CONTENT-BASED INSTRUCTION APPROACH IN INSTRUCTIONAL MULTIMEDIA FOR ENGLISH LEARNING

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ABSTRACT
Content-based Instruction (CBI) is an approach in English learning that integrates certain topic and English learning objectives. This approach focuses on using English competencies as a “bridge” to comprehend certain topic or theme in English. Nowadays, this approach can be used in instructional multimedia to support English learning by using computer. Instructional multimedia with computer system refers to the sequential or simultaneous use of variety of media formats in a given presentation of self-study program in a computer. Instructional media combines several aspects such as text, pictures, graphic, sound and video. There are many English materials that are presented in a computer display by combining all aspects of multimedia. This method can help learner to understand the material better by visualizing the concept.

In integrating CBI approach in instructional multimedia by using computer, there are two important aspects in creating effective multimedia, such as displaying reading text and integrating all English skills. In displaying reading text, CBI approach play important role in presenting reading passages about certain topic based on students' interest and multimedia aspects also play significant role in visualizing all concepts and vocabularies from the reading passage. This paper will discuss the integration of CBI approach in instructional multimedia for English learning deeply by presenting the basic concept and providing some examples of instructional multimedia display.

Keywords: Content-Based Instruction Approach, Instructional Multimedia, English Learning

Similarly, the mastery of English can be enhanced and perfected by studying English literature. Although the main objectives of reading English literary works are to enrich one's knowledge and understanding and to empower oneself, no doubt it also improves one's skill in using English. A frequent reading of English novels and short stories, for example, likely develops and strengthens one's language sense as to how the dialogues between characters, the setting description and the psychological mood of the characters are written. Likewise, a constant reading of English history works familiarizes one with how chronologies are composed in English. Another important boost of English skill resulting from intense readings of English literary works is undoubtedly the awareness of close relationship between text and context. That is, certain English texts are used to depict certain contexts. Conversely, certain contexts are described with certain texts not others. Therefore, if one wants to be able to write a good journalistic report, for example, one must frequently read journalistic works.

THREE FOUNDATIONS OF “WHY-WHAT-HOW” IN THE STUDY OF ENGLISH LITERATURE

The study of English literature can only occur with the presence of the why-what-how balance. Why do people need to learn English Literature? People will not study English literature unless it entails benefits. What benefits does English literature give to the reader? Many literary works have high values of morality and wisdom lessons in many different places at different times. Any writings or texts that function to enrich our knowledge and our understanding and empower our selves are essential. There is always a belief that any literary works will certainly give certain meanings to a certain people. People learn particular things from particular sources and thus they have the capacity to give values to any works that are considered precious. Further, the value embedded in a literary work is given by anyone who reads and responds to it based on their own experiences, purposes, and interpretation.

In addition, as far as English literature is concerned, there is language and power issue. Who rules the world seems to be the one with English as their first language. Although nowadays the distinction between English as the first, second or third is hard to tell, the central power still looks the same. This means that English language mastery that may result from studying English literature is a precondition to gain power.
that literature is the message, language is the mobile phone. Those two relationships are closely bound and would not be separated in whatsoever ways. The proximity makes them mates and this idea underlies the symbiosis of both of them, regardless the facts that there are debates as to how far a learner needs to study both of them.

In kindergarten, primary and secondary schools, the study of literature is not the major study. It is the minor subject that helps the students get exposure to aesthetic, creative, and imaginative writing. Although not a major study, literary writing such as stories, poetry, and drama are well told, memorized, and played. In our childhood days, bedtime stories are our lullabies to have beautiful dreams and dramas are our proud proof of existence on the elementary and secondary stages. One or two of the children stories told by our grandmothers, grandfathers, fathers, or mothers are clearly or unclearly remembered.

