CHAPTER I

INTRODUCTION

A. *Background*

Language is our significant source of communication. It's the way through which we share our ideas, feelings, views, and thoughts with other. Language separates us from animals and makes us human. There are thousands of languages in this world. Each country has their peculiar nationwide language in addition to a multiplicity of local languages spoken and understood by their people in different regions.

Some languages are spoken by millions of people, others by only a few thousand. In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally.[1] English as a foreign language has been seen as the important language to be learned in many countries since it has been treated as the international language. English language proficiency is meaningful in order to support people's life nowadays. It can help people to widen their knowledge, facilitate them to communicate effectively and also to access information easier.

Vocabulary learning is as essential part in foreign language learning as the meaning of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in

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[1]Rajathurai Nishanthi, *The Importance of Learning English in Today World*, Vol-3 (International Journal of Trend in Scientific Research and Development (IJTSRD), Ph. D Research Scholar, Department of Sociology, Bharathidasan University, Tiruchirappali, Tamil Nadu, India, 2018), p.871.

vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.[2]

In designing a range of teaching and learning activities, teachers not only required to plan it as the theme chosen but they are need to think of some aspects needed in learning foreign language. In the early stage, vocabulary seems to be essential in foreign language learning since it will be useful to improve some other skills.

Vocabulary learning process has been found as a problem in English as a foreign language based on the researcher's observation in SMP Negeri 3 Bola. The main problem is that how the students were being introduced to English vocabulary. It seems that they tended to be taught by translating the English vocabulary into Bahasa Indonesia and memorizing the vocabulary without having the real context of the vocabularies. This method might not be appropriate for students since the might forget the vocabulary easily that will cause failure in their learning.

In Indonesian Education system, curriculum is one of the aspects that have undergone some changes. The curriculum changing has its own goals on developing the better education system in Indonesia. Every curriculum exists as the development of the previous curriculum, but there still has a problem in implementing the curriculum for both teachers and students. The national education department has changed the present curriculum, Educational Unit Level Curriculum (KTSP) 2006 with the curriculum called 2013 Curriculum (K-13). The 2013 curriculum is an improvement of the previous curriculum, Educational Unit Level Curriculum (KTSP) 2006. The objectives of the 2013 curriculum focus

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[2]Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How To Be Taught,* Vol-3 (International Journal of Teaching and Education, King Khaled Academy, Saudi Arabia, 2015), p.21.

on Theme-based curriculum by improving students' character and ability. It deals with the students' attitude, knowledge and skill competence.[3] In this curriculum, Theme-Based Teaching is chosen as the method in conducting teaching and learning process.

In line with that, the implementation of theme-based teaching is expected to be an answer of this learning problem. Theme-based work is likely to introduce new vocabulary items, with the theme providing support for understanding and recall". Since the learning will go around theme, there will be more opportunities for the learners to meet particular words in different context that might give broader meaning of the words. Moreover, the implementation of theme-based teaching seems also beneficial for teaching childrens. The majority of them thought that teaching activities and tasks are more integrated and organized with the implementation of theme-based teaching. Considering that there will be opportunities for children to develop their vocabularies through theme-based teaching, as it has been planned to be implemented as the method in the curriculum development 2013, the present study tries to investigate how theme based teaching improves young learners English vocabulary.

Based on the explanation that, as a researcher who wants to research this topic it is appropriate to measure the student' English especially in the vocabulary of student at the Eight grade at SMPN 3 Bola. Form that reason the researcher takes it little "The Implementation of Curriculum 2013 Toward Theme-Based Teaching to Improve Student English Vocabulary at The Eight Grade of SMPN 3 Bola" The researcher hopes that with this research students' English ability will

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[3]Menteri Pendidikan dan Kebudayaan Indonesia, Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah

increase especially in learning vocabulary and can also motivate students to learn English.

