THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION IN CIVICS TEACHING AND LEARNING

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Abstract

CBI is a powerful innovation in acquiring and enhancing a language. In its best form, language lessons are blended with stimulating content. The students focus on the subject matter than the language learning process. Supporting students’ success by engaging them in challenging and innovative activity helps them learn complex skills. This research used a qualitative research methodology in order to document the detail of information of how people react and interact in certain situation. This research was conducted on First Grade students of MI ICP NU Bojonegoro. The data for this research were taken via in depth interview, observation, and document analysis. The implementation of CBI in the first grade of Civics’ Class implemented well during the lesson but it does not supported by the teaching documents. Implementing CBI in the first grade students of Civics’ class drives the students motivated and used to speak in English because every day they listen, read, write and speak in English during the lesson. The implementation of CBI are very useful and helpful in the process of students’ English acquisition. By implementing CBI are believed to be responsible for successful of English acquisition and a significant determinant of ultimate success in language learning. Thus, in learning English as foreign language, good implementation of CBI are important as well.

Keywords: CBI, Young Learners, English acquisition.

Introduction

Learning a language is a process that needs a long period of time. It cannot be done in a short time. Childhood is the ideal period of learning a foreign language. Brown (1987 : 45) states that childhood is the best period of acquiring a native or near native pronunciation because the speech muscles of children are still developing, so it is easy for them to learn the sound system of a foreign language. The teaching of English can be more effective because they are in the “critical period”, the time when they are fully ready to learn languages. Another reason, for some psychological factors, such as strong desire and less-risk taking, can make them learn a language more easily. For children, the willingness to communicate with others is high. The educators should try to start introducing English earlier with assumption that by starting earlier they will gain better result (Brown, 1987 : 47).

There have been continuous efforts to help English learners achieve academic success by linking content learning and language (Pohan & Kelly, 2004). A steady stream of discussion about English learners’ needs in academic language and different instructional models has been presented to enhance English learners’ language learning or accelerate language acquisition (Met, 1999: 1).

The Use of English on delivering materials for other subjects is called Content-Based Instruction (CBI). In recent years content-based Instruction has become increasingly popular as a means of developing linguistic ability. CBI is the
teaching of content or information in the language being learned with little or direct or explicit effort to teach the language itself separately from the content being taught (Krahnke in Richards and Rodgers, 2001: 204).

CBI is a powerful innovation in acquiring and enhancing a language. In its best form, language lessons are blended with stimulating content. The students focus on the subject matter than the language learning process. Supporting students’ success by engaging them in challenging and innovative activity helps them learn complex skills. The students learn language automatically. Keeping the students motivated and interested in the language training is the profound advantage of CBI. When students are interested and motivated in the material they are learning. They make greater connections to life situations, learning language becomes a fun and easy activity, information is retained for long time.

CBI supports contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections within the language and what they already know. This are enhances the practical usability for the students. CBI has been described as a new paradigm in language education, centered on fostering students competence in a second or foreign language while advancing the knowledge of a subject matter. This approach is widely used in an extensive number of contexts and educational settings all over the world in a variety of models: some of the most common ones in foreign language education at post-secondary level are theme-based courses, adjunct/linked courses, sheltered subject matter instruction, and second language medium courses (Duenas, 2011: 1)

The focus of CBI is on the topic or subject matter such as Civics, sciences, math, or social studies. During the lesson, students are made to focus on learning about something. This could be anything that interests them. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge, so they develop their linguistic ability in the target language. This approach is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

Teaching the Content-Based approach requires a large amount of work and energy. The teacher has to fulfil several roles, such as being a good language teacher and in addition having an appropriate knowledge of the subject matter. In addition, the teacher has to choose material. If the material is not suitable enough, he has to adapt it to the learners’ language level. There is, however, quite a variety of material available for teachers to use for Content-Based lessons. First of all, teachers can and should use authentic materials such as newspaper articles and advertisements (Richards & Rodgers 2001: 213-214).