In higher schools, literature, from the simplest form to the hardest, can be a learning material for students. Wide ranges of literary work from the canon to the contemporary form of literature are available for learning. Plays, that commonly use more simple language, can be one of discussion topics in a language classroom. It can be aimed to expose students to colloquial language in which students can adapt and adopt the expressions and later on use the expressions in particular contexts. Novels, which are of more complicated language style, contents, and topics, can be used in advanced language classroom in order to give more complex language exposure to students. This, therefore, is expected to enhance students’ language experience which in turn affects their language competence. All the above practices are indeed an early yet subtle introduction to literature. This simply shows that literature has filled our lives since we are at the early stage of life and it must have been carried on and has either huge or little impact on the present life.

Language and literature are two closely related subjects that need each other. To learn English literature, for example, needs mastering English and to master English needs studying English literature. This is because English language serves as a tool in studying English literature, without which the study is impossible. There is no way to understand an English literary work when little is known about, for instance, how a sentence is constructed and how a sentence can have lexical and connotation meanings. Therefore, a good command of English is a prerequisite for studying English literature. Only with a certain level of English skill is it possible for someone to endeavor the English literature study.

INTRODUCTION

Content-based instruction (CBI) is one of the approaches in English learning. This approach refers to second language teaching which is organized around the content or information that students will acquire, rather than around linguistic or type of syllabus (Richards & Rogers, 2006: 204). In CBI, students learn English by building knowledge and English competencies at the same time, for instance: students learn how to use different tenses from reading passages about Australia. In this instructional process, students will learn two things; a) tenses and b) Australia. Students will gain more knowledge about other countries while learning grammar. This approach gives positive atmosphere in the class because students will learn English competencies in fun and flexible situation. This approach has a great potential to improve students’ motivation in learning English.

However, well-planned learning process needs to be supported by effective media to present the material. Nowadays, more teachers choose multimedia with computer-supported learning to deliver English content. Multimedia refers to the sequential or simultaneous use of variety of media formats in a given presentation or self-study program (Smaldino, et.al, 2005: 141). Multimedia can present materials effectively because it consists of several aspects, such as text, images, audio, video and animation.

This paper will discuss about the integration of CBI approach in instructional multimedia to deliver English content.

LITERATURE REVIEW

Content-based Instruction Approach

Content-based Instruction (CBI) (Brinton, et.al: 1989: 1) is an approach in English language learning that integrates specific language learning goals in certain topic (Brinton, et.al: 1989: 2). This approach focuses on studying the specific knowledge through English, for instance: learning English competencies by using Islamic reading text for students in Islamic university. In this process, students will learn English through reading text and getting more information about Islamic issues.

Two basic concepts in CBI approach states that (Richards and Rodgers, 2006:207) : a) 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 b) CBI better reflects learner's needs for learning a second language. By integrating English competencies into interesting themes or specific information, learning English may become more engaging for students.

Two basic concepts above are supported by language theories which state that English lessons focuses on how information and meaning can be facilitated by reading text as a complete comprehension, not by individual sentences. In other words, English language learning aims to understand reading text. In addition, all English skills (Listening, Speaking, Reading and Writing) are integrated in a single topic to help students comprehend complete skills. Finally, learning languages always has a specific purpose and a key goal that focuses on using language to convey meaning (Richards and Rodgers, 2006:208).

Brinton et.al (1989:14-16) outlines three types of CBI approach, such as sheltered model, adjunct model and theme-based models. Sheltered model is sheltered course that consists of content course taught in the second language to a segregated group of learners by a content area specialist (Brinton et.al, 1989: 15). Meanwhile, adjunct model links two courses, language course and content course. It needs two specialists, language specialist and content course. In terms of theme-based model, it is a common model for Indonesia because this model is used to teach English as a second language, whether small or large classes. This model can be used by the teacher or lecturer in English studies or expert specialists by developing learning material based on learner interest.

CBI approach gives several positive impacts in English learning (Peachey, 2003:1), such as:

a. Learning process can be more interesting. Learners can use language to do things, related to their learning objectives so that learners will be more independent and confident.

b. Learners can develop their own knowledge to support their academic needs.

c. Learners can develop academic skills such as collecting data, summarizing and analyzing.

d. Learners will be trained to retrieve information from a variety of sources, evaluate and restructure information in order to develop their thinking skills that can be used to study various sciences.

e. Working group, which is one of the learning methods in CBI, can help learners to improve their communication skill to gain so a high social skill.

high values of morality and wisdom they contain. However, to know what an English literary work is all about and the messages it wants to convey requires “know-how” that include English skill and strategies. Therefore, this paper argues that the study of English literature can only occur with the presence of the why-what-how balance. The sections to follow explain those arguments.

