

**The Students' Perception on The Influence of Content-Based Instruction
on Their Understanding of The English Reading Text
(A Case Study at International Accounting Programme Unsyiah)**

THESIS



Submitted by:

FARAH MAULIDA SARI

The Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231 324 147

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM - BANDA ACEH

2018/ 1438 H

THESIS

**Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In Partial Fullfillment of the Requirements for Sarjana Degree (S-1)
On Teacher Education**

By:

Farah Maulida Sari

**Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No. 231324147**

Approved by:

Main Supervisor,



Dr. T. Zulfikar, M.Ed

NIP. 1978043402001121002

Co-Supervisor,



Yuni Setianingsih, M.Ag

NIP. 197906172003122002

It has been defended in *Sidang Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:

Thursday, January 22th, 2018
Jumadil Awal, 04th, 1439 H

Darussalam- Banda Aceh

Chairperson,


Dr. T. Zulfikar, M.Ed

Secretary,


Rivana Amelia, S.Pd

Member,


Dr. Syarwan Ahmad, M.LIS

Member,


Yuni Setianingsih, M.Ag

Certified by:

† The dean of Faculty of Education and Teacher Training ‡
Ar-Raniry State Islamic University


Dr. H. Mujiburrahman, M.Ag

NIP.197109082001121001

ACKNOWLEDGMENTS



Alhamdulillah, first of all, I would like to praise Allah the Almighty who has given me health and opportunity to write and finish this thesis entitled The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah). Peace and salutation is be upon our beloved prophet Muhammad SAW who has brought human beings from the darkness into the lightness.

This thesis would not have been completed without the support from some very special people. Their interest and support have been so valuable. I would first and foremost like to thank my first supervisor Dr. T. Zulfikar, M.Ed who has guided and supervised me in writing this thesis. Respect and thanks also dedicated to Yuni Setianingsih, M.Ag who has been supervised me from the beginning until the end of this thesis. I could not have imagined having a better advisor and mentor for my study. Also, I would like to acknowledge my academic supervisor Dr. Syarwan Ahmad, M. LIS and all lecturer of English Education Department for every support.

Moreover, I owe my deepest thank and my sincere to thank my beloved family. I dedicated this thesis to my beloved father M. Yunus Nurdin and my beloved mother Rosnahayati for the support, encouragement and everlasting love. And also thanks to my beloved sister Novia Yulia Sari, my brother in-law Zainal Abidin, my cute nephews Dara Syumaila, Rafif Atthaya and my Teuku Habibi for everlasting support and love. They understood when I had to write late at night and encouraged me when things were difficult. I know I will always have their back even I am in the difficult situation, I have no idea how to thanks them, they are true love in my life.

My great thanks also go to the head of International Accounting Programme (IAP) and all the lecturers of International Accounting Programme (IAP) of Syiah Kuala University Banda Aceh who allowed me to conduct the research at that faculty.

Then, I would especially like to thank the six students of International Accounting Programme that gave up their precious time after teaching hours to share their experiences and opinions. I thank them for the honesty and richness accounts of their experiences. Without their participation and input, this thesis would not have been completed.

Finally, my special thanks go to all my beloved friends, Wilza Setiana, Indah Kemala Tawarnate, Windi Hasnati Putri, Munawarah, Fitri Rizki Rawanita and Wirma Suhud who always helped me patiently and thanks to all the encouragements. Thanks to all my friends in English department year 2013 especially unit one. Thanks for the support, love, help, ideas, motivation, and wonderful friendship. May Allah bless you forever.

Banda Aceh, January, 1st 2018

Farah Maulida Sari

CONTENTS

| | |
|---|------------|
| ACKNOWLEDGEMENT | i |
| CONTENTS..... | iii |
| LIST OF TABLES | iv |
| LIST OF APPENDICES..... | v |
| DECLARATION OF ORIGINALITY | vi |
| ABSTRACT | vii |

CHAPTER I: INTRODUCTION

| | |
|-------------------------------|---|
| A. Background of Study | 1 |
| B. Research Question | 6 |
| C. Aim of study | 6 |
| D. Significance of Study..... | 6 |
| E. Terminology | 7 |

CHAPTER II: LITERATURE REVIEW

| | |
|---|----|
| A. Content-Based Intruction..... | 8 |
| B. Understanding English Reading Text..... | 17 |
| C. The Application of Content-Based Instruction at International Class | 19 |

CHAPTER III: RESEARCH METHODOLOGY

| | |
|------------------------------------|----|
| A. Research Design | 24 |
| B. Participants | 25 |
| C. Method of Data Collection | 26 |
| D. Method of Data Analysis | 29 |

CHAPTER IV: FINDINGS AND DISCUSSION

| | |
|--------------------|----|
| A. Findings | 31 |
| B. Discussion..... | 56 |

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

| | |
|----------------------|----|
| A. Conclusions | 58 |
| B. Suggestions..... | 59 |

| | |
|-------------------------|-----------|
| REFERENCES | 60 |
|-------------------------|-----------|

APPENDICES

AUTOBIOGRAPGY

LIST OF TABLE

Table 4.1 List of students at International Accounting Programme (IAP)

LIST OF APPENDICES

- I. Appointment letter of the supervisor
- II. The recommendation letter of conducting research from Faculty of Education and Training of Uin Ar-Raniry Banda Aceh
- III. Confirmation letter of conducting research from International Accounting Programme Syiah Kuala University
- IV. Interview Questions List
- V. Observation sheet
- VI. Pictures activities
- VII. Curriculum of International Accounting Programme Unsyiah
- VIII. Autobiography



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Farah Maulida Sari
NIM : 231324147
Tempat/Tanggal Lahir : Banda Aceh/30 Agustus 1995
Alamat : Jln. Mujahidin II Lr. Duku No.5 Lambaro Skep

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “The Students’ Perception on The Influnce of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah)” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Januari 2018
Saya yang membuat pernyataan

Farah
Farah Maulida Sari)

ABSTRACT

| | |
|--------------------|--|
| Name | :Farah Maulida Sari |
| Student's Number | :231324147 |
| Faculty/Department | :Department of English Language Education Faculty of Education and Teacher Training |
| Title | :The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah). |
| Supervisor I | :Dr. T. Zulfikar, M.Ed |
| Supervisor II | :Yuni Setianingsih, M.Ag |
| Key words | :Perception, Content-Based Instruction, Understanding, English Reading Text |

This study entitled The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah). The aims of this study is to find the students' perception about Content-Based Instruction improve their understanding of English reading text. This study applied purposive sampling which the population of this study was all fourth semester's students of International Accounting Programme of Economics Faculty in Unsyiah and the sample were four female and two male. I conducted interview and observation. Thus, the instruments used are observation sheet and interview guide. The findings of the analyses show that content-based instruction being used in International Accounting Programme (IAP) included all the characteristics of Content-Based Instruction and all students' perceive that Content-Based Instruction successfully increased their understanding in English reading text.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching method is very essential for ideal results in teaching and learning process to determine the activities of teachers and students and the quality of teaching process. The teaching method reflects the strength of teaching learning process to find more efficient and more effective ways of teaching English. The teaching method can be chosen according to the need of learners, the preferences of teachers, and the educational setting.

There are many teaching methods have been developed such as the Direct Method, the Audio-Lingual Method, the Content-Based Instruction, the Silent Way, Suggestopedia and many other methods. Those methods are very important to structure learning experiences, to meet the needs of all students, and to fulfil the requirements of the curriculum.

The Content-Based Instruction is one of popular English method that can be applied in teaching learning process. Brinton, Snow, and Wessche (1989) defined Content-Based Instruction as the concurrent teaching of academic subject matter and second language skills. This Content-Based Instruction is designed to provide second-language learners instruction in content and language. Content refers to the information or subject matter that we learn or communicate through language used to convey it (Richard, 2006).

Richard and Rodgers (2001) mention that Content-Based Instruction 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 other type of syllabus.

Krahnke (1987) also mention that Content-Based Instruction is the teaching process of content or information of subject matter with combine the teaching of language with the materials without taught it separately. It means that the target language can be associated in the classroom by using other subjects on the programme curriculum which aims to teach the language as communication to students.

The ideal situation for target language learning would be one where the subject matter of language teaching was not grammar organization but the content that is subject matter is the domain of language, the language is being taught to present the subject matter. International class is the most ideal class for Content-Based Instruction, which a foreign language is the language instruction in taught the subject matter. The foreign language is the vehicle for content instruction; it is not the subject of instruction (Richard and Rodgers, 2001).

I took the setting place of this research at International Accounting Programme of Economy Faculty of Unsyiah. International programme becomes one of popular programme because its programme promises a good future career. Students have chosen to attend a particular university with a very clear specialization as their final objective, and they have voted for their intended career through the investment of time, money and location. This goal will be come to

pass because International Accounting programme promises a high level proficiency in the foreign language on the subject matter which helped them more competent than others in competing globally.

That goal from international accounting programme also make I want to observe their teaching-learning activities. Beside that the major reason to choose this programme because this international class use Content-Based Instruction as the principle of the teaching-learning activities. International accounting programme use the English as a communicative tool in all everyday activities including all the materials in English.

International accounting programme have a goal to develop a high level of proficiency in the foreign language which include the need of understanding the English reading text materials. The learners are expected to be more comprehend the materials, so they need to master well their reading skill since understanding the text is useful for language acquisition that make students be able to communicate in international business field in the future.

Reading is chosen as the skill being observe in this research because considered that general knowledge depends on reading and to activate and develop existing English language skill, which can be done through meaningful reading. According to Handayani (1997) reading is a language skill which plays a major role among other language skills because reading is considered as the core of the skills, thus the mastery on reading skill may lead to the mastery of other language skills. Grabe and Stoller (2002) mention that activity of reading is not to

remember most of specific details but to have a good grasp of the main ideas and to relate those main ideas to background knowledge as appropriate.

Hence, one of the best approaches that can be applied in teaching learning process to improve the students' understanding on the English reading text is Content-Based Instruction which is suitable for students of International programme.

The main problem that the student face in their learning process is that the students' reading ability still in the average level because of some obstacle such as lacking of vocabulary of the material, less reading habit out of their learning time and no chance for student to comprehend more the text in the classroom. Therefore, the teacher plays an important role to make the students more effective and communicative in using English to find relevant method to provide support for learners with various kinds of learning styles so that they can learn in the ways which suitable them best. According to the reason above, I want to explore how the students' perception on the Content-Based Instruction method influences students' understanding of the English reading text at third semester students at International Accounting Programme student of Economics faculty of Unsyiah.

