

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

in the research that the researcher examines, the researcher has 2 research questions. The first is What are aspect included in the teachers lesson plan to theme based instructions and the second is What are considerations the teachers in designing learning activities the theme based instructions.

In this section the researcher answers the research questions. Researcher has conducted research at MtsN 4 Banjarmasin, and have collected data trough three teachers of English at MtsN 4 Banjarmasin by conducting interviews and observations.

The English teacher at MtsN 4 Banjarmasin usually we the lesson plan of theme based instructions to teach in the class. The lesson plan as an intermediary for teachers to achieve her goals for the course, better able to manage her time, effort and resources in order to conduct effective teaching learning activities to achieve her objective for the lessons. Lesson plan is one of the important teaching tools which if it is arranged be carefully, will be helpful and useful. However, theme based instructions offers an alternative in teaching learning process by designing a course around theme or topic that can increase students interest and focus on context chosen. The purposes of theme based model is to help student develop learning competence with a specific topic area with a focus on language skills and function.

Researcher conducted this research to find out how theme based instructions at English classes of MtsN 4 Banjarmasin. Researcher conducted research by

examining English teachers at MtsN 4 Banjarmasin who used the theme based instructions in learning process.

In collecting data to answer how theme based instructions at English classes, the researcher made several observations. The researcher made observations and interviews face to face with the approval of all three teachers. The observations was made by looking at lesson plan sheet made by a teachers for see what are considerations the teachers in designing learning activities the theme based instructions. Researcher made interviews with so many questions for knows what are aspects included in the teachers lesson plan to theme based instructions.

**1. The aspect are included in the teachers lesson plan to theme based instructions.**

Researcher collected data through interview to find out what aspect are included in the teachers lesson plan to theme based instructions.

Researcher conducted an interview to three teachers 2 man and 1 women. The researcher conducted interviews from 11 January to 1 February 2021.

Researcher conducted face to face interviews because it can get more information, effective and valid.

Researcher used interviews in data collection to answer this research question. Because to obtain in depth information about a theme raised in the research and conducted face to face and conducted voice recording of the activity has been approval by the source.

At MtsN 4 Banjarmasin, English teachers use lesson plan's theme based instructions as a for teaching material, to share learning materials theme based instructions more effective and efficient, however in creating lesson plan's theme based instructions the teachers pays attention to what aspects should be included in the lesson plan.

The use aspect are included in the teachers lesson plan to theme based instructions has been going on for quite a long time in making a lesson plan, English teachers at MtsN 4 Banjarmasin the use aspect as a reference material in learning process and need careful planning to achieve a learning goal, so according to the English teachers during a short interviews with researchers, the English Teachers also note the aspect in the lesson plan process because a good lesson plan gives the planner an insight to limit the area, which he likes to include in his lesson plan. Prudent planning is bound to supply enough stuff in the teacher to teach successfully in the class. However a haphazard lesson plan is likely to adversely effect the teaching in class.

Based on a brief interview whit an English teacher at MtsN 4 Banjarmasin, the teachers make a lesson plan's theme based instructions materials used refer to the syllabus, creating a lesson plan itself for a semester by looking at several resources, according to the commands from the principal then approved and noting the aspect and considerations used in designing a lesson plan.

The researcher made a interview, in these interview the researcher was able to conclude the use aspect included in the teachers lesson plan to theme

based instructions. Researcher found the result of researcher using the aspect include in the teachers lesson plan to theme based instructions as follow :

a. Goals

Goal is a general change that is hoped to be achieved by learners within completing a course or program and are derived from needs analysis done to gather information needed related to the learners (Richard, 2001:143-144). Goals composed for junior high school should exemplify childrens characteristics, and more importantly they should be achievable for young learners.

b. Objectives

Objectives contain what teacher wants the students to accomplish at the end of the lesson. In some cases, objectives are often overlapping with goals. But Richards (2001:13) has made clear distinctions of objectives compared to goals. The way of expressing objectives is known as Behavioral Objectives which “take the idea of describing learning outcomes by further operationalizing the definition of behavior. Operationalizing the learning objectives can be done by including the aspects of “ABCD” as proposed. “A” stands for “Audience” and refers to the students as the subject. “B” stands for “Behavior” that defines performance to be learned stated by action verbs. “C” stands for “Condition” under which the demonstration of students’ performance is to occur. “D” stands for “Degree” which describes how well the students must be able to demonstrate the performance.

c. Activities

In accordance with the implementation of Theme Based teaching, there are some distinct characteristics to be exemplified in learning activities. They are as follow and as suggested : responsibility on the students, introduction of new vocabulary items, Theme Based learning outcomes, teachers' regular monitoring, and oral production. Emphasizes some other essential principles that should be considered before designing learning activities. Learning activities made for young learners need to follow these principles: concrete to abstract, receptive to productive skills, personal to impersonal, and controlled to less controlled.