B. *Research Question*

Based on the background of the research that has been explained above, the research formulated the research question of the study as follows: "Does the use of Theme-based teaching to improve student English vocabulary at the eight grade of Smp Negeri 3 bola"

C. *Definition of Terms*

The title of this research is the implementation of theme-based teaching to improve student english vocabulary at the eight grade of smpn 3 bola. The definition explains as follows:

1. Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.[4]

2. Theme-based teaching is an approach in which different areas of the curriculum are integrated instead of being separated into different subjects. It is considered that teaching which is integrated around a theme suits the way children naturally learn.[5]

3. Improve is to become and make something or somebody better. Improve is become or make something better to achieve or produce something of a better standard or quality the something else.[6]

4. Vocabulary is one of the components of language which has the most important role in mastering four language skills. As wilkins wrote that

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[4]Wikipedia, *the free encyclopedia*, (https://en.wikipedia.org/wiki/Implementation, 2020).
[5]Chi Cheung Ruby Yang, *Theme-based Teaching in an English Course for Primary ESL Students in Hong Kong,* Vol 6 (Electronic Journal of Foreign Language Teaching, Centre for Language Studies National University of Singapore :2009), p.162.
[6]Oxford Learner's Pocket Dictionary, the Fourth Edition (Oxford University press, 2008), p. 222.

"The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."[7] It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of the language.

D. *Objective and Significance of the Research*

1. Objective of the Research

Based on the problem statement above, the objective of the research is to find out that Theme-Based teaching can improve students english vocabulary.

2. Significance of the Research

This research is important for three reasons to know the significance of the research. It can contribute some benefits as follows:

a. For the Researcher

By doing this research, the researcher gets some experiences and knowledge about his research and it is useful in the future.

b. For the Teacher

This research is expected to have a significant contribution in quality improvement of the vocabulary teaching. Moreover, it is expected to be a very useful input for foreign language teachers in teaching vocabulary.

c. For the Student

The result of the research can help the students to find alternative ways to improve theirs vocabularies.

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[7]Peter Watkins, *Learning to Teach English* (Published by arrangement with Delta Publishing, first Edition, 2007), p.34.

E. *Previous Research Related Findings*

There were some researches that have a relation with this reasearch, they were follows:

The first previous finding was by Budi Waluyo conducted a research entitled, "Task-Based Language Teaching and Theme-Based Role Play: Developing EFL Learners' Communicative Competence". Based on the result, Task-based language teaching has received considerable attention from both researchers and educational policy makers, the effective implementation in the classroom is still a matter of question. Thus, this classroombased research attempts to contribute to the practice of task-based teaching in actual classrooms. It proposes theme-based role-play as an alternative in developing EFL learners' communicative competence in task-based teaching. This study explores student progress (N = 782) in theme-based role-play performances through out one academic term – 12 weeks – and examines the impact on student achievement in the final speaking exam. The findings confirm the hypothesis that students' performances in theme-based role-play predict the development of their communicative competence. However, topics and contents of role-play activities, roles of students and teachers as an individual and a group, and teachers' provision of support may play key roles in implementation.[8]

The second previous finding was by Wan Noorli Razali, Noraziah Mohd. Amin, Nazima Versay Kudus and Muriatul Khusmah Musa conducted a research entitled, "Using Card Game to Improve Vocabulary Retention: A Preliminary Study" This topic research, "GOT IT!" stands for Group-oriented Thematic Interactive Technique comprises two sets of card game, each consists of 10

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[8]Budi Waluyo, *Task-Based Language Teaching and Theme-Based Role-Play: Developing EFL Learners' Communicative Competence,* Vol. 16 (Electronic Journal of Foreign Language Teaching, Centre for Language Studies National University of Singapore, 2019), P.153.

vocabulary items based on one of the Standard 4 English themes and 10 pictures that match the words. It was developed with the aim to help students with lower competency to increase their memory retention of theme-based vocabulary in the English language classroom. To investigate its potential ability in assisting vocabulary retention, a preliminary study involving a class of Standard 4 students was conducted. The results of the study indicated that "GOT IT!" seems to be potentially useful in increasing learners" retention of theme-based vocabulary learnt in their English language classroom.[9]

