

## THE USE OF CONTENT-BASED INSTRUCTION TO RAISE THE MOTIVATION OF ANIMATION DESIGN STUDENTS

**Digna Sjamsiar**

Pusat Pengembangan dan Pemberdayaan Pendidik  
dan Tenaga Kependidikan (PPPPTK) Seni dan Budaya  
Indonesia  
[deetjediga@gmail.com](mailto:deetjediga@gmail.com)

### Abstract

Choosing good methods or techniques in teaching English is paramount for a language teacher. He/she has to exert efforts to make his/her students enjoy their class and motivated to learn the delivered material. To do so, Content-Based Instruction (CBI) can be one of the techniques to teach English as a foreign language. With its strengths, hopefully, this technique can raise the students' motivation in learning English. However, the instructor needs to make the environment of learning conducive so that the students feel secured and motivated to learn the target language. To some degree, Content-Based Instruction may give a room to the instructor to create such a conducive environment. This paper deals with the use of CBI to raise the motivation of Animation Design Study Program students at Yogyakarta Polytechnic of Arts. It will be concerned with the steps of delivering the material, the problems and ways out of applying the technique, the atmosphere when the process of learning was going on, and the impression of the students toward the application of the technique. In a nutshell, CBI could be used as an alternative to raise the students' motivation in learning English because motivation plays an important role in learning the target language.

**Keywords:** motivation, CBI, English, technique

### INTRODUCTION

Teaching English for students who have different language level or language ability can be a challenge rather than a problem for an English teacher. The English teacher should determine methods or approaches which will be used to teach English so that he/she can raise his/her students' motivation. In fact, motivation plays an important role when students learn English. If someone is highly motivated, he/she can learn English effectively and successfully. The more motivation he/she is, the more successfully he/she will be. In addition, motivation may cause students to have positive mind-set towards English material and also to struggle in learning English enthusiastically. Indeed, students should be made in such away that they have high motivation so that they can learn English actively.

Gadner (1985) as cited in Long (2013 : 136) points out that motivation in language learning is a particular important. Based on the statement, Long et.al assume that motivation to learn a foreign language

consists four aspects: a goal, effortful, behavior, a desire to attain in the goal and attitude. From the four aspects, it can be understood that motivation drives students to have a good manner and positive attitude to learn English. Therefore, an English teacher should exert effort to make her/his students have high motivation to learn English in such away the target language can be learned effectively. CBI is presumed to be a technique that can be applied to raise the students' motivation. An English may use this technique in her/his teaching in order to teaching more successfully.

According to Mecken (2001: 72) motivation is the extent to which people make choices about (a) goals to pursue and (b) the effort people will devote to that pursuit. Meanwhile, Uno (2008:23) as cited in Rhepon (2014 : 30) asserts that students who have high learning motivation so he has the desire to get success in learning, the encouragement and learning needs, have aspirations, fell happy to learn, and are interested in learning. Punmanee (1991) as

cited in Ratanawalee (2012 : 906) views motivation as the process aroused by the stimulus to achieve desired purposes, behaviours or conditions. Motivation is the continuous process based on a person's desire.

About CBI, Nunan (2003: 201) points out that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves a purpose. First, it provides a rich context for the language classroom, allowing the teacher to present and explain specific language features. Likewise, Richards (2001: 204) defines CBI refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus.

Content is the use of subject matter for second/foreign language teaching purposes. Subject matter may consist of topics or themes based interest or need in an adult EFL setting, or it may be very specific, such as the subjects that students are currently studying in their elementary school classes (Snow, 2001: 303 as cited in Villalobos, 2014: 72).

Content-based language instruction is motivating for students when they have an intrinsic interest in the content topic area. However, students also find that trying to learn content through a second language poses additional challenges because they must process both the new language and new information simultaneously. Learning strategies can help students meet these dual demands more successfully (Chamot et al., 1999: 6).

This article will explore whether CBI can serve as an appropriate language teaching technique in such a way the students have high motivation so that they can learn English successfully in an enjoyable atmosphere.

## **METHOD**

This study belongs to qualitative descriptive research. Seliger and Shohamy (1989: 124) state that descriptive research involves a collection of techniques used to specify,

delineate, or describe naturally occurring phenomena without experimental manipulation. Creswell (2008: 46) claims that qualitative research is a type of educational research in which the researcher relies on the views of participant; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner.

The instrument of this research was the researcher herself. She collected the data by interviewing, observing, and giving questionnaires both to the students and to the instructor. The observation was conducted in an animation class for 14 meetings. The class consisted of 16 students. In each activity, the instructor divided the students into four groups (and sometimes, the group members were randomised). However, every student had the same opportunities and roles in doing some activities. For example, when the instructor gave instructions for doing some tasks, every student did them at the same time.

Notes and sound recording were taken during the class activities to monitor how the instructor tried to raise the students' motivation by using CBI in the learning process. Also, questionnaires were distributed to some students and the instructor. Besides, they were interviewed on how they learned the target language individually or in groups.

Neuman (2006: 460) states that a qualitative researcher analyses data by organising it into categories by themes, concepts, or similar features. He or she develops new concepts, formulates conceptual definitions, and examine the relationships among concepts. In this study, the data were analysed by looking at the condition of the classroom when the process of learning was going on. The data were obtained from questionnaires which answered by the four students. The researcher wanted to find out how the instructor was carrying out CBI. The researcher also focused on how the students enjoyed learning

the English material which were related to their major so that they had high motivation to learn English actively.

## PROCEDURE

There were three steps of Content-Based Instruction technique: they are preparation, execution, and evaluation.

