

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, formulation of research question, research objectives, scope and limitation of the study, significance of the study and definition of key term.

A. Context of the Study

Over the past two years, the researcher found changes of curriculum in elementary school that had an impact on learning English. Most of student in an elementary school do not have enough time to learn English. It can be seen in curriculum 2013 implemented in Indonesia now in which the students have limit time to learn English material. The different case is student can learn English instruction through content subject material. In that program the students get more English input from the subject such as math, science, civic, and social in which all content are using English instruction. Based on the theory founded by researcher, combining language and content is a term called Content Based Instruction (CBI).

CBI has three models including theme-based instruction, sheltered content instruction, and adjunct language instruction. In this study focused on Content Theme Based Instruction (CTBI) that implemented at SDI Miftahul Huda Nganjuk. The theacher planned teaching learning process to teach the theme in foreign language. Both teacher and students used English in learning content subject material. All the themes are structured using English instruction with aims the students can get a comprehensible input of English ability.

Relating with the implementation of CTBI both teachers and students can get some advantages in acquiring new language. Yugandhar (2016: 86) stated that CTBI model has benefits in process of acquiring foreign language and in improving both subject content and communicative capabilities of student. Later, the teacher can design their syllabus that includes broad and various topic which the students would be interested. It is an important thing for teacher to be creative in designing and developing the topic, thus the teacher can help their student to improve their language capabilities based on their interesting topic.

The using of English is as a vehicle in the process of teaching; it is the target language that will be acquired by the students through subject content. Ngan (2011) supported that the student should achieve the target language through content of subject matter that being learned. And also the focuses are on the content rather than around a linguistic or other type of syllabus. Peng (2017:116) stated that all program related with CTBI are focused around the subject content rather than study of grammar or language itself. Knowing that their first language is Indonesian, it will be a new challenge for children to get the information of subject content by Using English. Therefore, it should investigate by learning the teacher how the teacher implement CTBI to improve the students' target language in the classroom.

In Indonesia, mother tongue is used easily in teaching process. The using English as language instruction become new phenomena in this context. Besides, it also useful for students to improve their communication using English. This statement in line with Nurhayati (2016: 207) that learning language is used to

create a meaningful communication among human. One of schools of an elementary school grade applied it in delivering the subject materials, it was implemented at SDI Miftahul Huda Nganjuk which both teacher and students use English in learning mathematics, science, sport, social, except Javanese and Indonesia subject. The pre-research was conducted by interviewing the English teacher to select the unique case in improving English ability in an elementary school. The researcher attended three schools to know the condition in learning English. The result can be known that there is one school implemented CTBI as the program in improving English ability.

It included into content theme based instruction model in which the teacher planned a teaching learning subject in English as foreign language and syllabus is structured around themes or topic with the linguistic items in the syllabus. According to Yugandhar (2016: 87) Theme Based CTBI needed to structure themes or topic on syllabus in order to advance students' language skill. Thus, an English skill should be developed by the teacher and it be the important things to be investigated to know how the teacher developed material, select the material, and how the teacher achieved the target on students' skill such speaking, listening, reading and writing through the subject.

There are some benefits in implementing CTBI for English young learners. According to Tseng (2015:1) CTBI approach can develop both students' content knowledge and language skills. It provides students with opportunities to negotiate meaning and to exercise productive skills. This benefit can give the students provisions especially in English skill to continue their study in junior

high school. The implementation of CTBI is not only to develop language skill but also to develop their academic skill. Yugandhar (2016: 86) support that content-based teaching give opportunity to students to improve academic skills such note-taking, summarizing, and paraphrasing from texts and lectures besides language skills including Listening, Speaking, Reading and Writing.

The other benefits can be seen on students' motivation in learning subject which the materials are using English rather than mother language (Indonesia). This program consciously motivates them to learn the target language through subject contents. Davila and Magda (2011: 117) states that in an EFL context, CTBI is process that can be implemented not only to give motivation to the students but also to achieve a certain fluency level in English at primary school. The potentials are to accelerate students' acquisition of language proficiency, to build cross-cultural knowledge and to make the language learning more enjoyable and fulfilling. Thus, CTBI has targets at promoting students' language proficiency and content knowledge in which it supported with theories from different academic disciplines.

Some views of the effect of CTBI have been analyzed to know the gap in this study. First, Kiziltan and Ersanli (2007) conducted research by discussing the effectiveness of three model of CTBI which one is appropriate for young learners. The three models include themes-based model, sheltered model and adjunct model. The result describes that theme-based CTBI is more effective for young learners who are in the process of first language acquisition.

