STUDENTS’ PERCEPTIONS TOWARD CONTENT- BASED INSTRUCTION IN CURRICULUM AND MATERIALS DEVELOPMENT (CMD) CLASS

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ABSTRACT
In principle, lots of approaches have been implemented in enhancing the EFL classroom quality. In Curriculum and Materials Development (CMD) class of English Education study program, the students were taught by implementing Content-Based Instructions (CBI) within approximately two months. This approach concerns on both English Language Proficiency and the content or information of CMD. The researchers manipulated learning journals to collect the data and semi-structured interview to 4 students from 112 students as population. The sample was determined purposively through selecting the highest score from each class (A,B,C,and D). This qualitative study found that 1) the students enjoyed learning Curriculum and Materials Development class through Content-Based Instructions, 2) the students could understand and apply the instructions of the materials well,3) the questionnaire distribution and analyzing process were accomplished well.

Keywords: Students’ Perceptions, Content-Based Instructions, Curriculum and Materials Development

INTRODUCTION
When students encounter difficulty to understand a particular topic, the majority of teachers form opinions based on the experience with those students as a part of evaluation. In elementary and high school levels, teachers inform parents of the teachers’ perceptions, offer views and seldom hesitate to make suggestions for overcoming those difficulties. On the other hand, particularly in Higher Educational level of Indonesia, the difficulties are not directly informed to parents. Those might be published in academic journals or publications under the research ethics.
In Indonesia, one of the subjects that must be taught by prospective students English language education teacher is Curriculum and Materials Development (CMD) or curriculum development and teaching materials. This compulsory subject taught by sixth semester students, where language education students English is prepared to deepen the curriculum before joining the Program Field Experience (PPL). Curriculum development in Higher Education (PT), in particular Educational Personnel Educational Institutions (LPTK) must be based on a systematic and comprehensive approach. This demands connection between the vision and mission of the institution with the objectives and objectives of the study program developed based on the consideration of existing developments and present and future community needs. In practice, it demands a careful approach and principles. In essence, curriculum development includes principles and procedures.

**Content-based Instruction**

Chistina in 2009 conducted a study aimed at finding out how CBI is implemented in its original environment, namely in the international class at SMAN 3 Yogyakarta. This study also aims to determine the significant effect of implementation CBI in the international class of SMAN 3 Yogyakarta on students' reading comprehension eleventh grade in English. Reading ability was chosen as ability researched because the purpose of reading is to gain understanding, then ability good reading is seen as an indicator of the success of learning English in this research. This research is a qualitative research, using descriptive learning method. The study participants were twenty students from grade eleven international classes at SMAN 3 Yogyakarta which was randomly selected. Data obtained through records field and interviews with respondents. The data is then analyzed using comparing and contrasting teaching and learning activities that occur in the classroom international SMAN 3 Yogyakarta with theories about CBI, international class, and reading comprehension. This study resulted in the conclusion that the CBI principles only implemented by providing modules and exercises in English as well as guest lecturers who teaches in English to international class students at SMAN 3 Yogyakarta. In addition, this study concluded that there was no significant increase in reading comprehension of students in English with the implementation of CBI in the classroom international. This happens because the teachers of SMAN 3 Yogyakarta do not teach and provide explicit examples of ways
to improve reading comprehension students who are important in improving their reading comprehension.

Definition of Content-Based Instruction from several CBI researchers with different emphases in the context of language learning, Brinton, Snow, & Wessche (1989: 2) define CBI as "the concurrent teaching of academic subject matter and second language skills" and Richards & Schmidt (2002: 115) defines it as "a program in English as a second language in which the focus is on teaching students the skills they will need in regular classrooms, i.e. for learning in the content areas such as math, geography, or biology ". Second This definition puts forward CBI in the context of second language learning. Understanding the CBI another put forward by Crandall & Tucker (1990: 187), which defines it as "an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language ". This definition shows that CBI can be applied well to context second language learning and foreign language learning. The four definitions represents the definition of CBI in general, namely CBI as an approach to learning English which unites the content of the subject with the use of language for students later to be able to communicate ideas that are relevant to certain subjects.

