THEME-BASED TEACHING IN 6TH CLASS ELEMENTARY SCHOOL STUDENTS TO IMPROVE LISTENING SKILL

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Abstract
This research was conducted to identify elementary school students’ improvement and the impact of theme-based teaching. The study was conducted by using case study which involved students of 6th grade in Primagama Sampangan as the sample. In addition, the data were gathered through listening assessment. The major finding was theme-based teaching more interested in learning English, especially spelling of certain words. The theme should suit the proficiency level of elementary school students and be relevant to their daily lives. A pre-test test should be administered to ascertain language level of the learners. There should be post-test to assess the effectiveness of the study. The mean of the post-test was 6.25. After the treatment did, the post-test result shown that the mean was 9.33. It could be concluded the research and some activities that can be used in improving students’ listening skill.

Keywords: Listening Skill, Theme-based Teaching, Sixth Class

Introduction
In the case of teaching English as foreign language (EFL) to students of elementary school, listening is claimed as the most important skill to master. It is because listening is one of receptive skills for receiving some information from speaker. Listening involves a sender, a message and a receiver. It is psychological process of receiving, attending to constructing meaning from and responding to spoken or non verbal messages. When the student hear stories which told by teacher they will get information. In fact, the students could not understand it because the most of students who do not like English. The reasons are they feel sleepy, bored, confused, stressed and frustrated when the teacher told the story. However, as an English teacher must help the students cope their difficulties by giving motivation and more creative in teaching especially in teaching listening. They can apply interesting method; use many kinds of medium, playing games and give positive advice about learning for students. The story should be suitable for students and improve their listening skill in learning foreign language. Hopefully, theme-based teaching can assist students to improve their listening skill. Theme-based teaching is a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, young people’s attitudes, skills and knowledge are developed in meaningful ways. Based on the problem above, the researchers are interested in conducting a research on improving listening skill through theme-based teaching to enhance their listening skill.

Lawrence in Lathufirdaush (2014) mentioned why theme-based teaching is more helpful be applied than other technique. The reasons are:
(1) It is more fun to teach and learn using a theme.
(2) It harnesses curiosity to motivate learning.
(3) Educators transition to being facilitators of learning.
(4) It teaches children how to learn.
(5) It draws in the child’s family

**Listening**
Listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructor and to one another. However, language learners do not recognize the level of effort that goes into developing listening ability. Feyten (in Vasiljevic:2010) claims that more than 45% of communicating time is spent listening, which clearly shows how important this skill in overall language ability.

There are many types of listening activities. Those that don’t require students to produce language in response are easier than those that do. Students can be asked to physically respond to a command, select an appropriate story or object, cycle the correct letter or words on a worksheet, draw a route on a map, or fill in the chart as they listen. It is more difficult to repeat back what was heard, translate into the native language, take notes, make a outline or answer comprehension questions.

**Theme-based Teaching**
Theme-based teaching can over one, two or more lessons a week, or even several weeks. Many different activities are linked together by the content. It is very demanding for the teachers, as they have to be good at organization and in technical skills. It offers wide repertoire of resource, activities for children of all abilities, pair and group work. Theme-based teaching seems to be natural especially at a basic school where children spend the day together with one teacher. The day may be focused on one topic where all aspects of the topic appear and English language is used. It better suits the way that young children learn. The textbooks we used in English lessons use topics and themes to structure their unit. The structuring is often superficial, as grammar of functional sequence is usually highlighted. Using theme-based teaching can extend teaching and learning outside the textbook.

The teacher has to decide which out of the three directions and to what extent will be used. Even an experienced teacher will need careful planning of a theme in advance, to prepare subthemes, materials and tasks and to identify the language learning aim in each activity as well as in the whole complex. There might be more activities prepared in advance and children can choose the activities and decide in what sequence they will be done. They can list the activities and number them, which teaches them to make decisions.

**Methodology**
**Participant**
The participant are 24 students of 6th graders elementary school in Primagama Sampangan. They are in range 11 to 12 years old. Most of them have never accepted listening English training and their listening English proficiency remains low. All classes were taught with a certain teaching method for the purpose of listening English.

**Instrument**
This research belongs to a case study by using quantitative approach. According to Creswell (2014:21), quantitative approach is investigatory primarily uses postpositive claims for developing knowledge (i.e, cause and effect hiking thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test), employs strategies of inquiry. In this research, researcher analyzed the result of listening practice using theme based teaching.
Finding and Discussion

For this study, the students were asked to listen carefully and to fill in the blank in the conversation. So, the listening exercise is completion. The conversation was about food that they like or dislike. It was because the standard competence of teaching in sixth grade curriculum.

1. Initial Pre-test
The Initial Pre-test was held before any cycle was conducted. In this test, the students were asked to write descriptive text.

In this Cycle 1 Pre-test, the students’ scores were analyzed based on the initial pre-test that they did before. In this cycle, the analyzed was focused on the listening.

3 Treatment
The first treatment will be given after cycle 1 pre-test has been done. In the class the students will be given a drill that used in this research.

4 Observation Checklist
The observation checklist will be filled during the treatment is held. The person who will fill the checklist will be the observer.