d. Media

Several principles to guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in classroom situation, attract children's attention, be meaningful and authentic, and improve children's language skills. Based on Wright's statement above, the use of media should fulfill three principles; practicality, appropriateness, and effectiveness.

e. Assessment

In analyzing the aspect of assessment used in the lesson plan, principles of assessments proposed were employed. Firstly, the assessment should be able to measure what is formulated in the objectives regarding what and how well students should demonstrate certain action verbs. Secondly, the assessment should be congruent with activities and using

familiar activities from their classroom experience. Finally, assessment for young learners should be seen from learning centered perspective which focuses on social interaction. So, the assessment should be focused more to be done in group work or through oral assessment.

## **2. Considerations the teachers in designing learning activities the theme based instructions.**

Researcher collected data through observations to find out what are considerations the teachers in designing learning activities the theme based instructions. Researcher conducted an observation to three teachers of MtsN 4 Banjarmasin, consisting of 2 men and 1 women. The researcher conducted observation face to face with the approval of the three teachers.

The researcher made 3 observations, in these 3 observations the researcher was able to conclude what considerations the teachers in designing learning activities the theme based instructions. Researcher found the result on 3 observations as follow :

### **a. Considerations Related to The Purpose of to be Achieve**

Everyone who does something must know clearly about the goals it intends to achieve. Likewise any educator or teacher whose basic work is to educate and teach must understand clearly about educational purposes. Understanding the purpose of this education is absolutely necessary because that purpose is the target and and become the director of his actions in carrying out his function as a teacher in addition to being targeted and to be a director, educational and teaching objectives also serve

as selection and determination of the tools (including methods) used in the Teach.

Specifically the purpose of learning is the goal to be achieved at the end of teaching, as well as skills that students must have. Learning objectives can be determine a strategy that an educator should use. In line with what Abdul Majid (2013:107) explained that the urgency of drafting learning formula in Lesson plan as follows: first, so that teachers can select strategies, materials, methods, media, and sequences of activities; Second teachers are committed to creating a learning environment so that achieved goals; third, assist teachers in ensuring correct evaluation.

Then it relates to consideration with the goals to be achieved questions are as follows:

- a) What are the learning objectives to be achieved with regard to aspects of cognitive, effective and psychomotor ?
- b) How complex the learning objectives to be achieved, whether high or low level ?
- c) Does achieving that goal require academic skills ?

**b. Considerations Related to Materials or Learning Materials**

Teaching is an effort to develop the entire person of the participants education. Teaching not only develops cognitive abilities, but develop all aspects of affective and psychomotor. Therefore, the learning should be able to develop all aspects of integrity.

The time available in the provision of lesson materials is one hour Lessons. So the method to be used must be pre designed. Device the learning can be used by an educator.

The learning method is adapted to the material. The method to be used is the method of discussion or lecture could be Done. This does not mean that other methods are not used, it is necessary that the time is allocated for a few minutes to give instructions and Referral. Then it is possible to use the discussion method, because of the results learners' learning requires solving the problems they face.

Considerations related to materials or learning materials are :

- a) Is the material a certain fact, concept, law, or theory?
- b) Whether to study the learning material requires prerequisites certain or not?
- c) Are source books available to study the material?

Thus, the methods we use are inseparable from the shape and material content in the subject matter that we convey

### **c. Considerations From a Students Point of View**

The method we use inside the class ideally needs to take into account the the number of students present, so that the teaching and learning process is effective. Class size also success, especially class management and material delivery.

The students are no less important factors that must be considered by teachers in choosing teaching methods. This is because the some teach



that require certain knowledge and dexterity for example; discussion methods require a considerable amount of knowledge so that the discussion participants can know and judge the right or wrong of an opinion that is other participants and mastery of language and skills in opinions.

As for some considerations seen from the student's point of view is as Following:

- a) Is the learning strategy in accordance with the level of maturity of the student ?
- b) Is the learning strategy in accordance with the interests, talents, and conditions Students ?
- c) Does the learning strategy fit the student's learning style ?

In addition, Yatim Riyanto also gave his views regarding the in the selection and determination of learning strategies there are several things that need to be taken into consideration, among others:

- 1) Literature with an instructive purpose to be achieved.
- 2) Literature with materials in the field of study consisting of aspects knowledge, skills, attitudes, and values.
- 3) The learning strategy contains a set of learning activities which may include the use of several teaching methods that may be relevant to the purpose and subject matter.
- 4) Literature with the professional abilities of the teacher concerned especially in order to implement it in the classroom.