### 1. Preparation

In preparing the class, the instructor introduced herself and explained about English classroom rules for 16 meetings in the semester. She continued by giving a piece of yellow identity card to be filled out. It consisted of full name, nickname, hometown, hobby (hobbies), and former school. She asked her students to complete it. Next, the instructor gave learning material and asked the students to copy it later. She told her students that she designed the learning material in accordance with her students' needs so that the students would have their knowledge field in English learning process, such as vocabularies referring to animation, dialogues, reading texts, and playing animation films. To facilitate her teaching, she used some media, such as a cassette, a tape recorder, a laptop and LCD projector.

### 2. Execution

In the execution phase of conducting Content-Based Instruction consists of some steps, such as classroom management, writing activity, playing cassette, reading aloud, speaking practice, and drama performance.

### 3. Evaluation

In the English learning process, the instructor conducted assessment based on daily performance or progress, individual or group assignments/project work and promotion tests. For daily performances, the instructor gave 25% point of the total grade. It included the attendance and behavioral aspects (attitude) of the students as a consideration to determine the final grade. Next, the instructor evaluated the students' efforts of using, performing English both

orally and written forms as individual and pair work, and groups' tasks. The grade also was 25% of the total grade. Finally, the final test was as the final grade to evaluate the students. They had to answer the questions which had been discussed in the classroom by writing them on a piece of paper. This was 50% of the total grade.

## RESULTS & DISCUSSION

1. The atmosphere when the process of learning was going on in the classroom

Dalton (1951 : 429) on his paper mentions that classroom atmosphere is a composite of several factors. Foremost, the teacher is a relaxed, well-poised, enthusiastic person. His professional manner is spiced with a keen sense of humor. There is an air of confidence and of calm about him. He is a master of the art of good human relation.

Based on the classroom observation, the instructor was able to enhance her students to raise their motivation in learning English by her style while giving her English material. It was started by memorizing the students' names. She proved it in the next meeting when she called out their names one by one while pointing the students without seeing the attendance list. The students felt happy because of it. Every student had the same opportunity to respond to her questions or tasks, so he/she felt comfortable and wanted to try it. The students were confident while practicing four English skills during the learning process, though the instructor corrected and asked the students to imitate her after they practiced in front of class. No body felt sleepy or got bored during the class because they had some activities by doing four English skills.

The students were satisfied when they could arrange a dialogue based on the story which was available on the learning English material. They also performed in a group of the dialogue in front of class. They were enthusiastic to compose the words into a dialogue because they knew that it was needed when they would produce an animation film. In other activities and tasks, they learned some reading texts whereas

most of the topics discussed were from animation field, such as From Language to Animation, Animation Production, Verbal Language in Animation Production, and Learning English from the Animation Films. It can be said that the instructor could create the classroom atmosphere comfortable, enjoyable and meaningful to the students.

## 2. Students' Impression on Using CBI's Technique

The classroom observation aimed to show of the students' impression while the instructor was using CBI's as a technique to raise students' motivation in learning English.

Shuqair and Othma (2013: 126) state that English language has become one of the world's most spoken languages. The majority of public agencies and organizations have established English as their official language. Furthermore, they argue that motivation is one of the primary forces influencing second language learning. Motivation has an important role to determine the student's success in learning English as a foreign language. Based on the observation, the instructor was competent to deliver her material so that the students were interested and active to be involved in the learning process. Their enthusiasm appeared when they answered the instructor's questions by raising their hands without afraid of making mistakes. They were happy and proud when the instructor commented on their participation in the learning process.

Brown (2001: 16) mentions that technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives. He adds that it includes task, activity, procedure, practice, behavior, exercise, and even strategy. With the potential confusion arising from multiple terms, you will no doubt find it helpful to do some clarifying. It is clear that the technique plays an important role in teaching English because it can encourage the students to learn the target language.

According to Villalobos' paper (201: 81) points out that CBI has become popular

approach in ESL and EFL classroom basically because learners' motivation seems to increase when students learn about something that interests them, rather than just studying the language. As mentioned above that the instructor designed the English material accordance with the students' major, the students were enthusiastic in doing all of the tasks both in the classroom and at home (later they had to send it by email to the instructor). During the learning process, the students had chances to be active in learning process because the instructor designed the tasks to involve all the students to participate and collaborate to do them. They were listening all the instructions given by the instructor and nobody did not listen to her instruction.

Here is the students' comment on using CBI technique:

Q : "What do you think about the atmosphere/situation which was applied by your instructor?"

A : "It's really good, especially when doing a drama in English. English is very necessary for the animation industry, both verbal and written. That's because, almost all over the world, every animation movie project is using English."

Q : "Are you motivated to learn English with the technique?"

A : "Of course, it has a huge impact on my career in the animation industry, especially for the animation which uses English dialogue."

Q : "Does your instructor motivate you to learn English better?"

A : "It makes us better at practising English unconsciously."

## CONCLUSION

The study shows that the English language teaching by using Content-Based Instruction can raise the student's motivation in learning English. Since the English learning material contents were discussed in the animation film field, the students were happy and enthusiastic to learn English and do all the tasks. They felt comfortable and were able to enjoy their class to learn English which was in accordance with their major.

This technique was appropriate to motivate students in learning English. They were motivated when responding some



questions and doing some tasks which were in line with their major or field. They knew new words about animation field by reading some texts, arranging words into a good order and practicing them in front of the class both a reading passage and dialogues. By doing some activities collaboratively, the class was fun and attractive. Each student had his/her own role in the activities. They were very enthusiastic about it. At the end of the learning process, they performed a drama entitled *Mandalika*. Every student wore different costumes, depending on his/her role in the drama. They created the costumes by their own designs. They were happy when the instructor gave a chance to create it. This technique may be used to raise the students' motivation in learning English with different settings.

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