Some studies related to this study have been conducted. Firstly, according to research by Getu Alemu (2015) this research investigated how Content-Based Instruction approach is integrated in teaching English especially reading skills at grade eleven and twelve and this study found out that that learners felt highly challenged and motivated towards the strategy, learners expressed in the final interview that they sensed improvement in language and content development,

because they were able to perform the activities proposed successfully even the students and the teachers directly or indirectly hampered integrated content based instruction in language teaching in reading skills process in classroom.

Secondly, according to research by Metkel Zeru (2014), this research was to see the purpose of assessing the implementation of Content-Based Instruction in teaching reading in grade ten in EFL context which the findings of the study revealed that the current textbook was prepared based on theme-based Content-Based Instruction but the teachers were not implementing Content-Based Instruction in teaching reading as intended in the syllabus, although they seem to have some understanding of this approach. The study portrayed that the English teachers gave little emphasis to the content based reading activities and were reluctant to motivate their students and the students were also not interested in the contents in the reading lessons as they feel as if they were not learning the target language.

Thirdly, according to research conducted by Elizabeth Bara Christina (2009), this research investigated the influences of Content-Based Instruction implementation in the International class on students' reading comprehension of SMA 3 Yogyakarta and the results of this study showed that there was no significant improvement on students' English reading comprehension through Content-Based Instruction in the international class because the teachers did not explicitly teach and model students the ways to enhance their reading comprehension.

The difference between this research and three research above is the participants, all the research take the high school students as their participant but this research take the college students as the participants and also all the research above interview the teacher and students but this research only focus on interviewing the students. The similarity between this research and three researches above is the use of Content-Based Instruction to know the students' comprehension in understanding English reading text. Unfortunately, the similar research has never been done in English language education department in UIN Ar-Raniry yet, therefore, I highly motivated to do the research.

Based on problems above, I want to explore the using of Content-Based Instruction can improve the students' understanding of English reading text in International Accounting Programme Unsyiah.

B. Research Question

1. How do students perceive the influence of Content-Based Instruction on their understanding of English reading text?
2. In what ways do they think Content-Based Instruction help them understand English reading text?

C. Aim of the Study

The aims of this study is to find the students' perception about Content-Based Instruction improve their understanding of English reading text and to know the way of Content-Based Instruction was applied in the classroom.

D. The Significance of the Study

The reasons why this study is significant because this study explore the advantages and the effectiveness of using Content-Based Instruction which can be implemented in improving English skill. Moreover, if the results of this study are positive then the lecturer of English Department student is highly recommended to implement Content-Based Instruction in teaching process to increase the student ability in English, for the lecturer of International Accounting Programme to make necessary improvement in implementing Content-Based Instruction in the classroom. Meanwhile, for all students this research will enrich their knowledge about Content-Based Instruction that is one of the best approaches in increasing their English. And this research is helpfully can be the guide for UIN Ar-Raniry to open International program.

E. Terminology

In order avoid misunderstanding of the concept used in this study, some definitions are provided as the following:

1. Students' Perception

According to Oxford dictionary (2015), the word perception means ability to see, hear, or become aware of something through the senses. Based on that definition, I would say students' perception in this research is the perception of students on the influence of Content-Based Instruction on their understanding of the English reading text.

2. Content-Based Instruction (CBI)

Content-Based Instruction is one of the effective teaching methods to teaching English as a foreign language because with Content-Based Instruction, students can develop their language skills as well as gain access to new concepts through meaningful content (Mufida, Mukhaiyar & Radjab, 2013).

There are some experts define Content-Based Instruction. Krahne (1987) defines Content-Based Instruction as the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.

Richard and Rogers (2001) stated that Content-Based Instruction has two main principles, which are people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself and content-based instruction better reflects learners' needs for learning a second language. It means that Content-Based Instruction is an approach deals with the content rather than the language which is used in delivering the content during the teaching-learning activities which in the second language learning would be success in subject matter by using the language as a means of conveying and acquiring information.

CHAPTER II

LITERATURE REVIEW

A. Content-Based Instruction

1. Definition Content-Based Instruction

There are several definitions of Content-Based Instruction come from several experts. Brinton, Snow and Wesche (1989) defines the Content-Based Instruction as co-teaching of academic lessons and second language skills and Richards and Schmidt (2002) defines it as a program in English as a second language where the focus is on teaching students the skills they need in regular classes.

Richard and Rodgers (2001) mention that Content-Based Instruction 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 other type of syllabus.

Crandall and Tucker (1990) stated that Content-Based Instruction as a language teaching approach that integrates the presentation of topics or tasks of a class of subject matter in the context of second or foreign language teaching and Wesche and Skehan (2002) put Content-Based Instruction as integration of school or academic content with the goal of language teaching.

From the definition above put forward that Content-Based Instruction as an approach in teaching learning that use the second language in learning regular content to bring together the learning of content a language in a same time which

makes the student adequate to interpret the ideas of the content. Content-Based Instruction (CBI) refers to an approach which is used to learn English through several of information to help learners understand better.

English is a tool for student incorporating the knowledge in subject matter. Based on Dauenas (2004) stated that content in Content-Based Instruction is some kind of subject matter related to students' own academic curriculum. The second language can be consequently used as the medium of instruction for any academic subject at any educational context or level. It means that English really suitable as a medium for student in explore the materials.

Content-Based Instruction is becoming increasingly popular in general education as well as in second and foreign language teaching. It has a number of characteristics which make it particularly effective in language instruction. According to Stoller (1997), one of its most important benefits is that it lends itself to the natural teaching of the four language skills. For example, within Content-Based Instruction students are required to read authentic reading materials, to interpret, to evaluate the information and to cooperate all the information, so that they can respond either orally or in writing. Such an approach also takes it for granted that writing follows from listening and reading and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing (Stoller, 1997). The findings of empirical research showed that students find it easier to learn materials which are thematically organised (Singer, 1990), and that meaningful information, a principal feature of Content-Based Instruction can lead to deeper processing (Anderson, 1990). In addition,

Content-Based Instruction usually stimulate the students' interest, engagement and leading to enhance motivation.

2. The Characteristics of Content- Based Instruction

Based on Leaver and Sryker (1989) the characteristics of Content- Based Instruction are:

1. Subject matter core, the fundamental organization of the curriculum should be derived from the subject matter, rather than from form, functions or situations.
2. Use of authentic text, the core materials (text, video tapes, audio recording, visual aids, and etc.) should be selected primary (though not exclusively from those produced for native speakers of the language).
3. Learning new information, student should use the second/foreign language to learn new information and to evaluate that information, based on knowledge and their own culture and their own emerging cultural literacy in the second culture.
4. Appropriate to the specific needs of students, the topics, content, materials, and learning activities should correspond to the cognitive and affective needs of the student and should be appropriate to the proficiency level of class.

3. Advantages and Disadvantages of Content-Based Instruction Teaching.

Content-based instruction approach has its advantages and disadvantages, Peachey (2003) overview of content-based instruction teaching.

The advantages of Content-Based Instruction are:

1. The content adds to student interest in the subject
2. It helps students develop a wider knowledge.
3. It is useful when teaching ESP classes (English for Specific Purposes)
4. It can involve students taking information from multiple sources and therefore practice note taking and integrating discrete skills.
5. It can be tailored to incorporate group work.

The disadvantages of Content-Based Instruction are:

1. Students may feel confused as CBI isn't explicitly focused on language learning.
2. Difficulties with a topic may lead to large amounts of mother tongue language being used.
3. Difficulties in finding resources for low level students to understand
4. Students may just copy from source texts without attempting any evaluation.

4. The principles of Content-Based Instruction

Richard and Rogers (2001) stated that Content-based instruction has two main principles, there are:

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
2. Content-based instruction better reflects learners' needs for learning a second language.

The principles that mentioned by Rogers means that Content-Based Instruction is an approach deals with the content rather than the language which is used in delivering the content during the teaching-learning activities which in the second language learning would be success in subject matter by using the language as a means of conveying and acquiring information. This approach makes use of the familiarizing of the target language by using it regularly which the language as the medium in learning about real-world content.

5. The Objectives of Content-Based Instruction

Brinton (2003) mentions the objectives of Content-based instruction hat appropriate in classroom of students with sufficient knowledge or ability of the second language, there are:

1. To activate and develop existing English language skill
2. To acquire learning skills and strategies that could be applied in future language development opportunities.

3. To develop general academic skills applicable to university studies in all subject areas.
4. To broaden students' understanding of English speaking people.

6. The Role of Teacher and Learner

The teacher is the person that competent in choosing the appropriate materials for student. The role of the teacher in content-based instruction class is the teacher could be the facilitator of the content learning, as a facilitator, teacher should be responsible in keeping context and comprehensibility, especially in planning and presentation, analysing students' needs and creating a truly learner-centered class (Christina, 2009).

According to Stryker and Leaver (1993), teachers play the following role during Content-Based Instruction teaching and learning, there are:

1. They must be knowledgeable in the subject matter and able to elicit that knowledge from their learners.
2. Teachers are responsible for selecting and adapting authentic materials for use in class.
3. Teachers must create truly learner-centered classroom.
4. Teachers must keep context and comprehensibility foremost in their planning and presentation
5. Teacher must contextualize their lesson by using content as their point of departure.

Richard and Rodgers (2001) state that the ideal role of learner in content-based instruction is as active interpreters of input who are willing to tolerate uncertainty along the path of learning and explore alternative learning strategies, also to seek multiple interpretation of oral and written text other than that the learners are seen as the sources of content and joint participants in the selection topic and activities.

7. The Role of Materials In Content-Based Instruction Lesson

Materials are very important in the process of teaching and learning; the material should fulfil the needs of learner and execute the goals of the programme. Based on Stryker and Leaver (1993), the materials in Content-Based Instruction must bear some characteristics, there are:

1. Materials must contain the subject matter of the content course
2. Materials must be authentic-like ones used in native language instruction
3. Examples must be drawn from realia and real life experience and contemporary issues from newspapers, magazines, radio and TV.
4. Materials must bear linguistic simplification to adopt text and promote comprehensibility.

8. Content-Based Instructions Teaching Models

The principles of content-based instruction can be applied to design of courses for learners at university level. Richard and Rodgers (2001) mention some models of content-based instruction have been applied at the university level.

1. Theme-based language instruction

This model refers to a language course in which the syllabus is organized around themes or topics in the classroom. A topic might be introduced through a reading, vocabulary developed through guided discussion, audio or video material on the same topic used for listening comprehension, followed by integrating information from several different sources.

