



The Implementation of Content-Based Instruction to Improve Tenth Grade Student's Vocabulary at Vocational High School

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abstrak— Penerapan metode Content-Based Instruction untuk meningkatkan kosa kata kelas sepuluh di sekolah menengah kejuruan menggunakan Metode Penelitian Tindakan Kelas (Classroom Action Research/CAR). Penelitian dilakukan dengan tujuan untuk mengetahui bagaimana metode ini diterapkan pada tingkat sekolah menengah kejuruan dan mengetahui peningkatan kosa kata siswa dengan menerapkan CBI dalam konteks pendidikan vokasional. Metode ini melibatkan pengumpulan data melalui observasi langsung di kelas, wawancara dengan guru bahasa Inggris. Temuan menunjukkan bahwa penggunaan CBI dengan materi ajar yang relevan dapat signifikan meningkatkan penguasaan kosakata siswa. Implikasi dari penelitian ini adalah pentingnya menyisipkan metode pembelajaran yang sesuai dengan kebutuhan pendidikan vokasional untuk meningkatkan hasil belajar siswa.

Kata kunci— pembelajaran berbasis konten, kosa kata, sekolah menengah kejuruan

abstract— The Implementation of the Content-Based Instruction method to improve tenth grade students' vocabulary in vocational high schools using the Classroom Action Research (CAR) Method. The research was conducted with the aim of finding out how this method is applied at the vocational high school level and finding out how students' vocabulary increases by implementing CBI in the context of vocational education. This method involves collecting data through direct classroom observations, interviews with English teachers. Findings show that the use of CBI with relevant teaching materials can significantly increase students' vocabulary mastery. The implication of this research is the importance of inserting learning methods that suit vocational education needs to improve student learning outcomes.

Keywords— content-based instruction, vocabulary, vocational high school

INTRODUCTION

Ministry of Education and Culture 2018 state that Vocational High School (SMK) is a formal education that offers vocational education at the secondary level as a continuation of junior high school and other equivalent education. The purpose of education in Vocational High School is to produce graduates ready for work or entrepreneurship. To achieve this goal, student competencies must be improved

quickly. Including the quality of education in vocational high schools which are required to have the ability to compete in the industrial world. One aspect that is highly emphasized is the ability of English to qualify both in everyday life and special or technical words according to the competencies taken. Therefore, vocabulary is important for vocational high school students to be able to receive information, understand instructions, and communicate efficiently.

However, in reality, there are still many vocational high school students who have not met the ideal target of vocabulary mastery, including at SMK Negeri 4 Bojonegoro. In particular, the mastery of technical vocabulary by the competence of expertise is still not optimal and low. This is in line with the statement of one of the English teachers at SMK Negeri 4 Bojonegoro who stated that there are still many tenth-grade students who do not reach the KKM (Minimum Completeness Criteria) set by the education unit, which is 77 for tenth-grade.

With the low scores on the vocabulary test, students' difficulty in interpreting and understanding the meaning of words related to vocational subjects, students' lack of interest and motivation towards learning, and also students' unfocusedness in learning, caused this. In addition to students, other factors such as conventional English learning methods in schools, which focus on grammar and isolated sentence exercises, are less effective in improving contextual and applicable vocabulary acquisition. The material presented is often separated from the real world, making it difficult for students to remember new vocabulary.

(S & Baroroh, 2020) added that in learning foreign language vocabulary, interesting and diverse strategies must be applied with certain approaches. The first is explicit learning which refers to a direct approach and focuses on vocabulary learning. The second is incidental learning which relates to the indirect approach to vocabulary learning. Therefore, innovation is needed in English teaching strategies that are more relevant and oriented to the needs of vocational high school students. One of them is a content-based learning approach commonly called content-based instruction. The content-based instruction approach is believed to have several advantages over conventional methods.

First, learning becomes more meaningful as students learn vocabulary in content that is relevant to their areas of interest and study. Second, learning motivation increases as the material presented is more interesting and challenging. Third, vocabulary retention is better because students are actively involved in the process of meaning and using new vocabulary.