LANGUAGE AND LITERATURE: UNSEPARATED MATES

There are many definitions of language comprehensive, deep, or simple ones. According to Chomsky, language is “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements” (1957, p. 13). In Merriam Webster dictionary, language is defined as system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. A language both reflects and affects a culture's way of thinking…. In comparison, Oxford dictionary defines language as "the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.” From that of Chomsky to the more recent definition of language, the essence remains the same. Language contains rules and elements, takes both spoken or written form, reflects the speakers' culture and way of thinking, and it is significantly used to communicate ideas.

Literature, in fact, does not have less meaning than language. According to Widdowson, literature has various meanings depending on the context that the speakers refer to. It may mean literary writings such as fictions or literature in term of major of study. Literature referring to literary writing could be defined as “the achievement of aesthetic and moral merit” such as those of canon or the great tradition. Or else, it is understood as the “creative and imaginative” writing (1999, p. 4-5). Merriam Webster illustrates literature as “writings having excellence of form or expression and expressing ideas of permanent or universal interest” and Oxford terms literature as “written works, especially those considered of superior or lasting artistic merit.” Literature has the so called a range of characteristics such as excellent, aesthetic, creative, imaginative, expressive, valuable, and universal. Therefore, in delivering its characteristics and entity, a tool language is unavoidably necessary. It becomes the only choice and its ultimate means.

Now that definitions of both language and literature have been set, their relations are consequently visible. In the digital world glossary, it can be termed...
THE STUDY OF ENGLISH LITERATURE

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ABSTRACT
Learning English language and English literature seems to bring about considerable questions of the benefits and the importance of so doing. Why should students who learn English language require learning English literature at the same time? The ultimate matter remains the same: what is the very core of learning the subject? What do their relationships embrace? What, why, and how are we supposed to know that?

Keywords: English language, English literature

INTRODUCTION
As is known, English Studies may comprise of English Linguistics, English Teaching and English Literature. These three studies are the logical next step of efforts to acquire skills in understanding and using English, particularly for those who aspire to broaden and deepen their knowledge and mastery of English. Therefore, an acceptable degree of English mastery is required to study English literature, for example. The higher one’s mastery of English the stronger is one’s English sense and hence more sensitive is one’s knowledge and critical awareness about English literature. More than that, this paper argues that English language and English literature are in fact inseparable with one needing the other.

However, the study of English literature is more than just English. It is about nearly all facets of society lives from which the English literary works spring up. That is, English-speaking people of certain country, academic, working, religious, and cultural backgrounds and political leanings and of certain times express various aspects of their lives in written English. The main objectives of studying their literary works are to enrich our knowledge and understanding of the

However, CBI still has some challenges (Peachey, 2003: 2) for example:

a. Learners are sometimes confused about how they improve the language skills because this approach does not teach grammar specifically.
b. Learners are more likely to use the first language rather than target language.
c. Sometimes it is difficult for teachers to find learning resources for elementary students.
d. Some learners will be directly copied the information from reading text to answer questions or discuss the topic. In fact, this approach actually wants to help students to be able to draw conclusions and make analysis from the text with their own words.

Some solutions are offered to encounter the challenges. Peachey (2003: 2) suggests that teachers can provide some practices to ensure that they are able to understand English grammar. Teachers also can give rationales in using English or combine the usage of first language and target language, for example: teachers can give reading text in students’ vernacular language, but the discussion should be in English or vice versa. This strategy is used primarily for elementary level. Finally, teachers can provide a well-organized material to help students understand the content, for instance: teachers give reading passages, complete with related pictures, charts, table or diagrams.

