

## **CHAPTER IV**

### **RESEARCH FINDING**

In this section, the researcher display all selected findings data to answer the research question of this study and discussion part to make the finding relevant with theory.

#### **A. Research Finding**

In this part, the researcher collected the data by doing observation, interview and study document. The detail data of observation and interview were stated on the field note of the research in appendices. Besides, the researcher also recorded the teachers' activities were taken during teaching in the classroom and the teachers' opinion when conducted interview. The researcher takes all the data relating with the implementation of Theme-based CTBI in elementary school at SDI Miftahul Huda Nganjuk. It contains the teachers' material development, teachers' procedure and teachers' evaluation in implementing Theme-based CTBI in an elementary school. The description data are as follows:

##### **1. The teachers' preparation in implementing CTBI for teaching English**

Based on the result of interview on June 19<sup>th</sup>, 2020, the researcher found that the preparation before implementing CTBI in the classroom includes preparing lesson plan, teaching media and materials using English instruction.

The teacher said:

*“Hal yang harus dipersiapkan sebelum pembelajaran menggunakan instruksi bahasa Inggris ada lesson plan yang harus dibuat, kemudian media pembelajaran, dan materi yang menggunakan instruksi bahasa Inggris juga harus dipersiapkan personal oleh setiap guru mata pelajaran.”*

*-(teacher 2)*

*“Sebelum pembelajaran ada hal wajib yang harus di persiapkan; media, materi pembelajaran dan lesson plan. Dimulai dari memilih tema dari indicator yang ada di syllabus kemudian mencari referensi yang mendukung materi. Bisa dari buku yang sudah dijadikan patokan bisa juga dari internet. Kemudian menyiapkan real media yang wajib ada.”*

*-(Teacher 4)*

In implementing CTBI, the teacher prepared teaching media, lesson plan and the material using English instruction. Teaching media is an obligation that prepared by teachers. Before teaching in the classroom the teacher prepare real media according to the topic would be discussed. The other preparation is lesson plan, the teacher arranged their lesson plan using English to make the process of teaching learning organized structurally. It concerns with topic that would be discussed, kinds of teaching media, indicators and steps of teaching learning.

Besides, the material is the one important preparation because it would be delivered using English instruction. Based on the interview to the teacher about how the material developed on June 19<sup>th</sup> 2020, the researcher found that the materials are developed personally by teachers. It concern with the teachers' ability in selecting the theme, generating references, developing task or assignment and developing component and language skill.

The teacher stated:

*“Untuk mengembangkan materi, yang pertama saya lakukan adalah memilih tema/ bahan ajar di silabus berdasarkan kurikulum 2013. Dari situ saya kembangkan menjadi tema yang menarik dengan mengembangkan isinya*

*sesuai dengan level, pengalaman, dan pemahaman anak-anak”*

*-(Teacher 1)*

Another teacher said:

*“Yang pertama melihat indikatornya apa. Materinya yang diajarkan apa. Kemudian cari referensi medianya untuk memudah mereka mengingat, misal civic tentang sumpah pemuda, kita cari media yang kira-kira anak-anak bisa nangkep ilmunya jadi kaya bikin kuis atau game. Tapi sebelum itu semua untuk pertemuan pertama menghafal ayat-ayat sumpah pemuda untuk anak kelas 3.”*

*-(Teacher 2)*

The first process in developing materials is selecting the theme, the teacher select it based on the National curriculum. The teacher started by re-considering the students’ grade, students’ experience and students’ understanding. It means that the teacher examines the information of students’ needs before designing the material such as students’ level. For students’ experience concerns with their experience in knowing the material, it is needed by teachers to serve the material. For example, if the topic about plants the teacher presented the material about part of plants that are around them and familiar in their life. It related with students’ knowledge, after knowing their knowledge the teacher continued with arrange the strategy and media in to understand the topic.

After identifying students’ needs, the teacher identified the indicator to know the specific material that will be learned by students using English instruction. After knowing the indicator, the teacher searched various references to develop the material and teaching media.