Teachers education a complex issue in CBI and students in a CBI class is supposed to learn the target language and some concept related to the content at the same time. It means that the teacher should be knowledgeable in the two areas and effectively combine language and content instruction. (Crandall 1999: 608). According to Crandall (1999) teachers who are to teach
the target language with CBI have to be trained in the place where specialized teacher training normally is conducted.

Considering the classroom members are non-native speakers, the teaching and learning process is sometimes quite difficult to implement both for the teachers and the students, especially in delivering the non-English Subjects such as Civics, Maths and Sciences. The difficulties even appear at the lowest level of delivering the material of teaching and learning process, such as questioning. The role of questioning in teaching and learning process is very important for teachers and students. It is widely accepted that questioning is a basic skill that teachers are obliged to have in the classroom (Gall, 2007).

As CBI is not explicitly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills. The overuse of the students’ native language during parts of the lesson can be the next problem, students find it much easier and quicker to use their mother tongue. It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties.

There are many researchers reporting about Content-Based Instruction, but it may differ from each condition to another, each place to another, or from different situation to another so with different side of the study, it will build different result of the study and it is still essential to do study pertaining to the issue. Shang (1998) reports the study of Content-Based Instruction in the EFL Literature with entitled the effectiveness of using literature in the content-based foreign language instruction.

Shang claiming that by applying the collaborative content-based literature teaching technique, students can acquire English abilities, not only to communicate, but also to use it as a tool to comprehend the subject matter in school. Since 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. One can say that collaborative CBI with literature teaching can promote simultaneous learning of academic content, cultures, English language skills, and critical thinking abilities.

Li (2011) indicated that CBI was effective in two aspects: (1) in improving students' speaking ability: students' speaking level increased; students could answer the teacher's questions; students could fluently communicate with their friends by using correct grammatical forms and appropriate vocabulary with good pronunciation; the use of mother tongue was reduced; (2) in improving class situation: the atmosphere in the whole class became alive; students enjoyed the speaking activities; there were many chances for students to practice their speaking skill; students had great motivation to learn speaking; speaking became easy and fun to the students. The results of this study showed that CBI was effective and beneficial to improve the students' speaking competency and the classroom situation.

Sticht (1997) provided a perspective from cognitive science that emphasizes the importance of both content and processes in human cognitive activity, including literacy then he discussed a program of research on content-based instruction which has been
considered influential for workplace, health, and family literacy programs that integrate content with basic skills instruction. This research was to apply concepts from both behavioral and cognitive science to the development and evaluation of an entire, operational adult literacy program.

Rochmandani (2013) reported about Content Based Instruction (CBI) approach to improve students’ speaking ability. It also aims to give general description about the implementation of CBI in the classroom and about the things happening in the class when it is implemented. The result of the research shows that Content Based Instruction can improve students’ speaking skill. Besides, their test achievement during the research is better than their score in the teacher’s note before the actions were implemented.

In addition, a study conducted by Arianto (2013) also reported about the implementation of CBI in Mathematic teaching and learning, he further investigated difficulties faced by the teacher and offered problem solving towards the difficulties. The result of his study showed that the implementation of Content-Based Instruction on Mathematics teaching and learning process gives new paradigm on learning English through content itself.

This study is restricted on the issue of the implementation of Content-Based Instruction to Civics’ teaching and learning, exploring the teaching and learning documents and its curriculum. This study also investigates to what extent does CBI give an effect to the students’ English speaking skill. Since the purpose of this study is to know the implementation of CBI in Civic teaching and learning, the study is going to be carried out in the first grade students of Madrasah Ibtida’iyah International Class Program Nurul Ulum Bojonegoro of which 24 students are assigned to be the respondents.

MI ICP Nurul Ulum Bojonegoro is the only Madrasah Ibtida’iyah International Class Program in Bojonegoro. The name International Class Program (ICP) suggest that this school offers different ways in their teaching and learning than other school. In the teaching and learning this school has applied Cambridge Curriculum. All the materials of the subjects are served in English except Indonesian Language subject and both the teachers and the students using English to communicate in the teaching and learning process from the first till the six grade.

