

CHAPTER V

DISCUSSION

This chapter is covered with the discussion of the research. The writer would like to interpret the relationship among the patterns, categories, and dimensions found in data analysis. This teaching English consisted of the method, the media, the material and the evaluation technique which used in the teaching process in the classroom. Here was broad explanation about the method, the media, material and the evaluation technique used in teaching English in that school. The researcher would like to explain the positions of findings of the present research to the existing body of knowledge or theories.

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

Based on the data finding about the methods which used to teach English with Cambridge Curriculum, there are three methods that used. Method is the important part in teaching learning process. By applying an appropriate method it can make students easy to understand the material so the goal of study will be achieved.

First was direct method. This method was to teach speaking and listening skills. According to Diller, 1978 direct method receives its name from the fact that meaning is to be conveyed direct in the target language through the use of demonstration and visual aids, with no recourse to the students` native language. In

explaining material the teacher always use student`s native language. It was done in order to habituate students with English language. Use the student`s native language is good in order to teach language. As Tomlinson (2011) stated that since teachers were required to go to great lengths to avoid using the native language, when sometimes a simple, brief explanation in the student`s native language would have been a more efficient route to comprehension.

Not only in explaining material, but also in student`s daily activities in the school, the students at SD Zumrotus Salamah Tawang Sari always use English, when they got conversation with teacher or when they ask some permit. It is very good for students to practice their English in daily conversation, so that they will habituate use English, it is also one of the effort to drill students pronunciation in English. It also will teach students new vocabulary every day, so the teaching learning process not just in the classroom but also out of classroom, the students will habituate to listen English words and speak with English words.

Second method is grammar translation method. The teacher used this method to teach usage (grammar, punctuation, and vocabulary). Swan (2002) argue that grammar as an accumulation of different elements, some more systematic than others, some linked together tightly or loosely, some completely independent and detachable. So, he use of GTM as the method to teach usage was appropriate, because by using this method the students will easy to understand the use of grammar, by using this method the teacher explain the use of grammar one by one in detail, and give appropriate example in the sentences then translate it. Besides that because of

Cambridge Curriculum very pay attention on grammar structure, teaching grammar with appropriate method is very needed.

In the implementation of Cambridge Curriculum, the teacher also emphasize on the students reading and writing. In reading skill the students will gives texts about western culture. Giving students text about western culture is needed in language teaching learning. By giving it the students will know the culture of others countries, so the it will increase students knowledge not only in the language part but also in the cross culture of another countries then, the aim of reading study will be achieved. By giving western texts, it will also increase the students` vocabularies

The third method that used in teaching English is Audio-lingual Method. This method used to teach speaking and listening. The principle of Audio-lingual method is that language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form Jack C. Richard and Theodore (2001). Aura-oral training is needed to provide the foundation for the development of other language skills. So, in teaching English the teacher always use the students` target language. . Based on Jack C. Richard and Theodore (2001) In audio-lingual method the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. By using audio-lingual method to teach speaking especially in pronunciation, the teacher will give example of how to pronounce each words then asked students to repeat after him until the students speak correct pronounce.

a. Teaching Activity

1. Pre-Teaching

Before the teacher do teaching learning process, the teacher prepare the syllabus of English lesson and guidance book. Looking at syllabus was very important because by looking the syllabus the teacher will know the goal of the study, the material which is should be teach, and also the alocation time in every studies.

In Cambridge Curriculum has high level of material. It can be seen from the text in the guidance book which was has high level vocabulries with long text.

2. Whilst-teaching

a. Opening

Before start the lesson the English teacher asked student to pray and give them some greeting in students` target language. It is a good habituate especially in teaching learning language, because by doing some activity with students` target language it will make students common to speak English, it is also an effort to teach new vocabulary everyday. Beside that praying and greeting with target language also teach students about polite behavior values.

Then, before teacher give material to the students, it is also important to relate the new material with students prior knowledge. By

doing that, the students can imagine what will they learn so they will be ready to learn new knowledge. It will also make students easy to understand the material because they know what they will learn.

b. Content

Main activity is the key part of the teaching learning process, because it is the step to delivering or transferring knowledge from teacher to the students. So, in this part it is very important for the teacher to use creative and appropriate methods or techniques in delivering material. When conveying the material, the English teacher used media. The teacher used whiteboard, textbook, flashcard to help him convey the material. It is very good to be done because by using the media, the students will be easy to understand the material. Giving students correct spelling and pronunciation is also important to be done especially in teaching language, because speaking in correct pronunciation and writing in correct spelling is the skill that should be achieved by students in teaching language.

