
Instructional Components Involved in Content-Based Instruction (CBI) Tasks for Secondary School: Teachers' and Students' Thoughts

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Abstract

This study is directed to explore the teachers' and students' thoughts on instructional components involved in CBI tasks for productive skills learning in Indonesian secondary school context. There are ten teachers with more than five years of experience teaching English and eighty-six students taken as respondents. The findings reported the teacher voices focus on appropriate instructional components to support design of task-based learning through CBI approach, namely learning objective, learning material, learning activity, class organization, delivery mode, skill focus, use of media, learning resource, students' worksheet and evaluation. In designing CBI tasks, learning objectives firstly formulated based on basic competence, the selection of learning material theme is surrounding-based materials and cultural-based materials, learning activities are organized in pairs and group in order to active interaction process in a learning atmosphere. They recommended to utilize web-based materials as learning resources and arrange students' worksheet to empower the autonomous practical activity. Additionally, the students' voices on contents of productive skills tasks clarified the tasks cover vocabulary, specific information, caption of picture, reading text, short dialogue and short paragraph as well as including the integration of language sub skills and skills. It is supportive contents for English learning tasks based on CBI approach.

Keywords: Content-Based Instruction (CBI), instructional components, productive skills, secondary school, tasks



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1. Introduction

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 enrol 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.

CBI classes can promote the language learning with meaningful activities on basic language skills through real life examples and situations using authentic materials. In teaching English, besides having a good strategy, a teacher should also have a suitable teaching material which is needed by students (Darwis and Wanci, 2019). 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, Snow and Wesche, 1989). Consequently, Brinton, Snow and Wesche (1989) also commented that content-based instruction is a significant approach in second language acquisition. Krashen (1982 and 1985) also enlarges his notions on second language acquisition concerning with comprehensible input that is a key pedagogical technique in content-based instruction. CBI provides a context for meaningful communication and empower the negotiation of meaning. So that, it can be concluded that CBI claimed to facilitate second language (L2) acquisition. From the points of views, this study would like to investigate the teachers' and students' thoughts on appropriate instructional components involved in CBI tasks for secondary school context.

The teachers' and students' voices will be very contributive and informative in developing CBI tasks particularly in productive skills learning process. As supported by Wanci and Darwis (2019) that the teachers' voices related to suitable teaching methods considered as an important thing in determining the quality of teaching and learning process. This statement is in line with research's result of Maulina, Geelan, Basri, and Noni (2021) related to need analysis in constructing instructional material development that the students' preferences and learning goals were integrated in order to be able to provide information and key issues in continuing phases of designing, developing, implementing and evaluating.

2. Literature Review

2.1. Studies of content-based instruction in terms of instructional materials as the input of teaching process

There are numerous researchers 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 Salateci (2010) conducted 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. Of forty-one 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.

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.

Thirdly, Ercan, Bilen, and Bulut (2014) conducted 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.

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.

Fifthly, 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.

Sixthly, 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.

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.

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.

2.2. Content-based instruction (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.

3. Method

This research employed descriptive study with the research method applied was quantitative method according to Creswell (1994). This study was aimed to investigate the teachers' and students' thoughts on instructional components involved in CBI tasks for secondary school context in Indonesia. This research was conducted in secondary schools in Indonesia particularly in junior secondary school. This research administered a questionnaire including open ended question and close ended question. The questionnaire was given to the teachers and students to obtain their voices regarding instructional components involved in designing CBI tasks. There are ten teachers and eighty-six students participate as respondents of this research. The ten English teachers were chosen from different schools in Indonesia. The questionnaires were used to find out information intended to get data in this study related to the main points. The main points gathered are referring to the students' present performance in language skills, the teachers' teaching experiences, the teachers' present teaching condition, and the frequency of teachers in performing learning activities. Besides, also found

information related to the teachers' thoughts in designing instructional process in which includes learning objectives, learning activities, theme/topic, material resources, learning strategies, mode of delivery, students' worksheet, media, assignment and learning evaluation.

To analyse the collected data gathered from questionnaire, the researchers followed the procedures of calculating and categorizing the score of the students' and teachers' responses toward the teachers' experiences of teaching English subject in their school. The quantitative data obtained based on results of questionnaire will be calculated and analysed by using Likert Scale (Dornyei, 2003). Sugiyono (2015) and Dornyei (2003) view that Likert Scale aims to measure the attitude, perception, and opinion of respondents toward the potential problems of an object, a model design, process of designing model and developed or created model. The data achieved from the questionnaire related to teachers' and students' perceptions on designed CBI tasks were scored by using Likert Scale. This research employed four categorization forms used in Likert Scale namely the first categorization consists of six terms of Strongly Agree (SA), Agree (A), Partly Agree (PA), Strongly Disagree (SD), Disagree (D) and Slightly Disagree (SLD). In quantitative analysis, the categorization of SA was scored 6, A was scored 5, PA was scored 4, SLD was scored 3, D was scored 2 and SD was scored 1. This categorization below is a modification of Likert Scale which originally consisted of five categories. The table of this categorization can be seen in table 1 below (Dornyei, 2003).