Actually Cambridge Curriculum offers only three main subjects that must uses English in the teaching and learning process, they are Maths, Sciences and English but MI ICP Nurul Ulum Bojonegoro tries to deliver all of the subjects using English such as Civic, Social Sciences, Physical Education, ICT, Islamic Knowledge, Qur’an Hadist, and Aqidah Akhlak. In this study the researcher is interested to investigate the implementation of CBI in Civic’s teaching and learning because based on the data in the preliminary studies conducted Civics is one of Non Cambridge Curriculum Subjects with good achievement of the first grade students.

Research Method

Research site in this study took place in MI ICP NU Bojonegoro in the first semester of the 2014/2015 academic year from July to September 2014. This school is chosen because it was International Class program which Implemented CBI started from the first grade. The researcher considered that the school is potential to be studied.
Meanwhile, the students in this research are first grade students of Shafa Class. The researcher took Shafa class as the research subject with consideration that Most of them are from outside of the city. They come from middle to high level economic families and their knowledge about English are in average. The researcher wants to know how CBI conducted in the first grade class. Since they still have limited knowledge about English and sometimes they are influenced by their first language or mother tongue. So it is interesting to know how the teacher starts to conduct CBI in the first grade.

The design of this study was a qualitative case study in nature, since it dealt with a small-scale case; interpretation as its main method; and put emphasis on the development process in which events and actions took place (Maxwell, 1996: 71). Thus, this study used qualitative case study research method in collecting and analyzing data. Research data collected in this study in the form of information about the implementation of CBI in Civics; teaching and learning. Events are what happen in the setting observed. It is the process of learning activities in and outside English classroom. The respondents of this study were 24 students of the First Grade (Shafa Class). The documents included: the school handbook which described the historical background of the department, the curriculum and course list which provided information about the course contents and class schedule of the students involved in this research.

The data for this research are collected using qualitative research method. In collecting the data, the researcher conducted four techniques: observation, questionnaire, interview, and document analysis.

In this research, the researcher acted as a non-participant observer. The researcher sat at the back of the classroom, took notes on, and videotaped “what was said and done” (Van Lier, 1988) by the students. Having an observation in the teaching and learning process in the classroom is the way of fulfilling the information needed.

In this research the place is the classroom in which English lesson is taking place at MI ICP NU Bojonegoro and in the outside of Civics’ class. The actors in this research are the first grade students. The activity under observation the implementation of CBI in Civics’ Class were observed by the researcher 8 times to get the validity of the study.

In this research, the researcher adopted semi-structured interview. The other instrument used in the collection of qualitative data is videorecording of the activities. For each observation, the researcher recorded students’ activities when completing the given tasks. The researcher further examined the recording to support the findings of the observation. This document is necessary to complete the data obtained in the classroom.

Research Findings

The Implementation of CBI in Civics teaching

The concept of the curriculum adopted by MI ICP NU Bojonegoro is the combination between National curriculum and Cambridge curriculum. Civics here in the group of Non Cambridge Curriculum lesson but they applied English as communication and instructional language both in materials and also in teaching and learning process to bring the international school culture everyday.
Cambridge Curriculum as home based curriculum of this school tend to give the point on the problem solving paradigm, the outcome is enable the students to identify the problem and solve the problem. This curriculum try to give a real digest in the teaching and learning such real object and practice in order the students not only imagine the object but also can touch the real object. It differ with Non Cambridge curriculum (National Curriculum) with less of practice, but with the developing of Kurikulum 2013, Theoretical paradigm changed into practical paradigm.

The teaching documents uses by MI ICP NU Bojonegoro were syllabus and lesson plan which made based on Cambridge curriculum and National curriculum (KTSP). The syllabus used by TD to organize and design the teaching and learning process and also the materials will be taught in the classroom. Their syllabus covers some elements, (1) Standard Competence (SK); (2) Basic competence (KD); (3) indicators; (4) learning goals; (5) time allocation; (6) learning activities (7) assessment.

The teacher developed lesson plan based on the syllabus. Every lesson plan was developed from one standard competence and also one basic competence. She provides some elements in her lesson plan, they are; identity of the school, standard competence, basic competence, learning goals, materials, learning method, teaching step, learning source, and the last is assessment.