**Curriculum and Materials Development**

According to Richard in 2001, the historical overview of curriculum starts with the syllabus design specified into the content of a course which will be taught in a class. In addition, Most curriculum advancement worldwide starts with a pilot phase in which much time, and energy. Curriculum design refers to the arrangement or organization of the curriculum elements concerning: (1) general and specific objectives; (2) program content; (3) student activities; and (4) evaluation (Zais in Print, 1993: 94) The choice of curriculum design is very dependent on variety things, such as the foundation of the curriculum that concerns aspects, including psychology, philosophy, socio-culture, economics, and politics; and the need to look at the contextual factors of educational goals seen from these sides. In particular, the foundation language education curriculum concerning, among other things, linguistics theory, language learning theory theories), psycholinguistics, and sociolinguistics. In general, there are four curriculum designs includes: design that is centered on the field of study (subject-centered designs), learner-centered designs, problem-centered designs, core designs
1. Design-centered design (subject-centered designs)

This design is based in the grouping and organization of the field of study sorted or grouped in field of study or subject. This design emphasizes the acquisition of the scientific field and content the curriculum is structured in stages as in mathematics, biology, or language. This design includes: (1) academic disciplines design and (2) grouping designs scientific field (broad field design). Academic discipline design emphasizes isolation disciplines in the form of knowledge, skills, and values. Curriculum organization in design it follows the workings of academics and scientific disciplines. Therefore, the contents of the curriculum will be focuses on how scientists work, such as biologists, historians, and linguists. The way of thinking, how to work, and research in scientific disciplines are very thick in coloring designs this curriculum. The developed curriculum must be able to equip students with structure scientific, namely the relationship between ideas, concepts and principles including the integration of skills and the value inherent in scientific disciplines. Curriculum design based on field groupings science was developed to cover weaknesses in the first design, the design of the academic discipline. In broad field design, disciplines such as biology, chemistry, physics are grouped into broader scope as Natural Sciences (Science); History, Geography, Sociology, Anthropology into Social Sciences (Social Studies); Read, Write, Speaking, Spelling into Language (Language Arts). This integrated design is seen as more appropriate for basic education, while disaggregated design is like in disciplinary design academic is more suitable for secondary and tertiary education levels.

2. Learner-centered Designs

This design emphasizes on the individual development of learners as well as approaches in curriculum organizations move from the interests and needs of students. Therefore, there are two fundamental differences between this design and the previous design, the design centered on the field of study. First, deep learner-centered design organizational curriculum departs from interests and needs students, not from the field of study. Second, because it focuses on the interests and needs of the participants students, this design is usually not static and is predetermined (preplanned). It moves dynamically in line with teacher / lecturer-student interactions in relation to learning activities (learning tasks) that also move in line with the
interests and needs of students. Design ones learner-centered includes two types: (1) experience-based design (activity / experience design); and (2) humanistic design.

**METHOD**

The researchers manipulated learning journals of 4 students from each class (A, B, C, and D). To strengthen the data, semi-structured interview was conducted. The sample was selected from the highest scorers of the four different classes. English Education study program in 2017 year has 112 active students as the population of this study.

A. Learning journals

Based on the study of University of Worcester, A learning journal is a series of notes, observations, thoughts and other relevant materials built-up over a period of time and usually accompanies a period of study, a placement experience or fieldwork. Its purpose is to enhance your learning through the very process of writing and thinking about your learning experiences. The learning journal is personal to students and will reflect the students’ personality and experiences.

This learning journal covers the implementation of Content-Based Instruction by the lecturer. Theoretically, the researcher explained the materials of Curriculum and Materials Development in the classroom. Besides, the students were assigned to summarize the content of the materials. In having the mid-term test, the students undertook needs analysis through questionnaire distribution as the practicum of the materials taught within 7 meetings. The learning journal consisted of the procedures or experience of pre-research, during the research, and post-research.

Semi-structured interview according to Jamzhed in 2014, Semi structured interviews are those indepth interviews in which respondents must answer pre-set open-ended questions and are thus commonly used in their research by numerous healthcare professionals. Semi-structured interview is based on a guide which is schematic pre-structured interview guide.

