

CHAPTER VI

CONCLUSION

The researcher concerns several points that from findings and discussion about The Implementation of Content Theme-Based Instruction in an Elementary School at SDI Miftahul Huda Nganjuk can be concluded as follows:

A. Conclusion

Based on the result of the research, the researcher draws the conclusions that have been described as follows:

1. The teachers' preparation in implementing CTBI in teaching English

The preparations before implementing CTBI are the teacher should prepare lesson plan and the material. The teacher developed the material regularly based on the curriculum national. Aspects in developing the material include selecting the theme, generating sources, compiling text and task in form of worksheet. Besides, the teacher also developed the language skill in delivering the materials. In this process, the teacher needs to develop both English component and English skill that should be included in the content.

2. Teachers' Procedure in Implementing Theme-Based CTBI

The procedure in implementing theme-based CTBI divided into three parts; pre-activity, whilst activity and post activity. In pre-activity, the teacher

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 used 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 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, gave written assignment and written quiz. 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. Teachers' Evaluation in Implementing Theme-Based CTBI

In evaluating the implementation of theme based CTBI, there are cognitive evaluation and evaluating students' target language. In cognitive evaluation, the teacher used formative and summative evaluation. While, to check students' language improvement the teacher use CPT test, conversation test and sometimes the teacher used quiz and games to evaluate the students' target language

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for reader related to the English teaching. The researcher hopes, it can at least become guidance in implementing Theme-Based CTBI especially in elementary school. The suggestions are as follows:

1. For the teacher

Teacher is an important actor. The teacher is expected to know the suitable approach in improving English. From the finding and discussion above, hopefully it will be helpful in implementing CTBI in elementary school especially for EFL classroom. Besides, the teacher has to be consistent in speaking English, creative in designing the material and has to be patient so that the teacher can implement the CTBI successfully.

2. For the reader

The researcher believes that this thesis is far for being perfect, therefore the researcher will accept good and constructive suggestion to make this thesis perfect. The researcher also hopes that this thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.

3. Contribution to English Language Teaching

Content theme-based instruction is interesting way as the theme to improve students' English ability in the classroom. The students are given opportunity to practice their English through the subject content material. The

teacher planned the theme that has enabled students to use language more meaningful. The teacher trained them to speak English, reading the text to find the meaning of the content and gave them opportunity to discuss and train to present what the learner get. By showing this result, the researcher hopes that the English teacher can get useful strategy to learn English as well as practice their English ability through the content subject material.