In composing syllabus and lesson plan based on the data taken by interview and the hard file, the researcher knew that the syllabus and lesson plan possessed by TD were in Indonesian language, it mean the teacher did not totally implemented CBI in the lesson plan. The lesson plan made the TD also the same with regular school. It was done because she thought that it was no need to put CBI explicitly in the lesson plan. CBI will automatically appear in the teaching and learning process because it deals with the language instruction.

The implementation of Content-based Instruction could be clearly seen during the learning process, especially in this case the researcher observed Civic teaching and learning. During the day, English was regularly used in the whole activities; opening, main activities and closing. It was also used by the teacher in delivered the material to the student and in the form of simple communication between teacher and students. Even when the students forgot to speak in English, the teacher reminds them to use English and give correction to the students words. The most important in bringing the English culture in this school, the teacher never used Indonesian or other language to communicate with the students.

Based on the observation, it can be conclude that TD has implemented CBI during the lesson. The implementation of CBI covers three step, they are: opening, Main activity, and closing. During the lesson she implemented CBI well. Even when the students speak in Indonesian language, the teacher never answer it in Indonesian language, and become teacher's responsibility correcting the students words.

TD as a key person has important roles during teaching and learning activities. Based on the observation in the classroom, she acted as facilitator, motivator and classroom manager. She used various method, media and sources of learning. She facilitate the interaction among the students, interaction
between teacher-students. This act can be seen in almost every meeting. For example in the initial meeting, she always greet the students followed by the stimulus which leads to the next material.

**The extent of implementing CBI in Promoting English acquisition**

Based on the observation taken during the study, it was noted that actually in the first grade, sometimes the students forget to speak in English when they communicate with the teacher or their friends in Civics class, it was because they were influenced by their mother tongue.

Most of students speak Indonesian with their parents at home but TD always correct their language and reminds them to speak in English. From the analysis on the students worksheet, there is an important thing to highlight, most of the students’ worksheets in Civic class shows that the students could do the task well, even all of the instruction and material were in English. It might be caused by the teachers’ explanation and guidance before they did it. After the teacher had explained the instruction, the students tried to work by themselves, but sometimes they work together with their friends. In this phase they also allowed to ask for help to the teacher, especially they ask about the meaning of the word since they were in the first grade their English were limited.

In addition, TD said that the students of Shafa Class categorized in active student especially in Civics class, sometimes one of them read the Instruction loudly and always ask about everything they did not understand, it made her easier to know in what part the students difficulties. Fortunately they were in golden ages, they able memorized every new word. Other than that, the students were able memorized what they had learned in previous week for example they could remember the name of formal religion in Indonesia. This evidence shows that the students develop their cognitive ability while learning uses English.

This school also has a language standard that must be achieved by the students in each semester, for example in the first semester, there are some minimum standard of vocabulary mastery that must be cope by the students. The list of minimum standard contain of some list of vocabulary that must be understand and memorized by the students while in in the class room, in the school yard, and especially vocabulary in Civics’ lesson.

The goal of giving minimum standard of vocabulary that must be mastery by the students were develop the student’s competence to express the ideas using vocabulary. Beside that, the first grade students were allowed to ask or to say something in Indonesia, but the teacher had to control the use of English. Then in second semester the students were not allowed to speak Indonesia, and when they forget to speak in English they will get educated punishment from the teacher.

During the Civics teaching and learning, TD always used English as her communication and instructional language, even when the students ask in Indonesian, she never influenced to used Indonesian to answer their students’ question, but sometime she still mix the word with Indonesian words, such “lho ya” etc. It can be concluded that the teacher brings an important role to the successfulness of students' second language acquisition.
Furthermore, because of every day they always listen, read and write in English, automatically they usually use English as their communication language, it can be proven from the observation. When one of the students did the task, she asked the teacher about the instruction “teacher, give a thick" means berilah tanda centang ya teacher”. From the utterance above the students understand and memorized the instruction because every day they read the instruction in English. In short, the students used to speak in English because every day they listen, read, speak and write in English since English is communication and instructional language in this school.

