

## **CHAPTER V**

### **DISCUSSION**

In this chapter covers the discussion about the research. The researcher discusses the analysis of how actually CLIL is implementing at fourth grade BCP of MI Al Azhaar Bandung Tulungagung in teaching Science. The discussion is about how teacher plan the content and language, the implementation of content and language, and how teacher assess the student ability both of content and of language.

#### **A. Planning the content**

Generally, planning the content needed to prepare before teaching practice. According to the result of Science teacher interview, planning the content made in the beginning of each semester and included many steps like choose the topic for example Physics (Electricity and Magnetism). The topic selected then appropriate theme related to the topic about “Safety and Electricity” chosen. Preparing materials from many sources needed to choose the appropriate theme. Designing the activities and assessment should be well prepared. It also was evidenced on the lesson plan; in the lesson plan, the topic, the goal of content, activities, assessment sources were mention clearly. Beside, the activities of teaching practice mention clearly starting from pre-activities, main activities and closing the activities. It suitable with theory of Designing Effective CLIL Lesson Planning (Savic, 2012:35), “Step planning a CLIL lesson including choosing the content area (Science, Math, Geography, Language Art etc),

choosing the topics or theme that should be motivating, interesting, relevant to the learner and teacher, make a list of activities, prepare the sources and assessment”

#### B. Planning the language

Planning the language in CLIL lesson covers planning the language goal that related to the content. Based on the interview with the Science teacher 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 that is “Student can understand to safety and Electricity” and there is no language goal. Based on the theory Designing Effective Lesson Plan (Savic, 2012:39) the teacher should think about content area skills and concept that can interrelate the most effective with the learning goals and language competence. It means that to design the effective lesson plan in CLIL content and foreign language must be integrate, but the fact the Science teacher just planning the content goal without stating the language goal.

#### C. Implementing the content

The implementation of CLIL in teaching and learning process different with other educational approach, there are some technique that use by the teacher, they are:

1. The students could use mother tongue to discuss in pair or group

In the Science class, English was used as a tool communication both of students and of teacher. Although English as the main communication but when the student discusses the task in group they can use their mother tongue. It can help them to understand the task in discussion based on the result of interview. It was also the evidence in the observation that almost the student uses their mother tongue when discuss the task in group. Related to Guideline for CLIL Implementation in Primary and Pre-Primary Education (Masler *et.al.*, 2011:85) “Allowing student to discuss or work on content concepts in mother tongue is normal to see the student at beginning level use their mother tongue when in group. They use L1 because of the English weak. Moreover, the benefit using L1 during the group work provide an important support for the academic learning of those student who are weaker in the foreign language.

2. The Science teacher used real object

As the science teacher said that to support the students understand the lesson in teaching Science through English the Science teacher used real object. The student will interest to the topic if the teacher provide the real object then only gave explanation. It also was evidence on observation, the science teacher used real life object like the outlet of the electricity and the teacher gave example how to use electricity in safety. All of the students pay attention when the teacher

models it, so they knew how to use electricity in safety. It used to add the student comprehension the materials. Related to Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al* 2011:82) using real life object involved in the visualization techniques. Using visualization techniques commonly used in the implementation CLIL in teaching practice. Visualization techniques making content clear and meaningful by allowing the students to connect the language by using picture, real life object.

#### D. Implementation of language

##### 1. The Science teacher speak slowly

Speak slowly and repeat the same sentences were used when the teacher read the text and explains the materials to the students, based on the result of interview. It also was evidence from the observation, the teacher speak slowly to explain the lesson about safety and electricity. The science teacher simplifies the language in order to help the students understand what the teacher said. It is suitable with the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:69). “the CLIL teacher may at times oversimplify the language input, use very short sentence only, or repeat the sentence. In CLIL lesson, speech slowly include in the using language appropriate to the students proficiency level teaching techniques.

According to the observation, in the beginning of the class teacher modelling of correct language was applied. The teacher gave modelling of correct pronunciation when they read the sentence in the “Safety and Electricity” text, and asked to their student to repeat after her. This strategy applied by the science teacher to make the students practice the correct pronunciation. It was suitable with the teacher strategy in modelling the correct pronunciation According to the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:871-72) “teacher modelling of correct language can also include modelling of correct pronunciation, paraphrase, rephrase, restate or expand a child’s respond correctly in order to model correct foreign language use.”