Teaching media can help the students to keep their memory and comprehends the content subject material. The teacher found it from internet and local book. This statement stated by teacher 1:

*“Dengan mencari sumber-sumber atau referensi yang bervariasi. Karena disini kami membuat bahan ajar secara mandiri jadi kita mencari sumber-sumber di internet dan buku yang disediakan di sekolah sehingga bisa memahami materi dengan baik dan temanya juga up to date.”*

*-(Teacher 1)*

In addition, another teacher said:

*“Sebenarnya materi sudah ada, tinggal kita mengembangkan dari referensi buku yang sudah ada itu apa saja yang kiranya harus diperbaiki dan ditambahi. Materi tersebut kemudian dikembangkan dalam bentuk worksheet. Jadi setelah memilih materi kita cari referensi-referensi yang menarik yang sesuai dengan pengalaman siswa yang akan diajar. Bisa dari internet, newspaper, dan majalah.”*

*-(Teacher 3)*

The material needs development from technology such internet. It utilized by teachers to develop the material and teaching media such as pictures, video and other kinds of material so the material will more interesting and up to date with new phenomena. Besides, the teacher supported it with the local book as guidance in developing the material. Then, learning materials are outlined by teachers in worksheet format that will be distributed in each meeting.

Based on the interview conducted on June 19<sup>th</sup>, 2020, there are some processes and type of tasks can be developed by teachers. The process in developing tasks/assignment includes identifying indicators that will be achieved by students.

The teacher said:

*“Langkah pertama mengidentifikasi indikator pencapaian dulu, kira-kira apa saja yang akan dicapai anak-anak, melihat materi yang sudah diajarkan jadi jangan sampai menyusun tugas yang tidak sesuai dengan materi.”*

*“Untuk tugas ada practice dan mengerjakan soal-soal. Practice contohnya bisa conversation untuk melihat kemampuan dalam bahasa Inggrisnya dan soal -soal essay untuk pemahaman materi dengan menggunakan instruksi bahasa Inggris.”*

*-(Teacher 1)*

In developing task, the teacher started from identifying indicator on syllabus and saw what the material have been learned by students. Types of assignment can be divided into three; practices, written assignment and project based on the material developed. Practices is a task that developed by teacher to know the students ability such as conversation or presenting the result of discussion. Then, the teacher developed written assignment by making some question related with the material to be answered by students.

In addition, teacher said:

*“Untuk tugas ada di worksheet juga dengan menyajikan beberapa pertanyaan terkait dengan materinya. Kemudian bikin game biasanya speaking game pakai flas card, atau completing jadi disiapin kata kata di box nanti anak-anak mengambil kata dna ditempel rame-rame seperti itu. Kalau sudah nanti diberi blank space untuk dihafalkan dengan benar pastinya”*

*-(Teacher 2)*

*Game kan bisa untuk group juga, jadi tujuan saya supaya anak-anak tidak bosan dan stress dalam proses pembelajaran. Kemudian dia tidak belajar hanya dari guru tetapi juga dari teman-temannya.*

*-(Teacher 2)*

Another task can be developed through games related with the content subject material. The teacher prepared the games such as speaking game and written games. It developed by teachers using flash card and completing blank space in sentence. By using game, it can avoid them from bored so they not only studied with the teacher but also with their friends in the classroom. The

purpose of task is to measure students' understanding in learning the material. To develop it, the teacher created an instruction such as making project to train students' creativity.

In implementing CTBI the teacher not only developed the content of subject material but also improved the students' language skill includes English component and English skill. Based on the interview on 21<sup>th</sup> June, 2020 with curriculum teacher, English component can be learned by students in English subject material and in preparation class. The teacher divided English component material into grammar, pronunciation and vocabulary.

The teacher said:

*“Untuk komponen sudah diajarkan dalam mata pelajaran bahasa Inggris. Tapi dalam mata pelajaran selain bahasa Inggris akan dibahas sedikit, seperti jika ada penyusunan kalimat yang salah nanti akan dijelaskan sedikit. Untuk vocabulary biasanya ada sebelum pembelajaran dimulai yaitu di preparation class.”*

*-(Teacher 3)*

In developing English component material, the teacher needed specifically subject to develop it. The teacher designed the material together with English component. It includes pronunciation and writing structure. Through the subject material, the teacher guided students to pronounce some word and made written task to train students' writing structure. Besides, the teacher used preparation class to improve students' vocabulary. The students memorized some word using pictures and things around them.

Moreover the teacher developed the English component by providing an instruction such as spelling, revising the students' writing structure and providing pictures to improve the students' vocabulary mastery.

