

CHAPTER IV

DATA PRESENTATION AND FINDINGS

This chapter presents about the data presentation and the findings of research related to the formulation of research problems. The first section of this chapter presents the data presentation related to the implementation of CLIL. The second section presents the findings of research related to the formulated of research problems.

A. Data Presentation

In the data presentation, the researcher presented the data were gathered from interview, observation and documentation as the evidence. The researcher investigated the implemented of CLIL in teaching practice including how teacher plan the content and language, how teacher implement the content and language, then how the teacher's assess the student ability both of content and language. The subject of this research was the Science teacher of MI Al Azhaar Bandung who was selected by some reason as she has long experience in teaching science and teaching science through English. Besides, she has joined training for teacher and headmaster as the coordinator of BCP annually as the main informant and three students of BCP class.

In this point, the researcher explained the steps in implementation of CLIL at fourth grade BCP in teaching Science included how the Science teacher plan, implement and assessment in "Electricity and magnetism" theme. In order to know how the steps in the implementation of CLIL in "Electricity

and magnetism” teaching practice conducted by the Science teacher, firstly, the researcher conducted in deep interview. Second, the researcher joined in the classroom as observer to observe the implementation CLIL at fourth grade BCP. The last, made documentation as the evidence of the implementation of CLIL in “Safety and Electricity” theme that had been conducted by the Science teacher.

The following data were presented the how the implementation of CLIL at fourth grade BCP in the Science subject:

The Implementation of CLIL at fourth grade BCP for Science Subject

Table 4.1 the implementation of CLIL

The Implement -ation CLIL at fourth grade BCP in teaching Science	Description		
	Plan	Content /Science	<ul style="list-style-type: none"> The Science teacher plan how to prepare the content/science including: choose the topic, learning goal, selected the appropriate theme, materials, prepare the activities during teaching and learning process, assessment.
		Language	<ul style="list-style-type: none"> Planning the language not include planning the language goal. The

			<p>language in the science subject use as media of communication and interaction. Besides, the science teacher prepare the vocabulary related to the theme about safety and electricity for the students.</p>
	Implement	Content /Science	<ul style="list-style-type: none"> • Used mother tongue to discuss in pair or group was science teacher practice to invite the students understanding about “Safety and Electricity”. The science teacher give occasion to the students to discuss by using Bahasa Indonesia. • Real life object was applied by the science teacher to support the teaching practice. Give real life object make the student more easy to comprehend the materials than just explain orally. • Body language was a strategy in which a science teacher practice to give real example about “Safety and Electricity”.

		Language	<ul style="list-style-type: none"> • Speech slowly and often repeat the sentence was a strategy that used by the science teacher to explain the materials in teaching and learning process. it cause the language that the science teacher used is English. So the students need more time to comprehend the materials from the teacher. • Using English and L1 to explain the theory were applied by the science teacher in the class. the science teacher explain the materials by using English then translate it into Bahasa Indonesia • Giving clear instruction to answer the question was the strategy that use to give clear instruction when the students do the task.
	Assessment	Content /Science	<ul style="list-style-type: none"> • Assessing the content/Science include: students worksheet for each meeting, Assessment holistic

			held for each month and the materials from some topics. CPT or Centre Progress Test, it held for each semester and IPT held for each year.
		Language	<ul style="list-style-type: none"> Using ongoing assessment to assess the student language competence. especially for skills like reading, writing, speaking. Beside vocabulary was included.

B. Findings

In findings the researcher reports the implementation of CLIL in teaching Science at fourth grade Bilingual Class Program (BCP). It showed some information got from the implementation of CLIL at fourth grade BCP of MI Al Azhaar Bandung conducted by the Science teacher. It covered the plan, implementation and assessment the student ability. In this case, the Science teacher taught Physic (Electricity and Magnetism theme) and the topic about "Safety and Electricity". The findings were explained below:

1. Planning CLIL

1.1 Planning the content

According to the data that got from interview with the Science teacher on April 20th 2016, she said that “planning the content made by every teacher in BCP, actually it was designed in the beginning of semester, so all of the teachers were ready before teach in the class by using English.” The Science teacher also said “Generally, the steps in planning the content first choose the topic: Physics (Electricity and Magnetism) and selected the appropriate theme like “Safety and Electricity”. It is the part of the materials in Science from Cambridge Curriculum applied in Bilingual Class program (BCP) in grade 4, then choose the appropriate materials from many sources like International book from TE2DI the title “Science Workbook”, “I Steep” from Singapore and Internet that related to Physics (Electricity and Magnetism) to support. Then selecting appropriate materials from many sources based on the theme”. Beside that, the Science teacher also said “preparing the activities and assessment are very important before teaching”. It was supported by the data from documentation about lesson plan. The lesson plan was appropriate with the Science teacher said there were consist of the selected topic, content learning goal, activities, sources, and assessment.

Based on the explanation above, planning the content conducted by the Science teacher in order to help her in prepare teaching Science

through English. Here, the science teacher conducted the steps to make effective lesson plan. The effective lesson plan can help the Science teacher in teaching and learning process and the Science teacher knew what should teach next by preparing the lesson plan.

