

CHAPTER IV

RESEARCH FINDING

In this chapter, the writer would like to present the data which have been collected during the research. It deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings.

A. Data Finding

In this section, the writer will present the data which is gotten from the observation of teaching English process in the class and interview of the English teacher of fifth grade students of SD Zumrotus Salamah Tawang Sari.

1. The methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum

The data about teaching method that used by English teacher in teaching English is taken from conducting observation during English teaching learning process in the class and interview with Mr. Budoyo, S. Pd as the English teacher of grade 5 students. Method here means the way that is used by the teachers to teach English to the students. It is a tactic which is designed to help the teachers to transfer their knowledge to the students. In teaching English the teacher follow the intruction from Cambridge Curriculum`s book. According to English teacher in learning

English students should master English skills. Based on the writer interview with English teacher, the teacher said:

The methods just adapt from the book, I also make a systematic skill that should learn, the first is listening, then speaking, reading, and the last is writing. Because here English becomes the second language and why it must be like that? (see Appendix 2: utterances in Line 12)

The data above show that the first skill that should be mastered by students is Listening, second is speaking, third is reading, and the last is listening. With the systematic list like that, it will make easy for teacher to determine the objectives of the study. The teacher made the list like that because the students must listen first, and the teacher put writing in the last list because he assumed that writing was the most difficult skill. Because writing is the students evidence of the skill. In written text it will be easy to know the students mistake.

Beside that based on the writer data, the writer conclude that the teacher also used some methods, such as Grammar Translation method, Direct method, and Audio-lingual method.

The teacher applied Grammar Translation Method (GTM). The use of Grammar Translation Method was because in Cambridge Curriculum pay attention on the use of Grammar and the sentence structure. So, in teaching English the teacher emphasized on grammar. In this method students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language back to the

students' first language. In the explanation the teacher must explain the use of grammar by giving an example in sentences.

As like the writer observation on February, 13th 2017 the teacher explain about the use of word "Can", after the word "can" should be followed by V₁. Then, on February, 20th 2017 the teacher explain about the difference between the word "hair" in the sentence "My hair is black and the sentence "There are three hairs in my soup". So, this method was important to use because one of the emphasize of Cambridge Curriculum was on the grammar uses.

The second method that used by English teacher was Direct Method. Direct Method is the method that in teaching language should be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language related with the applying of Cambridge Curriculum in SD Zumrotus Salamah, speaking becomes the important part. So, in teaching English teacher always use the target language in explaining the material. Based on the writer interview on February, 13th 2017, the informant said that in the school 85% the teacher and students speak with target language that is English (see appendix 2: utterance in line 14).

Beside when explaining the material, greeting, ask students to do something, remind students if they have mistake, praying, it is done with English. If the students want to say something but they do not know the word in English they should say "what is the meaning of in English?" then the teacher will explain it.

The last method used by the teacher was Audio-lingual method. In audio-lingual method the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. To have good pronunciation, the teacher always try to give students correct spelling and also write a phonetic transcription in the whiteboard, so the students will know how to pronounce each word. Beside that the teacher always give example of how to pronoun each word and ask students to repeat it until the students speak correct pronunciation.

By asking students to communicate with English continually every day in the school, it will make the students accustomed with English, so the students` English ability will be better because the students also accustomed to listen and speak English word. It was also part of teachers` effort to drill students in speaking English

a. Teaching Activity

1. Pre-Teaching

As preparation of the English teaching-learning process, the teacher prepare the guidance book and syllabus of English lesson (See Appendix 6). It will make the teacher easy to know the goal of his lesson, the standard competence, and basic competence that should be mastered by the students after the students has been given the material. So, in Cambridge Curriculum everything has been preped and the teacher just follow the instruction from guidance book.

In the guidance book, there was a prompt and guidance of how to teach English using Cambridge Curriculum because this book directly from

Cambridge University. In this book also has thinking skill questions to develop students thinking skill. So, in teaching process the teacher just follow the guidance from the book.

In selecting the material, the teacher just select the text which is from native speaker and choose the words that is easy for students to memorize, because in this case English is not students mother tongue so the teacher should be careful in choosing the vocabularies.