Table 1. Likert Scale

Positive Statement Scores	Category	Negative Statement Score
6	Strongly Agree	1
5	Agree	2
4	Partly Agree	3
3	Slightly Disagree	4
2	Disagree	5
1	Strongly Disagree	6

4. Finding and Discussion

Based on the questionnaires distributed to the ten English teachers and eighty-six students at secondary education in Parepare, the researchers obtained information related to the instructional components involved in CBI tasks for teaching and learning process of

productive skills at secondary education. They were distributed questionnaires aiming to reach findings related to the instructional components should be involved in CBI tasks for integrated productive skills learning process. The results of questionnaire are described in following descriptions.

4.1. The teacher's voices on the time of teaching English

This part reports the teachers' voices on how long they have taught English in school. This part is the first question to ask the teachers the time of teaching English. The purpose of this question put in the given questionnaire is to find out their experience time in teaching English. The following data concerning with time span of teaching English in school.

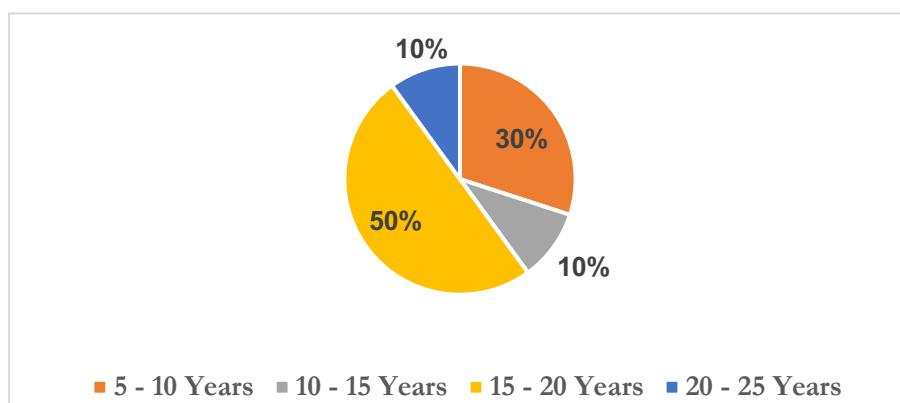


Figure 1. The Time Span of Teaching English

Figure 1 confirmed the time span of secondary level teachers in teaching English. This data is obtained from questionnaire distributed to them by classifying four-time spans of English teaching experiences. This data indicated that majority of the teachers are in a span of 15-20 years of teaching English. There are 50% teachers are in that category. It can be stated that the most of teachers have had a lot of English teaching experience. In other words, most of them were assumed have implemented various teaching models in delivering English subject. Besides, they were also assumed have a set of complete English teaching and learning tools that applied in their English classes.

4.2. The teacher's voices on applied teaching approach

This session confirms the teachers' voices on applied teaching approach during their experience be an English teacher. The purpose of this question in the given questionnaire is to find out the students' voices of the teaching approach applied in English class. The following data concerning with what kinds of teaching approach applied by English teachers in secondary level in Parepare.

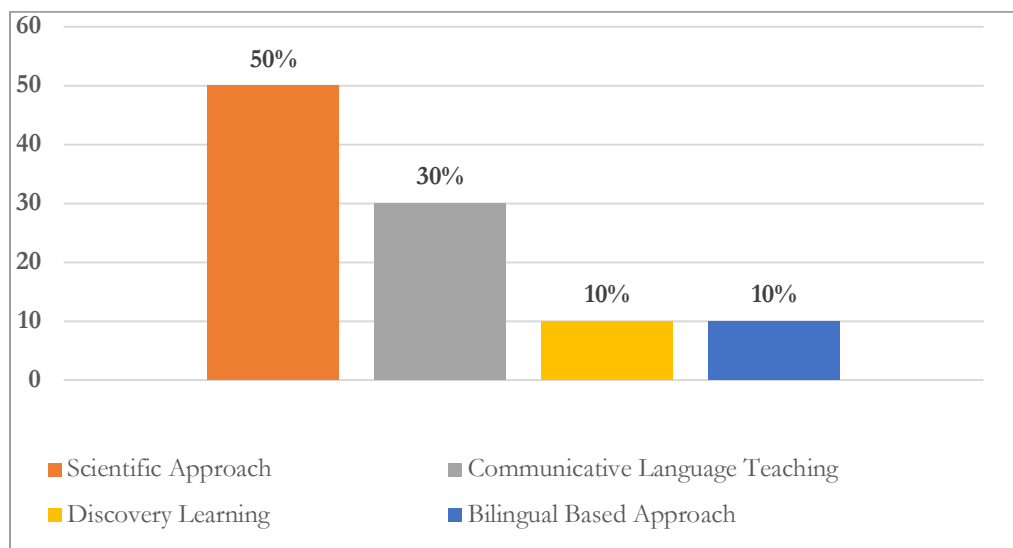


Figure 2. The Teacher's Voices on Applied Teaching Approach

The data of figure 2 indicated the kinds of teaching approaches applied by English teachers in Parepare. The findings confirmed that the most of English teachers prefer applying scientific approach. This data illustrated that the majority of teachers just applied a learning approach as mentioned in their curriculum which is currently used namely curriculum 2013. In other words, they had not tried to integrate other learning approaches in which can support the English learning situation. In brief, they just focused on one learning approach so that their teaching and learning process seemed monotonous. Even though in reality, they are really expected to apply various learning approaches.