**Discussion**

In this section discusses the researcher’s theoretical propositions grounded on the findings of the study accompanied by justification from the points of view curricular demands and theoretical insight. It is presented in unity. The findings in previous section will be discussed by compared to the relevant references dealing with the implementation of Content-Based Instruction in Civic teaching and learning and the extent of implementing CBI to promote English acquisition.

Implementing Content-based Instruction in Civic teaching and learning, somehow had affected the documentation of the curriculum itself, especially the material which written in English. The use of English as instructional language, even though it is not common to have in a formal document. Although it was not found any document specified for the teaching of English since it is integrated as an instructional language, the curriculum design is developed based on the national standard proposed in UU No. 20/2003 (Chapter I Section I), that “*kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu*”. The design includes aims, contents, learning materials, and the methods which are proposed by the government and it has been developed according to the local needs. The only difference is that Content-based Instruction which implemented in MI ICP NU Bojonegoro includes English as communication and instructional language.

The teaching-learning documents used in MI ICP NU Bojonegoro is in the form of a curriculum set consisting of syllabus and lesson plan which made by the teacher based on the curriculum design, this condition is in line with Richard and Rodgers (2001:212) he stated that in most CBI course, the syllabus is derived from the content area, and these obviously vary widely in detailed and format. Richard and Rodgers (2001: 215) also stated that it is recommended that a rich variety of material types be identified and used with the central concern being the notion that the materials are “authentic”. Moreover Stryker and Leaver (1993: 295) stated that many CBI practitioners recommended the use of realia.

Syllabus as teaching guide explained detail in the lesson plan, in MI ICP NU Bojonegoro especially in Civics lesson the teacher still used Indonesia language. This condition is in line with Richard and Rodgers (2001: 219), they stated that since CBI is an approach rather than a method, no specific techniques or activities are associated with it. Furthermore they also stated that at the level of procedure, teaching materials and
activities are selected according to the extent to which they match the type of program it is (Richard and Rodgers, 2001: 219)

TD designed the lesson plan based on the syllabus. She made the instructional lesson plan to achieve learning goals. At this point, the teacher not explicitly implemented CBI on the lesson plan because she believed that CBI will automatically appear in learning activities. Through investigation on the lesson plan, she provided some various activities to achieve the learning goals. She also took the important roles in the classroom, such as facilitator, motivator and problem solver.

In the teaching and learning, TD also used authentic material to support the implementation of CBI, the used of this authentic materials is in line with Richard and Rodgers (2001: 215) It is recommended that a rich variety of materials types be identified and used with the central concern being the notion that the materials are “authentic”. Moreover Stryker and Lever (1993:8) stated that the major characteristic of CBI is the extensive (though not necessarily exclusive) use materials are taken directly from the culture being studied.

In the learning activities, it is found that in that school the used of English as communication and instructional language in the first grade is taught little by little since the students are still in phase of acquiring their first language, it also caused by they are in transition phase from kindergarten to junior high school. The principal indicated that the use of English in the learning activities is intended to prepare the students for the future challenges of the globalization. Every day the students introduced a new vocabularies, they are not expected to remember them all, but they are helped to understand the words.

It is also found that in the first grade the use of L1 is more dominant than L2 surround the students but even the students sometimes speak in Indonesia, the teacher always used English to give responds. Based on the students’ language background described in the findings, most of their mother tongue is Bahasa Indonesia. This has led the teacher to be a good model for their students especially in doing conversation. They believe that by bringing English culture in their early age is only about introducing the language rather than expecting them to master it. They said that the students of the first grade are still in the process of acquiring their first language (Bahasa Indonesia and Javanese). In other words, English as communication and instructional language is introduced gradually to the students; it is supported by Ball (2011) who stated that ideally, literacy and learning begin with the learner's first language, and L2 is introduced gradually.