CBI in Instructional Multimedia
Based on the description about CBI concept, it is concluded that CBI approach has several characteristic, such as:

a. CBI approach uses reading activity as the main resources of learning. It uses reading passages, essays, articles or journals to describe English competencies, for example: learning how to identify conditional sentences by reading an article about education.
b. CBI approach integrates other English skills (Listening, Speaking and Writing in reading activity).

Now, the big question is: “how to visualize the characteristics of CBI into instructional multimedia?”. Multimedia refers to the sequential or simultaneous use of variety of media formats in a given presentation of self-study program. Multimedia combines several aspects such as text, pictures, graphic, sound and video. The goal of multimedia is to immerse the learner in a multimedia sensory
experience to promote learning. Today, multimedia is used in the format of computer instructional program (Smaldino, 2005: 141). Computer is used to support the utilization of multimedia in learning process because computer provides virtually response to student input. It also provides capacity to store and manipulate information. There are two applications of computer in instruction: computer-assisted instruction (CAI) and computer-managed instruction (CMI). In CAI students interact directly with the computer as part of the instructional activity. Meanwhile, CMI helps both instructor and students in maintaining information about students and in guiding instruction (Smaldino, 2005: 110).

There are two important aspects in creating effective multimedia and integrating the characters of content-based instruction in computer learning model, such as:

1. **Displaying reading Text**

Reading passages can be visualized by considering some multimedia guidance. Azhar Arsyad (2011: 99-100) explains several multimedia designs for reading text in computer display:

   a. Reading text in a computer screen should have appropriate space between sentences, for example: use double line spacing to make it easier to read.
   b. Use normal font and combine uppercase and lowercase based on their function, for example: use capital letter in front of Places' name, title, sub title, etc.
   c. Use seven to ten words per line because it will be easier to read short sentences.
   d. Place the text in the center of the screen.
   e. Consistent with style and writing format.
   f. Use certain characters in the title and key words, such as bold, underline or italics.
   g. Use table or line to separate text and images, text and graphs or other visual representation.

Other multimedia elements that should be provided to complete the text are (Phillips, 1997: 82-86):

1. Line. The line is an important element in the design of multimedia to determine the focus of eyes when looking at a computer screen.
2. Shape. Elements form has its own function in the use of text and symbols. There are three basic forms of multimedia design: a square, rectangle and
References


2. Integrating all English skills

English skills can be visualized by adding more multimedia elements in the reading text display. The elements are:

1. Picture. Picture visualizes abstract concepts in the material. However, choosing appropriate picture is necessary to create an effective presentation. Pictures for instructional multimedia should relevant to the topic. It is also simple and realistic (Anitah: 2010: 9). Computer-supported learning presentation needs pictures that have a large size. Pictures with a large size are easy to be customized into different size according to computer display.

2. Sound. The audio effect should enhance the presentation of the content (Lee & Owens, 2004: 174). The sound should be clear and easy to listen by using volume control. It had better to choose audio based on the topic; either it is song, conversation, speech or lecture.
3. Video. Choosing video for instructional multimedia is similar to choosing pictures. It should be relevant to the topic and easy to see (clear view). In addition, consider the duration of the video because video is a part of the whole lesson plan in the learning process, thus classroom activity cannot just focus on the video but also assessment and discussion.

4. Animation. Animation refers to a simulated motion picture depicting movement of drawn (or simulated) objects (Mayer & Romano, 2002: 2). Animation can promote learners' understanding when used in ways that are consistent with several aspects such as presenting animation and narration simultaneously, presenting text and animation with appropriate proportion on the screen and choosing relevant animation based on the topic (Mayer & Romano, 2002: 8).