Rohmah (2016) reported her study about the effect of CTBI for young learner. It also explores the implementation of CTBI on the fifth grade student but it is not supported by appropriate documents. The effect of CTBI for young learner indicate that it can improve students' speaking ability in the term such the students can response the teacher's question, improving class situation in which the atmosphere in the classroom became alive and the student has many chance to practice their English speaking.

Adawiyah (2018) conducted the study regard to the effect of CTBI in speaking for EFL learners. The result describes that students' speaking after treatment were better than before. In a new case, CTBI provides students to acquire new words and give a chance to practice their ability to speak English.

CTBI has been implemented at Islamic Elementary School Miftahul Huda Nganjuk since 2014 with the aims to improve students' English Ability. It is one model of CTBI as the other two models, adjunct and sheltered model, in which CTBI is used to introduce the theme gathered to develop four skills with more importance than content learning objectives. It can be seen that the teacher implement CTBI based on the theme or topic in curriculum or subject material such math, science, sport, social, except Javanese and Indonesia subject then delivered by using English skill. The school uses curriculum 2013 decided by the government with implemented Content Theme Based Instruction to teach the subject. In delivering the material both of teacher and students used English, also in learning subject material.

In this study, the teacher can give the students opportunity to input English skill in elementary school through CTBI. Here, the researcher investigated their preparation, procedures and evaluation in implementing CTBI for teaching English.

B. Research Question

Based on the background of the research, the question of the research can be formulated as follows:

1. How is the teachers' preparation in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk?
2. How are the procedures in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk?
3. How is the teachers' evaluation in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk?

C. Objectives of the Research

The aims of conducting the research are:

1. To describe the teachers' preparation in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk.
2. To describe the procedures in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk.
3. To describe the teachers' evaluation in implementing CTBI to teach English at SDI Miftahul Huda Nganjuk.

D. Scope and Limitation of The Study

The scope and limitation has a function to specify the object of the study. This research concerns with program in improving English ability in an elementary school; it is the implementation of CTBI. The limitation is in the teacher's implementation on CTBI in EFL context especially in an elementary school at SDI Miftahul Huda Nganjuk. Therefore, the participants of this study are English teacher at SDI Miftahul Huda Nganjuk. Moreover, the discussion will focus on the teachers' preparation, teachers' procedures and teachers' evaluation in implementing CTBI for teaching English.

E. Significance of The Study

The significance of this research is addressed not only for the teacher but also will give benefits for all. Firstly, this study will be useful for the reader by giving a description to improve their knowledge about the implementation of CTBI in teaching English at SDI Miftahul Huda Nganjuk. Secondly, hopefully this study can bring some benefit for further researcher who wants conducting same case by considering the available information in this study. Thirdly, the writer hopes this study will give more information for teacher who want to implement CTBI, thus they know how to develop material, the procedure and the evaluation of CTBI in order to create more effective and maximum learning activity.

F. Definition of Key Terms

The key terms of this study are as follows:

1. The teacher preparation in implementing CTBI in teaching English

Preparation in implementing CTBI is teachers' activity before conducting teaching learning in the classroom. The teacher preparation includes preparing subject materials. The teacher need to develop the material personally based on the curriculum 2013 to teach English. The process in preparing material, first, the teacher selected theme to be taught based on the syllabus, second, the teacher selected the language skill that will be applied in teaching process including reading, listening, speaking and writing.

2. Content Theme Based Instruction

Content based instruction is an approach in learning English through subject content in which the teacher delivering the subject by using English with aims to make student be able learning both language and content. Whereas, content theme based instruction is one model of CTBI that has focus in learning the topic of the subject using English instruction.

3. Teachers' procedure in implementing CTBI in teaching English

Procedure is teacher's steps of a plan or any design for learning. Procedure of CTBI is a process of teaching learning in which the teacher can apply the CTBI to teach English. The procedure in implementing

CTBI includes pre-activity, whilst activity and post activity which is the teacher developed four English skills in the activity through the theme.

4. Teachers' evaluation in implementing CTBI in teaching English

Evaluation is a way of technique after teaching learning by implementing CTBI in which the teacher will give interpretation or actual impact. In evaluating the implementation of theme based CTBI, there are cognitive evaluation and evaluating students' target language.