1.2 Planning the language

In planning the language, according to the interview from the Science teacher on April 20th 2016 said, “English use only as media of communication in teaching and learning process, and the learning goals focus on the content not in language.” The goal of teaching in the lesson plan stressed only on the content subject “Student can understand to safety and Electricity” as stated in the goal of teaching in lesson plan. Yet, there is no language goal as the science teacher said, “In teaching practice, although English not include in the language goals in lesson plan, the new vocabulary stress related to the theme and students’ pronunciation.” It supported by teacher’s preparation the key vocabulary related to “Safety and Electricity” for the students then give the list of new vocabulary to the students before teaching practice.

Based on the explanation, the teacher not plan the languages goals, it cause that in the teaching Science through English at fourth grade BCP of MI Al Azhaar Bandung the position of English language only

as the medium of communication not include in learning goal of content.

2. The implementation of CLIL

2.1 The Implementation of Content

2.1.1 The students could used mother tongue to discuss in pair or group

According to the interview with the Science teacher on April 20th 2016 she said “In teaching science through English I give opportunity to the students to use their mother tongue when discuss the task with their friend both in pair or group because English was not their mother tongue”. It was supported by the researcher’s observation as observer in the teaching practice about the implementation of CLIL on April 20th 2016. The topic today about Physics (Electricity and Magnetism) and the students discuss the task about giving tips about correct or in correct use of electricity in pair using their mother tongue then present the result of the discussion orally by reading aloud and using English.

2.1.2 The Science teacher used real life object

According to the interview with the Science teacher said, “to support the material I not only explain the theory I try to

give example how to use electricity in safety. I used real life object like outlet of electricity in the class. It causes that the students easy to feel board when they just give explanation. Actually the Science book was supported by the picture that related to the electricity, but giving example by using real object is more understandable”. The similar thing looked on the observation on April 20th 2016, in the beginning of the class, the Science teacher give explanation orally then using real life objects like the outlet of electricity that was on the class. The teacher gives direction how to plug in the cable to the outlet of electricity with safety and said “use electricity in safety and make sure that students cannot plug many cable in one outlet, it can be dangerous and make fires students”.

2.1.3 The Science teacher used body language

According to the observation on April 20th 2016, the science teacher used body language when she explains the materials. The science teacher not only reads and explains about safety and electricity to the students but also she use body language, gesture and facial expression to give the real example for people who got electricity shock. The science teacher pretend act out or practice to plug in her finger on the outlet electricity and the body was shake like got electricity

shock. It was supported by the Student A said “Ustadzah give explanation and example about the material like showing the students who got electricity shock then remain their students to use slipper when we want to use electricity in everyday.

Related to the finding about the implementation of CLIL in teaching practice, the Science teacher uses many different techniques to help the students understanding the lesson. Not only explain orally but also allowed discussion and observation to the real object in the class that can support teaching practice using English as medium of communication.

2.2 The implementation of Language

2.2.1 The Science teacher speak slowly

According to the researcher interview with the Science teacher in the first interview on April 16th 2016 said, “to explain the lesson for student by using English I always speech slowly and often repeat the sentence”. The researcher interview again on April 20th 2016 about the implementation of language in teaching Science about “Safety and Electricity” for the next meeting. The Science teacher said, “Firstly, before explain the lesson I give review about the materials last meeting then continue to the new material. Second, I read the sentence slowly, then ask to the student to repeat after me, and then read together until the text finish”. It supported by doing observation

on April 20th 2016, the teacher give review and continues the new materials. The teacher continues the materials and asks to the student to open their Science book about “Safety and Electricity”. The next, the Science teacher ask to the students to listen carefully about what teacher read, then the teacher read aloud the sentence and ask to all of the students to repeat her. It was followed until the text finish. The Science teacher give example how to pronunciation in correct. Look at the example below: the example based on the observation transcript of “Safety and Electricity”.

Science Teacher :” electricity can be dangerous”

Students :” electricity can be dangers”

Science Teacher :” dangerous”

Students :” dangerous”

The students followed the teacher said and repeat until the pronunciation correct. Because of the number of the student only 18 in fourth grade BCP so the students pronunciation was clearly when they repeat the sentence. Based on the interview with the students perception about the implementation of CLIL or teaching Science through English as the medium of communication student A said “in teaching Science Ustadzah E always read the text first as the example and ask the students to repeat after her with correct pronunciation like the example from the teacher”.

2.2.2 The Science teacher used English and Bahasa Indonesia

According to the observation in teaching Science about “Safety and Electricity”, the Science teacher not full uses English to explain the lesson. Science teacher used both English and Bahasa Indonesia. Beside, she always explains slowly and often repeats the sentences. First, the Science teacher used English to explain the lesson then translate to Bahasa Indonesia. Example from the observation as follow:

Science Teacher :” Electricity can cause fires and injuries, even death” in *Bahasa Indonesia* “ *Nah....listrik bisa juga menyebabkan api, apabila terkena badan bisa injuries atau luka – luka, dan parahnya bisa menyebabkan kematian students.*” the teacher was translate in Bahasa Indonesia to make the student easier to understand what the meaning and the purpose of sentence. It was related to the students perception, according to student B, he said “ when Ustadzah E give explanation always using English but after Ustadzah explain by using English then she translate what the meaning”. Added by student C she said “when Ustadzah explain she often repeat the sentences then explains slowly by using English and Bahasa Indonesia.

