing such as organization, content, mechanic, language use and vocabulary.

- d) Revising, the students revise their writing after responded by teachers or classmates. They are asked to rewrite and continue their draft.
- e) Editing, the students are expected to make better their writing and prepare to the final draft for evaluated by the teacher. They edit its grammar, spelling, punctuation, diction, sentence structure and supporting ideas.
- f) Evaluating, the teachers evaluate the students' writing based on the appropriate rubric.
- g) Post-writing, the writing has been completed by students can be published, presented, showed, read. It functions as worthy result.

In addition, when starting to write assignments in English, students need to be able to find ideas for their writing and put them into sentences, logically organize their sentences into paragraphs, and review and revise their paragraphs to make them even stronger.

4) Components of Writing

Heaton (1988) pointed out five components in writing, namely content, organization, vocabulary, language use and mechanics.

a) Content

They are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, and continuity, and should be adequately developed. Content is the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

b) Organization

The purpose of organizing material and writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. When writing, the learner should arrange the writing chronologically. They should

present their ideas based in the order of which happened from the beginning to the end.

c) Vocabulary

Vocabulary is one of aspect in writing process. The writer always thinks about putting words into sentence until become a composition. The effective used of word will always result goods writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas. Good writing always depends on the effective use of words.

d) Language Use

Language use in writing involves correct language and point of grammar and adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more that utter separate items of language for separate function. In addition, grammar can help students improve the use of formal language.

e) Mechanics

There are at least two main parts of mechanic in writing, namely: the form of paragraphs, outlines, spelling, punctuation and capitalization are important as the way to clarify meaning. In English writing, capital letters have two principles. First, they are used to distinguish between particulars and things. Second, it is used as first words in quotations, a formal statement and proper adjectives.

These five components of writing are going to be criteria of assessment on writing test of this research. The students' writing results will be assessed based on five components of writing outlined by Heaton. These components function as guide to mark the students' writing performance.

8. Team-Based Learning

There are a lot of concepts of team-based learning (TBL) have been reviewed by some authors. The following are the ideas

regarding to the definition of concept of team-based learning, the framework of team-based learning, the strengths of TBL, etc.

Johnson (2002) posted the set of teamwork rules in classroom strategies, namely; stay focused on the team task, work cooperatively with other team members, reach a team decision for each problem, make sure each person on the team understands the solution before moving on, listen carefully to others and try to build on their ideas, share the leadership of the team, make sure everyone participates and no one dominates and take turns recording team results. These rules are appropriate to be adapted within English learning process.

D, Kalludi, et al (2014) highlight team-based learning (TBL) as a collaborative learning strategy that was introduced to encourage students to become active learners rather than be passive recipients of information. Collaborative learning strategies are generally based on the principle that students working together as a cohesive team are able to achieve higher levels of learning. The strategy builds on the strengths of individual students by allowing them to work together as a team to achieve a common goal. The strengths are;

- a. TBL supports the development of high performance working teams and provides opportunities for these teams to engage in significant learning tasks.
- b. TBL encourages students to be more accountable for their own learning process. In TBL, the instructor's role essentially replaces from a primary instructor to a facilitator. The students are organized into small groups comprising five to seven members.
- c. TBL has four essential elements: teams, accountability, feedback, and assignment design.

Cynthia J. Brame, CFT Assistant Director argued that team-based learning is a structured form of small-group learning that emphasizes student preparation out of class and application knowledge in class. Students are organized strategically into diverse team5-7 students that work together throughout the class. Before each

unit or module of the course, students prepare by reading prior to class. Besides, Hrynychak and Batty (2012) assumed that team-based learning incorporates the main elements of constructivist learning, in which the "focus is on the mental representation of information by the learner". They concluded that the teacher is guide to facilitate learning; learners should encounter inconsistencies between preconceptions and new experiences to provide a basis for development of new understandings; a focus on relevant problems accompanied by group interaction promotes learning and learning requires reflection.

Michaelsen (2008) stated that implementing TBL typically requires linking each learning activity to the next and explicitly designing assignments to accomplish two purposes: deepening students' learning and promoting the development of high-performance learning teams.

Team-Based Learning is consistent with the all of these elements. The teacher establishes the learning objectives and chooses the problems on which the students will focus but then acts a guide while teams work toward their solution to the problem. A careful choice of problems can help reveal common student misconceptions and the constant interaction and debate among team members allows learners to compare their current understandings with those of other team members and to construct new understanding. Group interaction and a focus on relevant problems is an inherent element of Team-Based Learning. Finally, team-based learning provides several opportunities for reflection: during the group readiness assessment test; while hearing other teams' reports of their conclusions; and during the peer evaluation process, which often includes self-evaluation.