**FINDINGS AND DISCUSSION**

A. Learning Journals

1. **Student AF**,
A. Pre-Research (The Experience in Determining Questionnaire and Sample)

“In determining the questionnaire, I first read and try to understand what the questionnaire is, what is the purpose of the questionnaire and what are the steps in making a good questionnaire in students’ need analysis. I learned it directly from the lecturer, Jack C. Richards’s book, and the internet. Then I decided to adopt the questionnaire from Jack C. Richards's book and change it according to the purposes of my questionnaire. The purposes of my questionnaire are to find out the students’ need in learning English and find out how much students’ motivation in learning English in high school.”

B. During Research (The Experience in Questionnaire Distribution)

“I conducted a research at SMAN 1 Sendana, precisely in XII IPA 3 class on Saturday, March 7, 2020. The school was the school where I completed my high school education in 2016. When I arrived at the school, I was welcomed by the teachers there. Then, I was given the opportunity to do research in XII IPA 3 class by the school. On that day, the class was not studying so I could do research there. In this research, I collected data by distributing questionnaires to students. The questionnaires I prepared were 21 copies. Fortunately, the students who attended that day were 21 out of a total of more than 30 students, the same as the number of questionnaires I prepared. Before distributing the questionnaires to students, I first introduced myself and explained the purpose of each point contained in the questionnaires and how to fill it. After that, I distributed the questionnaires and gave time to answer about 30 minutes. In less than 30 minutes I distributed the questionnaires, all students had finished completing each point. Therefore, all questionnaires have been collected before time runs out. After that, I said thanks to all the students in the class for participating in my research. I also advised them not to stop learning and chasing dreams until they came true. Then I left the class. Then I also said thank the school for giving me the opportunity to do research. And the last, I said goodbye and left the school.”

C. Post-Research (The Experience in Questionnaire Analysis)

“After conducting research in SMAN 1 Sendana and getting data from questionnaires filled out by students, I analyzed the questionnaire. I analyzed it in accordance with the instructions from the lecturer, namely by making a percentage of the results of the questionnaires. Initially, I was difficult in analyzing the questionnaires because the number of the questionnaires were 21 questionnaires with 26 questions in it and added to the 2 items made by students in the Other column. It is quite difficult for me, but over time, I was able to analyze it. I continued to study the results of the questionnaire, until finally I came to a conclusion and finished the analysis.”

2. Student R.

A. Pre-research
“In choosing the place to conduct the mini research, in this case I want to know student interest and what’s their attempt to master speaking skill in English. Honestly, SMP 3 is not my choice to conducted this research. Previously I chose SMA Neg. 3 Majene because this school is the only one senior high school that available in the optional list. Other school that available in the list is Junior High School And I think my questionare is suitable for Senior High School learners. And the reason why I canceled conducted this research in SMP 3 Majene because the staff assumed that too a lot of student chose SMA 3 Majene, and finally I moved to SMP 3 Majene.”

B. During Research

“When I visited SMP 3 Majene, we were welcomed very formally, one of the teachers there then sat at the front desk as if opening a very formal forum. I was very surprised by the welcome, we read out the school rules as if we were going to spend weeks and weeks doing the research. and after the greeting ended, one of the other teachers then asked me, how many months? I was more surprised. no doubt, maybe the teachers there welcomed us very formally because they thought we would do a great deal of research to complete our thesis. then I try to explain that we will only do this research in just a few hours. maybe this incident could have happened because we did not have time to meet with the principal directly because he was not at the place. and just information, this school is my school in the past. and this became my chance to reunite with the teachers who had educated me”

C. Post –Research

“In analyzing the completed questionnaire, I learned a thing. Distributed questionnaires must be made as well as possible so that the results can be analyzed easily and can determine exactly what students really need”

3. Student M.

A. Pre-research

“My experience in determining the questionnaire and the sample is on the questionnaire, I chose the checklist questionnaire because in my opinion checklist questionnaire is easier to answer by students, in the sense that students only fill in the questionnaire in accordance with their opinions by giving check marks if the student says yes or no. For the question I took, I adjusted it to what I wanted to examine, that is, I wanted to find out the students’ interest in learning English. For that I give questions related to what I want to know. For my own sample, I chose Senior High School 1 Alu. Why I chose the school because I was interested in doing research there because I wanted to find out how much I liked the senior high school students 1 for my English subjects and besides that why I chose the senior high school 1 alu which if I thought I could choose other more schools close to where I
live because I want to compare schools that incidentally are far from the center in terms of remote areas with areas that can be said to be areas of government center.”