4.3. The teacher's voices on source of instructional material

This session reveals the teachers' voices on applied teaching approach during their experience be an English teacher. The purpose of this question in the given questionnaire is to find out the students' voices of the teaching approach applied in English class. The following data concerning with what kinds of teaching approach applied by English teachers in secondary level in Parepare.

The data of figure 3 described that the majority of English teachers (50%) adapted their learning materials form internet. Magazines and MGMP were very few teachers chose as learning sources. MGMP is an abbreviation which in Indonesian language called *Musyawah Guru Mata Pelajaran*. MGMP is such a teachers' organization where it was established as communication forum aimed to share each other about information of learning process. Actually, MGMP is not potential as learning sources because it is not authentic. The teachers prefer using internet to take their materials but they just directly take from internet without modifying the materials into a good English learning task.

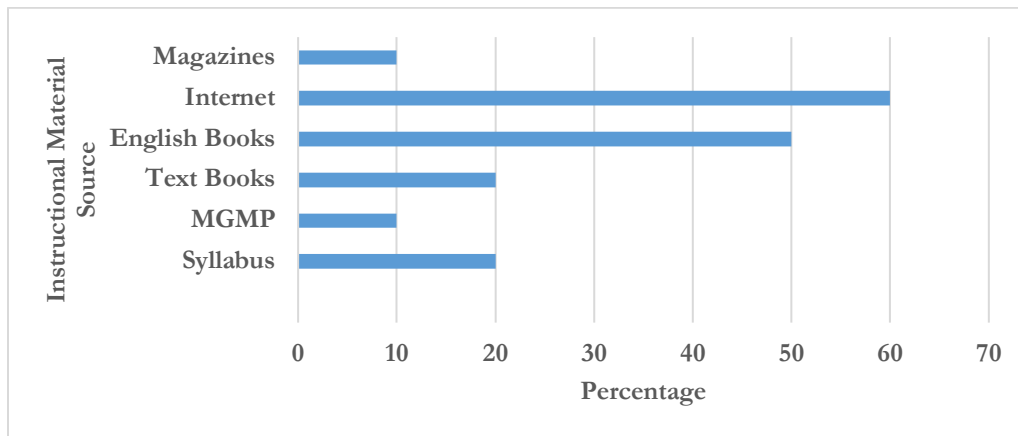


Figure 3. The Teacher's Voices on Source of Instructional Material

4.4. The teachers' voices toward integration of speaking and writing activities

The English teachers then asked by researcher regarding their voices in integrating speaking and writing activities in English class. The researcher asks this to know how the teachers integrate productive skills in English class. What ways that the teachers do in integrating speaking and writing activities. Their voices are very contributive for this study in modifying activities of speaking and writing skill by implementing CBI approach.

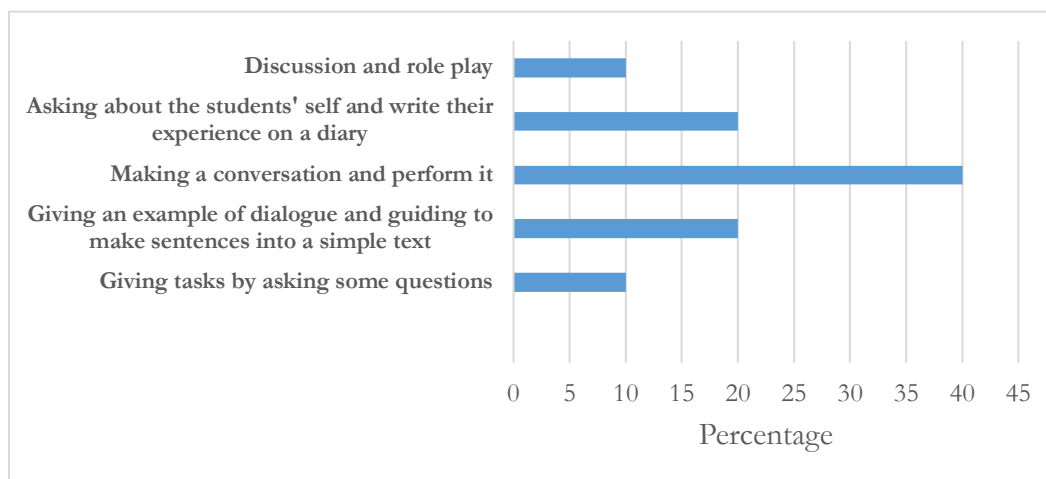


Figure 4. The Teachers' Voices Toward Integration of Speaking and Writing Activities

The data of figure 4 showed that the majority of teachers prefer integrating speaking and writing activities by making a conversation and preform it. The next, there were very few teachers revealed that they asked the students about their self and instructed them to write their experience on a diary in speaking and writing activity class. There are also under 50% exactly 20% teachers confirmed that they taught speaking and writing skill by giving them a

dialogue and then guided them to make sentence by sentence into a simple paragraph. This data indicated they have not maximized integrate speaking and writing activities in English language teaching. They seem still focus on one productive skill only. They have not created a set of instructional activity that involve the students in speaking and writing activity. They were actually expected to be able to maximize the students in speaking and writing English in an integrated way. Therefore, it is needed to apply a good instructional activity in teaching integrated speaking and writing skill.