The term of team-based learning (TBL) is similar with the term of cooperative learning in which the both of them are under the concept of collaborative learning. Astuti (2016) defines cooperative learning is practiced by members of every group and together they develop a better and deep understanding of this practice to direct the

students achieve the good quality of students' learning. Kagan and High (2002) as cited in Astuti (2016) conceives cooperative learning as a teaching method in which students work in groups and their social interaction in the group is structured to ensure positive interdependence, individual accountability, equal participation, and simultaneous interaction.

Furthermore, Larsen-Freeman (2012) mentioned cooperative learning as an approach to language teaching. She detailed cooperative learning practice is demonstrated in the performance of student and student interaction in their learning and the use of target language in this interaction. Besides, the students learn the language by utilizing target language that is used to interact with the classmates. In several researches of cooperative learning application are reported that cooperative learning has contributive impact on students' achievement who learn English as foreign language or second language particularly on their language sub skills and skills.

Brown (2001) outlines a classroom must be cooperative. As students work together in pairs and groups, they share information in order to achieve goals successfully. He calls cooperative and collaborative learning have almost similar sense. In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between students. In collaborative learning, the students engage with more capable others (teachers, advanced peers, etc), who provide assistance and guidance. He emphasizes cooperative learning must be more structured and more directive concerning with students instructed to work together in groups.

Then, Ur (1996) uses different term is group work but this term has similar sense with team-based learning and cooperative learning. Ur (1996) mentions in group work, students perform a learning task or activity through small group interaction. Students in class are divided into some groups and they have same responsibility to complete the tasks. Ur (1996) then organized group work into four stages namely

presentation, process, ending and feedback. This group work organization proposed by Ur (1996) started by obvious instruction given to the students to act with members of group, process of doing activity, finish the activity and feedback session between one group and other groups and also every groups with the teacher.

Jacobs and Hall as cited in Richards and Renandya (2002) suggest to implement cooperative learning activities in the all the time of instructional process. With cooperative learning, the students work together in groups whose usual size is two until four members. But, must be remembered that cooperative learning is not just putting the students in a group but the most important thing is instructing them to do something with group members. Cooperative learning principles and techniques are tools which teachers apply to support mutual assistance in the groups and the active participation of all members.

The implications of team based learning, cooperative learning or group work have contributed to the improvement of students' English proficiencies. These contributions have been researched by some researchers, one of them Maming (2015) found that the application of team-based learning in a brainstorming activity in wiring class is interesting to the students. They are motivated to explore their ideas into a good essay. This method makes the students' motivation and interest in writing class got improvement. Besides, it improves the students' self confidence and braveness in creating an essay. They show their seriousness and concentration in tasks of writing.

Additionally, Maming (2016) also found in her research the good impact of cooperative learning conducted through created cased study is an interesting method for learning process in speaking class. It can make the students more easily to understand about English language and the students can discuss with other friends by using speak English. It means that learning with group can improve the students English oral production ability.

Based on the previous explanations, can be drawn important points of cooperative learning that it is not only stresses on how

students are easier to comprehend the difficult information which is studied in subject matter materials, but also stresses on students' achievement from period to period. This point supports statement of Huda (2011) that students' interaction within in cooperative group contributes significantly for students' achievement and proficiency. Therefore, he suggests to the next researches to develop the activity and technique in cooperative learning.

9. Tasks

Willis (1996) defines task as a label for various activities where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. He emphasizes a task meant as a goal oriented communicative activity with a specific outcome. Willis also describes a framework of task-based learning outlined into three stages namely pre-task, task cycle and language focus. In pre-task, teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instruction. Task cycle includes task, planning and report. In task, the students do the task in pairs or small groups. In planning, the students prepare to report to the whole class orally or in writing. While report, some groups present their reports to the class or exchange written reports and compare results. In language focus, there are two components namely analysis and practice. In analysis, the students examine and discuss specific features of the text or transcript of the recording. While practice, teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis. In addition, Nunan (1989) assumed task refers to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities. Then, Nunan (2004) emphasizes task-based learning on learners using language naturally in pairs or group work that enabling them to study cooperatively. In Yunus's dissertation (2017), he noted

tasks are the series of activities where in its process the students use target language for a communicative purpose.

In Willis' book, the students who have experimented with task-based learning reported that they gain confidence in speaking and interacting quite soon after beginning a task-based course, they enjoy the challenge of doing tasks, they find many funs, they are able to talk about language itself in addition to other topics, and they become far more independent learners. Besides, the teachers who have experimented with task-based learning reported that learners bring their own experiences to lessons and often come up with interesting and original ideas, and by the end of the lesson they are often surprised at how much their learners have achieved.