2. Whilst-teaching

a. Opening

Before starting the lesson, the teacher asked students to pray. The students pray in Arabic then translate it into English. Next, teacher gives greetings to the students using English. Teacher also make the improvement of greeting with asking “what day is today?, what day was yesterday?, what day is tomorrow?” and what date is today?. After that, the teacher checked the students` attendance list one by one, and then asked students to open their book and start the lesson. Before it the teacher also asked students to prepare their dictionary, if there was any student who did not bring dictionary the teacher asked them to borrow dictionary from library. Teacher gives students material from the book. Before explaining the material the teacher relate the material with the students` prior knowledge and students` environment. It was done in order to make

students ready to get the material and can connect the material in their real life. So, the students will be easy to understand the material.

b. Content

In teaching English using Cambridge Curriculum, there are three lessons taught by teacher, first was reading, writing, and usage. Teacher began the lesson by asking the students to read the material in the book first. Then, the teacher will explain the material in the book with English language. in the middle of explanation the teacher give students opportunity to asked a question, but before the teacher answer the students` question the teacher will give opportunity for other students to answer their friend`s question first. If there was new vocabularies in the text that given before, the teacher will wrote the new vocabularies in the white board with correct spelling, then he asked students to read the vocabulary together with correct pronunciation. When, the students did not know the meaning of word the teacher asked students to look the meaning of those words in the dictionary.

If there was a word that adding by suffixes the teacher will explain it by differentiated the original word and that suffixes, then gave example in the sentences, how is the structure if those words used in the sentences. The teacher arrange the students to sit in a group, it will make easy for students to discuss the material with their friends. it is also the teacher

effort to make students active in learning. But the main reason why students sat in a group was for separating them with their pair, so it made students have high concentration during the lesson.

After the teacher explained the material, the teacher gave students opportunity to ask some questions, and then he asked students to do the exercise on the book and discuss the exercise together. While students do the exercise the teacher control the students work. The teacher gave students` opportunity to answer the question in the book whereas its wrong. If the answer is wrong, the teacher will correct it.

c. Closing

Before the teacher closed the lesson, the teacher asked students to answer the question in the book. This question was difference from the question before. This question was about some problems that related to the material. The aim of this question was to improve students` thinking skill. If the students have difficulties in answer the question the teacher gave some clues, explained the meaning of the question, relate the question with the students` environment, and asked students to imagine if they will experience with the problem. When the students can deliver their idea the teacher will give students reward.

3. Post-teaching

In the end of lesson, the teacher informed the material for next meeting so the students could learn the material first. Then, the teacher closed the lesson by greeting.

d. Teaching Reading

In teaching reading the teacher had his own strategy. Based on the writer interview, the teacher said that the weakness of the students is on the reading skill. The teacher strategy in teaching reading first the teacher read the text, and asked the students to pay attention with the teacher pronunciation. The teacher also translated the text in every paragraph, so the students could understand the meaning of the text. If there is a difficult word, the teacher will explain it one by one. Before the teacher continue read the text, the teacher asked students, did they get the idea about the text? The teacher asked it in order to know whether the students understand with content of the text or not. When the teacher finished reading the text, he asked students to read aloud the text in a group after that asked some students to read aloud by his/her self. When the students read with incorrect pronunciation, the teacher will correct it. As like the teacher said:

for reading skill, firstly I will read the text to give the example how to read in correct pronunciation. Then, in the middle of text I will stop read and ask one students to continue reading. It is also check students` pay attention or not. If there is a difficult word I will explain one by one in English (See Appendix 2: utterances in Line 32).

After finished reading the text, the teacher will ask students to do the exercise in the book. The questions in the book will examine whether the students understand the content of the text or not, and also some question will make students deliver their own creative thinking about some problems related with the text.

e. Teaching Writing

Writing skill is the most difficult skill rather than other skill. It is based on the teacher said on the interview “..... and why I put writing as the last skill? Because, writing evidence of our skill. If in the form of written we will know our mistakes and the last because writing is difficult” (see Appendix 2: utterances in Line 12). In teaching writing the teacher make attention on the use of capital letter and full stop, it is like the teacher said that in Cambridge Curriculum very pay attention on capital letter and full stop (see Appendix 2: utterances in Line 20). The teacher always asks students to write a word in the correct spelling. If the students do not know the spelling of word, the teacher will write that word in the whiteboard.