The teacher said:

*“Grammar ya, Saya mengajarkan grammar directly dalam memahami materi. Jadi ketika mereka berbicara atau menulis struktur bahasa harus benar*

*Untuk pronunciation saya membuat instruksi dengan meminta mereka untuk spell the word atau membaca kalimat dengan benar. Kalau ada yang salah kita diskusikan bersama*

*Untuk meningkatkan vocabulary mereka, saya menyiapkan materi bergambar untuk di cocokan dengan kalimat. Bisa juga dengan mencari kata sulit yang ada di worksheet dengan take not the difficult word kemudian kita diskusikan artinya.”*

*-(Teacher 2)*

Based on the interview above can be conclude that to develop the students' English component the teacher provided kinds of instruction such spelling word when they have mistakes in pronunciation. In understanding writing structure, the teacher revised the students' sentences or directly when they are spoken. While, in developing students' vocabulary mastery, the teacher can develop the material by providing pictures, discuss the difficult word in the text, and take note the new vocabulary.

The next data are about how the teacher develops the language skill. Based on the interview on June 19<sup>th</sup>, 2020 resulted that there are receptive and productive skill developed by the teacher.

The teacher said:

*“Yang pertama memilih materi berdasarkan silabus, kemudian dikembangkan sendiri dengan berbasis bahasa Inggris yang didalamnya juga harus ada instruksi skill bahasa Inggris*

*-Kalau Speaking: pada saat menjawab pertanyaan guru, jadi disini siswa dilatih untuk merespon setiap pertanyaan yang saya berikan dan membaca instruksi yang ada di worksheet.*

*-Skill Writing: pada saat siswa mengerjakan worksheet, mereka harus bisa menulis jawaban dengan bahasa Inggris dengan benar.*

*-Untuk Reading: pada worksheet ada bacaan terkait dengan materi, untuk mengetahui skill reading siswa saya memberi instruksi untuk membaca di depan kelas biasanya kemudian saya berikan pertanyaan terkait dengan bacaan.*

*-Listening: terkadang saya menayangkan video sehingga mereka harus listening, setelah video selesai saya memberikan pertanyaan terkait dengan video."*

*-(Teacher 1)*

From the interview above can be conclude that the teacher have methods to choose an appropriate skill to improve the students' English ability. In applying four English skills the teacher gave an instruction in the worksheet and directly in the process of teaching learning.

In applying English skill, the teacher chose the theme on the syllabus first. Then, the teacher developed it in the worksheet to make the students easier in understanding the material and practiced English skill. In speaking skill, the teacher provided some instruction such the students should respond to the teachers' question and asked them to read the material in front of the class. Second, writing skills are arranged by the teacher by giving instruction to the student to write the answer in English correctly. Third, the teacher provided some narrative questions to improve students' reading skill by instructing them to read in front of the class and gave them a question related the text. Whereas in listening skill the teacher provided a different type of material such video and question related the content of video.

Based on the data gotten from interview on June 19<sup>th</sup>, 2020, the teacher can develop speaking skill by conducting conversation. The teacher conducted conversation practice related with the material to improve students' speaking skill.



The teacher stated:

*“Untuk listeningnya, saya biasanya mencari video yang berkaitan dengan materi. Selain video saya mengajak mereka banyak komunikasi sehingga mereka mendengarkan dan meresponnya.*

*Kalau untuk skill speakingnya mereka menggunakan bahasa Inggris, kalau tugasnya ada namanya conversation mulai kelas 3. Diakhir semester juga ada conversation test.*

*dari tugas conversation ini diharapkan siswa dapat mencoba untuk speaking dan bisa mengaplikasikan kemampuan bahasa Inggrisnya dengan merespon berbagai pertanyaan. Selain itu dari praktik ini, diharapkan siswa dapat lebih berani dan percaya diri untuk speaking.*

*Readingnya, yang lebih spesifik itu kelas 4,5,6 itu sudah ada. Jadi di dalam soalnya sudah ada reading poin dan writing poin.”*

*-(Teacher 3)*

Based on the interview above can be concluded that developing speaking tasks are needed by teachers to train the students' speaking skill and train them to respond question from others. It also can improve their braveness and be confident to speak English.

To improve students writing skill the teacher need to use the strategy related with writing tasks. The result interview with math teacher on June 19<sup>th</sup>, 2020 stated that the teacher can develop the material by choosing the strategy and theme to write.