Willis (1996) elaborates the main advantages of task-based learning for English learning process, such as stimulating language use, providing a range of learning opportunities for students of all levels and abilities, encouraging learners to activate and use whatever language they have, providing learners with a rich exposure to spoken and written language in use, providing an environment which aids natural acquisition, systematizing their knowledge of language structure, facilitating learners an effective and efficient instructional process and managing the learning atmosphere properly. In brief, Willis's theory of task-based learning refers to a method of English learning that requires learners to use authentic language through a communicative approach to achieved targeted outcome (Kurniati, Zainil and Rozimela (2013).

Furthermore, Kurniati, Zainil, and Rozimela (2013) researched the implementation of task-based learning could better improve the students' speaking ability. They found some factors influenced the changes of students' speaking ability. The first factor, the students participate actively during the process of learning because the materials were easy, meaningful, and understandable and authentic. It means that the materials must be appropriate with task-based learning technique because the concepts of task are definitely determined in

using such materials. The second factor influenced by the feature of task-based learning was interaction. In this case, various activities done by researcher and the students could lead the students more active in the learning class and more confident in communicating. The third factor was teacher's role. In this case, teacher could control, help, guide, and monitor the teaching and learning process. As a result, the students paid attention and became more attracted in the learning class. Through a good teacher's role and guidance, the classroom activities in English instructional process becomes better.

Based on research of Kurniati, Zainil, and Rozimela (2013), can be drawn some highlights such as tasks in English learning process should be designed in pair or group work activities. By designing tasks, can improve the communication and sharing ideas among the students. Besides, it can train them to practice the language more. Moreover, by discussion activities, the students obtain reinforcement from understanding the difficult things of the content of materials. Therefore, pair or group work and discussion activities are very helpful to improve the students' speaking competence and materials comprehension competence. Ellis (2019) in his keynote talk at The 3rd Women in TESOL International Conference ascertained that task-based teaching viewed learning as taking place holistically and incidentally. This statement means the students demonstrated the learning tasks by performing integrated language skills, focusing on meaning and they learn naturally. In brief, the students try to use language communicatively rather than to learn it. All these views can be potentially supporting ideas for designing content-based instruction tasks of this present research. The present research developed the tasks of learning process by employing content-based instruction and using authentic materials too in which similar with the previous studies used authentic materials.

The researcher also elaborates the components of a task. Nunan (1989) proposed mainly four components of a task namely goals, the input, the activities, the roles of teacher and students.

Nunan (2004) simplified task components into goals, input data, learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken. Candlin (1987) cited in Nunan (1989) suggested the tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. Basically, these views are similar in presenting task components. Input refers to the materials presented for students to work or act in learning class. Roles include teacher' role, students' roles and relationship between participants in a task. Setting refers to the classroom atmosphere and it may be out of class arrangement involved in the learning tasks. Activities refer to the procedures and sub tasks to be performed by the students. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task.

Shavelson and Stern 1981 were cited in Nunan (2004) suggested to task designer to take considerations in the following elements, they are; content refers to the subject matter to be taught, materials refer to the things that learners can observe/manipulate, activities refer to the things that learners and teachers will be doing during a course, goals refer to the teachers' general aims for the task, students refer to the abilities, needs and interests of the students are regarded important, social community refers to the class as a whole and its sense of learning group. This opinion leads the researcher to take these elements as major consideration in designing tasks using CBI approach. In CBI tasks later designed by current researcher refer to selected materials from various resources and then constructed set of learning activities in which guided by teacher and performed by students. Nunan (2004) drawn the conceptualization of a task can be diagrammatically in the simple model below at figure 2.2.

Figure 2.2. Diagrammatic Representation of the Task



Figure 2.2. describes the framework of a task. Nunan (2004) elaborated goals that meant as general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes such as communicative, affective and cognitive or may directly describe teacher and learner behavior. Input refers to the spoken, written and visual data that learners work with in the course of completing task. Data can be meant as learning materials that provided by a teacher, a textbook, articles, research reports, television, magazines, or some other learning sources. This input used as the basis and tool for working tasks.

Procedures specify what learners actually do with the input that delivered in a learning task. The procedures meant as learning activities that cover stages of learning. Learning activities must be sequenced as good as possible in order to the students are able to follow the learning activities effectively. Teacher and learner roles are expected to play in delivering learning tasks as well as the social and interpersonal relationship between the participants. The teacher has to facilitate the students a good learning atmosphere in order to students are able to participate actively in learning class. Setting refers to the class arrangement implied in learning tasks. In task based learning, it is suggested to apply group based learning not individual learning. Group based learning provides students the opportunities for interacting, sharing, discussing.

