

UNIVERSITI TEKNOLOGI MARA

**THE IMPLEMENTATION OF
CONTENT-BASED INSTRUCTION IN ENGLISH AS
A SECOND LANGUAGE CLASS**

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Abstract

The study was aimed at ascertaining the degree of effectiveness of the Content Based Instruction (CBI) in a Malaysian ESL classroom. It was also aimed at identifying the teachers' response in relation to the implementation of CBI in their ESL classroom. This study was conducted in SMK Pusa Sarawak on a group of 47 ESL students from three science stream classes while the other 40 students of the control group is from one art stream class. It was carried out for a period of 2 months from the months of June to July. The research employed a mixed-method approach whereby both the quantitative and qualitative means of data collection are incorporated into the research. The research design was a quasi-experimental approach engaging an experimental and a control group of students. The quantitative data were obtained through administration of questionnaire as well as language test. The qualitative data were gathered through semi-structured interviews with the teachers. The CBI approach was used to teach English to the selected students in the experimental group. The findings reveal that the teachers are not quite familiar with the CBI method and related that they viewed it as an effective way of teaching English. The most revealing aspect of the findings was the significant difference in terms of improvement using the Pearson Significance Two-tailed test between the pretest and posttest of the experimental group. This implies that CBI is to some extent effective in improving the students' language skills.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The chapter provides an overview of the research which includes background of the study, problem statement, objectives of the study, research questions, and scope of the study, its significance, its delimitations and limitations, and finally, the definitions of key terms.

1.1 Background to the Study

In 1974, a Communicative Language Teaching (CLT) based syllabus emerged in line with the goal in the Third Malaysia Plan that was to produce manpower with competency in the English language. The shift to the Communicative Syllabus was also to keep abreast with the universal trends in English language teaching that was moving toward a communicative approach (Richards & Rodgers, 2001). The English language curriculum for Malaysian public schools was revised in 1979. The Cabinet Report (1985) on the Review of the Implementation of the Education Policy 1979 stresses the objective of teaching the English language in schools that is to empower students to use English in their daily situations as well as preparing them for higher education (Peter Tan, 2005). It is also the objective of the curriculum to strengthen students' foundation in the English language especially at the primary level in the hope that students are better equipped when they move to higher grades and be fully prepared with the required English language skills to meet academic demands at the tertiary level. As a result, a new integrated curricula for the primary and secondary schools was introduced in 1989. With the complete shift from English-medium schools to Malay-medium schools,