*Kalau materi sudah ada disini, kita dari guru mengembangkan materi seperti bentuk soal. Untuk mengembangkan skill bahasa Inggris. Kita harus banyak berinteraksi untuk mengembangkan skill speakingnya terus Tanya jawab orally nanti yang bisa jawab dapat coin itu untuk mengembangkan speakingnya.*

*Writingnya, memberi soal secara lisan kemudian ditulis beserta jawabannya diakhir pembelajaran ini kalau matematika jadi pakai dictation. Ini juga bisa untuk mengembangkan skill listeningnya karena harus mendengarkan dengan baik sebelum menulis. Readingnya ada soal bacaan, setiap worksheet ada soal cerita.*

*-(Teacher 4)*

From the statement above, the researcher concluded that the teacher found appropriate strategy to develop the material. In improving writing

ability the teacher used dictation in the end of activity. In this step, the teacher dictated some question related with the material. Then, the students answer those questions based on their understanding. Moreover, this strategy can support students' listening skill because they should listen first before they wrote some sentences. In addition, the teacher tried to have many interactions with the student especially in giving question answer orally to improve the students' speaking ability.

The teacher said:

*“Untuk menekankan skillnya, kita tunjukkan videonya dulu sebelum worksheet kita berikan, videonya misal tentang sejarah sumpah pemuda. Setelah itu kita kasih waktu question and answer untuk pemahaman content dengan menggunakan bahasa Inggris, Kalau civic kebanyakan materinya berbahasa Indonesia ya, kalau untuk mengembangkan listening bisa dari question dan answer tadi untuk memahami contennya. Jadi itu include ke listening dan speaking, inputnya listening outputnya anak-anak harus speaking dengan menjawab question tadi.*

-(Teacher 2)

Moreover, in developing reading and writing skill the teacher stated:

*Kalau untuk reading, kita menyediakan bacaan dulu. Mereka membaca dengan ditunjuk anaknya salah satu maju kedepan, disimak sama-sama. Setelah selesai membaca nanti taking note, taking note kata-kata yang sekiranya salah pronunciation atau gatau artinya. Diakhir membaca kita diskusi text, kalau sudah baru nanti question answer, menjawab pertanyaan di worksheet. Setelah selesai nanti didiskusikan jawabannya. Nah kalau ada soal yang bobot soalnya susah bisa dikerjakan bersama-sama didiskusikan bersama-sama.*

*Sekarang writing ya, kita menyediakan deskripsi text. Input untuk writing saja itu ada. Jadi mereka nanti di guide untuk menulis sesuatu kemudian dievaluasi di tempat, maksudnya anak ada disamping guru untuk membenarkan writingnya dari topic sampai grammarnya.*

-(Teacher 2)

Based on the interview above, the teacher developed the material by searching references to fulfill the students' English skill. In listening and speaking skill, the teacher provided video to be identified by students in order

to understanding the content. From the video the teacher made some question to be answered by students orally so they can try to speak in English. In reading and writing skill, the teacher provided a reading text in the worksheet such as history of “sumpah pemuda” for example. In writing task, the teacher needed one meeting to give the opportunity for students to write something. The teacher guided them how to write correctly based on the theme chose.

The result of documentation is a technique used by the researcher to collect the data from the paper including syllabus and lesson plan. The data that found from documentation method are as follows:

a. Syllabus

From syllabus, the researcher found the preparation and how the teacher developed the theme before delivering the material to the students. The teacher selected the theme based on the curriculum 2013 then developed into syllabus in which the teacher include standard of competence, instructions or description of activity, materials, indicators, assessment and source of the material which the teacher processed it in Indonesia language. From these documents the researcher concludes that in implementing CTBI must prepare some components before delivering content subject material. Besides, to prepare it teachers do not need to put CTBI in the syllabus. The teacher just need to make the component be clearly then implementing CTBI to deliver content subject material.

b. Lesson plan

In developing the material and selecting the skills, the teacher applied it in the lesson plan. In this document, the teacher selected the skill by providing English instruction to convey the material. All four English skills are developed in lesson plan such as speaking, listening, reading and writing instruction. Beside, after analyzing lesson plan the researcher found that developed real media is as obligatory of teacher preparation. The teacher should insert the real media that will use in teaching learning process.

In conclusion, there are several procedure and factors that influence good material using English instruction. First, the teacher designed the material based on the national curriculum generally like other school. It started by identifying students' needs, identifying the indicator, serving references and compiling students' assignment. Second, the teacher developed both English component and skill to improve students' target language. Moreover, the teacher completed requisites in teaching process such as syllabus, lesson plan, and teaching media so that the teacher can implement CTBI successfully and restrainedly.

2. Teachers' procedure in implementing CTBI

Based on the interview on June 19<sup>th</sup>, 2020, the researcher got the data about how the teachers' procedure in implementing CTBI in an elementary school. Before implementing CTBI, the teacher conducted preparation class to make the student prepare what they need before learning the content using English instruction.