4.5. The teachers' voices in associating content of material with English language taught

The teachers were asked to explore their voices in associating content of material with English language taught particularly in teaching speaking and writing skill. These teachers' voices are needed to obtain data related to how they associate material content with English language teaching. What ways that the teachers apply in English class in teaching content of material by using English language. Their voices are very informative for this study in designing instructional CBI tasks for speaking and writing class. The following is the data of teachers' voices shown in figure 5 below.

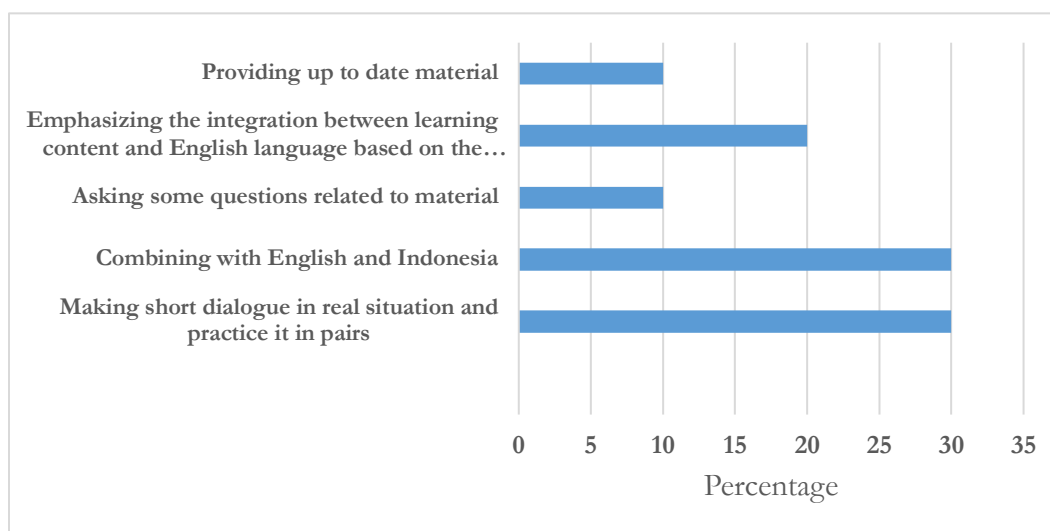


Figure 5. The Teachers' Voices on Association Content of Material with English Language Taught

The data of figure 5 showed the majority of teachers prefer associating content of material with English Language taught by teaching learning materials in both English and Indonesia. Their voices are very informative for this study in designing instructional CBI tasks for speaking and writing class. Also, the most of them stated that they asked their students to make short dialogue in real situation and then practiced it in pairs. The minority of teachers affirmed providing up to date materials and asking some question regarding the learning materials in teaching content of learning through English language. This data indicates that they have not maximized in creating an English learning situation and modifying learning

content into an active instructional activity. They were expected to modify and utilize the learning contents taken from various resources to design an effective learning task.

4.6. The teacher's perception on the frequency of instructional activity performed by teachers

This teacher's perceptions on the frequency of instructional activity performed by teachers are reached by employing questionnaire consisting of twelve statements. These statements are attempted to know how always, often, sometimes and never they perform the activities involved in English learning process. The activities cover how frequent they design language learning tasks, arrange the lesson, focus on integrated productive skills, active the cooperative learning, give feedback, and provide learning model.

Table 2. The percentage of the teacher's voice on the frequency of activity performed