In addition, the findings show that the teacher use various fun and collaborative Activities to teach the students as they are in the phase when they really love playing. They mentioned that children easily lose their focus and get bored, so that they combine the teaching and learning use games whether it is classical or in group or songs which allow the students to move their body. These joyful activities lead to create natural condition, so that the students can unconsciously acquire the material (Mayda et. Al., 2004); Yuliana, 2003). While Madya et. Al. proposed to integrate games in teaching, Yuliana suggests songs as the media of teaching. This is in line with what Katz (2009)
said that “a major challenge for schools concerned with the best use of children’s time at school is the provision of meaningful teaching and learning activities”.

Additionally, the teacher had applied various learning strategies that are able to get the students involved actively in the teaching through games and class routines. Those belong to strategies for supporting student involvement as mentioned by Herrel and Jordan (2008) in Salas (2012). The teachers also use various learning media such as a flashcard, realia and power point presentation. Conducting a series of action research at some elementary school, Madya, et. Al. (2004) have developed a model of English teaching at primary level. This model integrate three aspects of language learning, including (1) meaning (content), language elements and (3) practice of using English communicatively.

The use of CBI combined by the method used is able to comfort the class. The teacher have provided better learning environment for the students. Supporting to this, Jain (2009) stated that “ready for elementary school does not mean substituting academics for play time, forcing children to master first grade ‘skills’ or relying on standardized tests to assess children success”. Additionally, the materials used in civic lesson at MI ICP Nurul Ulum Bojonegoro built based on students’ surrounding. In their study, Kiziltan & Ersanli (2007) involved their students in choosing the teaching materials to draw their attention. Their study reveals that “relevant content material selection has enabled the students to use language in more meaningful way” (Kiziltan & Ersanli, 2007). Thus, the appropriate combinations of teaching technique, class activities, learning material, and media will support the teaching and learning process.

Moreover, there are several requirements to become a teacher in that school. One of the required competences is that the teacher must be graduated from S-1 degree majoring on English Department. The teacher must be able to use English to teach in the class. But in some cases the teachers faced on the problem of improving their English mastery since they are must be able to become a good model for their students. Some teachers in that school do not have enough confident to use English. In the other hand, the students are seemed to have a great attraction to the teacher which is essentially important in the learning process besides the model given by the teachers.

In relation to the teacher competence, Vojtkova’ (2006) in Knichalova’(2011) points out three important points about teachers of TEYL: it deals with”(1) the teacher’s English ability, (2) the teacher’s teaching competence and (3) the teacher’s attitude to language”. Supporting to Vojtkova’, Biricik and Ozkan’s (2012) study reveals that “teacher’s attitude towards the learners has a great role on students' feeling about lesson”. Compared to the findings in this study, the teacher had activated the learners’ motivation and interest, but some teachers were not confident enough to use English the teaching. However, those who had experienced using English there show more confident in the CBI implementation.

Dealing with teacher professionalism, Nihat (2010) suggests that teachers need to be able to develop themselves professionally since they play important role in the teaching more than the curriculum and course books.
The teachers of that school have been already supported to develop their English skill through the training held once a year. Nevertheless, they are not really successful in creating a good environment among themselves to use it in daily communication.

In the implementation of CBI, students also took several important roles, one of the role is autonomous learner. In this case, the students started to do the tasks in the beginning of the lesson. This role agreed with Stryker and Leaver (1993: 286) he stated that one goals of CBI is for learners to be autonomous so that they come to "understand their own learning process and take charge of their own learning from the start".

In the learning process using CBI the teacher promoted the students to interact and to be active in class activities. This agreed with Richard (2006: 5) he stated that the type of classroom activities proposed in CLT also implied new roles in the classroom for teacher and learners. Learners now had to participate in classroom activities that based on a cooperative rather than individualistic approach. She also uses power point presentation to make the students easier to understand the material. The use of media in the teaching and learning process is in line with Murcia (2001: 461) media help us to motivate the students and bringing a slice of real life into the classroom and by presenting language in its more complete communication context.

Regarding with Richards (2005: 30), the role of instructional materials includes the following specification:

1) Material will allow the learner to progress at their own rates of learning

2) Materials will allow different styles of learning

3) Material will provide opportunities for independent study and use.

4) Material will provide opportunities for self-evaluation and progress in learning.