The teacher said:

*“Iya, ada, namanya preparation kelas, aktifitasnya greeting, pray, check daily activity nya anak -anak dan membagikan coin untuk keaktifannya nanti. Kalau yang berkaitan den gan bahasa Inggris biasanya learning vocabulary. Jadi nanti didalamnya ada spelling word, guessing the picture, dan matching the picture.”*

*-(Teacher 3)*

*Tujuannya agar siswa tidak banyak aktivitas ketika pelajaran dimulai. Sehingga semua sudah dipersiapkan dan focus dalam pembelajaran menggunakan instruksi bahasa Inggrisnya. Disamping itu dapat melatih sikap disiplin dalam kehidupan sehari-hari sebelum melakukan aktifitas.*

*-(teacher 3)*

The teacher started their activity by praying and then followed with memorizing vocabulary. The aim of preparation class is to avoid them from many activities when learning the subject material. Preparation class also increases the point of focuses, sincerity, and discipline. Besides, it built the students' attitude which they have a positive habitual before doing something in daily life. Relating with their English skill, the teacher prepared it with memorizing vocabulary. Then, the teacher provided activities including spelling word, guessing the picture and matching the picture.

Based on the interview on June 19<sup>th</sup>, 2020, teaching learning process divided into three parts including pre-activity, whilst activity and post activity. In learning material, teacher used real media to deliver the material.

The implementation of this teaching process stated by teacher 1:

*“Berhubung saya guru science misal materinya parts of plant. Media yang saya gunakan adalah real object yaitu tanaman bunga kertas.*

***Kegiatan awal:** seperti pada umumnya ada salam dan presensi, lalu saya melakukan review material pada pertemuan sebelumnya. Lalu ada apersepsi, yang saya lakukan adalah saya membawa bunga dan mengarahkan anak-anak supaya bisa menebak bahwa kita akan belajar tentang parts of plant. Lalu anak-anak diminta menyebutkan parts of plant secara bersama-sama.*

***Kegiatan inti:** saya menjelaskan tentang parts of plant beserta fungsinya. Lalu saya meminta beberapa anak maju untuk menyebutkan*

*nama setiap bagian tanaman dan fungsinya. Lalu saya membagikan worksheet dan meminta mereka mengisi namanya. Setelah itu saya membagi kelompok dan menjelaskan instruksi diskusi. Anak-anak duduk melingkar membentuk kelompok dan saya membagikan tanaman bunga kertas pada setiap kelompok dan meminta mereka mengamatinya dan menjawab worksheet bersama kelompoknya. Ketika sudah selesai, kita membahas worksheet secara bersama. Bagi siswa yang mampu menjawab mendapat reward dari sejak awal pelajaran tadi.*

***Kegiatan penutup:*** review material hari ini, salam dan motivasi.”

*-(Teacher 1)*

In implementing CTBI, the teacher started with pre-activity that concerns with greeting, praying, and brain storming. Then, continuing with apperception to the material by showing real media to the student. The students also learn the material by using visual media such as pictures and flashcard. In whilst-activity, the teacher used several of strategies in teaching English. The teacher divided them into groups to discuss the topic. The teacher asked them to identify the media and then present what they found and what they observed with their partner in groups. Discussion method are needed in learning subject with English instruction which is to make the students think critically and got new information from their partner in group.

Moreover, the teacher also needed co-teacher to help them in conditioning the student in the classroom. It needed to help the student focused in learning subject content material using English instruction.

*“Ya namanya co-teacher, karena penyampaiannya memakai bahasa Inggris jadi harus ada yang mengondisikan siswa juga. Teacher yang menyampaikan materi, co-teacher yang mengondisikan kelas yang dimana murid-murid harus tetap focus dan paham dalam materi yang diajarkan. Co-teacher disini hanya ada di kelas 1-3. Untuk kelas 4-6 gurunya hanya satu.”*

*-(Teacher3)*

It can be explain that, co-teacher have an important actor to coordinate the student for first until third grade class. It has goals to support the students

in learning content and improving students' proficiency in understanding the material using English as target language.