2. Sheltered content instruction

This model refers to content taught in the second language by a content area specialist, to a group of ESL learners who have been grouped together for this purpose.

3. Adjunct language instruction

In this model, students are enrolled in two linked courses, one a content and one a language course, with both courses sharing the same content base and complementing each other in terms of mutually coordinated assignments.

9. Reasons For Incorporating Content Into ESL Class

International class is an English second language class (ESL) which use English is the tool for communication. Chamot and O'Malley (1994) stated four reasons for incorporating content into ESL class. First, content provides students within opportunity to develop important knowledge in different subject areas. Second, students are able to practice the language functions and skills needed to understand, discuss, read about and write about the concepts develop. Third, many

students exhibit a greater motivation when they are learning content than when they are learning language only. Finally, content provides a context for teaching students learning strategies.

Stoller and Grabe (1997) also point out the reasons for incorporating content in language curriculum:

1. In Content-Based Instruction classroom, students are exposed into required amount of language while learning content. Thus the language learning activities are natural and meaningful.
2. Content-Based Instruction support relevant, purposeful and contextualised language learning.
3. Student in Content-Based Instruction classes have additional opportunities to use the content knowledge and expertise.
4. Students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation.
5. In a natural way Content-Based Instruction supports cooperative learning
6. Content-Based Instruction allows greater flexibility and adaptability to be built into the curriculum and activity sequences
7. Students have opportunities to choose specific content.

B. Understanding English Reading Text

1. Reading

Handayani (1997) stated that reading is a language skill which plays a major role among other language skills because reading is consider as the core of

the skills, which general knowledge depends on reading. Reading is the process in gaining the information then process to get a meaning.

Grabe and Stoller (1997) stated that reading is probably the most important skill for second language learning in academic context. Furthermore, Jakpim (1992) said that among the four skills student will have a chance to use, reading skill is the most. People who are proficient in reading English will benefit greatly from their reading. Reading is the most important skill, which in all four skills the skill that student will always retain is reading.

2. Understanding English Reading Text

Understanding English reading text easily can be understood as reading comprehension. Reading Comprehension refers to the ability which the students are able to read accurately and effectively, to get the maximum knowledge and information from the text with the least misunderstand.

Christina (2009) said that when a reader read a text, the reader combines his/her background knowledge of a particular topic with the information that he/she gets from the text to build meaning to get a comprehension.

The goal of comprehension is not to remember most of the specific details, but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate (Grabe & Stoller, 2002).

I choose International Accounting program in Economic and business faculty in Unsyiah as the place to do the research. This program has designed the curriculum that very suitable with the program.

C. The Application of Content-Based Instruction at International Class

1. International Class

International class is a program which used foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. International students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction. International class follow the same curriculum, and in some instances, use the same materials (translated into the target language) as those used in the non-international program of their district.

International program represents the most intensive form of content-based foreign language instruction (Brinton & Snow, 1989). In an international program, English is not the subject of instruction, but rather it is the medium through which the majority of the university's academic content is taught. Typically, in most international program this includes math, social studies and other subject areas.

International class is supported by some goals which have been proposed by Richards and Rodgers (2001). The goals are:

- a. Developing high level of proficiency in the foreign language.

- b. Developing positive attitudes toward those who speak the foreign language and toward their culture.
- c. Developing English language skills commensurate with expectations for student's age and abilities.
- d. Gaining designated skills and knowledge in the content areas of the curriculum.

From the principles mentioned above, Content-Based Instruction really helped the students master the target language gradually. And also in International class the student created positive attitudes toward the target language, because they need to learn the social and aspects of the target language itself.

2. Curriculum

The curriculum itself was designed around the analysis and critique of aspects of goals of the program. Accounting program was decided that classes should be emphasized upon stimulating in-class conversation, discussion and analysis. Within this the focus was targeted with an expectation that students would move towards offering opinions in a more natural way. The teaching was designed by a focus upon specific contending with content activities, tailored content, the use of multimedia, alongside in-class discussion, role play activities, and hand out on content.

Brinton (2003) stated that the materials for international class should be constructed by considering the comprehensible input hypothesis. The comprehensible input will give respectable impact on students' language ability,

especially in the international class, which employs the principle of international class. For this reason, a maximal input will produce the success in achieving the language for the students. After the materials for the teaching-learning activities chosen based on students' needs, it makes the Content-Based Instruction more effective in helping students master the second language.

3. Development of Content-Based Instruction

Omoto and Nyongesa (2013) stated that lesson planning and development serve invaluable function in the learning process. A well planned lesson acts as a guide to the lecturer to streamline instructional activities. It helps to avoid deviation from the mainstream of the lesson. Therefore time is saved and the planned activities accomplished within the specified period of time. A possible way of developing a Content-Based Instruction lesson may follow a specific procedure. Lesson preparation is the first step.

The lecturer needs to choose a material in the subject matter which will make the attention of the learners. The lecturer should find three or four suitable sources that deal with different aspects of the subject. This could be reference books, audio or video of lesson/lectures or even real people. During the lesson, divide the class into small groups and assign each group small research they form new groups with students that used other information sources and share and compare their information. There should then be some product as the end result of this sharing of the information which could take the form of a group report or representation of some kind.

Lecturer also needs to design the course objectives. Objectives in any course in the classroom serve a very important purpose in the process of learning. Taba (1962) identified reasons which warrant the writing of objectives in any course. Objectives serve as the guiding decisions about the selection of content and learning experiences and also providing criteria on what to teach and how to teach it. They also help the lecturer to select from vast areas of knowledge in the various disciplines that which is realistically necessary for some valid outcomes.

4. The Application of Content-Based Instruction at International Programme

International program is a program that use Content-Based Instruction as their medium approach which is the implementation of this approach in class are in-class conversation, in-class discussion, role play activities, hand-outs, cooperative learning, project work, presentation, critical thinking on issues, updated authentic materials, and graphic organizers to promote content and language learning.

Christina (2009) stated that in international class, the lecturer had role in gave the comprehensible input for the student. In teaching the student in using the second language in the classroom, students are allowed to improve their own proficiency with little emphasis on error correction and grammatical accuracy.

Brinton and Snow (2003) stated that Content-Based Instruction aims at eliminating the artificial separation between language, instruction and subject-matter classes which exists in most educational settings. The use of Content-

Based Instruction prepares the learners for self-reliance and survival skills. The use of content from other subject makes English language more fun and easy to be understood.

Richard and Rodgers (2001) stated that classroom should focus on real communication and the exchange of information, an ideal situation for second language learning would be one where the subject matter of language teaching was not grammar or function or some other language-based unit of organization but content that is subject matter from outside the domain of language. The language is that is being taught could be used to present subject matter and the student would learn the language as a product of learning about real word content.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is qualitative research. According to McKay (2006), qualitative research typically starts with the assumption that classroom learning must be studied holistically, taking into account a variety of factors in a specific classroom. Qualitative research aims to show the phenomenon which contains with the representation, explanation and to explore the phenomenon.

Qualitative research is an inquiry approach useful for exploring and understanding a central of phenomenon. To learn about this phenomenon, I asked participants broad and general questions, collected the detailed views of participants in the form of words or images, and analysed the information for description and themes. From this data I interpreted the meaning of information, drawing on personal reflection and past research. The final report is flexible, and it displays the research. The final report is flexible and it displays the research's biases and thought (Cresswell, 2008).

The finding in qualitative is reported on rich descriptions of typical scenes that were observed. Kountor (2008) adds that in interpreting the findings of qualitative research the writer employs descriptive analysis design. It is a study which gives a picture or description of a situation without giving a certain treatment.

B. Participants

According to Fraenkel and Wallen (1990), population means the group interest to the researcher that would like to generalize the result of the study. In addition, they assert that it is important for the researcher to clearly describe the population and the sample in sufficient detail so interested parties can apply the findings to their own situations. Population includes all the people with definite specified characteristics. From the target population, I chose a sample. The population of this study is all third semester students of International Accounting Programme of Economics Faculty in Unsyiah.

Sample is the group which information is gained. In this study I used purposive sampling to choose the sample because all the students before taking the International class have taken the test so they are in the same grade. According to Fraenkle and Wallen (1990), purposive sampling is one of the techniques in selecting participant which focuses on particular characteristics of population that are of interest, which will best enable the researcher to answer the research questions. And Freankle told that sample chosen by purposive sampling is by the judgement of the writer based on the evidence that will provide the information the researcher need to select a sample. Therefore, there were six participants selected which is two male and four female in this study.

C. Method of Data Collection

In completing data, I needed to choose a specific instrument that will support the research work. The specific instrument will provide the data that

needed. There are different types of measurement instruments that can be used by researchers for their studies, it depends on the nature of research that is to be carried out (Adedokun, 2003).

The methods of data collection used in this research are observation and interview. Thus, the instruments used are observation sheet and interview guide. The explanation is provided below.

1. Observation

The main tool of data collection of this study is observation. Driscoll (2011) stated that observation is the most important scientific methods for obtaining data in qualitative research. Furthermore, Ary (2006) explained that qualitative observations rely on words instead of numbers to describe the activities. It means, the result of this study is presented in narration.

Narbuko and Achmadi (2005) defined observation as the way of collecting data by observing and taking notes about the activity. In adequacy with this theory, therefore, I took notes about the using of Content-Based Instruction in international accounting programme based on the list in the observation sheet. In the observation sheet, there were 15 items that need to be observed. The items were created based on the theories of content-based instruction and I was expanded some questions to produce better result.

In the classroom, I sat at the back of the class and observed the instructional process carefully. I did not interference the process of instructional. There were also no interaction between me and the students in the class.

2. Interview

In gaining some data of the quality from the participants' experiences, I used interview in comprehend all the idea and opinion from the participant. I used interview to explore their perception of Content-Based Instruction and how well Content-Based Instruction helped them to understand the English reading text.

According to Fraenkel and Wallen (1990), interview was a significant way to check the accuracy of the participant point, and also to find out the participants' opinion about something, in this case is the participant's perception of Content-Based Instruction. I used interview to find out the implicit data like their intention, thoughts and also feelings.

Based on Driscoll (2011), interview is an excellent way for writer to learn all information for writer project. From this interview, I selected six students to have an interview. I will use in-depth interview in gaining the data.

Interview was conducted to support the primary data from observation. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation (Boyce and Neale, 2006). Therefore, face-to-face in depth interview will be the primary sources of data in this study to obtain a better understanding of the various participants' perception.