- 5) Enough time available, because it is closely related to learning time
- 6) and the amount of material that must be delivered.
- 7) Willingness of supporting elements, especially relevant instructional media and adequate equipment.
- 8) The environment in classrooms and educational institutions Overall.
- 9) Types of activities that are compatible with the needs and interests of students, because it is closely related to the level of learning motivation to achieve instructive purposes.

All of these factors underlie the selection and use of strategies lessons that are considered more appropriate for learning. Learning strategies many kinds. A teacher can choose one or more strategies simultaneously and applied varies according to the objectives to be achieved, delivered materials, students, the environment, and the teacher's own abilities to carry it out.

## **B. Discussion**

After collecting data through interviews and observation, as described above. Furthermore, in this section the researcher will link the result of the study with several expert opinions. Researcher of course already know what aspect are included in the teachers lesson plan to theme based instructions and what are considerations the teacher in designing learning activities the theme based instructions.

Masako (1996:125-139) as the theme based approach, is one of the three models of content based instructional models in which content is a driving force in

designing a curriculum. The primary purposes of the theme based model is to help students develop learning competence with a specific topic area with a focus on language skills and function while the other two models aim at content mastery. Furthermore, Brown (2001:8) theme based instruction offers an alternative in teaching learning process by designing a course around theme or topic that can increase students interest and focus on content chosen.

Phillips (1993: 7) states that teacher should prepare the appropriate teaching media or supporting tool and some activities related to the approach to get student understanding and response during the lesson. The kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communication value.

This is related to the learning activities carried out by the English teacher of MtsN 4 Banjarmasin. Lesson plan created based on theme-based instruction facilitates between teachers and students because teacher should prepare the appropriate teaching media or supporting tool and some activities related to the approach to get student understanding and response during the lesson.

Theme Based teaching is expected to be a solution of this learning problem. Cameron (2001:1) argued that theme based teaching offers more opportunities to introduce new vocabulary items that focus on a theme that can expand the vocabulary meaning and use since vocabulary items that have been learned before may be met again in the different context.

The opinion above also related to research conducted by researcher. In this study, the use lesson plan's theme based instructions Learners are easy to focus on a particular theme, Learners are able to feel more benefits and meaning of learning because the material is presented in the context of a clear theme, Learners are more passionate about learning because they can communicate in real situations, to develop an ability in one subject while learning other subjects and teachers can save time because some thematically presented subjects can be prepared at once and given in two or three meetings , the remaining time can be used for remedial activities, stabilization, or enrichment.

Freeman (2006: 64) When the content of the lesson is relevant and interesting, students are more likely to try harder to understand and to stay focused. Hide (2000: 315) The type of motivation that many teachers expect their students to develop in their learning in the long run is intrinsic motivation, which involves "performing an activity for its own sake rather than as a means to an end. In other words, it means that someone performs an activity because of his or her personal interest, but not to achieve certain goals.

Based on the opinions of the above experts can be concluded that the thematic learning in MtsN 4 Banjarmasin is very influential because it has its own attraction causing students to focus, easily understand and enthusiastic.

Thematic learning is integrated learning that uses the theme to associate multiple subjects so as to provide an experience of meaningful learning to learners (Trianto, 2011:39).Theme based instruction is one of the integrated instruction models that is a learning system that allows learners, both individuals and groups

actively explore and discover scientific concepts and principles holistically, meaningfully and authentically. Holistic has understanding of an event of concern in thematic learning observed and studied from several areas of study at once. Meaningful in thematic learning means the assessment of a phenomenon from various aspects of which will later have a meaningful impact on the material studied. Authenticity in thematic learning allows learners to understand firsthand the concepts and principles they want to learn (Majid, 2014:80, 90-91).

Based on the opinions of the above experts can be interpreted that learning thematic in the 2013 curriculum is learning with thematic approach integration, defined themes are themes close to life students' daily lives. The theme is used as a guiding theme for several subjects, so that it merges and forms a unity of themes.

Broughton (1989:170) "The Theme Based Approach In Instruction Young Learners' Vocabulary of English. This research focuses on teaching vocabulary through theme based instruction for teaches young learner in English and investigates the students responses toward this approach to teach vocabulary. It includes of reflective response from the students through this instruction. Indeed, the touchstone for successful activities in English is the harnessing of activities which are natural to the childs maturation level, those which he pursue normally in his own language.