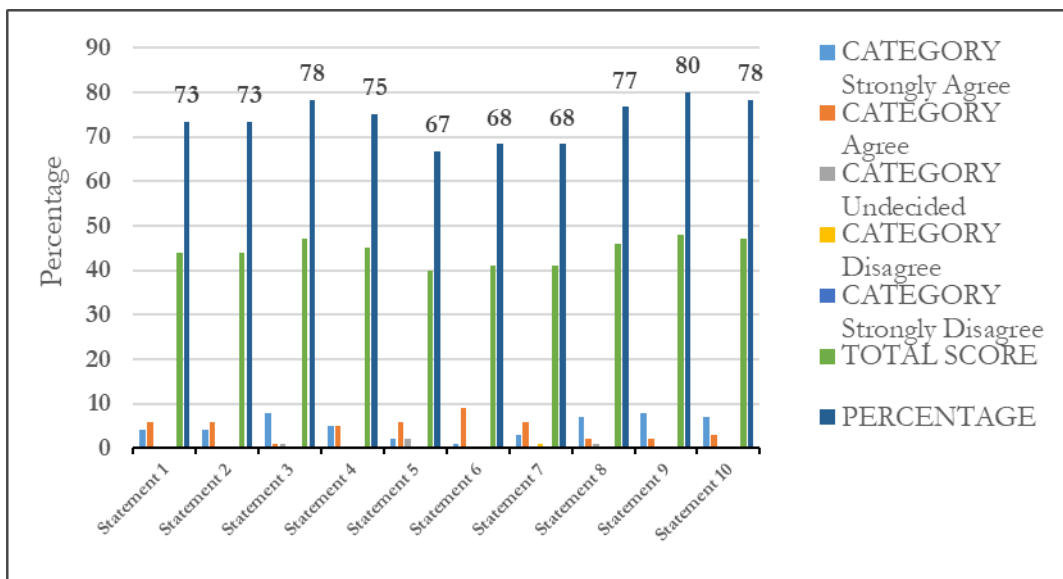
No	Statement	Always	Often	Sometimes	Never	Total
1.	I design language learning tasks that are linguistically, cognitively, and affectively engaging.	-	80%	20%	-	100%
2.	I arrange my lessons in such a way so that the students can have more success experiences in my class.	10%	80%	10%	-	100%
3.	I focus more on promoting the students' speaking skill.	-	50%	20%	30%	100%
4.	I focus more on promoting the students' writing skill.	10%	50%	10%	30%	100%
5.	I use relevant and interesting language learning materials.	-	50%	50%	-	100%
6.	I encourage the students to participate actively in the classroom.	50%	50%	-	-	100%
7.	I promote cooperation rather than competition in my class.	80%	20%	-	-	100%
8.	I am active to give feedback on their speaking and writing performance.	10%	50%	40%	-	100%
9.	I use comprehensible language so that every student, including the less proficient learners can follow my lesson and participate fully in my class.	30%	20%	50%	-	100%
10.	I regularly highlight the values of language learning.	10%	60%	30%	-	100%
11.	I provide sufficient modelling to ensure that students well-	-	40%	60%	-	100%

No	Statement	Always	Often	Sometimes	Never	Total
12.	prepared before they perform a task on their own. I promote group cohesiveness by teaching students how to work optimally using cooperative learning principles (e.g., positive interdependence and equal participation among group members).	40%	50%	10%	-	100%
	Average	20%	50%	25%	5%	100%
	Interpretation	Weak	Fair	Weak	Very Weak	

The table 2 showed how frequent the teachers perform the activity in English subject learning process. It indicates that the most of teachers confirmed often perform the instructional activity in learning process. It is proved by 50% of students' voices are in often category. Meanwhile, 25% teachers choose sometimes category which is slightly different from always category, it is 20%. The last category is never performing where the teachers choose the category with very little, it is only 5% of the ten teachers selected as sample of research. This data means that the teachers often design language learning tasks involving aspect of linguistic, cognitive, and affective. They prefer to focus on speaking and writing activities in English class. They also motivate the students to participate actively in learning situation. Besides, they empower cooperative learning as an interactive learning activity in order to get more learning experiences. However, the conclusion of the frequency of learning activities performed by teachers are still interpreted as fair interpretation. Therefore, it is expected to improve the frequency of teachers' activities in performing the instructional activity in classroom becomes strong interpretation.

4.7. The teacher's perception on required qualities of teachers to succeed content-based instruction approach

The data below shows the teachers' perception on required qualities of teachers to succeed CBI approach. These teacher's perceptions are reached by using questionnaire consisting ten items. Those items cover required qualities on teachers such as the ability in guiding the students, organizing learning activities, providing prior knowledge, applying process approach, developing the activeness, use language meaningfully and constructing knowledge and understanding.



- Notes:
1. Statement 1 : Teachers should have the ability bring the change of direction if needed.
 2. Statement 2 : Teachers should have the ability to implement group work and team-building techniques.
 3. Statement 3 : Teachers should have the ability to organize various learning activities.
 4. Statement 4 : The teachers should have the ability to provide prior knowledge about particular topics and language skills required for learner success.
 5. Statement 5 : the teachers should help students to form coping strategies.
 6. Statement 6 : The teachers execute the process approach in writing and speaking.
 7. Statement 7 : The teachers use the appropriate error correction in techniques.
 8. Statement 8 : The teachers should help students in developing and maintaining high level of enthusiasm.
 9. Statement 9 : The teachers should have the ability to use language meaningfully and purposefully.
 10. Statement 10 : The teachers should have the ability to construct knowledge and understanding.

