

SKRIPSI



**THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION
FOR THE FIFTH GRADE STUDENTS OF SD TERANG DUNIA JEPARA
IN 2016/2017 ACADEMIC YEAR**

By
WINDHY EKA NURAINI
NIM 201232170

**ENGLISH EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2017**



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**SKRIPSI
Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

**By
WINDHY EKA NURAINI
NIM 201232170**

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MOTTO AND DEDICATION

Motto:

- *Crafts life. Don't let life craft you!*
- *Obstacles are what you see when you take your eye off the goal.*
- *Giving up is not my style.*



This skripsi is dedicated to:

The skripsi is dedicated to:

- ❖ *The writer's beloved father (Munamir) and mother (Badi'ah).*
- ❖ *The writer's beloved family*
- ❖ *The writer's beloved friends (Nunung, Niya, Yaya, Anis, Vita, Dita, Atik, Bayu, and all of friends at pak Cuk's boarding house).*
- ❖ *All writer's lecturers on Muria Kudus University*
- ❖ *All the writer's friends in English Education Department of UMK.*

ASDVISORS' APPROVAL

This is to certify that the *Skripsi* of Windhy Eka Nuraini (201232170) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, February 07th, 2017

Advisor I



Diah Kurniati, S.Pd., M.Pd.
NIS. 0610701000001190

Kudus, February 03th, 2017

Advisor II



Rusiana, S.Pd., M.Pd.
NIS. 0610701000001226

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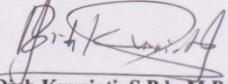
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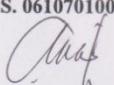
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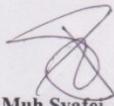
Skripsi/Examining Committee:


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NIS. 0610701000001190

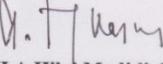
,Chairperson


Rusiana, S.Pd., M.Pd.
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,Member

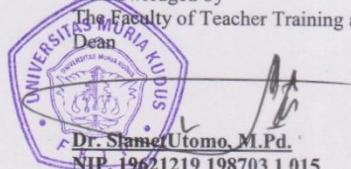

Drs. Muh Syafei, M.Pd.
NIP. 1962204131988031002

,Member


Dr. H.A Hilal Madjdi, M.Pd.
NIS. 0610713020001020

,Member

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Dean



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In the name of Allah, the most gracious and the most merciful, in this occasion, the writer would like to express her gratitude to the God, Allah S.W.T., who has given her mercies and blessing so that the writer can finish this skripsi entitle “The Implementation of Content-Based Instruction for the Fifth Grade Students of SD Terang Dunia Jepara in 2016/2017 Academic Year” There are many people who gave endless help during her struggle to complete this research. The writer would also like to convey her special gratitude to them. They are:

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Besides that, the writer apologizes for any mistakes and happily receive any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education.

Kudus, February 2017

The writer

Windhy Eka Nuraini

ABSTRACT

Eka Nuraini, Windhy. 2016. *The Implementation of Content-Based Instruction for the Fifth Grade Students of SD Terang Dunia Jepara in 2016/2017 Academic Year.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Diah Kurniati, S.Pd., M.Pd, (2) Rusiana, S.Pd, M.Pd.

Key words: Implementing, Approach, Content-Based Instruction

Teaching and learning process is very important for the student's achievement. In the context of teaching and learning English, SD Terang Dunia uses Content-Based Instruction as an approach in teaching and learning process. Besides that, the implementation of CBI for teaching English, there is guidance that must be followed by the teacher in preparing teaching material. It is important to know the process of implementation and the teachers' perception in teaching the students by using CBI.

The main objectives of the research are as follow: (i) Find out how Content-Based Instruction is used in teaching English in SD Terang Dunia Jepara. (ii) Describe the teacher's perception of using Content-Based Instruction in SD Terang Dunia Jepara.

This research belongs to descriptive qualitative research. The data of this research is teaching English using Content-Based Instruction as the method of teaching learning process. The data source is teacher and fifth grade students of SD Terang Dunia Jepara in academic year 2016/2017. The research instrument was observation sheet and interview. To analysis the data the writer transcribing the data from interview, coding the data and making summary of the data obtained from observation and interview based on the research questions.