In doing Evaluation, MI ICP NU Bojonegoro especially for Civic lesson has two kinds of evaluation they are; summative test, formative test, but in every day the teacher also conducted individual test. This condition in line with the kinds of evaluation that can be used according to Macalister (2009 : 125) He stated that there are two kinds of evaluation that can be used to measure the students' understanding they are ; formative Evaluation, and summative evaluation. First, Formative evaluation tend to improve the quality of the course and more likely to look at causes, processes, individuals used for counselling, mentoring, professional development, setting goals, adapting material. This evaluation presented to and discussed with individuals. Second, Summative Evaluation tend to judge the course and more likely to look at result, standards, groups used to make decisions on adequacy. This evaluation presented in a report.

First grade students is the time when the students acquiring their first language (Mc Closkey, 2003 : 26). Caner, Subasi, & kara (2010) figure out the condition on how children could learn best should take into account: their characteristic (depending on the age and level), their cognitive and language development, and interest through using different activities and materials. This is due to the fact that “domain of children’s development –physical, social, emotional, and cognitive/linguistic – are closely related and
that development in one domain influences development in other domains” (McCloskey, 2003:26) In other words, students’ second language acquisition goes along with their first language development and other developmental fields. Goodluck (1993:165) mentions at least four stages of acquisition starting from the acquisition of phonemes, morphemes, syntax, and semantics. However, the result of this findings do not really reflect those stages, unless the fact that the students are able to use English for short utterances.

From the description in the previous section can be theorized that CBI drives the students actively provides sufficient for vocabulary building and motivated the students to start reading the instruction and material themselves. The theory that appears will be discussed in detail in the following discussion.

First, From the observation we can see that vocabulary building become a crucial part of the teaching using CBI. It can be seen from the beginning until the closing step of teaching. Here I can note that vocabulary is the vital tool for the students to convey the meaning of the sentence or instruction in teaching and learning using CBI. Thornburry (2002:2) stated that discussing vocabulary of second language acquisition is crucial because it gives the challenges for the students to make the correct connection between form and meaning of words.

Second, by using CBI the students in the first grade (shafa class) also motivated to start reading the instruction and the material themselves. CBI motivated the students to read the material themselves, it is identified that they are highly motivated since they want to get involved in the community. This leads to the creation of natural setting for language learning and its acquisition. In addition, the language acquisition process may be more efficient and the language learners more motivated. As Richards and Rodgers point out, if the information delivered through the content is interesting and useful, learners should acquire the language faster (Richards & Rodgers 2001: 204-205). Dörnyei supports this thesis by stating “students will not be motivated to learn unless they regard the material they are taught as worth learning” (2001: 63).

Third, Keeping students motivated and interested are two important factors underlying content-based instruction. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help the student learn complex skills (Grabe & Stoller, 1997). When students are motivated and interested in the material they are learning, they make greater connections between topics, elaborations with learning material and can recall information better (Alexander, Kulikowich, & Jetton, 1994: Krapp, Hidi, & Renninger, 1992). In short, when a student is intrinsically motivated the student achieves more. This in turn leads to a perception of success, of gaining positive attributes which will continue a circular learning pattern of success and interest. Krapp, Hidi and Renninger (1992) state that, "situational interest, triggered by environmental factors, may evoke or contribute to the development of long-lasting individual interests” (p. 18). Because CBI is student centered, one of its goals is to keep students interested and motivation high by generating stimulating content instruction and materials.
Forth, The students are interested to explore the English skills themselves because of the language exposure through the worksheet used. The students are also able to use English in replying the teachers. In implementing CBI, the learning materials are repeated in almost every subject, yet focuses of learning are different. Further findings shows that the students could relate the materials they had learned to the new topic being discussed. Above of all, the teachers believe that students’ interest and motivation plays an important role to their learning success. This is in line with Lefever (2006: 105) states that “success language learning will result in children’s self-confidence and their participation in society”. Besides, the students also have the opportunity to develop their cognitive by the material repeated. Garcia (2005:39) cited from Azam (2013:95) states that “as children develop their ability to use language, they absorb more and more understanding of social situation and improve their thinking skills”. It can be concluded that the teaching using CBI as an approach has attracted the students’ interest so that they have an experience in acquired second language in more natural context.