2.2.3 The Science teacher gave clear instruction to answer the task

In addition, according to the observation in teaching science, the science teacher always give explanation about the instruction how to

answer the task. Supported by teacher said “some students feel lazy to read the instruction, I know that English is not their mother tongue, so I help them to give clear explanation about the instruction of the task”.

For the example:

Science Teacher: “Now we discuss about the question students ya... in the page 85 *ada beberapa* pictures *kalian disuruh untuk apa?* Look at the picture first...

Students : looking picture Us.. *dan memberi tips*

Science Teacher: “yes, melihat gambarnya dulu kemudian disuruh ngasih tips advice ya.. what your advice, *sarannya agar tidak sampai menyebabkan seseorang terluka, atau bahkan meninggal or kill*”

3. Assessment in CLIL

3.1 Findings on Assessment the content

According to the interview with the Science teacher on April 20th 2016 said “in BCP at fourth grade kinds of assessment are three, they are assessment for knowledge, attitudes and performance. Especially for content Science only use assessment for knowledge. The kinds of assessment of knowledge include students test like Worksheet, Assessment Holistic or AH, CPT and IPT.”

a. Worksheet

Worksheet here means as daily test for the Science subject.

It conducted in each meeting. Worksheets sometimes do by the

student in individual but also pair and groups depend on the teachers. After the teacher gives explanation, clear direction to answer the task about the materials “Safety and Electricity” then ask to the students to finish their worksheet, next gathered their workbook to the table of the science teacher. The score from worksheet include in the daily test and can help the student final score.

b. Assessment Holistic or AH

The assessment holistic held by the Science teacher to evaluate the student’s ability. Assessment holistic held one time in a month. The test covered 3 until 4 topics in each assessment. The question of Assessment Holistic designed by the Science teacher and got agreement from the Headmaster. The question supported by some pictures and it make the student easy to do the test. The questions always use English and the answer too. As stated by the Science teacher “ the question in Assessment Holistic always used explain the..., and how to... not use mention it or what,. Here the teacher invites the students to finish their problem. Beside that the teacher also said “if the students write incorrect answer when did the test in the Assessment Holistic we will give the correct answer for example *Birds* and the student just write *Brids* “ , then *dessert* the correct word is *desert*. “

c. Centre Progress Test or CPT

CPT is a test like final exam in the end of each semester. The CPT test held twice in a year. Before the students follow the test, the students give the list of the topic that being tested to the student. So, they have prepare what should they learn in CPT test. In CPT the teacher did not designing the test but actually this test from Teacher Training Education Development Institute (T2EDI) Malang. Teacher Training Education Development Institute (T2EDI) is one of the international education programs from Malang and Using Cambridge Curriculum to support the international education. The science teacher just prints out the paper test based on the number of the students.

d. International Progression Test or IPT

IPT test held in the end of the semester 2. It is like final examination for the student BCP. The difference between CPT and IPT are the time held the test and the materials. The materials in IPT include all of the materials of the program during the class. The student do the examination in 2 hour in each subject. Both of the student and teacher did not know what the test about, because they did not give a list of topic that will held in the exam. So the students must prepare all of the materials.

The science teacher also uses portfolio assessment to know the students progress. The teacher asks to the student to keep their

worksheet, students' review materials, Assessment Holistic from the first task until the end of semester. All of the task and test starting from worksheet, Assessment Holistic, CPT and IPT included the assessment of content. It is because the test to assess their content knowledge. Beside, the entire task also assesses their ability in writing and vocabulary. The science teacher knows from the result of the student's task and test. Hence, the science teacher could know how far the students understand the materials.

3.2 Assessment the language

Assessment the language that used by the science teacher based on the interview said "in assessing the language we use formative assessment or ongoing assessment. I can assess the student's language when teaching and learning process, like in Science class, I ask to the some selected student to read aloud the sentence from the "Main Electricity" text. Here, I assessed the students reading and speaking because it was related". Supported from the researcher observation teaching and learning process the teacher selects some students to read aloud the sentence. They look ready because based on the interview with student A she said "in the night I studied and prepare some key vocabulary that prepared from Science teacher in weekly schedule, and I know if the teacher ask me to read it means that it will to assess my reading or speaking."

Beside assess the student speaking, pronunciation and reading the teacher assesses the student writing and vocabulary. According to the Science teacher said that the result of student worksheet could assess the ability of the student writing and vocabulary. Here, just listening that not includes assessing, different with mathematic test including listening. As stated by the science teacher said, “Only reading, writing, speaking, pronunciation and vocabulary are being assessed in BCP class”. The students’ language assessment belongs to the student performance assessment. In the students’ performance the science teacher, assess about the student performance in doing the task like reading aloud etc.