According to Freankle (2007) in in-depth interview, the writer can ask question to participant to express their emotions, and in interview time a measure

of intimacy between the writer and the participant can be develop that make the participant easily share the information about what the writer's need.

There are two questions in this research to find out the students' perception on the influence of Content-Based Instruction on their understanding English reading text. The first question is how the students perceive the influence of Content-Based Instruction on their understanding English reading text. As well as, to answer this question, I asked their understanding of Content-Based Instruction, their opinion about Content-Based Instruction, the advantages of Content-Based Instruction, the disadvantages of Content-Based Instruction, the difference after being taught by Content-Based Instruction and the effectiveness of Content-Based Instruction.

The second question is the ways they think about Content-Based Instruction help them understand English reading text. To answer this question, I asked their improvement in vocabularies of economics, their ability to present an economics material, the ability of Content-Based Instruction to help them understand English, their challenges and strategies in Content-Based Instruction during teaching learning time.

D. Method of Data Analysis

Data Analysis is the systematic process done to help the writer to build their own understand towards the materials: the interview transcript, field notes, and other instrument (Bogdan & Biklen, 1998).

Based on the preliminary study, in this research I conducted an interview as the main tool for this research. In conducting interview, at the beginning I made a list of question pertinent to the research before starting interview with the participant to find out their perception on the influence of Content-Based Instruction on their understanding ability of English reading text.

According to Patton (1987), there are three things occurred during analysis; data should be organized, data should be reduced through summarization and categorization, and patterns and themes in the data should be identified and linked.

In analysing the data, I did several steps as follow to conduct the data. I posed the question and recorded the answer by the phone or tape recorder and as well I wrote some clues from the interview on the paper.

The technique of data report used in this study was a descriptive analysis. I analysed the interview recording, concluded narratively, then the recording were divided and ordered in each section based on the answer from the participant. In interview all the expressions and responses of participant were written in note. Each interview took almost fifty minutes.

During the analysing time, I heard and read the results several time, because it need a deeper understanding of participant's answers then I described all the finding related to students' perception on the influence of Content-Based Instruction in their understanding of English reading text.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To know the findings of this study, I displayed the result by describing the data. Furthermore, the findings were based on the observation and interview for students which aim to see the teaching learning process in the class. The observation and interview were conducted in International Accounting Programme class of Syiah Kuala University. Afterwards, to answer research question in this research, the observation and interview were analysed to identify students' perception on the influence of content-based instruction in the class to their understanding of English reading text.

1. Brief Description of Research Location

This research was conducted in Syiah Kuala University. It is located in Darussalam, Banda Aceh. Founded on September 2nd, 1961, is the largest and the oldest national university in Banda Aceh. Syiah Kuala University (Unsyiah) is a comprehensive, state-owned with undergraduate and graduate degree programs that focus on implementable researches for the benefit of its students and society. The university produces more than 30,000 undergraduate, graduate and professional degrees in four consecutive commencements ceremonies annually.

Unsyiah has twelve faculties, one of them is faculty of Economics and Business, the oldest faculty in Syiah Kuala University. Faculty of Economics and

Business has four departments which are department of development studies, management, accounting and Islamic economics.

Department of accounting has an international undergraduate program under it, known as International Accounting Program (IAP). It is located in KPMG building of economics and business faculty St. T. Nyak Arief, Darussalam, Banda Aceh. Founded in 2005, the program was formerly named Pre-International Class (PIC). It was then in 2011, the program has been International Accounting Program (IAP). The program is fully organized with English as its instructional language. International curriculum has been integrated into a formal teaching-learning process. International Undergraduate Accounting Program is 4 Year Accounting Degree Plan (Bachelor of Science in Accounting). International Accounting Program has cooperation with some abroad University. A dual degree program is implemented in this international class. A number of abroad students are pursuing their bachelor degree in this International Accounting Program (IAP).

International Accounting program core values are treating individuals fairly with dignity and respect, celebrating the achievement of students and staff, appreciating spiritual values as the ethical foundation of every activity and enhancing students' leadership skills by involving them in academic and extracurricular. The goals from International Accounting program graduates are competence in accounting skills relevant for current and future job market, able to compete globally and having entrepreneurial orientation.

I started the research by getting permission from the head of International Accounting Program (IAP). Then I started to conduct research by interviewing the third semester students which are six students, two male and four female. I chose International Accounting Program (IAP) as the place to conduct the research because this program was fully organized with English as its instructional language. It interconnected to Content-Based Instruction which the foreign language is the vehicle for content instruction not the subject of instruction.

International Accounting Programme (IAP) which is currently led by Dr. rer. Pol Heru Fahlevi, Se, M.Sc has 30 permanent lecturers and 104 students who come from several regions of Aceh, other provinces in Indonesia and several abroad students. The data about the enrolled students at International Accounting Programme (IAP) of Syiah Kuala University is described in the table below.

Table 4.1 Data about enrolled students at International Accounting Programme (IAP)

| No | Academic Year | Number of Students |
|--------------|---------------|--------------------|
| 1 | 2011 | 15 |
| 2 | 2012 | 21 |
| 3 | 2013 | 15 |
| 4 | 2014 | 15 |
| 5 | 2015 | 17 |
| 6 | 2016 | 9 |
| 7 | 2017 | 12 |
| Total | | 104 |

Source: Archive of International Accounting Programme 2017

International Accounting Programme (IAP) of Syiah Kuala University receives an “A” for accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)*. In relevance to the lecturers who teach at International Accounting Programme (IAP) of Syiah Kuala University, most of them were graduated from various international universities in many developed countries, including United States, United Kingdom, Australia, the Netherlands, Germany, Malaysia, and some other countries.

All the student in international accounting programme in Unsyiah has been tested in toefl test and academic test before joined this programme, so all the student in this class has knowledge of the second language. Based on the students’ ability, it is easier to apply Content-Based Instruction because Content-Based Instruction more appropriate in classroom of student with sufficient ability of the second language.

The implementations of this approach in the class are conversation, discussion, role play activities, hand-outs, presentation and critical thinking on new issue. The future goals of this daily activity are to make the students have broad understanding of the people using the target language and also to prepare them in competing globally.

2. The Teaching Learning Activities in International Accounting Programme

This discussion is expected to give a clear representation of teaching learning activities in International Accounting Programme (IAP) of Syiah Kuala

University that I elaborated during the research. I will explain the overview of the implementation Content-Based Instruction as the teaching technique in the International Accounting Programme (IAP).

The observation was conducted in international accounting programme (IAP) class. The main focus of the observation was to find out the lecturer's method influences in students' understanding of English reading text. There were 10 students in the class that I observed. They were 4 male and 6 female students.

During the observation, I acted as a silent observer. I did not take part in the teaching learning process. I also did not interact with the teacher or the students during the teaching learning process.

a. Opening and Closing Lesson in International Accounting Programme

There are kinds of English Learning Activities in International Accounting Programme (IAP) class. In International Accounting Programme, the lecturer opened the class with salam and some simple question about the day's news then continued with review previous lesson and combine it with the day lesson. And in closing lesson, the lecturer asked some student to review the materials and also concluded the materials.

b. The Materials in International Accounting Programme

International Accounting Programme (IAP) of Syiah Kuala University has the objectives to prepare its undergraduate students to be experts and professional

in accounting. In order to achieve the goal, the curriculum has been arranged as proper as possible. For instance, many important subjects are provided for the students, such as the micro and macro of economics, business law, civics education and all about accounting to support the students to be a competent accountant. It aimed to produce well-behaved, qualified, creative, and competitive graduates as future accountant. It is similar with the statement by Leaver and Sryker (1989) that it is appropriate to give the student that material which corresponds to the cognitive and affective needs of the student. In addition, hopefully they will be able to give contribution for the development of accountancy in Aceh province particularly.

The materials in International Accounting Programme (IAP) of Syiah Kuala University have been designed with the curriculum that very suitable with the program that provides all the need of accounting students (see Appendix 7). It is related with Dauenas idea (2004) that content in Content-Based Instruction class is some kind of subject matter related to students' own academic curriculum.

All the materials in International Accounting Programme (IAP) were in English such as like religion lesson, natural sciences, and PKn but only for Bahasa Indonesia in Indonesia. The materials from the lecturer such as handouts, power point, notes gives and also all the task were in English. It is similar with Crandall and Tucker statement (1990) that content-based instruction as a language teaching approach to second language teaching approach that integrates the presentation of topics or task of a class of subject matter in the context of second or foreign

language teaching. Also all the lecturer were responsible for selecting the appropriate materials for student

All the materials in International Accounting Programme (IAP) delivery in the class used English and so was the class discussion. As well as, the exercises gave to the students in English which take from books or sources related to subject matter. All the lecturer were fully prepared to deliver their materials in English because most of the lecturer graduated of accounting programme from United Kingdom, United Stated, Germany, Malaysia and others.

The teaching team of International Accounting Programme (IAP) expected the system of translation in all subject of accounting which leads the students into a better understanding of the material. Thus, it expected that through the system of translation, the student can master the materials more easily, especially in terms of the vocabulary items related to the subject and furthermore it would lead them to acquire and master the target language more easily.

The lecturer gave the materials based on the curriculum of accounting which combine it with the real life of his experience than with the contemporary actual issue from online and offline sources. It is corresponding with Leaver and Sryker statement (1989) that the class in content-based instruction should use the authentic materials which produced from the native speaker and also real life experiences and contemporary issue from newspaper, magazines, radio and TV.

c. The Classroom Setting in International Accounting Programme

There are kinds of English Learning Activities in international accounting programme (IAP) class. The lecturer made group sharing which aims the students can comparing the information and to make the student able to evaluate the materials. The materials should be presented by all the students in group. After the students did a group sharing, they should present the materials full English by using slide in power point.

During the presentation, the students should overview all the materials then the students are required to ask some not clear materials or give some responses to make a class discussion and sharing. It is according to the statement of Leaver and Syrker (1989) that in learning new information, student should use the second/foreign language to learn new information and to evaluate that information, based on knowledge and their own culture and their own emerging cultural literacy in the second culture.