Another findings shows that students get difficulty in identifying real thing for their English name. The teacher said that the students mostly facing a problem in mentioning the picture of real objects. Looking back to the teaching media used to implementing CBI, teacher sometimes use realia. It is supported by Piaget's stages of child development theory quoted in Mc Closky (2003) that “children are not able to think abstractly, but need concrete situations to process ideas in ages 2-7”.

Discussing about the effect of implementing CBI in teaching and learning to ward students' language acquisition, the findings shows that the methods used, such as games and CLT could accommodate students in their physical development. This has suited the requirements of good school that the curriculum should take into account child’s need and uniqueness (Jain, 2009).

In relation to the findings on the students’ second language acquisition, Dardjowidjoyo (2010: 199) states that “manusia dapat menguasai Bahasa secara natif hanya kalau prosesnya dilakukan antara umur tertentu, yakni antara umur 2 sampai sekitar 12 tahun” which implies that teaching using CBI in the elementary school is possible to make the students become bilingual. However, it was found that some students got confusion in differentiating the language system they learned. Further more, the findings show that the students tended to have Javanese phoneme to pronounce English words, this might be caused by the model they got from the teacher. The teacher keep on producing English words in Javanese accent because they intended to make the pronunciation clearer for the students. Nevertheless, it affects the English acquisition in term of pronunciation. In this case, there is interference among the languages. Brown (2007: 75) states that “the first language not only interferes, but also supports the second language learning”. Supporting to Dardjowidjoyo and Brown, Clarke (2009) states that “Evidence shows that young children can learn more than one language with ease, as long as they are exposed to good language models”. Other than that implementing CBI in International Class
Program has enough propositions that place English as communication language and instructional languages.

**Conclusion and Suggestion**

Based on the research findings and its discussion, there are several things to be concluded. Firstly, The teaching documents such syllabus and lesson plan applied in Civics’ class which implemented CBI are the same as regular school that is there are no different objectives and language in teaching Civics’ by using CBI. Other than that, CBI pay significant role in International Class Program since it is adapted to be the only one language used in delivering teaching and learning. In order to introduce English to young learners, they need to get exposed to the language much. Listening the teaching in English will accommodate the language exposure besides the vocabulary mastery. Additionally, the main goal of implementing CBI at MI ICP NU Bojonegoro is enable the students to use English as their communication language through various learning activities and learning materials.

Second, from the implementation of Content-based Instruction in Civic teaching and learning, it can be drawn important points of best practices which are suitable for other similar schools. (1) Content based instruction also implemented in Non Cambridge curriculum lesson such Civics lesson to bring the English culture in this school. (2) Introducing CBI as an approach for teaching young learners need to consider their nature: children like to plan and fun (3)the appropriate combinations of teaching technique, class activities, learning material, and media support the CBI in teaching and learning process; (4) teachers’ professional development is highly required in the teaching using CBI.

Third, the implementation of Content-based instruction in Civics teaching and learning at MI ICP NU Bojonegoro brings positive effects toward the student’s English Acquisition. Based on the previous discussion, it can be conclude that (1) the implementation of CBI has attracted the students’ interest so that they can experience English acquisition in more natural context and (2) language interference in children’s English acquisition always occur, yet they are able to cope with it while completing the acquisition process. (3), Implementing CBI in civic teaching and learning has encouraged their enthusiasm in learning during the day. Therefore especially for International School Program Implementing CBI in the early age students need a lot of considerations. The school must have a good preparation and always evaluate the curriculum of this program, the supporting staffs, supporting facilities, and supporting teaching documents. All of those factors should appropriately set to accommodate their students' level of development and the program needs. For teacher, being a teacher in International Class Program is a good challenge for the teacher where English is the only communication language used drive the teacher to have a good English ability in order the teacher able to be a good model for
their students. Especially in teaching young learners since young learners will memorize well everything they got, so that the teacher should be able to encourage themselves in improving their English ability.

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