c. Closing

One of the objectives of the Cambridge curriculum is developing students' critical thinking and students' problem solving. As like what the teacher do before closing the lesson, the teacher always give students a problem related with the material. By asking students to deliver their idea it will increase the student's ability in problem solving and creative thinking

b. Teaching reading

In teaching reading, the teacher has his own strategy. The teacher will become a model to give example of how to read the text with correct pronunciation. Then, the teacher will ask students to read aloud the text to practice what they listen from the teacher. By asking students to read aloud the teacher will know if the students read with incorrect pronunciation, so the teacher can correct it directly as feedback. As like Janzen (2002) stated that:

Reading strategies are taught through direct explanation, teacher modeling, and feedback. Students are never in doubt as to what the strategies are, where and when they can be used, and how they are used. The teacher models expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.

After asked students to read aloud, then the students will ask to do the exercise about the text. By doing the exercise it will measure the students' understanding about the material and by discuss it together with the teacher, the teacher can directly give feedback if there was a misunderstanding in understanding the text.

c. Teaching writing

Writing is the most difficulties skill in English learning, The difficulties lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Students should have to pay attention to higher level skills of planning

and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. In Cambridge curriculum there is an adding skill in writing that is audience, it is a skill where the writer should have ability to make readers interest with what they write.

In teaching writing, the teacher give students picture, vocabularies, that can help students to get the idea. It is also becomes the first step for students to make brainstorming about what they will write. As like Seow (2002) says At the planning stage of writing, teachers can help students generate ideas through such activities as brainstroming, clustering, and rapid free writing. After students finish writing, the teacher assess the students` writing and give feedback in students paper by addiing coment or suggestion. So, the students can evaluate their learning about writing, and produce the better writing.

d. Teaching usage

In teaching usage the teacher used integrated teaching. As like Shuman (2002) stated that speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. So, the teacher integrate between speaking and listening skill in one learning. Furthermore Carrasquillo (1994) stated in learning strategy language used in the context of real situation, which adds relevance and interest to the learning process. So teaching speaking and listening can be done everywhere and everytime not only in the

classroom. What the teacher do in teaching speaking and listening was habituate students to speak in target language everyday in the school when they communicate with teachers. When the teacher ask students to doing an activity it should be follow with that activity so the teacher will know whether the student understand with what the teacher said or not.

Teaching usage also include teaching vocabulary, grammar, and punctuation. In teaching vocabulary teacher used flashcard, and from the text that given teacher will write unfamiliar vocabularies in the witheboard. Teacher also give example how to pronounce each words. With that strategy not only increasy students vocabularies but also the students will know how to write each words with correct spelling and correct pronunciation. In teaching unfamiliar vocabulary the teacher should know that Learners need to do more than just see the form (Cannell, 1998). They need to hear the pronunciation and practice saying the word aloud as well (Ellis & Beaton, 1993).

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

a. Visual media

As like the writer interviewed with English teacher, the main media that used to teach English is students` textbook. So, not only used as source of material, teacher also used textbook as the media in teaching learning process. Textbook is one of kind of visual media. In the textbook there were many picture, text, instruction, and

activities which will help students in learning English. So, using textbook in teaching learning process is very important, and because of textbook is visual media so the students can see directly what the material that will they learn. In the textbook, the material was stated clearly. By using textbook the students also can learn by themselves in the home.

The other visual media used by the teacher was flash card. Flash card also can help students in remembering vocabularies, because in the flash card the students can see the object directly, it will be easy for students to remember the vocabularies.

For the last visual media is the teacher always uses whiteboard. Whiteboard become the important media in teaching learning process. When teacher explain the material about grammar, write a correct spelling of any words, the teacher need whiteboard, so that the students can understand easily.

The using of visual media is very helpful for teacher in delivering material. As like Shabiralyani, et. Al (2015) stated that Visual aids are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support him to make learning more actual, active, motivating, encouraging, significant and glowing.

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

a. Comercial Textbook

Based on the writer interview with English teacher and observation in the class, the instructional material which used by the teacher is based on students' textbook which . In the students' textbook, there are many non-fiction texts about western culture, and cultures of other countries like Singapore, Vietnam and Malaysia.

Using textbook in teaching learning process is very important. Using textbook will help both teacher and learner in teaching learning process. For teachers by using textbook it will help them to get the appropriate material and activities for students in teaching learning process. Because in textbook there were provide materials that related with curriculum and syllabus. And for learners the textbook is one of the most important sources of contact they have with the language. It is a framework or guide that helps them to organize their learning. As like González (2006) says textbooks became an alternative for three main reasons: they are *apparently* eclectic alternatives to save time and money, they include pictures and graphic materials that may be more efficient than the teacher's descriptions, and they contain all kinds of objects that may be difficult to bring into the classroom.