From the findings, it is known that the teacher uses *Theme Based Model*. It means that the teacher designed the material for the interest and students' need. The teacher designed material from the internet and the teacher also designed students' worksheet to make students more active. In the first meeting the teacher used 30% of English; it is used when the teacher opened the class and inviting the students in singing the song activity. The second meeting the teacher used 40% of English; it is used when the teacher opened the class and giving instruction for matching the words. Then the last meeting the teacher used 40% of English, it is used when the teacher opened the class, delivering the rules of experiment and closing. The teacher taught the students well. Although, she gave unclear instruction when the students doing activities. Then the result of interview the writer found that the teacher's perception of teaching English using Content-Based Instruction was positive. The students are active in practice.

At the end of this research, the writer suggests that the teacher should give clear instruction for each activity that will be done by students and the teacher is also suggested to use English more in teaching the students, at least 50% of English. So they can be more active and they progress in learning language better.



ABSTRAK

Eka Nuraini, Windhy. 2017. *Penggunaan Content-Based Instruction Pada Kelas Lima SD Terang Dunia Jepara Tahun Ajaran 2016/2017.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Diah Kurniati, S.Pd.,M.Pd, (2) Rusiana, S.Pd, M.Pd.

Key words: Implementasi, Pendekatan, Isi berdasarkan Pembelajaran

Proses belajar and mengajar merupakan hal yang penting untuk pengetahuan siswa. Didalam konteks belajar dan mengajar bahasa inggris, SD Terang Dunia Jepara menggunakan *Content-Based Instruction* sebagai pendekatan dalam kegiatan belajar mengajar. Disamping penggunaan *CBI* untuk mengajar bahasa inggris adaaturan yang harus diikuti oleh guru dalam menyiapkan materi pembelajaran. Hal ini sangat penting untuk mengetahui bagaimana proses penggunaan dan persepsi guru dalam mengajar siswa menggunakan *CBI*.

Tujuan utama dari penelitian ini sebagai berikut: (1) untuk mengetahui penggunaan *CBI* dalam pengajaran bahasa inggris di SD Terang Dunia Jepara (2) mendeskripsikan persepsi guru dalam penggunaan *CBI* di SD Terang Dunia Jepara.

Penelitian ini termasuk penelitian deskripsi kualitatif. Data dari penelitian ini adalah pengajaran bahasa inggris menggunakan *CBI* sebagai pendekatan dari proses pembelajaran. Sumber data adalah guru siswa kelas 5 dari SD Terang Dunia Jepara tahun ajaran 2016/2017. Instrument dari penelitian ini adalah observasi dan wawancara, mengkategorikan data dan membuat kesimpulan dari data yang diperoleh berdasarkan penyelidikan.

Dari hasil observasi kita mengetahui bahwa guru menggunakan *Theme-Based Model*. Itu artinya bahwa guru merancang materi yang dibutuhkan siswa dan menarik untuk siswa. Guru merancang materi dari internet dan guru juga merancang soal latihan siswa untuk membuat siswa menjadi aktif. Pada pertemuan pertama, guru

menggunakan bahasa inggris 30%, itu diguanakan ketika pembukaan kelas dan ketika mengajak siswa menyayikan sebuah lagu. Pertemuan kedua guru menggunakan 40% bahasa inggris, itu digunakan ketika pembukaan kelas dan ketika memberikan instruksi untuk mencocokkan gambar. Pertemuan terakhir guru menggunakan 40% bahasa inggris, itu digunakan ketika guru membuka kelas, penyamaian cara untuk melakukan observasi dan penutup. Guru mengajar dengan baik, walaupun dia member instruksi yang tidak jelas ketika murid-murid mengerjakan latihan. Kemudian hasil dari wawancara penulis mengetahui bahwa persepsi guru dalam penggunaan *CBI* baik. Siswa aktif dalam praktek.

Pada akhir penelitian ini, penulis menyarankan guru agar member instruksi yang jelas untuk setiap latihan yang akan diselesaikan siswa dan guru juga menyarankan untuk menggunakan bahasa inggris lebih dalam mengajar siswa, kurang lebihnya 50% , sehingga siswa dapat lebih aktif dan bahasa inggris mereka lebih baik.

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