The pictures below are several examples of reading presentation in instructional multimedia:

Picture 1. Media combination between text and Picture

quality of language test and has a great impact on learners' performance. The second stage is situation likelihood investigation. The teacher in this stage examines how likely it is that the situations prompted in learners' daily life interactions. This is also related to the authenticity element in determining the quality of language testing. Next, the teacher conducts metapragmatic assessments. This assessment is done in order to collect learners' perceptions of the contextual variables included in each constellation. The contextual variables, such as, social distance, relative power, degree of impositions, may be different between one to another cultural context which depend on learners' cultural-specific and sociopragmatic element. The fourth stage is to pilot the situations of the test. This stage should be conducted in order to validate the scenarios used to elicit learners' speech act production and to obtain preliminary data to construct each constellation of the WDCT. Finally, the teacher develops the constellation of the WDCT. In this stage, the teacher analyses the data collected from the situational pilot test. After analysing the result and developing the test, it is suggested that the developed test is piloted again to another group of learners so that the test will have a good quality in terms of validity, reliability, practicality, and authenticity.

CONCLUSION

In conclusion, while the WDCT has some limitations, this tool can be used effectively to assess learners' pragmatic competence. In other words, although the WDCT cannot facilitate to capture the complete interaction of natural speech, the WDCT is able to represent learners' pragmatic competence with regard to the communicative aspect of language testing. Moreover, the WDCT does not only reflect the learners' linguistic competence, but also show how the learners use the language in the communicative context based on sociocultural variables. Regarding the development of the WDCT as one of the pragmatic tests, there are five stages that should be considered in constructing the test, namely exemplar generation, situation likelihood investigation, metapragmatic assessment, situational pilot test, and test development stages. These stages should be conducted in constructing and developing a good quality of the assessment tool of pragmatic competence. Therefore, the teacher can use the WDCT effectively to assess learners' pragmatic competence and minimize the limitations of the test.
not represent what the learners say in the real life situations. This might be due to the fact that the modifications and situational variables have been controlled in order to elicit targeted speech acts. Consequently, the data elicited from the WDCT cannot reflect important cultural values that may be particular to certain speech community.

Lastly, the learners are not able to extend the negotiation of meaning of the speech acts in the WDCT. This indicates that there is no access to complete combination of interpersonal and contextual details in the WDCT (Varghese, & Billmyer, 1996). In other words, the WDCT may not illuminate the learners' internal negotiation when they are interacting each other in the real situations. For instance, when a speaker gives advice to someone who is not familiar with, the WDCT does not give a clear picture how the speakers negotiate the message delivered and encounter the problems if the advice is not accepted. This makes the use of WDCT limited in terms of the negotiation of meaning in the real interaction.

PEDAGOGICAL IMPLICATIONS

Having reviewed the benefits and the pitfalls of using the WDCT as an assessment tool of learner's pragmatic competence, it is obviously seen that this is not an easy task to construct a testing instrument of pragmatic competence. The teacher has to design this testing instrument as accurate as possible so that this can adequately examine learners' pragmatic competence holistically. At the end, the learners can be stimulated to use their real language when they are assigned to complete the WDCT. More specifically, the learners are able not only to show their grammatical competence, but also to use the language in appropriate contexts. Thus, the teacher should figure out some ways to design the WDCT in order to use it effectively in the assessment process.

With regard to develop and design a test of pragmatic competence, the teacher should pay attention to five stages (Jianda, 2007; Birjandi & Rezaei, 2010). Firstly, exemplar generation should be determined before the test is constructed. In the exemplar generation stage, the teacher asks the learners to identify and classify situations, which are applicable for them in certain speech acts. This is one of the ways to ascertain the authenticity of the test, which is very important aspect in order to have a communicative language testing. In the same vein, Bachman and Palmer (1996) confirm that authenticity is one of the elements which ensures the
Picture 3 is the example of combination between text and animation. The display presents the conclusion of the material about reading comprehension by using specific technique that is called Hypermedia Text. This technique allows learners to see additional information that pops up when they click the menu box in the left side of the display. The information will appear in the big box (right side of the display).

CONCLUSION AND SUGGESTION

By integrating CBI approach in instructional multimedia, English content can be presented effectively because it is designed based on students' interest and the material is visualized by using all aspects of multimedia such as text display, images, audio, video and animation.

Particularly, the teacher does not need to take a long time to get as many responses as from the learners (Roever, 2011). In addition, according to Kasper (2000), the teacher can control situational variables in the WDCT, such as social distance, familiarity, age, degree of imposition, and relative power between the speakers. What is more, this test does not need to be transcribed, so the teacher can easily analyse the result and know the level of learners' pragmatic competence.