As like the aim of Cambridge Curriculum itself, the students should be able to understand and talk about the other countries culture. Beside that the using of real text from western and other countries is as the authentic material. Because of English as foreign language for students, so the teacher should habituate students to read the real text from native speaker. By reading the text directly from native speaker it will

increase students` knowledge about western culture without they should go around the world.

Dobrovolskij & Piirainen (2006), Colson (2008) and Williams (2010) claim that language is inseparable from its culture. Therefore, teaching any language will inevitably involve teaching its culture. Only through understanding the culture of the target language will a language learner be able to function properly in the language s/he is learning.

As we know that English was the language from other country, and it is very important when we learn foreign language, we should know the culture of that country. So, we can easily to understand the target language.

In this part, Cambridge Curriculum has different material wirth National Curriculum. Cambridge Curriculum has high level of language than National Curriculum, it can be seen from the selecting vocabularies in the text. Te second diferences was in Cambridge Curriculum the grammar was explain in detail, start from suffixes, tenses, the kinds of adjective, noun, verb, etc. While in National Curriculum grammar not explain in detail. In writing skill Cambridge Curriculum was pay attetion in capital letter and full stop, the sub skill which is should mastered by students also more complex then National Curriculum as explain before. The last, material and exercise in Cambridge Curriculum was about problem solving, decision making, and creative thinking, while in National Curriculum has more asked students to memorize the formula of tenses.

1. The evaluation techniques are applied in teaching English using Cambridge curriculum

a. Formative evaluation

In teaching English using Cambridge Curriculum, teacher used the formative evaluation was done during a lesson by direct questioning, discussion, and homework task. It is good to be done so the teacher can know whether the students understand the material or not. Based on Surgenor (2010) formative evaluation used to provide constructive feedback to improve learning and understanding. By doing formative evaluation the teacher gives feedback for students directly by showing the students about their mistakes. So, the students can learn from their mistake to improve or change their learning style to get better result of their learning. By doing formative evaluation Students will be motivated if they clearly see the point of their work; how it relates to the course, the module, and their learning goals; if it is inherently rewarding or interesting.

b. Summative evaluation

In teaching English using Cambridge Curriculum, SD Zumratus Salamah Tawangsari applied three kinds of summative evaluation. The first is Cambridge Progression test (CPT). This test was held every six months. In CPT test the parents will be given a report of the result of their child`s learning.

Assessment assists communication about children`s progress and development between teacher and child, between teacher and parent and between teacher and teacher (Primary School Curriculum, 1999)

From the statement above we know that for the parent by knowing their child's result it is very important, so the parent can control their child in learning in the home. Because the parents also have responsibility in the success of the students' learning.

The second evaluation is International Progression Test (IPT). This test is directly held by Cambridge University in every year. So, the IPT test is included as a summative test. Allison D (1999:65) stated that summative test occurs when a course is over and experience is being summed up. Surgenor (2010) states that the results from these evaluations are aggregated and used to determine whether a student has fulfilled the specified learning outcomes and may achieve some kind of accreditation. From these we know that summative evaluation is important to know the students' degree and to know the students' result of their learning in the semester. IPT test is a special evaluation because this evaluation is also held by other countries which use the Cambridge curriculum, and by following this evaluation it will be challenging for students to compete in a world range, especially in learning English.

The formative and summative assessment is very needed to be held in the end of the teaching learning process, so that it will give feedback both to teachers and students. For the teachers, they can improve their teaching style to make the teaching better. For the students, they can improve or change their learning style so that they get a better score. In CPT test there is also a report for parents. So, the parent can control their children's learning.

For Cambridge Check Point test, this test is just for students in six grade. This test also be held directly by Cambridge University. It is a good test for students to measure the student`s ability not only in English lesson but also science and mathematic. So, the students will know th e result of their study during learning in primary school and they will know their ability in the international range.

In the part of evaluation Cambridge Curriculum also different with National Curriculum whereas both of them have formative and summative evaluation. But is Cambridge Curriculum, in the summative evaluation there was CPT test, IPT test, and Cambridge Check Point, which directly come from Cambridge University. So format of test will be different with national currciulum. It can be seen from the question, and how to assess in every question (see appendix 7 and 8), while in National Curriculum the summative evaluation just a test in the end of semester.