Thematic learning characteristics aim to provide an experience fully meaningful to the learners. The thematic learning characteristics can reinforce the reasons why thematic learning can provide experience in full according to (Hosnan, 2014:366) as follows: (a) thematic learning places learners as learning subjects. (b)

participants students are confronted directly with a real (concrete) basis for understand things more abstractly. (c) the focus of learning is directed to the discussion of themes related to the lives of learners in accordance with the Curriculum. (d) thematic learning presents concepts from various eyes lessons in a learning process. (e) thematic learning is flexible, where educators can associate subjects with other subjects as well as with the lives of learners and their environment. (f) learning outcomes according to the interests and needs of students. Learners is educated to give the opportunity to optimize their potential in accordance with their interests and needs. (g) use the principle of learning while playing and fun. Educators use more play techniques that create an atmosphere learning becomes more enjoyable.

Based on the opinions of the above experts can be concluded that, thematic learning characteristics i.e. characteristic learning centered on students, providing a hands on experience, the separation between subjects is not so clearly, presenting the concepts of various subjects in a process learning, flexible (flexible), learning outcomes in accordance with the interests and students' needs, using the principles of learning while playing and Fun.

Theme based are the main points of thought or ideas that become the subject (Poerwadarminta, 1983). With the theme is expected to provide many advantages, among them: (1) Learners easily focus on a particular theme; (2) Students are able to learn knowledge and develop various basic competencies between subjects in the same theme; (3) A deeper and more effective understanding of the subject matter; (4) Basic competencies can be developed better by linking other subjects with the

personal experience of students (5) Learners are able to feel more about the benefits and meaning of learning because the material is presented in the context of a clear theme; (6) Learners are more passionate about learning because they can communicate in real situations, to develop an ability in one subject while learning another (7) Teachers can save time because some thematically presented subjects can be prepared at once and given in two or three meetings, the remaining time can be used for remedial activities, stabilization, or enrichment.

Based on the opinion of the above experts can be concluded that, thematic learning in MtsN 4 Banjarmasin is useful to associate several subjects so as to provide a meaningful learning experience to students and has many advantages as mentioned above.

Thematic learning provides participants with meaningful experiences education in its entirety (Suraya, 2014:13). The reason is because of the learning thematic, educators associate a material with the theme that exists in the environment around students and educators must always develop the learning process so that students are more effective by providing experiences immediately.

Decy (1975:149) intrinsically motivated behavior is done because it is interesting. Therefore, it is believed that children will persevere in learning English if they find the English course interesting and become more interested in English. However, some forms of intrinsic motivation is related to achieving goals. Theme based teaching can cover one, two or more lessons a week, or even several weeks. It means that theme based approach can be integrated in the other material.

Based on the opinion of the above experts, it can be concluded that the thematic learning in MtsN 4 Banjarmasin is also influenced by the motivation given by the Teacher to provide the spirit of learning to the students.

Richard (2001: 204) "Improve Students' Writing Ability In Descriptive Text Through Theme Based Instruction" Theme Based Instruction refers to an approach to second language teaching in which teaching is organized around the theme or information that the students will acquire, rather than around a linguistics or other type of syllabus. There were many researcher conducting a research through Theme Based Instruction. The research with the title Improving Student' English Reading Comprehension Through Theme Based Instruction (A classroom Action Research in the second Grade students of Business English Department of CSV and TC, China in the Academic Year of 2010/2011) was conducted by Li Hui from English Education Department Graduate School of Eleven March University and Improving Students' Speaking Skill Achievement Through Theme Based Instruction Approach (A Classroom Action Research at the Grade VII Students of SMP Betania Medan in 2019/2020 Academic Year) was conducted by Roma English and Teacher Training Faculty HKBP Nommensen.

Based on the opinions of the above, the researcher separated the similarity of those relevant studies and this research is quite same, did the research with the same method (Theme-Based Instruction). Meanwhile, the differences of those studies and this research are the first relevant studies used Theme Based Instruction to improve students English reading comprehension and the second relevant studies used Theme Based Instruction to improve students' English speaking skill



achievement, where as in this research used Theme Based Instruction to improve' writing skill.

Abdul Majid (2013:107) the of considerations choosing the strategy in learning is an essential part of the learning strategy, for it serves as a basis for presenting, describing, setting an example, and training learners to achieve specific goals. Sometimes in learning, an educator feels rigid by using one or two methods, narrow translations of the method, and this may be due to a lack of attention to the basics of these considerations. An educator who prepare a learning strategy in detail and structure will be able to present material to learners well. The basis for considerations in choosing the strategies, methods, and techiques of this writing is the basis for consideration in establishing the strategies to be applied. Suppose to achieve goals related to cognitive aspect, would have different strategies with efforts to achieve special purpose psychomotor. Likewise, the study of factual material will differ from the study of material proving a theory, etc.

The above theory is related and in accordance with what the researchers get when making observations where English teachers at MtsN 4 Banjarmasin make learning plans based on theme based instruction by paying attention to aspects and considerations in order to achieve the objectives of learning.