The third previous finding was by Fitria Lathufirdaush conducted a research entitled, "The Implementation of Theme-Based Teaching to Improve Students' Speaking Skill (A Classroom Action Research at One of Elementary Schools in Bandung)". Based on the result, this article is based on the study conducted in July and August 2013 to identify the improvement of young learners' speaking skill based on the implementation of Theme-Based Teaching. The study was conducted by using classroom action research design which involved 32 second graders of an Elementary School in Bandung. Furthermore, the data were gathered through speaking assessments and interview. The findings revealed that there was improvement in the students' speaking skill which covered some aspects, including vocabulary, pronunciation and grammar. This article concludes by reviewing the result of the research and some activities that can be used in improving students' speaking skill.[10]

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[9]Wan Noorli Razali, Noraziah Mohd. Amin, Nazima Versay Kudus and Muriatul Khusmah Musa, *Using Card Game to Improve Vocabulary Retention: A Preliminary Study,* (International Academic Research Journal of Social Science, Universiti Teknologi Mara Cawangan Pulau Pinang, 2017), P.30.

[10]Fitria Lathufirdaush, *The Implementation of Theme-Based Teaching to Improve Students' Speaking Skill "A Classroom Action Research at One of Elementary Schools in Bandung",* (Journal of English and Education, English Education Study Program of Indonesia University of Education, 2014), p.9.

The fourth previous finding was by Risma Rahmawati conducted a research entitled, "Students' Responses Toward the Implementation of Theme-Based Teaching in EYL Class". Based on the result, This paper presents to report the research that was conducted to find out what the students' responses were toward the activities presented in the classroom as the implementation of Theme-Based Teaching. This research was carried out to the third graders in one primary school in Bandung. Action research was conducted by managing classroom observation and interview to collect the data. Based on the research findings, it is revealed that the students responded to the reading activities presented in the classroom positively by actively participating in each activity. In accordance with the findings, it is suggested that teacher take into account the implementation of Theme-Based Teaching in teaching young learners since it leads to the positive response from the students.[11]

The fifth previous finding was by Risma Rahmawati conducted a research entitled, "Utilization of Content Theme-Based Instruction: An Overhaul of English Language Learning for Non-native English Learners". Based on the result, Teaching and learning English in international programs in an EFL nation as Thailand are uneasy tasks for both teachers and learners since English courses are provided parallel with content courses that use English as a medium of instruction. It causes an urgent demand of high level of English proficiency applying in the study; therefore, not only English communicative skills are required, but also English academic skills are demanded. As a result, a teaching approach integrating both content and language teaching and learning as Content-Based Instruction (CBI) approach was selected to develop academic reading and

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[11]Risma Rahmawati, *Students' Responses Toward The Implementation of Theme-Based Teaching in EYL Class,* (Journal of English and Education, English Education Study Program of Indonesia University of Education, 2014), P.76.
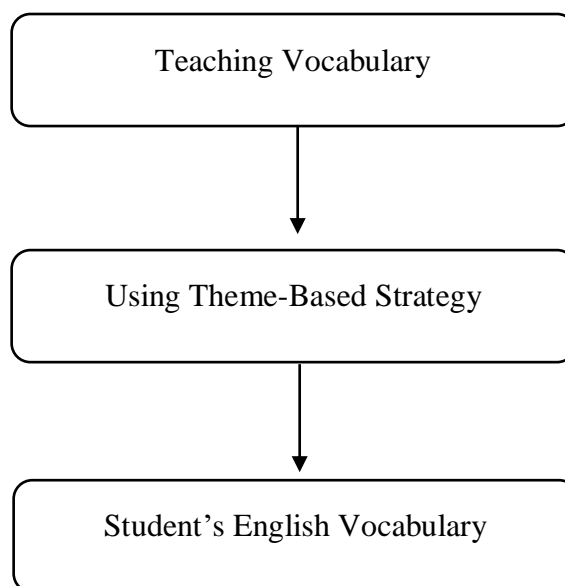
writing skills of Thai EFL undergraduates studying in the international programs aiming to investigate effectiveness of CBI approach in developing Thai EFL undergraduates' academic reading and writing skills. The study was carried out at Mae Fah Luang University, Chiang Rai, Thailand. Pre-and post-tests and a semi-structured interview were used to examine their academic reading and writing skills improvement after the use of CBI in the classroom. The research findings indicate that the students got better results in post-test of academic reading and writing skills, and the students thought that this approach of teaching enabled them learn pleasantly by not worrying too much on grammar as other academic English courses they used to study. As CBI approach enabled the students improved the skills at the end of the course and generated good feeling when learning, it can imply that CBI approach is effective in teaching academic reading and writing skills at tertiary level in this particular context.[12]