5 Cycle 1 Post-test
In this Cycle 1 Post-test, the students’ scores were analyzed based on the improvement after the treatment has been done. In this cycle, the score’s analyzed was focus on the listening.

6 Cycle 2 Pre-test
In this Cycle 2 Pre-test, the students’ scores were analyzed based on the initial pre-test that they had done before.

7 Treatment
The second treatment will be given after cycle 2 pre-test has been done. The students will have a discussion in the class.

8 Observation Checklist
The observation checklist will be filled during the treatment is held. The person who will fill the checklist will be the observer.

9 Cycle 2 Post-test
In this Cycle 2 Post-test, the students’ scores were analyzed based on the improvement after the treatment has been done. In this cycle, the score’s analyzed was focus on the writing mechanic, such as their spelling and punctuation.

10 Final Post-test
It was conducted after all cycles had been done. It was used to find out the effect of giving the treatments in cycles 1 and 2.

In the audio for listening exercise, there are two speakers. The audio were played twice times. Below is the transcript of audio and form of listening exercise for pre-test and post-test.

A: Have you breakfast?
B: Not yet.
A: Let’s go to the canteen. What kinds of food do you want to eat?
B: How about fried rice.
A: Alright, I like it very much. With extra mozzarella cheese can be super yummy.
A: Good morning, dear
B: Hi mom.
A: Don’t forget to bring your lunch box.
B: Okay, mom. By the way what is the menu for today?
A: Your favorite food. omelet and crispy sausage.
B: Waw that can be fantastic lunch I ever had. Thank you mommy.
A: Hi mom, thank you for the milk.
B: No no. stop it. That’s not milk.
A: What?
B: That’s coconut milk for making porridge. Your brother wants me to make it.
A: What flavor do you want?
B: I prefer vanilla. I really like vanilla ice cream.
A: Ok. I choose hazelnut and chocolate ice cream.

A: Hi, John
B: Hi, Der
A: Which one do you like, salted-boiled egg or fried egg?
B: I prefer fried egg because it is not really fishy.

A: Uu that coffee is rather bitter.
B: Oh sorry. I think you don’t really like that sweet.
A: Yah, please pass me some sugar to sweeten it.
B: Here you are
A: Thank you.
A: I add some slices of onion. Is it okay for you?
B: Um, honestly I prefer adding garlic.
A: Don’t you like onion?
B: Not really.
A: This soup made by me.
B: Oh ya? I can’t believe it.
A: It’s for real. I made it with cauliflower, carrot, celery and chicken.
B: So good. It tastes delicious.
A: Dina, how to make this spaghetti? This is heaven!
B: Really? I boil the pasta till gentle.
A: Then?
B: Just add spices such as chili, paprika, onion, garlic and additional topping like beef and sausage.

Below is the worksheet for listening exercise.
The students have to complete the conversation by filling in the blanks.
A: Have you already 1.______________________?
B: Not yet.
A: Let’s go to the 2.___________. What kinds of 3.__________ do you want to eat?
B: How about 3.______________.
A: Alright, I like it very much. With extra 4.________________________ can be super yummy.
A: Good morning, dear
B: Hi mom.
A: Don’t forget to bring your 5.________________________.
B: Okay, mom. By the way what is the 6._______ for today?
A: Your favorite food.
7.______________ and 8.____________________.
B: Waw that can be fantastic 9__________ I ever had. Thank you Mommy.
A: Hi mom, thank you for the 10.______________.
B: No no. Stop it. That’s not milk.
A: What?
B: That’s 11.______________ for making porridge. Your brother wants me to make it.
A: What flavor do you want?
B: I prefer 12.______________. I really like vanilla 13.______________.
A: Ok. I choose 14._____________ and 15._______________________ice cream.
A: Uu that coffee is rather 17.______________.
B: Oh sorry. I think you don’t really like that 18______________.
A: Yah, please pass me some 19.________________ to sweeten it.
B: Here you are.
A: Thank you.

A: I add some slices of 20.________________. Is it okay for you?
B: Um, honestly I prefer adding 21.________________. 
A: Don’t you like onion?
B: Not really.

A: This 22.______________ made by me.
B: Oh ya? I can’t believe it.
A: It’s for real. I made it with cauliflower, 23______________, 24.__________ and chicken.
B: So good. It tastes delicious.

A: Dina, how to make this spaghetti? This is heaven!

Table 1. Data of Students’ Score

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<th>Post-test</th>
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75 6.25 52.11 9.33 77.78

The mean of pre-test was 6.25 from 24 students. Meanwhile the mean of post-test was 9.33. The difference between pre-test mean and post-test mean was 3.08. It means the mean of post-test was higher than the mean of pre-test. It can be concluded there was increasing achievement.
The percentage of pre-test was 52.11%, meanwhile the percentage of post-test was 77.78%. The difference between pre-test mean and post-test mean was 25.67%. It means the percentage of post-test was higher than the percentage of pre-test.

Conclusions
At the beginning of the treatment, the students have difficulties in listening. It proved that the students have not practiced listening exercise yet. So, the students have difficulties in listening. The result has a good improvement. In the pre-test, the students gained right answer 52.11% of 100%; meanwhile, in the post-test, the students gained right answer 77.78% of 100%. It means the students had good improvement in listening.

References