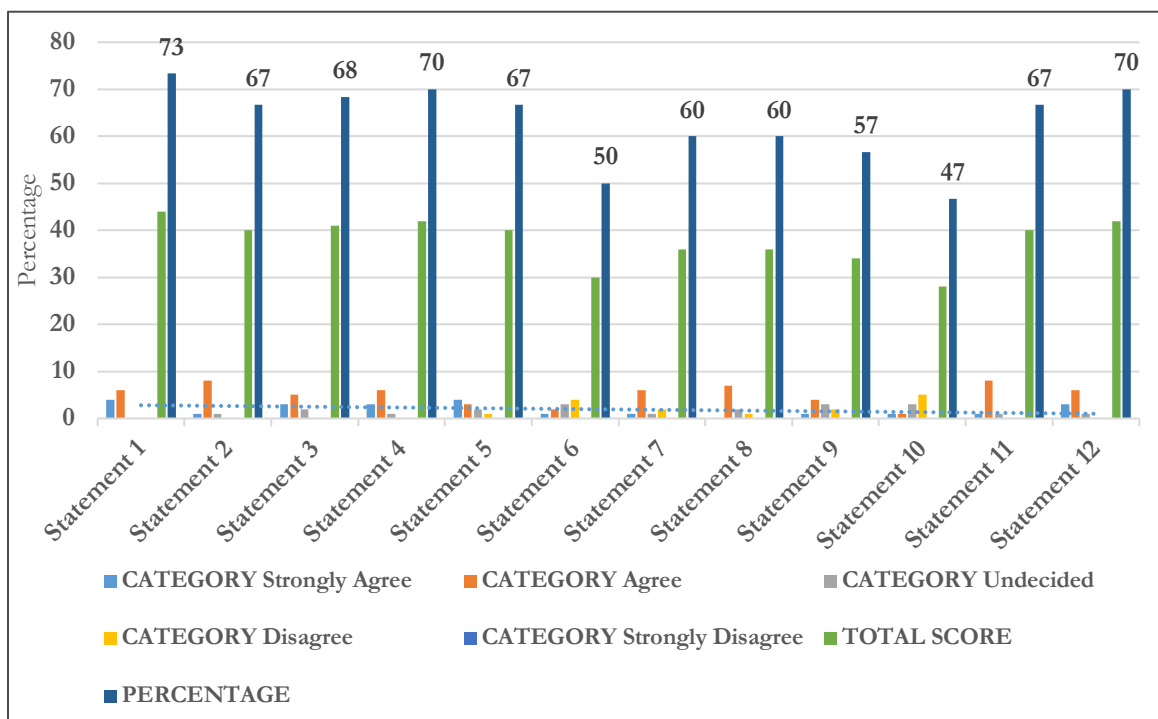
Figure 6. The Teacher’s Perception on Required Qualities of Teachers to Succeed CBI Approach

The figure 6 showed that the most of teachers’ voices on required qualities of teachers to succeed CBI approach is on statement 9 (80%) in which the statement related to the teachers should have the ability to use language meaningfully and purposefully. On the other hand, the teachers’ voices are less in statement 5 (67%). The number indicated that the teachers should help the students to encourage be active in learning strategies implemented in English class. It was not only the teachers copy strategies but how the teachers give strong encouragement to the students to be participate actively. They really expected the English teachers are able to use English in instructing the students to do learning tasks while English could be used in explaining English materials. However, they can also utilize the use of English to teach the learning contents. Meanwhile, among these statements, the most of teacher agreed with the required qualities of teachers in implementing CBI approach. It was shown by the interpretation of teachers’ voices on ten statements was classified as strong

interpretation. Their perceptions were in range of 60%-79.99% (see chapter III) in which interpreted as strong category. We can further indicate that the teachers really expect to empower their ability of building group work, using language meaningfully, constructing the students' prior knowledge, activating the learning atmosphere and also building up the students' knowledge to support the implementation of CBI approach.

4.8. The teacher's perception on preliminary insight toward CBI approach

The teachers are asked to fill the questionnaire related to their preliminary insight if they are a student that have to follow CBI approach. How far their perception toward CBI approach class after following English class with implementation of CBI approach. the researcher intends to find out their feeling of learning English, how the English learning atmosphere whether enjoyable or not, the class assignment given, and the chance to interact with other friends. There are twelve statements given to the teachers in which adapted from Jeffrey (2014).



Notes:	
1. Statement 1	: I learned a lot of English in the class.
2. Statement 2	: I learned a lot of other useful things in this class.
3. Statement 3	: The class was enjoyable.
4. Statement 4	: The teaching was helpful.
5. Statement 5	: The teaching was understandable.
6. Statement 6	: There was too much homework for the class.
7. Statement 7	: I was willing to do more homework for the class.
8. Statement 8	: I would take another class like this if I had the chance.
9. Statement 9	: The class was too easy.
10. Statement 10	: This class was irrelevant to what I wanted to study.
11. Statement 11	: I had a chance to interact with the teacher more in this class than in other classes.
12. Statement 12	: I had more time to interact with other students in this class than in other classes.