After the students did the presentation. The lecturer also gave the same materials which aims to confirm the content of materials and asked the respond of students' idea and opinion about the material to encourage the students, the lecturer make a two way learning which all students actively share their idea. During the teaching learning process all the students can speak freely in English without the requirement of grammar because the teacher only focused on the content being learned rather than focused on grammar.

d. The Classroom Language in International Accounting Programme

The English in International Accounting Programme (IAP) was a medium tool of student and lecturer in the instructional process in the classroom and in daily conversation. It is similar with Richards and Rodgers statement (2001) that English as the target language is seen as a device for the content instruction, not the subject of instruction. The aims of conducting conversation in English were to train and familiarize the students with English usage in accounting. The lecturer also guided directly the student in memorizing the new vocabulary of economics. In addition, the purposes of speech training activities of English are to encourage students, to improve the quality of language learning, to motivate the students, to master English, to improve self-confidence in teaching-learning process in the classroom because English being use in all class condition. It is related with Krahneke idea (1987) that content-based instruction is the teaching process of content or information of subject matter with combine the teaching of language with the materials without taught it separately. The students are expected to be able to speak English language well in public area.

It aimed to prepare students in dealing with English sources and also oral communication in English, especially when the students were planning to study abroad because International Accounting Programme (IAP) provides an exchange programme to several countries which required the students to have an English skill. The goals from International Accounting program graduates were competence in accounting skills relevant for current and future job market, able to compete globally and having entrepreneurial orientation.

e. The Lecturers' Ability in International Accounting Programme

In International Accounting Programme, I found that all the lecturers were able to speak English clearly and greatly. They were able to use full English in the classroom since their opening the class until closing the class. The lecturers were knowledgeable in the subject matter and able to elicit that knowledge from their learners (Stryker and Leaver, 1993), it is because most of the lecturers graduated from accounting programme from United Kingdom, United States, Germany, Malaysia and etc. That makes them able to speak in full English while explaining the materials to students.

In observation, I also found that most of the lecturer was able to selecting and adapting the materials to use in the class (Stryker and Leaver, 1993). The lecturer only used the materials from authentic sources then taught it to the student in simple ways to make them understand the materials but still keep in the context of the materials.

During the observation, I found that even the teaching learning activities in international class possessed the characteristics of two ways style of teaching, the style of this teaching still left some students passively involved in the teaching learning activities. In fact, some students seem uninterested on the materials and teaching process. In my assumption, it caused the number of students in the class which only consist of 10 students, it quite made the class too empty and boring. And also the lecturer's way of teaching too monotone from the class start until the class close.

Based on the observation, it can be concluded that the international class of International Accounting Programme (IAP) implemented Content-Based Instruction in all subjects being taught. Content-Based Instruction took place in all terms of accounting subjects.

And in the classroom, all the lecturers mostly utilized English in the materials delivery, notes given, exercises and class discussion. In International Accounting Programme (IAP), the students expected to use English in all conditions, such as class presentation, writing in doing exercises and test. The activity of teaching in International class of International Accounting Programme (IAP) was similar with the ideal teaching technique of international class as mention by Krahne (1987), where all content subjects should be taught in the target language. In International Accounting Programme, English was conducted to develop students' ability in English as the tool of oral communication in International Accounting Programme (IAP).

3. The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text

In gaining the data about the students' perception on the influence of Content-Based Instruction on their understanding of the English reading text, I used interview to gain the students' perception. There were several interrelated steps used in the process of analysing data. The first step was organizing and preparing the data for analysis. This involved interviewing the participants,

transliterating the result of interviews, typing up field notes, and sorting and arranging the important data depending on the purposes of this study.

The interview section had been done by asking six participants. I recorded participants' answers and opinion with an audio recorder. Then, I transcribed them into the transcript. Each participant spent more than 15 minutes to respond the questions and orders from the interviewer. Each participant got the same questions that should be answered. These questions were on purpose designed as easy possible to respond. Further, to find the deep information, several additional questions were asked based on the participant's answer in accordance with the topic. The chosen students in this study as the participants were:

1. Student 1 (female),
2. Student 2 (female),
3. Student 3 (female),
4. Student 4 (male),
5. Student 5 (female),
6. Student 6 (male)

The next step after interview was began with the data analysis. I read and looked all data. This step provided a general sense of the information and gave an opportunity to reflect on its overall meaning. What general ideas were participants saying? What are the tone and the impression of the overall information? The final step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past

literature and theories, advancing the limitations of the study, and ending with suggestions for future research.

Analysis of the research question was divided and addressed in three sections. Each section was arranged into sub-section according to the research questions to report the students' perceptions about the implementation of Content-Based Instruction in their process of teaching and learning. The three sections are: a. The Students' perception of International Accounting Programme, b. The Students' perception on the influence of Content-Based Instruction on their understanding of English reading text, c. The Students' opinion of Content-Based Instruction application in increasing students' understanding of english reading text.

a. The Students' Perception of International Accounting Programme

According to all participants in this research, almost of the students did have a similar perception about the difficulties in first time join the international class, the appraisalment in study at international class, the differences in learning English in the regular class and international class and the enhancement of English in International class.

1. The Students' Difficulties in First Time Join the International Class

I found that all participants indicated that they had some difficulties in the first time they join in international class. As well as, by joining the International class the student will face some problem but it also encouraged the student in

mastering the English. In this part, I will only provide two best answers from two participants but in interview all participants gave the same answer.

Student 2 said:

I think it start from the book, sometimes I don't understand what the book tell to me, and also the vocab because I am still in intermediate level and the vocab is in higher level, so it still about vocab.

Similarly, student 5 mentioned that:

Actually it is not a very specific difficulties because I am quite confident about my speaking skill so there is not much to overcome but it comes to text books, it quite hard for me at first because there is some of the words that I didn't know especially in economics because firstly I also the science major not the social major so that why the difficulties at first.

It can be concluded that almost students' problem about the text book which provide the high level vocabulary or the scientific words of economics, some student never met the words before because it is not commonly use in daily life. Student 4 stated that:

Actually the first difficulties in joining the international class because a new environment which is adapting for English because in the previous time I study English but not in the full class of English but this is the first time but it is not a big difficulties, it is only need a time to adapt with the class.

From the students' explanation above, it can be concluded that most of students have some perception about the difficulties of joining international class for the first time and it needs some time to adapt and to be familiar with that.

2. The Students' Assessment of Study at International Class

In interview I found that the students were very interesting in study at international class. They found a new environment in teaching learning process of International class. In this part, I only provide two best answer from the participant because all the participants gave a similar perception about the appraisement in study at International class. Student 2 stated that:

I really interesting in international class, it is according to my opinion that most of international student have a good open minded, they have a good preparation about future, want to study aboard, want to join conference, fellowship, internship. I mean if you are surrounded by a people who have a good view about future, you could be also following them.

Student 5 argued:

Yes of course it is interesting because firstly it can improve my speaking skill and also I can learn English in already in the text books and can help the full environment with English.

It can be concluded that, the students feel exited in international class, which they enjoy the environment even it gave some uncommonly environment for them but they are expected that they can go through it. This is in line with what was said by Richard and Rogers (2001) that international class has a goal to developing positive attitudes toward those who speak the foreign language.

3. The Differences of Learning English in The Regular Class and International Class

Regular Class and International Class have the differences in its teaching learning process. In interview, I found that all the students have similar perception of the differences of International Class and Regular Class but I will only provide two best answers from the participants. Student 2 mentions that:

The difference maybe in the regular class the slide, the book all of in English but the student and the teachers speak in Indonesia but International class are provided by English with the slide the book, even we talk the discussion supported by English.

Similarly, student 4 argued that:

...when we learn English in some part or we can use another language sometimes but when we are in international class we obligate to use full English when we do a conversation and to all materials.

From the statement above, it can be concluded that, International Class and Regular Class has big differences in the materials and also classroom's language. In learning process, students found some problem, but the participants that I have interviewed perceive that they can pass that problem.

4. The Students' Enhancement of English in International class.

In interview, I found that the students have the similar perception that their English improve rapidly since joining in international class and I will give two best answers from the participants.

Student 3 argued that:

Yes there is an improvement in my English since I join in international class, especially in speaking, writing and also reading and also about the pronunciation in English, about the pronunciation of the word in English. That's all the most rapidly improving.

Similarly, student 6 mentioned that:

Yes of course my English improve. And the improvement maybe in the classifying the words, the new words, the new vocabulary that I got when I am join in international class, so besides the vocabulary so the easier I am talking with English that's feel rapidly better and of course our confidence to talk with English is improve also is increase also.

From the students' explanation above, it can be concluded that most of the students have positive perception on the enhancement of their English in international class in which their English skill improve rapidly. It is similar to what experts said that people learn a second language more successfully when they use the language as a means of acquiring information (Richard and Rogers, 2001).

b. The Students' Perception on the Influence of Content-Based Instruction on Their Understanding of English Reading Text

According to all participants in this research, almost of the lecturers did have a positive perception toward the influence of Content-Based Instruction on their understanding of English reading text including their perception on the obstruct in gaining the information, their perception on the improvement of

reading skill in International Accounting Programme, their perception of lecturer's method, and also their accomplishment in International Accounting Programme.

1. The Students' Perception on the Obstruction in Process of Gaining English

In interview process, all students gave a similar response about their culture obstructs the process of gaining information. From the interview I have found that the student facing some problem of gaining information outside the class. I will only provide two answers from two participants because all the participants stated same similar answers. Student 3 stated that:

Well, for that in the class I don't get any, in the class it is doesn't matter about the culture but outside the class maybe it's quite hard because we know that English is not our mother tongue language so that's why it quite hard to gaining information outside the class.

Similarly, student 6 argued that:

Maybe yes because my mother language is Indonesia and Aceh, so in my daily life I am using Indonesian and Acehnese language to talk with my family so that's little bit obstruct but as the time flies I can handle it.

As above explanation, it can be deduced that the students' culture obstructs their process in gaining information because most of the students are Acehnese so they frequently speak in Acehnese and Indonesia out of campus area. It is similar what an expert said that one of the disadvantages of Content-Based

Instruction that there are difficulties with a topic may lead to large amounts of mother tongue language being used (Peachey, 2003).

2. The Students' Perception of The Accomplishment in International Accounting Programme

During the interview I found that all participants indicated that the method in international class have positive impact for them. Then they were able to cultivate all the materials. In this part, I provide two best statements from the participants because all the participants gave a similar statement during interview.

Student 2 said that:

... I can communicate all the material by doing the presentation habitually ... and after this class I know I can more competing globally ... I thought I can say I am competent I am incompetent but I need time to study more to be more competent, I need more to study with my senior which more success like LPDP selection, Erasmus, and need to study to be more competent.

Similarly, student 3 stated that:

... after this class I can communicate all the material during learning process start from first semester until the last semester, so I will try to communicate by try to re-read again to gain more information to gain more the understanding of the materials and also I do a lot of presentation. And I think after this class I can more competent than others in competing globally because that's one of the reasons that's why I join this international class ... we also have a same knowledge in accounting but another plus is we have English skill."