B. During Research

“My experience in the distribution of questionnaires at senior high school 1 Alu, I was very happy to be able to do research at the school because my arrival there was welcomed by all the teachers there who thought that I would not be allowed to research at the school because at that time the Headmaster at senior high school 1 Alu was absent and I thought that I would not be allowed to research without the consent of the Headmaster, but my guess was in fact I was allowed to do research in class and at that time students in senior high school 1 Alu already there are many students who return to their respective homes because at that time senior high school students 1 Alu are allowed to go home early because to prepare for school exams to be held Monday. That's why my sample has 3 different classes because in order to reach the target with 20 students. And I also feel happy to be able to do research at the school because of the enthusiasm of the students at the school.”

C. Post–Research

“My experience in analyzing the questionnaire was that I had difficulty counting the number of students' interests and those who did not. And also when determining the number of highest scores but after the lecturer explained the ways to analyze the questionnaire I understood and it was very easy to analyze the results of the highest number of students' interest in English subjects.”

4. Student RP

A. Pre-research

“The experience in determining my questionnaire and samples
A). Determining my questionnaire
To determine my questionnaire I have to see the validity and reliability of. As instructed by my own lecturer it’s better to read an example questionnaire of need analysis on chapter three then I choose one of those. I chose the questionnaire which suitable with the purpose of my research, what information that need to know at the end when my questionnaire sample received by our lecturer we are going to determine school, take a compensation letter from faculty, then determine the time to go.
2). Distributing permission letter
Conducting research need a permission from where we want to conduct. In this case as an educational researcher which mostly doing at school, absolutely before conducting we have to get institute permission as code ethic of research. Therefore one of my friend met and being delegation to distribute permission letter to school head master, at the end we get some classes where we may distribute our questionnaire.
3). Choosing class as a sample

Sometimes, our expectation does not similar with reality. Hope the class consist of 20 students as we need, but part of their friend have gone because at that time was a resting time then we conducted in X MIPA 1 consist of 8 students. When I saw the condition it’s a few sample then I want to conduct in another class with similar grade but when I ask to them they said that they have two English teachers on their class grade then I argued that different teacher will give them different experience that affect on their interest to study English, so I canceled to seek another class."

B. During Research

“The experience in questionnaire distribution

a. Questioner distribution

Before distribute our questionnaire, we introduce our identity, research purpose, how to fill in the letter as well as and allow student to ask something that they may do not understand about the question.

b. Student’s response and class condition

Student’s responses were mostly good as we hoped. They did as we instructed to and we can handle it.”

C. Post –Research

The experience in questionnaire analysis

“When we have distributed our questionnaire we are going to think about how to analyze the data that we have collected. At the end our own lecture taught us how to analyze the data. As a closed ended questionnaire then we have to analyze on quantitative model, means that mostly use a number in, but it was not too hard to conduct because it’s still a simple calculation and at the end we can do it”

The students’ journals proved that the students could follow the instructions after being taught by using content-based instruction. The procedures of needs analysis could be undertaken well.

B. Semi-structured interview

How do you think about content based instruction?

a. Student AF : The implementation of CBI in this Curriculum and Materials Development is very helpful because CMD is a broad subject and I have to understand the whole concept.

b. Students R :I think CBI is recommended for the subject like CMD since its content consists of lots of beneficial procedures or instruction.
c. Students M: I could understand the materials of CMD well. I am confident to undertake PPL.
d. Student RP: I can understand both curriculum and materials through this CBI. The history of curriculum, how to undertake the needs analysis, the types of syllabus, how to design syllabus and provide materials for students or clients.

CONCLUSION

Content-based Instruction is a recommended teaching method for a subject. The students enjoyed learning Curriculum and Materials Development class, could understand and apply the procedures and instructions of the materials well including the process of administering questionnaire and enjoy the analyzing process.

REFERENCES