PITFALLS OF WDCT

However, the WDCT also have some limitations. Firstly, the opponents of the WDCT use in language testing comment on its authenticity and compatibility with natural speech occurrences. Using a written form to elicit oral production cannot reflect the cognitive process involved in the interaction (Yamashita, 1996). More specifically, the realisation of targeted speech acts in the actual oral production is quite different from the written form. In addition, it is impossible to play conversational turns in the WDCT since it does not allow the assessment of speech act production in its real discourse context. It also lacks sequential orders in terms of the choice of strategy and the negotiation of meaning (Yamashita, 1996). It can be concluded that the WDCT does not demonstrate interactive aspect of oral performance in authentic conversation even though this test portrays the linguistic expression of speech acts.

Next, the WDCT does not seem to reflect the range of strategies use in speech acts employed by the learners. For instance, in oral performance, the learners use hesitations, repetitions, inversions, and longer supportive moves, which are missing in the WDCT. Rasekh and Alijanian (2012) claim that the WDCT is not preferable to be used to elicit learners' oral production in the speech acts. After comparing participants' responses collected from WDCT and role-plays regarding length and content of request acts used, they found that the learners used less alerters, supportive moves, head act strategies, internal modification used in the head acts in the WDCT compared to strategies used in the role-play. Hence, the learners cannot employ more variations in the WDCT since it has no interactive nature of real situations.

The further claim is that the nature of situations in the WDCT is considered as the simplification of the complexity of interactions in real oral communication. This is supported by Nurani (2009) who argues that the situations in the WDCT do
Next, regarding the test's usefulness framework proposed by Bachman and Palmer (1996), reliability and validity aspects are considered essential in validation process. In relation to this, some researchers contend that the WDCT has been proved as a valid test so that the test can be used as an effective assessment of L2 learners' pragmatic competence. According to Hudson, Detmer, and Brown, (1995), the WDCT adequately had high validity after applying some statistical procedures on six different test instruments, namely a self-assessment for the role-play, a self-assessment for the DCT, a role-play, oral DCT, WDCT, and MDCT, for assessing pragmatic competence of English learners. Similarly, Yamashita (1996) quantitatively investigated the validity of six test instruments proposed by Hudson et al. (1995) to test Japanese as Second Language (JSL) learners' pragmatic competence. She indicated the same results as what Hudson et al. (1995) found. Following the research conducted by Hudson et al. (1996) and Yamashita (1996), Ahn (2005) also examined the same instruments by excluding the role-play and the oral DCT to examine pragmatic competence of Korean as Second Language (KSL) learners. The findings showed that the test instruments were also valid and applicable to KSL contexts. Hence, the WDCT, which is one of the test instruments of pragmatic competence, is reasonably valid even though it has been used to assess L2 learners' pragmatic competence of different target language teaching contexts.

Furthermore, the reliability of the WDCT has been affirmed as a measure of L2 learners' pragmatic competence. Jianda (2006) explored some methods to assess Chinese EFL learners' pragmatic competence. He evaluated three different test instruments, which are MDCT, WDCT, and Discourse Self-Assessment Test (DSAT). He quantitatively estimated the Cronbach alpha reliability of the WDCT which showed satisfactory result. Likewise, Roever (2005) also confirmed that the WDCT reasonably had high reliability in his research. Based on his analysis, this test was effective to assess L2 learners' pragmalinguistic knowledge of three speech acts, such as request, apology, and refusal. The results illustrated reasonable consistency in the test. In other words, it can be implied that the internal consistency reliability of the WDCT is highly satisfactory.

Focusing on the practicality of the test, the WDCT can be claimed as a highly effective tool to gather a large number of data quickly. For instance, if the teacher wants to assess L2 learners' pragmatic competence in big classes consisted of more than thirty students, the WDCT can be effectively administered.

This approach can encourage students to understand the material easily, get involve in classroom activity, minimize limited structure concepts and understand English competencies as a set of skills.

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