From the students' explanation above, it can be concluded that most the students have positive perception on the use of content-based instruction in the class which gave a good result for them like they are able to evaluate and to communicate the English materials. Also the students have big expectation for their future to be competent in globally. It is similar with the objectives of content-based instruction stated by Brinton (2003) that content-based instruction is to acquire learning skills and strategies that could be applied in future language development opportunities.

3. The Students' Perception of Lecturer's Way of Teaching

Almost all participants feel satisfied and comfortable with the lecturer's method in teaching in the classroom. They have a positive judgement for all the lecturerer. In this part, I only mention three best answers from the participants because all their answers were similar.

Student 1 stated that:

... I think that the way the lecturer taught us improve the understanding of the materials. For example, in accounting course they not only focus what is taught in the book but also they give like example in the real life so I will understanding quite easier than before.

Student 4 said that:

... I think in the regular class the lecturer is only one way teaching meanwhile in our class we obligate to have two way of teaching learning,

when to only the lecturer give send the material but we should actively participating in the class such us presentation, discussion and others.

Student 5 argued that:

“Yes of course because as I know the lecturer in our class is also the PhD or the doctoral master take the doctoral or master in abroad so they have a really good English and the way the lecturer taught us improve the understanding of the materials because we don’t have a lot of people in the class so my lecturer want to have discussion outside the class even not in the class , in private tutor so we can met her or him outside the class and we can have the special treatment about the lecturer.”

As above explanation, it can be deduced that the lecturer applies the good method, make a group discussion, required student to do presentation which aims to make the students be brave to speak in public areas. The lecturer also did some modernize in teaching to find the best way to teach the student, then the lecturer also gave the student a time to discuss outside the class time. This result was in accordance with what was said by Richard and Rodgers (2001) that the ideal role of learner in Content-Based Instruction is as active interpreters of input who are willing to tolerate uncertainty along the path of learning and explore alternative learning strategies, also to seek multiple interpretation of oral and written text other than that the learners are seen as the sources of content and joint participants in the selection topic and activities.

4. The Students' Perception on The Improvement of Reading Skill in International Accounting Programme

I found that all participants in interview process have a similar positive perception about their improvement of reading skill in international Accounting Programme (IAP). In this part, I will only provide two best answers from two participants but in interview all participants gave the same answer.

Student 1 said:

Yes because we usually read materials in English books and also the lecturer is teaching us in full English so it improve my reading skill because usually when I am read some books in some paragraph in one sentence it could be I search the meaning in dictionary is four times or three time but now maybe in one paragraph only two times each.

Student 3 argued that:

“Yes, because in international class they provide the materials full in English, to understand the materials we need to read and read so I think that's makes our reading skills improve.”

In brief, based on the explanation of the participant above it can be concluded that in international class their reading skill is improved because the materials are in English. It is similar with Stroller (1997) statement that content-based instruction one of its most important benefits is that it leads itself to the natural teaching of four language skills. In international class, all the students are required to read the material, evaluate and cooperate it, so they will be able to respond it orally or in writing.

c. The Students' Opinion of Content-Based Instruction Application in Increasing Students' Understanding of English Reading Text

According to all participants in this research, almost of the students have a positive opinion about the application of content-based instruction in the class including the materials in the class and the lecturer's way of teaching.

1. The Materials in International Accounting Programme

In this section, all participants shared the similar opinion regarding the materials in international class, which all the material is really suitable and corresponding with the need of international accounting programme students. In this part, I will only provide three best answers from three participants but in interview all participants gave the same answer that can be seen in interview transcript.

Student 3 stated that:

Yes In international class all the materials in English ... and in the class some of our lecturers use the real life experiences for example like they will connect the materials with the newspaper or in the television and also radio but about the magazines I don't think so.

Student 5 said that:

Yes 100% materials in English ... and the lecturer give the material from real life experiences or contemporary issue because we doing some research then my lecturer also had the knowledge able the nowadays issues, so we should knowledge from the real life experiences.

And similarly student 6 gave the statement that:

Yes of course all the materials in English ... and in the classroom sometimes we discuss about the issue that hot currently and also the news from magazines, radio and TV but commonly our lecturer is gives that example from the book itself.

The material in international has the role which is the materials should be in English and for those who have the difficulties in gaining the meaning they were able to use all sources that can help them. It is similar with the advantages stated by Peachey (2003) that students can take information from multiple sources and therefore practice note taking. And the sources materials should be in real life example to make the student familiar with the subject but combine it with the real life example. This statement also said by Leaver and Sryker (1989) that the materials should use of authentic text, the core materials (text, video and etc.) should be like ones used in native language instruction and example must be drawn from realia and real life experience and contemporary issue from newspapers, magazines, radio and TV.

2. The lecturer's Way of Teaching

In this part, all participants shared the similar opinion regarding the way their lecturers teach in the classroom but i will only give three best answers. They all have a positive perception on their lecturer.

Student 3 said that:

... they teach the materials they use English but when we don't get the meaning when we got hard to understand the materials ... of our lecturers

use the real life experiences for example like they will connect the materials with the newspaper or in the television and also radio but about the magazines I don't think so. Then in the class the lecturer doesn't matter about the grammar, just speak whatever you want, grammar is not to important but they focus on the content that is being taught but still follow the curriculum.

Student 4 mentioned that:

... all of our lecturer in international class uses full English. Then for the materials, I think that our lecturer is very flexible and not digit where they can combine the real life experience ... In the classroom, honestly that our lecturer is not obligate us in good grammar but they are supporting us to have a good grammar ... focus on the content but our lecture still follow the curriculum there is a guide line that they should obligate to explained in the very first class.

Similarly student 5 stated that:

... in the class 99,9 % use full English because somehow when we are don't really understand they try to delivered in some words in Indonesia to make us little bit understanding but it just one percentage of them maybe. ... something like research so we should use the grammar but in the class in daily conversation they not really want us to do that so just speaking but of course they follow the curriculum.

In conclusion, it can be seen that the students gave a good judgement for their lecturer's which are all the lecturer use full English in the class but when it confusing the lecturer will looking for some simple words to make the student comprehend the idea and try to make a warm discussion in the class. It is similar

with Stryker and Leaver ideas (1993) that the lecturer must be knowledgeable in the subject matter and able to elicit that knowledge from the student. And also, all the lecturer in international accounting program use the example that related to real life but still follow the line of curriculum. This finding is similar with statement of Singer (1990) that the student will find more easier to learn materials which are thematically organised. Leaver and Stryker (1989) also said that the subject matter core should follow the curriculum that derived from the subject matter.

B. Discussion

In this section, I intend to discuss the data obtained. This includes the data collection from observation and interview. While gathering the data, I did not find any difficulties. The students were very helpful and approved to be interviewed. Then I elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question was asking about how the students perceived the influence of Content-Based Instruction on their understanding of English reading text. The result of the research showed that all the students have positive perception of content-based instruction. All participants stated that their reading skill is improved in International Accounting Programme which used content-based instruction as their method in teaching learning. They also perceived that after this class they able to communicate the content of subject matter in English .

The second research question was asking about the way Content-Based Instruction help them in understanding English reading text. The result of the data collected showed that all participants showed that Content-Based Instruction is used in all part of teaching learning process in classroom. It can be seen on the materials being implemented in the classroom and also the lecturer's way of teaching which included the process of teaching from opening class until closing, it uses all the characteristics of Content-Based Instruction. All participants stated that by implementing those characteristics of Content-Based Instruction helped them in understanding English reading text.

From the observation, I found that all the class in International Accounting Programme used English in all teaching learning process which means that this International class implemented Content-Based Instruction and also from the interview I found that all students had a positive perception about the Content-Based Instruction method capable to increase their understanding in English reading text. It similar with Richards and Rodgers statement (2001) that people learn a second language more successfully when they use the target language as a means of acquiring information, which International Accounting Programme used English as the medium tool of communication.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the research that has been done, I would like to draw some conclusions. They are as follows.

1. Content-Based Instruction being applied as a method in teaching learning activities at International Accounting Program (IAP) Syiah Kuala University. Based on the observation showed that International Accounting Programme used English as their medium tool in teaching learning process which gave a good result for students. It means that International Accounting Programme used Content-Based Instruction as their method for teaching learning process because the core characteristic of Content-Based Instruction is the use of English as the tool of teaching learning. International Accounting Programme in Unsyiah used English in all part of teaching learning, included all the material like text book, power point, the online sources in English, the language in classroom also full in English which are the lecturer and students did group sharing and presentation in English.
2. Almost all participants gave a positive perception about the use of content-based instruction in international accounting program. It can be seen from the the interview results showed that they were interested in the method applied in the instructional process in the classroom, their understanding of English reading text increases, even in learning time they found some difficulties,

they passed it with sharing and discuss with others. They were being familiar with the used of English as medium of conversation and also for the material. They perceived that their English improve rapidly since join in International class.

B. Suggestions

Based on the conclusions, I would like to provide several suggestions to the teachers or lecturers and students. They are as follows:

In the classroom, the lecturer should create the situation of learning process that can motivate the students to more active in the class outside the presentation time and also the lecturer should be more creative in the class in ways to make the students understanding the English reading text. It seems that the usual ways is good but it is better to updating the teaching process. And also for the student should be more active in the class in enhancing the idea because if there is no improvement in student, it will quite difficult for the lecturer to warming up the class.

Then I suggest possible limitations or weaknesses of the study and make recommendations for future research. One of the first limitations of this study might address problems in data collection, it would be better to do the observation in two semesters to gain a real and clear data. Then, limitation of this study is the age of the sample. Which is this research I only took one level of students, it should be better to take all levels of the students to gain a complex data.