## 2. The Science teacher used English and Bahasa Indonesia

As stated by the Science teacher to explain the lesson in BCP using English and Bahasa Indonesia. The Science teacher not full uses English to explain the lesson. Science teacher used both English and Bahasa Indonesia. It supported by the researcher observation in teaching science that the science teacher explains the lesson about “Safety and electricity” using English then translate the key word or sentence in Bahasa Indonesia. Beside, supported by the student B and C, they said that the Science teacher always give explanation in English but after Ustadzah explain by using English then she translate what the meaning. It was appropriate with the theory of Guideline for

CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:73) “CLIL teacher used foreign language at all time. However, sometimes it is necessary for teachers to use their mother tongue too. The teacher might translate the key word or sentence in order to ensure understanding and must be carefully to translate L2 into L1. This strategy called Scaffolding through careful mother tongue.”

3. The Science teacher gave clear instruction to answer the exercise

According to the observation, giving clear instruction to answer the exercise can help the student to know what they should do to answer the exercise. The science teacher give clear instruction to anticipate the misunderstanding the instruction. Supported by the interview with science teacher said some students feel lazy to read the instruction, I know that English is not their mother tongue, so I give clear explanation about the instruction of the task. It closely relevant with the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:87). ”Using clear instructions as well as predictability in instructional routines such as in lesson opening, or closings, in assignment or homework. It can make the student easily anticipate meaning when they don’t understand the language.”

#### E. Assessment the content

Assessments the content include assess the knowledge, attitudes and performance. As the Science teacher said that assessment the content (Science) in BCP class in the form of test, it same with other class. The kinds of test divided in four items, they are worksheet, holistic assessment, CPT and IPT. The entire test assesses regularly and not held in one time in the end of the semester. These test regularly tested in each meeting for worksheet, each month for assessment holistic, in the end semester for CPT and one time in a year for IPT. It meets to the criteria with the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:131). “Continuous and systematic assessment through varied forms of formal and informal assessment is beneficial both for students and teacher. Regularly assessing students’ understanding providers’ teacher. Teachers can use feedback from their students’ outcomes.”

According to the observation and review the documentation, all of the questions from worksheet, assessment holistic, CPT and IPT always use English and the students answer too. It meet to the criteria of the integrating content and language for the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:121). “A good assessment practice should reflect teaching practice with regard to what and how something was taught. In the case of CLIL it follows that content that was taught in the L2 need to be assessed in the L2

as well. Careful assessment tasks should be devised so as to help learners show exactly what they have learn while make it possible for them to use the L2.” The science teacher explain the theory by using English and the test used English too.

The science teacher held worksheet; assessment holistic, CPT, IPT and used portfolio assessment in assessing the content. The student’s worksheet and other test always gathered and assess over time. The student’s worksheet did individually, pair work or in-group. Certainly, for assessment holistic, CPT and IPT did by the students individually. In this case, the science teacher used test to assess the student ability, understanding the lesson. Beside the form of test, assessing the content include working format (individual, pair work and group). Although the kinds of assessment tool just task and test but they have variety of test and the form are different. It suitable with the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:131-132). “Having the students performs a test or using the same test type repeatedly provides only limited information. Alternative assessment techniques can balance the norm and criterion-reference test teacher are usually require to give. These alternative techniques include performance based tasks, portfolios, journals, and projects, as well as self and peer-assessment.” Here, in BCP class there were evaluation instructions and despite the form of evaluation instruction were written.



#### F. Assessment the language

Ongoing assessment was used in assessing the language ability, every meeting in science class the selected student was assess their language ability, based on the interview with the Science teacher. Supported by the observation in teaching science about “Main Electricity”, the teacher asks the selected students to read aloud the sentence and assess their reading, pronunciation and speaking. Beside that when the student presented the result of discussion in-group, their performance was assessed. Added by the student interview she said that, if the science teacher asks me, I know if the teacher asks me to read it means that it will to assess my speaking or reading. According to the theory of Guideline for CLIL Implementation in Primary and Pre-Primary Education (Massler *et.al.*, 2011:118-128). “Language assessments take place in all of aspect of CLIL in teaching practice”. Massler (2011:128) Assessing the language in CLIL use formative assessment. The kind of formative assessment that can use to measure the student ability is using portfolio assessment. A very good assessment practice is the use of portfolios. Portfolios are a systematic “compilation of an individual child’s work showing their language abilities, effort, and language development over time.” It related to the assessment that did by the science teacher to assess the language ability. The teacher has to assess the language development over time or called ongoing assessment.