C. Conceptual Framework

Illustration of this research design is figured out in the following conceptual framework. The framework is shown in the following figure 2.3.

Figure 2.3. Conceptual Framework

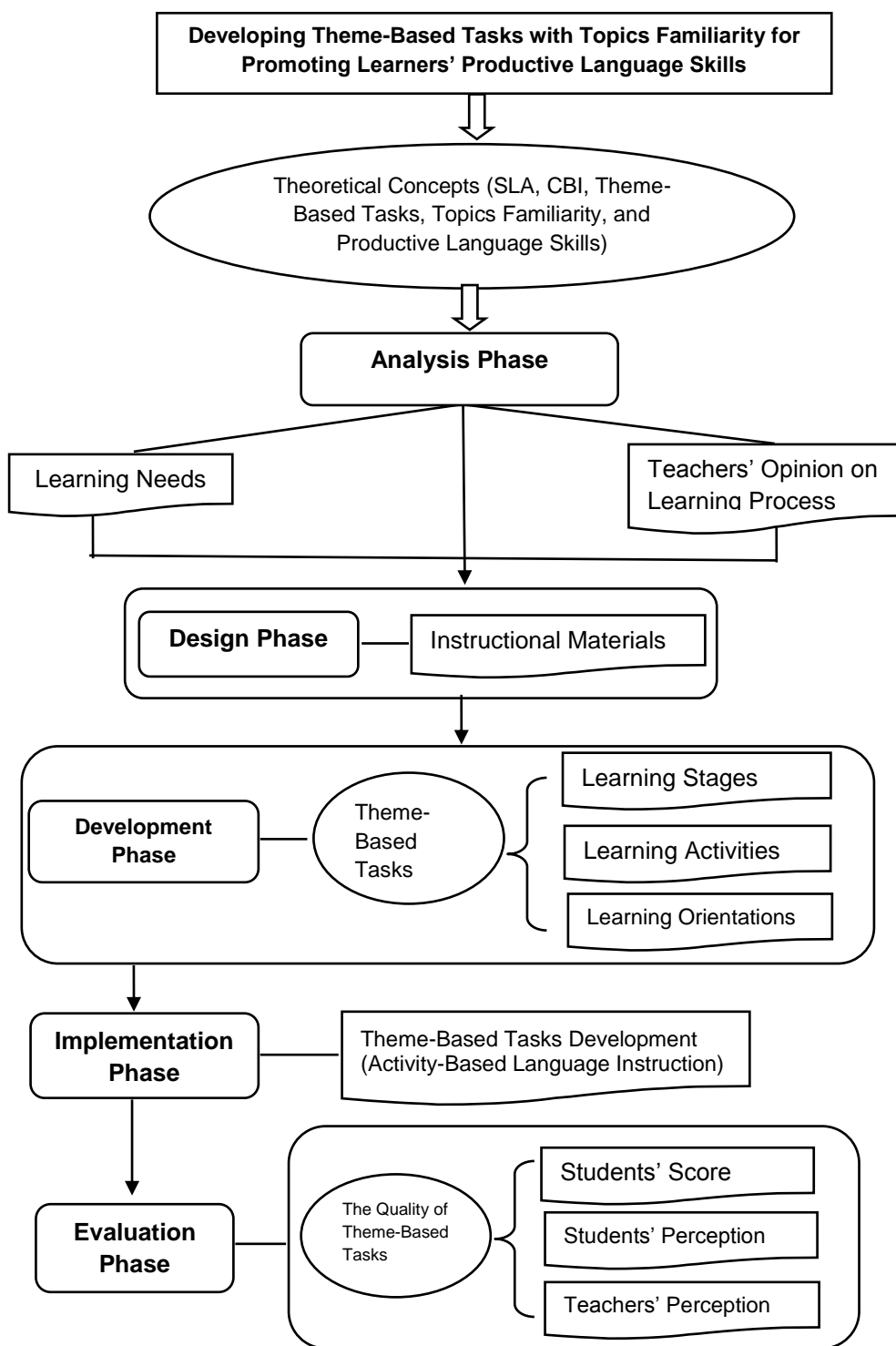


Figure 2.3 describes the conceptual framework of this research. This research is a study of research and development. This study developed a theory of content-based instruction pioneered by Brinton, Snow and Wesche (1989) particularly on development of theme-based

tasks using topics familiarity. There are three terms of instruction of content-based instruction approach according to Brinton, Snow and Wesche (1989) namely theme-based instruction model, sheltered-based instruction model, adjunct-based instruction model. This research extended activity-based instruction becomes the fourth term of CBI approach in which modified by current researcher. It resulted a development of learning tasks using content-based instruction approach.