REFERENCES

- Achmadi, A. & Narbuko, C. (2005) *Metodologi Penelitian*. Jakarta: Bumi Aksara.
- Adedokun, J.A. (2003). *Basics of Research Methodology*. Sagamu: New Hope Publisher.
- Anderson, J. R. (1990). *Cognitive Psychology and Its Implications* (3rd ed.). New York: W. H. Freeman.
- Alemu, G. (2015). *Assessment of Integration of Content-Based Instruction In Teaching English: Reading Skills In Focus*. Ethiopia: Haramaya University.
- Ary, D. Jacobs, L.C. & Sorensen, C. (2006). *Introduction to Research in Education*. Belmont, CA: Wadsworth, Cengage Learning.
- Bogdan, R. C. & Biklen, S. K. (1998). *Qualitative Research In Education: An Introduction To Theory And Methods* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Boyce, C., & Neale, P. (2006). *Conducting In-Depth Interviews: A Guide for Designing And Conducting In-Depth Interviews For Evaluation Input*.
- Brinton, D.M Snow, M.A., & Wesche, M.B. (1989). *Content-based Second Language Instruction*. Boston: Heinle & Heinle.
- Brinton, D.M Snow, M.A., & Wesche, M.B. (2003). *Content Language Instruction*. University of Michigan Press.
- Chamot, A.V. & O'Malley, J.M. (1994). *The CLLA Handbook: Implementing The Cognitive Academic Language Learning Approach*. Reading, M.A. Addison Wesley.
- Christina, E.B. (2009). *The Influences of Content-Based Instruction implementation in the International Class of SMA 3 Yogyakarta on the 11th Grade Students' Reading Comprehension*. Thesis. Yogyakarta: Sanata Dharma University.
- Crandall, J. & Tucker, G. R. (1990). *Content-Based Instruction In Second and Foreign Languages*. In Amado Padilla, Hatford H. Fairchild.

- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative And Qualitative Research (3rd Ed.)*. New Jersey: Pearson Education, inc.
- Dauenas, M. (2004). *The What, Whys, Hows and Whos of Content-Based Instruction In Second Foreign Language Education (vol 4)*. IJES.
- Driscoll, D. L. (2011). *Introduction to Primary Research: Observations, Surveys, and Interviews*. Library of Congress Cataloging-in-Publication Data.
- Frenkel, J. R. & Wallen, N. E. (1990). *How to Design and valuate Research in Education*. NY: Mc.Graw-Hill Publishing Company.
- Grabe, W. & Stoller L.F. (1997). *Content-Based Classroom: Research foundation*. New York: Longman.
- Grabe, W. & Stoller F.L. (2002). *Teaching and Researching Reading*. London : Pearson Education Longman.
- Handayani, M.M.I. (1997). *Techniques of Teaching Reading and the Uses of Reading Texts to Teach Other Language Skills in Sekolah Menengah Umum*. Thesis. Yogyakarta: Sanata Dharma University.
- Jakpim, C. (1992). *The Comparism Of Achievement In English Reading Comprehension of Mattayom Suks 5 Between Whole Class and Cooperative Learning Groups*. Master's thesis Srinakharivirote University.
- Kountur, R. (2008). *Metodologi Penelotian Pendidikan Kuantitatif dan Kualitatif*. Jakarta : Raja Grafindo.
- Krahnke, K. (1987). *Approach to Syllabus Design for Foreign Language Teaching*. New York: Prentice Hall.
- Leaver, B.L. & Styker, S.B. (1989). *Content-Based Instruction For Foreign Language Classrooms*. Foreign Language anal.
- Mckay, Sandra. (2006). *Researching Second Language Classroom*. Lawrence Erlbaum.
- Mufida, A.R., Mukhaiyar., & Radjab, D. (2013). Journal English Language Teaching (ELT), *The Effect Of Content-Based Instruction and Task-Based Language Teaching on The Second Semester Students' Speaking Skill and Students' Speaking Motivation Of English Department Islamic University Indragiri*. Oxford: OUP.

- Omoto, P. M. & Patrick, N.W, (2013). *Content-Based Instruction: A Study Of Methods Of Teaching And Learning English in Primary Schools In Butula District*. International Journal Of Business And Social Science Vol.4 No. 5, 236-254pp.
- Patton, M. Q. (1987). *Qualitative Education Methods*. Beverly Hills: Sage Publication.
- Peachey, N (2003). *Content-Based Instruction* (BBC ‘Think’ Article). Retrieved September 29, 2017 from <http://www.teachingenglish.org.uk/think/articles/content-based-instruction>
- Richards, J. & Rodgers, T. (2001). *Approaches And Methods In Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. & Schmidt, R. (2002). *Dictionary Of Language And Applied Linguistics*. Third edition. England : A Pearson Education Book.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Singer, M. (1990). *Psychology of Language: An Introduction to Sentence and Discourse Processing*. Hillsdale, NJ: L. Erlbaum.
- Stoller, F. (1997). *Project Work: A Means to Promote Language Content*. English Teaching Forum.
- Stoller L.F. & Grabe W. (1997). *A Six-T’s Approach to Content Based Instruction*. New York : Longman.
- Stryker, S., & B. Leaver (1993). *Content-Based Instruction in Foreign Language Education*. Washington, D.C: Georgetown University Press.
- Taba, H. (1962) *Curriculum Development : Theory and Practice*. New York: Harcourt Brace Jovanovich.
- Wesche, M.B., & Skehan, P. (2002). Communicative, task-based and content-based instruction. In R. B. Kaplan (Ed.), *The oxford Handbook of Applied Linguistics*. Oxford, UK : Oxford University Press.
- Zeru, M. (2014). *Assessing the Implementation of Content Based Language Instruction in Teaching Reading in Efl Classroom: The Case of Degollo General Secondary and Preparatory School*. Ethiopia :Haramaya University.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS SYIAH KUALA
FAKULTAS EKONOMI DAN BISNIS

Darussalam, Banda Aceh 23111, Telepon/Fax: (0651) 7551265
www.feb.unsyiah.ac.id, e-mail: fekon@feb.unsyiah.ac.id

SURAT KETERANGAN
NO. 257/UN.11.1/EKA/2017

Ketua Jurusan Akuntansi Fakultas Ekonomi dan Bisnis Universitas Syiah Kuala memberitahukan bahwa mahasiswa berikut:

| | |
|----------------------|--|
| Nama | : Farah Maulida Sari |
| NIM | : 231324147 |
| Jurusan | : Pendidikan Bahasa Inggris (PBI) |
| Fakultas/Universitas | : Tarbiyah dan Keguruan / UIN Ar-Raniry |
| Judul Skripsi | : The Students' Perception on the Influence of Content-Based Instruction on Their Understanding of the English Reading Text (A Case Study at International Accounting Programme Unsyiah) |

telah melakukan pengambilan data melalui observasi kelas dan wawancara dengan dosen dan sejumlah mahasiswa IAP untuk kepentingan skripsi mahasiswa tersebut pada bulan Desember 2017.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Banda Aceh, 28 Desember 2017

Ketua Jurusan Akuntansi

Dr. Nadirwah, S.E., M.Si., Ak. CA
NIP. 19640808 199003 1 003



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11467 /Un.08/TU-FTK/ TL.00/12/2017

07 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth. :-

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | |
|-----------------|---|
| N a m a | : Farah Maulida Sari |
| N I M | : 231 324 147 |
| Prodi / Jurusan | : Pendidikan Bahasa Inggris |
| Semester | : IX |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : Jl. Mujahidin II Lr. Duku No. 05, Lambaro Skep Banda Aceh |

Untuk mengumpulkan data pada:

International Accounting Programme, Universitas Syiah Kuala

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme UNSYIAH)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

BAGIAN TATA USAHA

Kode 7873

**NOTA USUL MUNAQASYAH SKRIPSI PROGRAM S-1
FAKULTAS TARBIYAH DAN KEGURUAN (FTK) UIN AR-RANIRY BANDA ACEH
SEMESTER GANJIL, TAHUN AKADEMIK 2017/2018**

Nomor : B-029/Un.08/KJ.PBI/SM/1/2018 Tanggal: 17-1-2018

Ketua Prodi Pendidikan Bahasa Inggris, menerangkan bahwa:

Nama : Farah Maulida Sari
NIM : 231324147
Tempat/Tgl. Lahir : Banda Aceh, 30 Agustus 1995
Kab/Kota : Banda Aceh

Beban SKS yang telah diselesaikan : 150 SKS, dengan
Total Nilai : 543
IPK : 3,72

Lulus Ujian Komprehensif dengan Nilai : 78 (A B C D E)
Lulus Ujian Komputer: Fotocopi Sertifikat/Surat Keterangan Lulus Dengan Nilai: Sangat Memuaskan
Lulus Ujian TOEFL/TOAFL : Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 493/407
Lulus Baca Al-Qur'an (Tahsin) : Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 84 (B)
Penasehat Akademik : Dr.Syarwan Ahmad, M.Lis


KKU telah disetujui Pembimbing dengan Judul :

**"The Students' Perception on the Influence of Content-Based Instruction on Their
Understanding of the English Reading Text (a Case Study at International Accounting
Programme UNSYIAH)"**

Pembimbing Pertama : Dr. T.Zulfikar, M.Ed
Pembimbing Kedua : Yuni Setianingsih, M.Ag

Kami Usulkan menempuh Ujian Skripsi dengan susunan Tim Penguji sebagai berikut:

| No | Susunan Tim | Nama | Bidang |
|----|-------------|-------------------------|---|
| 1. | Ketua | Dr. T.Zulfikar, M.Ed | Permasalahan, Metode & Teknik Penulisan |
| 2. | Sekretaris | Rivana Amelia, S.Pd | Sekretaris |
| 3. | Penguji I | Yuni Setianingsih, M.Ag | Teori/Substansi |
| 4. | Penguji II | Dr.Syarwan Ahmad, M.LIS | Hasil Penelitian |


Ketua Prodi Pendidikan Bahasa Inggris,
Dr. T. Zulfikar, S.Ag, M.Ed
NIP. 197804302001121002

SUSUNAN TIM PELAKSANA MUNAQASYAH SKRIPSI

1. Dr. T.Zulfikar, M.Ed : Ketua
2. Rivana Amelia, S.Pd : Sekretaris
3. Yuni Setianingsih, M.Ag : Anggota
4. Dr.Syarwan Ahmad, M.LIS : Anggota

Hari/Tanggal Sidang : Senin / 22 Jan 2018
Jam/Ruang : 14.00 / Ruang 5.12.2

✓ **Cek List**

Perbanyak 10 lembar setelah diisi untuk diserahkan kepada:

Tim penguji 4 orang (Beserta Skripsi, Lembar Soal dan Daftar Nilai)

1. Sie Alumni, lengkap dengan persyaratan lainnya

2. Urusan Tempat 1 Lembar

3. Kasubbag Keuangan. Lampirkan SK Bimbingan 2 Lembar

4. Ketua Prodi 1 Lembar

5. Mahasiswa Ybs.

6. Lembar Asli dan Transkrip Nilai 1 rangkap dikembalikan ke Tempat Pendaftaran


Wakil Dekan I Bidang Akademik,
Dr. Sri Suyanta, M. Ag
NIP. 196709261995031003

**LIST OF INTERVIEW QUESTIONS ABOUT
CONTENT-BASED INSTRUCTION**

1. Before you joined this International class, have you been studying English course outside?
2. What are the difficulties that you found in learning English? So far, how did you overcome the difficulties?
3. What are the difficulties you found in the first time you join in the international class?
4. Do you find it interesting to study in the international class? Why or why not?
5. In your opinion, what are the differences between learning English in a regular class and international class?
6. Do you find your English improving more rapidly in the international class? If so, what skill do you find any improvement in your English?
7. In international class, are the materials in English? If yes, what are the difficulties in understanding the materials?
8. What do you do in understanding the materials?
9. Can you evaluate the information from the materials?
10. Did your own culture obstruct the process of gaining information?
11. Do you find your reading skill is improved through the international class? Why and why not?
12. Are the lectures in your class knowledgeable in the subject matter?
13. Are the lectures in your class use full English?
14. Are the lectures in your class give the material from real life experiences or contemporary issue from newspapers, magazines, radio and TV?
15. Did the lecturer require you to use a good grammar in the class? Or the lecturer only focus on the content that is being taught?
16. Did your lecturer follow the curriculum?
17. Do you think that the way of your lecturer taught you is good?
18. Do you think that the way your lecturer taught you improve your understanding of the materials?