Based on the observation on November 28, 2019, the data can support the data from interview that the procedure in implementing Theme-based CTBI in an elementary school had some stages including pre-activity, whilst activity and post activity. Besides, the teacher conducted a preparation class before implementing CTBI in teaching learning process. The preparation class includes learning vocabulary .The whole data are as follows:

a. Meeting 1 at first grade class

The first observation conducted on November 28, 2019. Here the researcher described about the process of teaching learning in first grade class. From this observation, the researcher will describe the implementation of Theme based CTBI:

The researcher did observation in first grade class that taught by Teacher Tinik. The preparation includes vocabulary learning, when the researcher comes the teaching learning vocabulary was going to in the classroom. The media that used in preparation are paper, the teacher provides many picture then the students guess and write down in the blank. Then, the students collected it to the teacher. The teacher discuss the vocabulary by write down the initial of word, the next alphabets are continued by students orally. This is the process of preparation before teaching learning begins.

The preparation was finished, the teacher give an instruction to student, "keep discipline until science teacher come". Directly they silent and put their hand on the table. If they cannot discipline they will get a red coin.

In teaching learning there are two teacher, science teacher and coordination teacher (co-teacher) whose job is to supervise the student to keep focus. First, the teacher gave a compliment to discipline students. The teacher started with greeting "salam", then, asked them to prepare and let them to drink first, directly the student ask permission,

*Students: "Excuse me teacher, may I drink?"*

*Teacher: Yes.*

Before going to the main activity, the teacher ask student to keep the table clean, there is no anything on the table if there is something she ask them to back it in the bag. Then, the teacher opened the class with greeting,

*Teacher: How are you today?*

*Students: "we are find, be smart, be success, ok..".*

The teachers asked the date and day which is all questions are using English. Today the activities are reviewing check up 2.

*Teacher : "Last meeting we have done check up two, ok, science lesson when check up two, it is easy or difficult?" ok answer together easy or difficult?"*

*Student : "it is easy.."*

*Teacher : "Usually, if you want to study hard the question all lesson are easy, but if you don't want study hard or lazy I think all question are difficult, understand?"*

*Student : "yes teacher.."*



From this conversation, it can be seen that the student listened to the teacher and can respond to the teachers' motivation.

Before reviewing, the teacher played video first, English song entitled "rain rain go away". The video played with monitor as facility in the classroom. They sang together until the video end. Then, the teacher gave a water break and they asked permission together.

The teacher start reviewing, she asked question to their students,  
Teacher: what is the question of number 1?

The teacher asked one of them to read loudly in front of the class. The students responded by raising their hand, directly the teacher chooses one of them. The teacher wrote the name of student in the whiteboard who want read the question in front of the class to get a point. (It train them to be confident)

*Question number 1* "One characteristic of some kind materials has different shape, look at the picture and find the correct shape"

*Teacher, "so number one is about?"*

*One students answer shape*

*Teacher "yes number one is about shape"*

The teacher discussed it with the students and showed the picture of Glass, Then, asked them to guess the shape of glass.

Moreover, the teacher showed a book to the students and asked them to guess the shape of book. One of student answer "rectangle" (Give a real media or picture). The teacher also made sure the answer to other student by asking question "it is true or false?"

After that, the teacher asked one of them to write the word of rectangle and then spell it together.

The teacher continued to the next question with same strategy. In each question changes, the teacher gave a game such as “clap once, brake once (brake the table) to avoid them from bored.

The last is closing. The teacher gave a motivation to the student to keep study hard. Besides, she conveyed the next activity to the students. Then, the student said thanking for the teacher and their friends. In the end, the students counted their active point and take it in form of card and save by their selves.

b. Meeting 2 at fourth grade class

The researcher was conducted observation in fourth grade class that touched by teacher Nurhid with one co-teacher. The researcher comes when teaching learning was going on. The student seemed focus and followed their teacher. Today the student are complete or nobody absent.

The material is magnet, the teacher used a real media such magnet, key of motorcycle, and rubber watch. The teacher explained the material using English about what are things that can be attracted by magnet and cannot be attracted by magnet. The teacher provided paper or worksheet for each student, the paper are material that made by the teacher itself. She showed how the metal can be attracted by magnet in front the class directly.

The teacher bring watches that has different material, it is watches from rubber and watches from metal

Teacher: *Let's try here.* (The teacher put the magnet on rubber watch)

*You can see, if this thing just silent so this is cannot be attracted by magnet. Give me a reason why this rubber watch cannot be attracted by magnet. Who can answer? Rise your hand please!*

The teacher chose one student and let her to touch the rubber watch first

*Student: Because the material is rubber*

*Teacher: True or false?*

*Student: True*

*Teacher: yes. It is true. Next, let's try a metal watch (The teacher put the magnet on the metal watch). Can be attracted or not?*

*Student: why it cannot be attracted teacher?*

*Teacher: This is like metal but cannot be attracted by magnet because the material is combination with plastic. So, it cannot be attracted by magnet. Now, let's try the key of motorcycle. Can be attracted or not?*

*Student: It can be.*

*Teacher: Ok. Give me a reason. Raise your hand please!*

*Student: Because the material is a metal.*

The next material is doll. The teacher gave a picture of doll in the worksheet. She asked the students to circle to the thing that cannot be attracted by magnet

The next point, the teacher asked student read the instruction and repeat after her. "Magnets can attract some materials. Choose the things that are attracted to the magnet by green color". Directly the students take their green color. The teacher also checked them to show their green color.

