

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the researcher tries to discuss the research finding with other relevant related to the implementation of content theme-based instruction in elementary school at SDI Miftahul Huda Nganjuk. Here, the researcher will discuss three matters; firstly about the teachers' preparation in implementing CTBI, the teachers' procedure in implementing CTBI and the teachers' evaluation in implementing CTBI.

#### **A. The teachers' Preparation in implementing CTBI for teaching English**

Based on the result, the implementation of content theme-based instruction needs some preparation such as lesson plan, teaching media and developing the material using English instruction. These preparation obligations that should be prepared by teacher before conducting teaching learning process using English instruction.

In developing the material, the teacher developed the material both content and target language. The content subject material was developed based on the National Curriculum, then exposed by using English. The successfulness in designing the material needs an understanding the aspect of content that delivered by using CTBI approach. It includes selecting the theme, generating resources, then compiling text and task.

In designing the material, first, teachers selected the theme and re-considered the students grade of class, experience and students'

understanding. In generating references, additional sources got from internet, newspaper and other reading sources organized by topics. The purpose is to make the student interested with the material so they have an enthusiasm to understanding the material. The various references are used in this step such from internet so the material has an up to date issue. The next is compiling task, types of tasks can be developed by teachers including answering the question in the worksheet, note-taking, practice, developing students' project and additional games such as speaking game using flash card and completing blank sentences.

The finding above in line with Yughandar (2016: 87) that the materials delivered by using CTBI approaches are structured around themes or topic with the language element in the syllabi. Critically, the teacher should have an understanding in developing content subject material appropriately and consistently with the syllabus. Stoller and Grabes (1997) in Yughandar (2011) stated that aspects that can be successfully adopted in theme based model are the teacher determined themes by taking students' interests and needs, topics arranged in a synchronized manner, language classroom is presented in meaningful texts, relevance, and instructional appropriateness, length, coherence, connection to other materials, accessibility, availability, and cost are important. *Tasks* can develop with valuable study skills, such as note-taking, summarizing, and extracting key information from texts through tasks. They may also develop skills in synthesizing, problem solving, and critical thinking.

Second, the teacher needs to improve the students' language skill through content subject material delivered. Some aspects in improving language skill are English component and English skill. The development of English skill material divided into productive and receptive skill to enhance students' target language. It includes providing texts to develop reading skill, re-checking students' writing to assess writing skill, and responding to teachers' question to improve both speaking and listening skill.

Swain (1985) has also been suggested to be an important aspect of CTBI, students are provided with opportunities to negotiate meaning and to exercise productive skill. Besides, the teacher developed receptive skill such reading and listening are also important for students to acquire information.

It can be said that the teacher development material and selected the language skill are successful. The indicators are the teacher developed the material based on the characteristic of CTBI directed on the theory above.

#### B. The teachers' procedure in implementing Theme-Based CTBI

In implementing CTBI through the class, there are procedures and aspects that influence successfulness in delivering content subject material using English. The procedure divided into three part activities including pre-activities, whilst activities and post activities. 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. The teacher needs suitable strategy to teach speaking. In speaking activity, the students' problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words (Nurhayati, 2015: 198). The teacher corrected the problem directly when the teacher asked students to answer the question orally by using English. Question hierarchy also applied in this section, the teacher provided easier questions and move towards harder questions to build the students' limited language skills.

In reading activity, the teacher gave an opportunity to enhance students' reading ability through texts from internet and other relevant books and 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, retell and summarize the story or text, then, discussed it in the class. It in line with Nurhayati (2014: 178) that Retell and summarize the story can make the students understand what they have read and understood to improve their reading comprehension and inspire their reading class.

In writing activity, the teacher dictated the students some word and sentences, then, the students write it in the paper. 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. All the activity supports students to improve their experience in improving English Ability. Nurhayati (2016: 27) supported that experience with a variety of reading, writing, speaking and listening activities in school can help learners acquire the skill they need to be successful.

Another aspect is the existence of co-teacher. It is needed for first until third grade class which they have various behaviors in the CTBI introduction period. Co-teacher hold an important actor to help the student focused in learning the content. Through the class the teacher needed co-teacher to help them in managing students' activity and behaviors. For instance, if there are students who are sleepy, talks to their friends, and other behaviors that do not show attention to the teacher. In sum, the existence of co-teacher has goals to support students in learning the content and improving the students' proficiency.

The procedure in implementing theme based CTBI above was suitable. It supported by Krashen (1985) in Davila and Magda (2011: 115) that CTBI presented comprehensible input to facilitate students' acquisition of English. The procedure in implementing CTBI concerns some activities and teachers' aspect that should be enhanced. It is not only about how teachers can explain the content but also how they can deliver the content using English as the target language. Based on the observation conducted by the researcher, the teaching learning process was going on well. The indicators are the students

can involve and active in answering the teachers' question. It means that the students can enjoy the process of teaching learning.

#### C. The teachers' evaluation in implementing Theme-Based CTBI

In implementing Theme-based CTBI, an evaluation should be conducted by teachers to know the progress of teaching learning process. Here, the teacher evaluated the implementation of CTBI in two ways; by analyzing worksheet and conducting test. While, the test included by teachers in two parts which it can be formative and summative evaluation. Besides, the teacher also conducted continuous evaluation to the English improvement to know the progress of students' achievement. This finding supported by Tedick et. al., (2001) in Davila and Magda (2011: 118) that the teacher hold the responsibility in developing continuous assessment processes so they knows how each individual students is progressing in language knowledge. Thus, the teacher can establish how to improve the students' improvement both cognitive and target language.

In evaluating students' cognitive, the teacher have formative and summative evaluation. In formative evaluation, the teacher evaluated students' process by general test such as middle test and check-up test. These process conducted by teachers to know the students' achievement in understanding the content subject material so they can know the obstacles then devising solutions to be implemented in the next unit of subject material. Baht (2019: 778) stated that formative assessment in used to identify the behaviors and

removes these difficulties. Besides, the teacher also conducted summative evaluation through final test in the end of semester in which to know the last students' result in understanding materials. Baht (2019: 779) supported that summative assessment have a purpose to certify fail or pass of the product which it evaluate students' learning, knowledge, proficiency, or success of instructional period. In this program, CPT (Central Progression Test) was conducted by teachers in the end of semester to know the students' product in learning content subject material using English instruction including Science, Math and English.

While, in evaluating students' target language the teacher used some approaches to check the students' language improvement. Crandall (1999) in Yugandhar (2016: 89) support that in implementing CTBI the teacher could make assessment of students' learning through paper and pencil test, oral responses to questions, demonstrations of understanding and students project. Thus, the evaluation of CTBI can be written and oral test. For oral test, the teacher presented 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.

Moreover, the strategy to check students' writing also needed by teachers in CTBI program. Sometimes, the teacher used dictation which it can help them to evaluate the process of teaching learning using English in the end of activities. 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. In a week, the teacher evaluated the students' understanding by giving them written quiz.