19. After this class, can you communicate all the material that you get during learning process?
20. Do you think that after this class you can more competent than others in competing globally?

PROMPT FOR CONTENT-BASED LEARNING OBSERVATION

| NO | FEATURES | COMMENTS |
|----|-----------------------------------|----------|
| 1 | Opening lesson | |
| 2 | The materials based on curriculum | |
| 3 | The language of the materials | |
| 4 | The sources of materials | |
| 5 | The classroom setting | |
| 6 | The classroom interaction | |
| 7 | The classroom language | |
| 8 | The use of multimedia | |
| 9 | The outcome of students | |
| 10 | Closing lesson | |

TEACHING LEARNING ACTIVITIES IN INTERNATIONAL CLASSROOM



Curriculum of International Accounting Programme (IAP) of Syiah Kuala University

| LIST OF COURSES AND CODE FOR ACCOUNTING DEPARTMENT | | | | | | |
|--|--------------|------|-----|--|-----------|----------------|
| Year/Semester | No | Code | | COURSES | CREDITS | PRE-REQ |
| I/ODD | 1 | MKS | 101 | Bahasa Indonesia | 2 | PACKAGE |
| | 2 | MKS | 102 | Basic Natural Sciences | 2 | |
| | 3 | FEB | 101 | Introduction to Microeconomics | 3 | |
| | 4 | FEB | 103 | Introduction to Business | 3 | |
| | 5 | FEB | 105 | Introduction to Accounting I | 3 | |
| | 6 | FEB | 107 | Mathematics for Economists | 3 | |
| | 7 | FEB | 109 | Descriptive Statistics for Economists | 3 | |
| | 8 | FEB | 111 | Introduction to Business Law | 3 | |
| | Total | | | | 22 | |
| I/EVEN | 1 | MKS | 103 | Pancasila and Civics Education | 2 | |
| | 2 | MKS | 105 | Islamic Studies | 2 | |
| | 3 | MKS | 106 | Knowledge of Disasters and Environment | 2 | |
| | 4 | FEB | 102 | Introduction to Macroeconomics | 3 | |
| | 5 | FEB | 104 | Management | 3 | |
| | 6 | FEB | 106 | Islamic Economics I | 3 | |
| | 7 | FEB | 108 | Inferential Statistics for Economists | 3 | |
| | 8 | FEB | 110 | Computer Applications | 0 | |
| | 9 | FEB | 112 | TOEFL Preparation | 2 | |
| | 10 | AEB | 102 | Introduction to Accounting II | 3 | |
| | Total | | | | 23 | |

| | | | | | | |
|----------------|--------------|-----|-----|--|-----------|---------|
| II/ODD | 1 | MKS | 201 | English | 2 | FEB 112 |
| | 2 | AEB | 201 | Intermediate Accounting I | 3 | AEB 102 |
| | 3 | AEB | 203 | Cost Accounting | 3 | AEB 102 |
| | 4 | AEB | 205 | Taxation I | 3 | AEB 102 |
| | 5 | AEB | 501 | Accounting for Micro, Small, and Medium Entity*) | 3 | AEB 102 |
| | 6 | IEB | 205 | Islamic Economics II*) | 3 | FEB 106 |
| | 7 | MEB | 206 | Organizational Behaviour*) | 3 | |
| | 8 | MEB | 207 | Marketing Management*) | 3 | |
| | 9 | MEB | 405 | Management Information System | 3 | |
| | Total | | | | 26 | |
| II/EVEN | 1 | AEB | 202 | Intermediate Accounting II | 3 | AEB 201 |
| | 2 | AEB | 204 | Managerial Accounting | 3 | AEB 203 |
| | 3 | AEB | 206 | Taxation II | 3 | AEB 205 |
| | 4 | AEB | 208 | Public Sector Accounting | 3 | AEB 201 |
| | 5 | AEB | 210 | Accounting Information System | 4 | MEB 406 |
| | 6 | AEB | 211 | Sharia Accounting | 3 | AEB 201 |
| | 7 | AEB | 212 | Advanced English** | 3 | MKS 201 |
| | Total | | | | 22 | |
| III/ODD | 1 | AEB | 301 | Investment and Capital Market | 3 | AEB 202 |
| | 2 | AEB | 303 | Advanced Financial Accounting | 3 | AEB 202 |
| | 3 | AEB | 305 | Auditing I | 3 | AEB 202 |
| | 4 | AEB | 307 | Tax Planning | 3 | AEB 206 |
| | 5 | AEB | 309 | Budgeting | 3 | AEB 202 |

| | | | | | | |
|-----------------|---|-----|-----|--|-----------|---------------|
| | 6 | AEB | 311 | Financial Statement Analysis | 3 | AEB 202 |
| | 7 | MEB | 201 | Financial Management | 3 | AEB 201 |
| | Total | | | | 21 | |
| III/EVEN | 1 | AEB | 302 | Auditing II | 3 | AEB 305 |
| | 2 | AEB | 304 | Accounting Theory | 3 | AEB 303 |
| | 3 | AEB | 306 | Business Feasibility Studies | 3 | MEB 201 |
| | 4 | FEB | 302 | Research Methodologies ***) | 3 | 80 CREDITS |
| | 5 | FEB | 304 | Scientific Writing | 1 | |
| | 6 | MEB | 409 | Business Communication | 3 | FEB 103 |
| | 7 | MEB | 407 | Strategic Management | 3 | AEB 204 |
| | Total | | | | 19 | |
| IV/ODD | 1 | AEB | 401 | Behavioral Accounting | 3 | |
| | 2 | AEB | 403 | Ethics and Professional Standards | 3 | |
| | Concentration Elective Courses****) | | | | | |
| | Financial Accounting Concentration | | | | | |
| | 1 | AEB | 405 | Financial Accounting Standards | 3 | AEB 30 |
| | 2 | AEB | 407 | Corporate Governance | 3 | |
| | 3 | AEB | 409 | Forensic Accounting and Investigative Auditing | 3 | AEB 302 |
| | Management/Managerial Accounting Concentration | | | | | |
| | 1 | AEB | 411 | Controllershhip | 3 | AEB 204 |
| | 2 | AEB | 413 | Management Audit | 3 | AEB 305 |
| | 3 | AEB | 415 | Cost Management | 3 | AEB 202 |

| | | | | | | |
|-------------------------|---|-----|-----|---|-----|--------------------------|
| | Sector Public Accounting Concentration | | | | | |
| | 1 | AEB | 417 | Governmental Financial Management | 3 | AEB 208 |
| | 2 | AEB | 419 | Govermental Financial Accounting System | 3 | AEB 208 |
| | 3 | AEB | 421 | Governmental Financial Auditing | 3 | AEB 208 |
| | Information System and Information Technology Concentration | | | | | |
| | 1 | AEB | 423 | Information Technology for Accounting and Business *****) | 3 | AEB 210 |
| | 2 | AEB | 425 | Decision Support Systems | 3 | AEB 210 |
| | 3 | AEB | 427 | System Analysis and Design | 3 | AEB 210 |
| | Sharia Accounting | | | | | |
| | 1 | AEB | 429 | Sharia Accounting Theory | 3 | AEB 212 |
| | 2 | AEB | 431 | Sharia Banking Accounting | 3 | AEB 212 |
| | 3 | AEB | 433 | Fiqh Muamalat | 3 | AEB 212 |
| | Total | | | | 51 | |
| IV/EVEN | 1 | MKS | P02 | Community Service (KKN) | 3 | 100 credits + FEB 302 |
| | 2 | FEB | P01 | Undergraduate Thesis | 3 | 100 credits + FEB 302 |
| | 3 | FEB | P02 | Comprehensive Examination | 3 | |
| | Total | | | | 9 | |
| Total Credits Offered | | | | | 193 | |
| Total Credits Required: | | | | | | |

| | | | | | | |
|--|--|--|--|------------|------------|--|
| | | | | 1) Regular | 145 | |
| | | | | 2) IAP | 148 | |

Notes

- Elective courses and each student has to take at least one of the offered

*) elective courses

- Islamic Economics I is obligatory for students who take Sharia

Accounting System Concentration

Each IAP Student is required to take Advanced English

**) course

Only students who have taken at least 80 credits can enroll in Research

***) Methodology

Concentration courses. Each students are required to take 3 concentration courses

****) based on the selected concentration

AUTOBIOGRAPHY

1. Full Name : Farah Maulida Sari
2. Place/ Date of Brith : Banda Aceh/ 30 Agustus 1995
3. Sex : Female
4. Religion : Islam
5. Nationally/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Mujahidin II Lr. Duku No. 5 Lambaro Skep
9. Email : farahmaulidasari@gmail.com
10. Parents' Name
 - a. Father's Name : Drs. H. M. Yunus Nurdin M.Pd
Occupation : Civil Servant Pensioner
 - b. Mother's Name : Hj. Rosnahayati
Occupation : House Wife
11. Address : Jln. Mujahidin II Lr. Duku No. 5 Lambaro Skep
12. Educational Background :
 - a. Elementary School : MIN Model Banda Aceh in 2001-2007
 - b. Junior High School : MTsN Model Banda Aceh in 2007-2010
 - c. Senior High School : SMA Laboratorium Unsyiah in 2010-2013
 - d. University : Department of English Language Education the
Faculty of Education and Teacher Training Ar-Raniry State Islamic
University 2013-2018

Banda Aceh, 1st January 2018

Farah Maulida Sari