This research represents how content-based instruction improves tenth-grade students' vocabulary at vocational high schools. Students can use content-based instruction to enhance their vocabulary in ordinary English and comprehend technical vocabulary. Because it helps students acquire vocabulary in English courses and the offered content simultaneously, this method can improve and increase the teaching effectiveness for students.

RESEARCH METHOD

In this research, the methodology used was classroom action research. The research subjects were tenth-grade students and the English teacher at SMK Negeri 4 Bojonegoro. Classroom action research (CAR) is one way for teachers to improve their roles and responsibilities as teachers, especially in the management of learning. Through classroom action research, teachers can consistently improve their performance through self-reflection, which means they analyze and consider what is lacking in their learning program. The classroom action research procedure consists of four stages: Planning, Action, Observation, and Reflection. The implementation of this research is planned for two cycles.

The location for the research is SMK Negeri 4 Bojonegoro and the implementation time is February-March of the 2023/2024 academic year in the even semester. In implementing this class action research, the research subjects were tenth-grade students from RPL competency, totaling 35 students.

To get data related to the implementation of content-based learning methods in English learning to improve vocabulary knowledge of tenth-

grade computer engineering students at SMK Negeri 4 Bojonegoro, the data sources and methods used are as follows:

a) Student Vocabulary Assessment

Conduct assessments before and after implementing the content-based learning method to measure students' vocabulary knowledge.

b) Classroom Observations and Notes

Observe an English language learning session implementing the content-based learning method. Record classroom activities, student interactions, and student engagement with the content.

c) Teacher Interview

Interview English teachers involved in the implementation of content-based learning methods. Gain insights into their strategies, challenges, and student progress observations.

The data collection technique is the most critical step in research because the primary purpose is to get data. The data collection techniques used by researchers are as follows:

a) Interview

Interview is a data collection method that requires direct communication between researchers and respondents. In the Interview, interviews occur questions and answers that are carried out systematically and based on the research objectives.

b) Observation

This is intended to determine the suitability of planning and implementing actions and capturing data on student activities in the learning process.

c) Test

Tests are exercises used to measure skills, knowledge, attitudes, intelligence, abilities or talents individuals or groups possess.

Data analysis in this class action research begins with examining all available data from various sources, including initial test results, Midterm Exam scores, interviews, observation results, and observations made. And the data validation technique for the research are triangulation data.

FINDING AND DISCUSSION

To find out the application of content-based instruction (CBI), researchers conducted research using the Classroom Action Research method where data was obtained from sources in the form of assignment grades, observations, interviews with teachers. Then validated using data triangulation.

Based on observations during Classroom Action Research, researchers found that the level of student activity tended to be passive. Only a few students actively interact during learning. Understanding and mastery of learning material content has not yet been achieved because many students think that English is a subject that is difficult to understand and uninteresting, and there is also a lack of English vocabulary that students know.

Based on the results of interviews with English teachers at SMK Negeri 4 Bojonegoro, English language learning at SMK Negeri 4 Bojonegoro is still very low. Considering the needs of the current world of work, which generally requires English language skills, this provides a basis for teachers to innovate and implement learning that is more relevant and easy for students to understand.

Table 1 The Test Result

No.	Name	Pre-Test	Post-Test
1	ADINDA SALSABELLA PURNAMA DEWI	78	88
2	ADN ALKHOIR	82	94
3	AFRIZAL FAZA RAHMADHE	76	80
4	AHMAD AFENDI	72	78
5	AHMAD NURUL BURHAN	56	76
6	AHMAD WILLY MUTAALY	66	80
7	ALBED DWI SAPUTRA	68	82
8	ALDISTIRA ARYANESTA IMRANSYAH	44	78
9	ALIF BUDI KURNIAWAN	32	68
10	ALYA SYAHRIA RAMADHANI IKHSAN	78	84
11	AMANDA FATIMAH AZAHRA	70	88
12	ANANDA PUTRA PRIATMAJA	46	78
13	ANDHIKA PUTRA ROMADHONI	36	76
14	ANGIE HIDA SILKYARA	68	86
15	ANINDA SAVIRA RAMADHANI	66	84
16	ARFIA AGIEL HERIOKO PUTRA	44	68
17	ARGA ARI SAPUTRA	42	70
18	ARIO ENGGAR PRADIPTA	32	72
19	ARKHAN HARDIAN RAMADHANI	58	76
20	AURELLYA AMANDA PRAMUDITA ABIDIN	56	78
21	AWALIA NAZLATUL HADI	60	80
22	AYUNDA NOVITA PERMATA SARI	58	78
23	BAGUS ARDIANSAH	70	90
24	BANGKIT ELDHIAN PRANATA PANGESTU	54	78
25	BILBINA WIMAPUTRI	56	76
26	BUNGA RAHMANDHA	66	82
27	CHOIRUN NABILA NUR LAILY	48	78
28	CHOIRUN NAIFAH	60	86
29	CINDY AYUDITYA NINGRUM	68	90
30	CINTA DWI ANGGRAINI	80	94
31	CYNTIA AMELIA ANANDA	76	88
32	DECO DEVANZA PUTRA SYAHRIAN	54	78
33	DENI DWI PRASETIYO	46	80
34	DESI RACHMA HANISTI	66	80
35	DEVI YULIANI	56	82