The researcher developed and researched this study by adapting view of Branch (2010) about ADDIE approach in developing instructional design. ADDIE approach has an extension that is analysis, design, development, implementation and evaluation. Therefore, this research was organized by conducting five main elements in terms of phases analysis phase, design phase, development phase, implementation phase and evaluation phase every phase of designing theme-based tasks with topics familiarity has some parts. The researcher elaborated every phase of this research design in details.

The first phase is analysis phase. The researcher interprets analysis phase as a preparation phase or activity. This analysis phase is conducted to find the learning needs and the teachers' voices on existing learning process. It attempts to observe situation of class involves students' needs and demands, goals and objectives, media, materials and techniques. The activities of the analysis phase are supported by research of Snow and Brinton (1997) in Nanzan University about content-based classroom reports the first strategy should be done identifying the students' needs, arranging learning objectives and selecting materials. These are closely interrelated and easy to create meaningful process. The researcher investigates what the learners need on learning process, what the targeted and expected needs of teachers and students, the teachers' voices on learning problems, existing students' language skills competence, and teaching experiences. Investigation result of this analysis phase leads the researcher to create an instructional aspect that is learning tasks of content-based instruction approach.

In design phase, the researcher focuses on determining instructional materials. The researcher puts the objectives of learning process focused on content and language learning objectives based on determined instructional materials. It is crucial for effective CBI curriculum development. The teachers write the objectives and see the relationship between objectives and lesson activities (Stoller, 2004). The objectives or goals refer to a dual commitment to content objectives and language objectives in preparation activity. It must be written in a systematic way. The researcher put both content and language in planning, instruction and assessment. Besides, the appropriate techniques must be selected well to support the learning process run effectively and efficiently.

Besides, the selection of materials in English as a second language (ESL) mainly study of CBI is very important. Bahrani and Nekoueizadeh (2014) suggested to use available various sources in ESL learning. It is language input that also determines the quality of instructional process. The selection of materials should be considered from pedagogical values and authenticity. As a result, this research is done to offer a design of theme-based task using topics familiarity by integrating with authentic materials, cultural based materials, web based materials and teacher's academic materials. To be better result, the use of these materials are given by using suitable media, for example audiovisual media. The use of teaching media is very helpful for building up the students' activeness and interest in learning process. Besides, the use of media trains the teachers to use learning technology tools in teaching and learning process (Rozimela and Tiarina, 2018).

In development phase, the researcher develops the learning stages, learning activities and learning orientations for extending theme-based tasks in promoting learners' productive skills at secondary level in Parepare. This task model refers to four learning stages that is pre activity, whilst activity class, autonomous practice activity, post activity and systematic assessment activity. The four learning stages were conducted whether in in-class or out-class. Besides, the five learning stages also covered sub learning activities. Learning activities meant as instructional

tasks or assignments guided by teacher addressed to the students. So that, those are included as students' activities. Sub activities consist of understanding theme and topic, building background knowledge schematic understanding, finding new vocabulary, integrating productive skills (speaking and writing) and processing cognitive skills, interacting, reporting, corrective feedback, reflection, and project.

In implementation phase, the researcher applied the development model of theme-based tasks using topics familiarity to the secondary education students in Parepare. Before implementing this task, the researcher gave the students pretest. This pretest aims to know the students' prior productive skills proficiency level before treated by implementing theme-based tasks. After giving pretest, the researcher applied this task in productive skills learning process. After applying this task, the researcher gave posttest to measure the students' proficiency level on productive skills. Besides, during the implementation of theme-based tasks development in English learning class, the researcher observed the students' learning activities guided by an observation checklist.

In evaluation phase, the researcher evaluated the quality of a development theme-based tasks using topics familiarity by investigating the students' scores, students' perception, and teachers' perception on developed this task. To see the effectiveness of this task, the researcher measured the students' productive skills whether they get improvement of score before and after treated by this task development. The students' productive skills in term of speaking and writing skill were assessed through pretest and posttest given. The students' learning activities during the instructional process were also measured through observation checklist handled by researcher. Besides, the students were distributed a questionnaire to know their perception on this task. The researcher also distributed a questionnaire to the teachers to know their perception on development model of theme-based tasks with topics familiarity.