In Cambridge Curriculum the writing skill has been assess complexly. There are seven sub-skills that assessed in Cambridge Curriculum such as content, audience, text structure, sentence structure, punctuation, vocabulary, and spelling (see Appendix 8: rubric assessment on Writing test). It was different with national curriculum which in writing skill, the skills that commonly assed was composing, style, sentence formation, usage, and, mechanics (O`Malley and Pierce, 1996:145). We can see the difference that in Cambridge Curriculum writing rubric assessment

that was discrete between text structures, sentence structure, punctuation, and spelling. But in other rubric assessment text structure and sentence structure include in sentence formation and punctuation and spelling include in usage. Then, in Cambridge Curriculum writing rubric assessment there was adding assessment about audience, how the writer can engage the reader.

In the students` textbook, there were some materials about writing. So, the teacher just followed the material in the book. The students give a picture, with some vocabularies. It made the students easy to get the idea. Then, they will ask to write a story based on the picture with the vocabularies that have prepared before. Beside that, sometime the students will ask to write an ending of story based on the story given before. To write with correct punctuation, the teacher will explain how to use punctuation in the sentences

f. Teaching Usage

In this case speaking and listening skill were included in usage. So, the teacher integrated between learning speaking and listening with the emphasize in vocabulary, grammar, and punctuation. Based on the result of interview on February 11th 2017 with English teacher, he said teaching usage also include teaching vocabulary, grammar, and punctuation. In teaching speaking and listening, everyday teacher familiarized students to listen and speak with English. When teacher explained the material teacher always use students` target language, so that the

students also, if they want to ask a question or they wanted to get permit from teacher, they had to say in the target language.

first teacher should give greeting to the students. Because, since in grade 2 students should be communicate with the teacher using English. So, the teacher should be active to communicate with students with English.it can be start from the command sentences, such as “clean up, please!” but it should also follow with practice so that the students will always remember. Everything should by say in English, like when students want to go out from class. (see Appendix 2: utterances in Line 28)

From the teacher statement above, it is show that teaching grammar and vocabularies, it can be taught in everywhere and every time, not just when teaching learning process in the classroom but also when the students say something in English and when its wrong the teacher will correct it directly. The students will also get new vocabularies from the text that stated in the book. In the class teacher also teach grammar by explain it clearly by giving example and explain it one by one in the white board. Teacher used a simple sentences that relate with the children environment, so the students will more easy to understand the material.

2. The media used by the teacher in teaching English using Cambridge curriculum

Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. The main media used by the teacher is English textbook from Cambridge

University. As like Mr. Yoyok said that in Cambridge's` textbook everything has been prepared include the media. When there were a material about procedural text, Mr Yoyok will ask the students to make the things that stated in the book. Then he will ask the students to describe it. What the color, the materials, etc. So, Mr. Yoyok will use the students` project as the media. He argued that by made the student`s project as the media it is not just make easy to deliver the material but also make the students more creative (see Appendix 2: utterances in Line 34).

Textbook was one of the kinds of visual media. In textbook there were many materials that can help students improve their English skills. There were also many pictures that can make students more interest to learn English. The vocabularies in students` textbook were using British style, because this textbook was deriving from UK.

The second visual media was flash card. In the flash card there were some pictures, the teacher will show those pictures then asked students to mention the name of the picture, and also asked them to describe about the picture such as the color, shape, etc. (see Appendix 2: utterances in Line 34)

The fourth media, teacher will use whiteboard which very important in the classroom. Teacher very needs whiteboard so he can explain the material clearly and for the students they will more easy to understand the material. The teacher also uses whiteboard to show the correct spelling, and phonetic transcription of some vocabularies.

For the teacher, media is very important in teaching learning process, because by using media the students will easy to understand the material and also easy to remember some vocabularies. The students also have good responses with all media which used by teacher. They were very enthusiast when learning English.

3. The instructional material used by the teacher in teaching English using cambridge curriculum

Instructional materials is a generic term used to describe the resources teachers use to deliver instruction. It can be referred to as those things that the classroom teacher uses to impact knowledge to pupils in the classroom in order to achieve his objectives. In teaching English, the teacher only used the material from students` textbook. As like the teacher said “yes, so we get the material from the book. All of materials have been stated in the students` textbook. That book was directly from Cambridge pass through University of Malang” (see Appendix 2: utterances in Line 38)

All of material that used by teacher in teaching English was stated in the students` textbook. That book was published by EPB Pan Pacific Singapore entitled “In Steep”. The school work together with University of Malang to get the book. In this book there are some material related with English skill and sub skill that should be mastered by students that is reading, writing, and listening.

For learning reading skill and usage the students will be given some non-fiction texts that adopt from western culture, beside that the text also about the story from Malaysia, Singapore, and Vietnam. The purpose of using non-fiction text from western culture was to teach students about the western culture, so they will know and can explain about the cross culture of another country. Then material for writing skill, there were some materials such as write a story based on the picture, write an ending of story, etc.