Figure 7. The Teacher's Perception on Preliminary Insight Toward CBI Approach

The figure 7 described the teachers' perceptions on their preliminary insight of CBI approach. The teachers were asked to give their perception if they were like a student and have followed CBI approach class. There were twelve items of statement covered in this questionnaire. These statements were adapted from Jeffrey (2014) who had researched about CBI approach. From the data in figure 4.2, it showed that the most teachers (73% and 67%) agreed CBI approach class made them learn a lot of English and other useful things in English class such as enriching knowledge related other sciences. It meant that, it is not only English but the content of English materials was regarded as tools to enlarge knowledge. Besides, many of them (67% and 70%) also agreed CBI approach gave more chances to interact with teacher and students, so that the class was not vacuum and tense. In other words, the class was enjoyable. Therefore, many teachers (68% and 67%) also agreed if CBI as an understandable and enjoyable class. It indicated CBI can be helpful teaching and learning process to improve language skills.

Additionally, this figure described many teachers disagreed CBI approach class gave more homework. CBI class does not mean giving more homework to students, but it means that CBI trains the students to be active in learning activities through CBI tasks. Furthermore, the most of teachers disagree on the statement 10 namely CBI class was irrelevant to what the students want to study. On the other hand, the students can reach what they look for in learning English, the both of language skills and additional knowledge. There are 47% of teachers' voices disagreed on statement 10. Most of disapproval of the teacher's voice were shown in the statement 6 and 10 in which CBI is regarded a class with many homework and irrelevant class. The conclusion of this figure was the most of teacher's perception is in range of 60%-79.99% with strong interpretation on CBI approach. It indicates their preliminary insight on CBI is positive perception.

4.9. The students' voices on contents of productive skills tasks

The data from students are needed to know their voices on contents of productive skills tasks. This data is attempted to investigate their needs toward the contents of speaking and writing activities in English class. The students' voices are very contributive in designing instructional tasks for productive skills learning process.

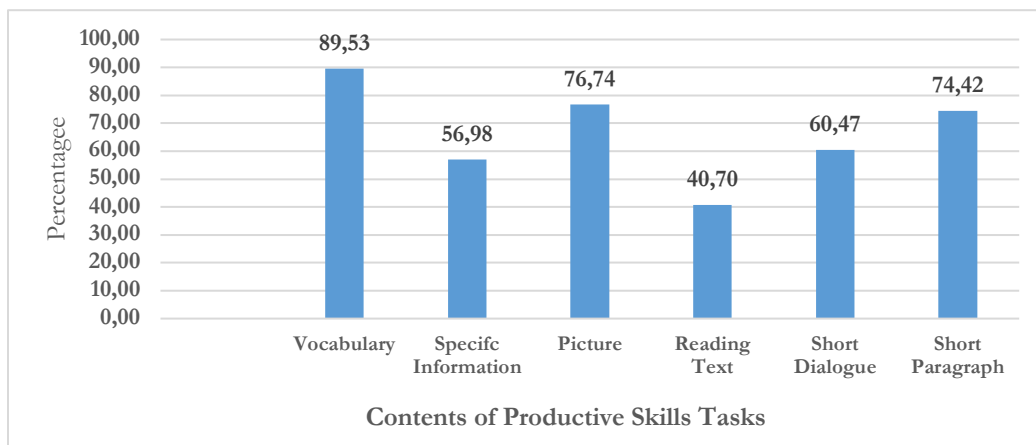


Figure 8. The Students' Voices on Contents of Productive Skills Tasks

The data above illustrated the contents of productive skills are not only about speaking and writing skills but also have more variety part of language sub skill and skill. It is supportive contents for English learning tasks based on CBI approach. This data results that the most aspects that the students need are vocabulary, caption of picture, short paragraph, and short dialogue. These four aspects are responded by students up to 60%. While, the aspect of specific information and reading text are responded below 60% by students. In other words, these two aspects are not too popular for students. This data meant that the students like learning vocabulary. The researcher assumed that learning vocabulary is easy activity and trigger their vocabulary mastery drastically improved and positively influenced their speaking and writing skill in English. The four aspects responded up to 60% by students are considered as main priority in CBI tasks.

4.10. The teachers' voices on scope of productive skills content themes

The teachers were asked to put their ideas on scope of productive skills contents themes. They were given a questionnaire with the goal to obtain the teachers' voices toward scope of speaking and writing skill material content themes. This point aims to see the selected themes then guide the current researcher designed the instructional tasks based on the themes of material content.