There are four things; plastic, iron, silk and rubber. The teacher gave them 20 seconds to give color to the picture on the worksheet.

The last process of teaching is closing. The teacher wrote the name of students who can answer the question to get a coin. Then, give a conclusion and motivation of the today's material. The co-teacher helped the student who gets a point to take their coin.

In sum, the procedure in implementing CTBI includes pre-activity, whilst-activity and post-activity. In pre-activity concerns with preparation class such as praying, greeting, preparing students' equipments, and memorizing vocabulary related with the materials. The styles that used by teacher in memorizing vocabulary is visual learning styles in which the teacher asked student to learn the vocabulary by observing the pictures.

In whilst-activity, the teacher used several strategies to teach English by learning the subject material. In speaking and listening activity, the teacher asked students to answer the question orally by using English. oral fluency through presentation, spelling word, and conversation, question hierarchy also applied in this section, the teacher provided easier questions and move towards harder questions to build the students' limited language skills. Easy question includes yes/no and true/false question. In reading activity, the teacher built students' reading comprehension by providing text in the worksheet. The instruction includes finding the meaning of the content, finding the difficult word of the text, then,

discussed it in the class. In writing activity, the teacher dictated the students some word and sentences, writing quiz and written assignment.

While in post-activity, the teacher gave feedback and motivation to the students to make them more motivated for next teaching process. The teacher wrote the name of students who can answer the question to get gold coin.

### 3. The teachers' evaluation in implementing CTBI

The teachers' evaluation data got through interview on June 19<sup>th</sup> 2020. Based on the interview, the researcher found that there are tool and method to evaluate the implementation of CTBI in an elementary school. In evaluation process there are two types conducted by the teacher: formative and summative evaluation. Besides, the teacher also evaluated the students' English skill to assess the progress of students' target language.

The tool to evaluate students' understanding in the subject content material is by using worksheet in order to know the cognitive and affective aspect.

*“Untuk evaluasi saya menggunakan worksheet untuk menilai kognitif, psikomotor saat siswa melakukan percobaan dan afektif, kemudian saya analisis sekalian.*

*-(Teacher 1)*

From the interview above the researcher concluded that the teacher used worksheet and golden coin to evaluate the students' understanding and students' activity. In worksheet, the teacher provided assessment

column including students' kognitif and students' affective. To improve their affective, the teacher gave them reward such as golden coin if they can answer the question and involve in the discussion.

Next, the teacher was emphasized that there are formative and summative evaluation that must be conducted in teaching learning process.

The teacher stated:

*“Kalau evaluasi proses biasanya saya harian. Untuk bahasa inggrisnya saya suruh untuk spelling di awal sebelum pembelajaran. Mingguannya saya kasi kuis, misal minggu ini saya sudah ngajar descriptive materi v2, v1 nanti kuisnya digabung jadi satu ditulis di buku mereka. Nanti kalo betul semua dapat coin golden seperti itu.*

*-(Teacher 2)*

In addition the teacher said:

*“Untuk assessment materinya biasanya melaksanakan check up atau ulangan harian. Jadi kita bikin soal yang benar-benar fresh yang gaboleh sama dengan worksheet tapi content materinya harus sama. Cara pendekatannya pun harus sama, misal membahas worksheet kita pakai satu langkah untuk memahami materinya kemudian dalam check up pakai 2 langkah nah itu gaboleh.*

*-(Teacher 2)*

In evaluation process, the teacher asked them to spell word before learning the content subject material. In a week, the teacher evaluated the students' understanding by giving them quiz and gave them a golden coin who can answer the quiz. Quizzes are given for students to see how far they understand the topic given by the teacher and to see how they are ready for the next topic. Another method to evaluate student was check-up which is the teacher applied it after delivering one or two topics.

In formative evaluation, the teacher carried out CPT test and final test to evaluate the students' understanding in the end of semester.