In delivering the material, the teacher choose the material that needed by the students. When students were getting bored the teacher will choose the simple material from textbook, sometimes the teacher also invite students to study out of classroom to convey the material. But, when the students study out from classroom they must speak with English whether they will talk with teacher or other friends. The teacher belief that by study out from class it will make feel fresh so they will more easy to absorb the material.

Not only used material from textbook, the teacher also made a material or test specification when the students will face CPT examination. The test specification has the same model with the question in the CPT test. The teacher got the material from internet, and related book. So, it will make the students easy to learn and prepare CPT examination.

4. The evaluation techniques applied in teaching English using Cambridge curriculum

In teaching English using Cambridge Curriculum at Sd Zumrotus Salamah Tawangsari, there are three kinds of evaluation that used. First is Center Progression Test (CPT), second is International Progression Test (IPT), and the last is Cambridge Checkpoint. But the evaluation that used in fifth grade is just CPT and IPT, because Cambridge Check Point was for students in grade six. It is based on the writer interview with English teacher of fifth grade.

so, in Cambridge Curriculum there are two kinds of test which are CPT (Center Progression Test) and IPT (International Progression Test). IPT program is not just applied in Indonesia, but also other countries that used Cambridge Curriculum. All of those countries join in IPT test; it is why this test was named International test. The countries like Singapore, Malaysia, etc (Appendix 2: utterances in Line 46)

First is CPT test, this test will be held every 6 month. This test is used to measure the students' progress in learning English. Then, in CPT test there is a report in the form of graphic of students' development. This report will be given to the students' parent. So, the parent will know the progress of their child, so they can control students learning in the home. The question for CPT test derives from University of Malang. This question will be completed with answer sheet, how to score, and also rubric assessment for writing skill.

In CPT test the skill which assessed was Usage, Reading, and Writing. For usage skill the maximal score was 15, reading skill was 20, and writing skill was 30.

For usage and reading skill the maximal score that stated was based on the number of question, and for writing skill it was based on rubric assessment from University of Malang. So, the maximal score can be change in every test depend on how many question in CPT test. There was the formulation how to account the students final score. This formulation was suggested by University of Malang.

$$\text{Score} = \frac{\text{Maximal score} \times 10}{\text{Maximal score}}$$

There was the result of students` CPT test in semester 1 2017

Table 4.1 The result of students` CPT test in semester 1 2017

No	No. Induk	Nama	L/P	R	U	W
1	096	Ahmad Faizud Darooini	L	9	12	21
2	097	Aldo Dian Al Rizqi	L	9	11	18
3	098	Aqba Basytsian	L	6	9	19
4	099	Fikri Mohammad Iqbal	L	8	12	20
5	102	Mohammad Alan Almadi	L	9	12	19
6	103	Muhammad Ardiansyah W	L	8	12	19
7	104	Putri Aulia A	P	8	12	19
8	105	Rizky Agraprana	L	12	14	21
9	106	Rosalyn Widya Putri A	P	9	12	23
10	108	Viora Hyga Arianto	P	9	13	23
11	111	Zhafirah Izzati	P	11	15	23
12	114	Nova Jaya Kusuma	L	9	10	19
13	115	Zidan Kamal Makarim	L	8	12	21

After got those scores, the teacher will input the students` scores and delivered it to the University of Malang. That University will calculate the students` score with

the other students from different school at the same province. So, the teacher and the students will know the students` rank in one province. Then for the students in the end of CPT test the students will give the report of their result in the form of graphic.

For IPT test will be held every one year that is in the end of semester. So, it can be call as summative evaluation. The questions for IPT test is derived from Cambridge University and will be assessed directly by Cambridge University.

For Cambridge Check Point, this is the test which will be held when students in grade six. This test will assess the students ability not only in English lesson but also in science and mathematic. Because the qualification of Cambridge Curriculum also in sience and mathematic. So, before students get National Examination, the students of SD Zumrotus Salamah Tawang Sari will face Cambridge Check Point test in three lesson, that is English, Science, and Mathematic.

Not only CPT test, IPT test, and Cambridge Check Point as a technique to evaluate students learning, but also in every meeting during the lesson the teacher also ask students some questions about the material, sometimes the teacher also gave students homework about the material. When teacher ask question the students should answer the teacher question directly.