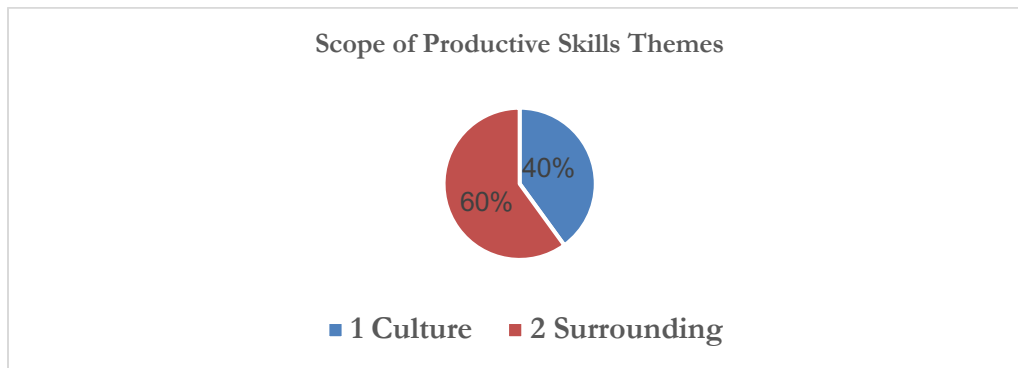


Figure 9. Scope of Productive Skills Themes

Figure 9 provided the data regarding scope of material themes of productive skill selected by secondary education teachers. This figure showed there are two learning material themes selected namely theme of culture and surrounding. Theme of surrounding was achieved by 60% teachers and theme of culture is achieved by 40% teachers. It indicated that majority of English teachers aspired the theme of surrounding or related to environment regarded as one of learning themes. This data guided the current researcher took the both of theme of surrounding and culture put in set of instructional tasks through CBI approach as learning materials.

4.11. The teachers' voices on learning delivery modes

The teachers were asked to state their opinion on learning delivery modes. The researcher gave them questionnaire to elicit the information related to their preferences in delivering learning modes. This session aims to see what learning modes in delivering learning contents and activities. These teachers' voices are very informative in establishing content-based instructions tasks. Below is figure 10 confirms the teachers' opinion toward learning delivery modes.

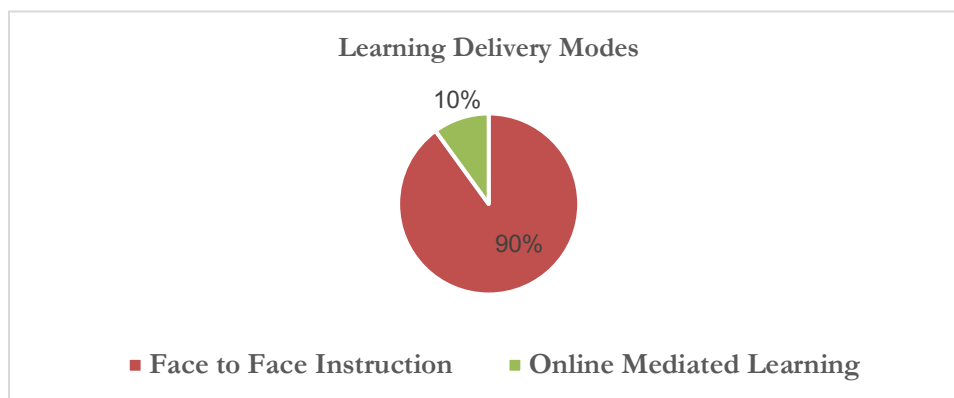


Figure 10. Learning Delivery Modes

Figure 10 clarified the data regarding learning delivery modes preferred by secondary education teachers. The proportion of face-to-face instruction (90%) was higher than online mediated learning (10%). It indicated that majority of English teachers aspire the mode of delivering contents and activities learning is an appropriate way included as one of instructional components of CBI tasks. This data guided the current researcher took face to face instruction as a learning mode in delivering CBI tasks. Based on this data, it can be assumed that the face-to-face instruction is more applicable in CBI tasks because online mediated learning must be supported by good internet facilities.

5. Conclusion

The findings of this study reveal teacher the results of investigation of teachers' and students' thoughts on instructional components involved in CBI tasks for productive skills learning at Indonesian secondary school context. The teachers' thoughts on design of CBI tasks highlight ten instructional components involved in it, they are learning objective, learning material, learning activity, class organization, delivery mode, skill focus, use of media, learning resource, students' worksheet and evaluation. Learning objectives formulated based on basic competence written in existing syllabus. Learning activities focused on pairs and groups. Theme/topic covered the scope of culture and surrounding environment and the materials are taken from internet and English books. Learning strategies implemented is students-centered approach and bilingual approach. Face to face instruction perceived by the majority of teachers (90%) as appropriate learning delivery mode. The learning materials, sequence of learning activities and set of learning tasks are responded positively as contents of students' worksheet. The teachers recommend to use LCD, slide of power point to show the learning materials as simple media of learning. The assignment for students organized in the form of groups and individual and also, they are evaluated in aspect of material comprehension, language skills and performance. These aspects are responded positively by English teachers to be involved in developing CBI tasks for Indonesian secondary school context. The findings of this study supported research conducted by Maulina, Noni and Basri (2019) that the students should be encouraged to actively participate in English learning situation and enjoy speaking tasks such as pair work and group work.

The limitation of this study did not appear in the list of instructional components regarding the approach of teaching English. It has not been elaborated the specific type of content-based instruction (CBI) that used in this research. It includes the general term of content-based instruction. Besides, the data were only gathered from English teachers and students. However, it should reach the data from graduates to enrich information in supporting instructional components must be involved in model of content-based instruction. Based on these research findings, it recommends to the next researchers to develop these instructional

components should be in content-based instruction into a constructive English instructional model which integrate with the utilization of educational technology.

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