*“Kalau evaluasi proses pembelajaran ada check up dan middle test. Untuk evaluasi hasil ada final test dan CPT (Central Progression Test) jadi ada tiga materi yang diujikan science, math, dan bahasa Inggris. CPT test ini dilaksanakan untuk menilai kemampuan mata pelajaran utama atau mata pelajaran nasional yang harus dikuasai dengan menggunakan bahasa Inggris dan Bahasa Indonesia.”*

*-(Teacher 3)*

Moreover the teacher said:

*“Untuk evaluasi hasil akhir ada final test dan practice conversation yang dilaksanakan di akhir semester.”*

*-(Teacher 2)*

From the interview above can be concluded that in implementing Theme-Based CTBI the teacher evaluated both content and language. To evaluate the achievement of content, the teacher used CPT and final test to see how the student achieved a national subject by using Indonesian and English. To evaluate the achievement of target language, the teacher was conducted conversation test in the end of semester to know the students' ability especially English conversation because the main mission in implementing CTBI is to train students' courage in English speaking.

In evaluating students' writing skill, the teacher used dictation and checking students' writing on the worksheet in the end of teaching learning process.

*“Dalam penggunaan instruksi bahasa Inggris saya mengevaluasinya pada saat siswa menjawab pertanyaan yang saya ajukan, misal kurang benar dalam speaking langsung saya betulkan. Selain itu melihat worksheet hasil kerja anak-anak, jika masih kurang benar dalam writing saya betulkan di worksheetnya dan pada pembelajaran selanjutnya saya bahas supaya tidak diulangi lagi.”*

*-(Teacher 2)*

In addition the teacher said:

*“Kalau dalam matematika saya mengevaluasi bahasa Inggrisnya dengan dictation di akhir pembelajaran tadi, saya tunggu sampai anak-anak selesai menjawab kemudian saya analysis yang salah dan langsung diskusikan yang salah itu untuk dibenarkan. Jadi, saya meminta jawaban dari anak-anak dulu kira-kira penulisan yang benar seperti apa.”*

*Untuk proses ada penilaian keaktifan siswa jadi mereka akan mendapat gold coin jika bisa menjawab pertanyaan.”*

*-(Teacher 4)*

From worksheet, the researcher can analyze and evaluate some mistakes of students' writing. Besides, dictation can help the teacher to evaluate the process of teaching learning by using English. It can directly assessed by the teacher to get the evaluation so the student can know what should be revised especially in the students' writing evaluation. To evaluate students' speaking, the teacher also evaluated it directly when they are spoken in the class.

Based on the observation on November 28, 2019 at first grade class to know the evaluation in implementing CTBI which in that day, the teacher conducted reviewing check up 2. It is an evaluation conducted by the teacher to check the capability in understanding the material in semester using CTBI approach. In this observation, the teacher reviewed the result of check up process. First, the teacher discussed the question with the students to evaluate their answer. Another evaluation includes checking students' pronunciation and writing. The teacher checked students' pronunciation by asked them to spell some words, and sometimes the teacher asked them to read loudly the instruction in the paper. Moreover, to evaluate students' writing the teacher asked them to re-write the answer that had mistakes in their writing.

In evaluation process, the teacher has some method to evaluate teaching process by implementing CTBI in the classroom. As general, the



teacher used formative and summative evaluation during learning the material such as conducting check-up test, middle test and final test. In applying CTBI, the teacher also should evaluate students' target language through checking their writing ability and speaking ability. In checking students writing ability, the teacher used students' worksheet to be analyzed directly in the end of activity. While, for speaking ability, the teacher conducted conversation test in the end of semester. Then, rechecking students' pronunciation if there are mistakes during they spoke.

Based on the finding from observation, interview and documents above can be concluded that in implementing CTBI there are three parts conducted by teachers; teachers' development in subject material and selecting language skill to be taught, teachers' procedure in implementing CTBI and teachers' evaluation in implementing CTBI. In developing materials, the teacher needs some process such as selecting theme, generating sources, and assignment. To support the implementation of CTBI the teacher also developed the language skill to be taught that includes improving English component and English skill together with delivering the material in the classroom. While, for teachers' procedure in implementing CTBI concerns with pre-activity, whilst activity and post activity. Besides, there are some aspects in applying CTBI in the classroom includes using real media and using English in delivering the material consistently. Moreover, every process in teaching learning needs an evaluation to check obstacles and lacks. The evaluation used by teachers here is formative and summative evaluation, and

also some technique to evaluate students' language improvement such as dictation, written quiz, and conversation test.