The implementation of content-based instruction (CBI) in vocational high schools to improve students' vocabulary is carried out by inserting language learning with relevant subject matter. This method allows students to learn vocabulary while understanding the context in which it is used, such as technical vocabulary taught in English. In contrast to conventional methods which focus only on language structures, CBI makes learning more comprehensive and directly related to the needs of the world of work in the vocational field.

This research shows that CBI can be effective in improving students' language understanding and vocabulary mastery, because students learn English vocabulary in a more natural way and interspersed with the content they are studying. It also helps increase students' learning motivation due to its direct relevance to their vocational field. This is in line with the statement that : Content-Based Instruction means teaching content or information in the language being learned with little or no direct or explicit teaching of the language itself separate from the content being taught. In recent years, the term has changed to Content-Based Instruction (Isnaini & Rohmah, 2015).

The research results show that content-based instruction (CBI) can increase the vocabulary of tenth grade students at Vocational High Schools. This is proven by the comparison of student learning outcomes before and after implementing CBI.

The implementation of content-based instruction (CBI) in vocational high schools has shown a significant increase in students' vocabulary achievements. Based on research, CBI not only improves students' vocabulary mastery but also deepens their understanding of academic subject matter. This approach is effective because it integrates language learning with content learning, such as science and technology that is relevant to students' vocations. In this way, students not only learn a language in isolation but also apply it in a wider context, improving their overall language skills.

Studies also show that students tend to be more motivated and engaged in learning when using CBI, because they see direct relevance between the language skills learned and practical needs in their daily lives and future careers. This

illustrates that CBI not only impacts students' language skills but also prepares them well for the challenges of an increasingly global and competitive world of work.

CONCLUSION

This research evaluates the implementation of Content-Based Instruction (CBI) to increase students' vocabulary in vocational high schools. The research results show that the use of the CBI approach is effective in increasing students' vocabulary mastery. By infusing language learning with academic content relevant to their vocational field, students not only develop language skills but also deepen their understanding of the subject matter.

The CBI approach encourages students to learn a language while learning practical content that they can apply in their real lives and future careers. In the context of vocational high schools, this is especially important because students must be prepared with strong language skills and in-depth content knowledge.

Apart from that, the CBI approach also increases student involvement in learning, especially through the use of technology and interactive learning media. This strategy helps overcome challenges in motivating students and facilitates deeper understanding of vocabulary. By engaging students in more targeted and integrated learning, research results show that they can develop better language skills and be better prepared to enter the world of work.

This research provides strong support for the use of CBI as an effective learning strategy to increase student vocabulary in vocational high schools, in line with the educational goal of preparing students with skills relevant to industrial demands.

Finally, in implementing to increase the effectiveness of content-based teaching, several directions or instructions are needed, including: 1.) Ensuring that the learning material used in CBI is appropriate to the student's vocational field. This will help students to associate vocabulary with practical contexts that they will need in the future. 2.) Using interactive learning media such as videos, simulations, or practical projects that are integrated with vocabulary teaching. This can increase student engagement and deepen their understanding of the vocabulary being

studied. 3.) Conduct training/trials for teachers to implement CBI strategies effectively. This support is important to ensure consistency in vocabulary teaching and learning in vocational high schools.

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