Reffering to the previous thesis that has been explained above, researcher was using theme-based teaching method was aimed at finding out the improvement of a skill, among them Developing EFL Learners' Communicative Competence, Using Card Game to Improve Vocabulary Retention, Improve Students' Speaking Skill, students' Responses Toward the Implementation of Theme-Based Teaching in EYL Class and Utilization of Content Theme-Based Instruction: An Overhaul of English Language Learning for Non-native English Learners.The differences in this researcher its use quantitative descriptive method, and focus to improving vocabulary students using theme-based teaching at the eight grade students of Smp Negeri 3 Bola.

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[12]Khwanchit Suwannoppharat, *Utilization of Content-Theme-Based Instruction: An Overhaul of English Language Learning for Non-native English Learners,* Vol.3 (International Journal of English Language Education, School of Liberal Arts, Mae Fah Luang University Chiang Rai 57100, Thailand, 2015), P.115.

F. *Theoretical Framework*

Based on theoretical framework explained before, the conceptual framework was conclude by the researcher as follow :

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┌─────────────────────────────────┐
│      Teaching Vocabulary         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    Using Theme-Based Strategy    │
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                 ▼
┌─────────────────────────────────┐
│   Student's English Vocabulary   │
└─────────────────────────────────┘
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On the theoretical framework above, it could be understand that the researcher focus on teaching vocabulary especially for theme-based teaching method, after that the researcher wants to improve students english vocabulary.

G. *Hypothesis*

The hypothesis of this research concluded as follow

1. H0 (Null Hypothesis) Theme-based teaching method cannot improve the students' english vocabulary.

2. H1 (Alternative Hypothesis) Theme-based teaching method can improve the students' english vocabulary.

H. *Research Method*

This term described a method of the research, research design, research variables, location and sample of the research, data and source of data, instrument of the research, the procedure of collecting data and technique of data analysis.

1. **Research design**

      The design of the research was a plan on how to collect and process of data that can be implemented to achieve the objective. The method used in this research was quantitative method with the experimental design with one group pretest and post test design. The diagram was presented as follow:
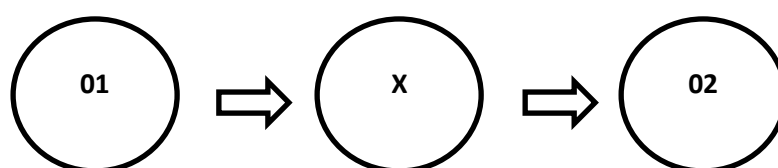
Where:

O1 = Pre-test

X = Treatment

O2 = Post-test[13]

2. **Location, Population, and Sample**

   a. Location

     This research was conducted in SMPN 3 Bola which is located in Wajo regency, South Sulawesi.

   b. Population

     Population was all members from whom the data collection. The population in this research was the eighth grade of SMPN 3 Bola. These students are divided into 2 class; they are VIII A consists of 28 students , and VIII B consists of 27 students. The total numbers of population was 55 students.

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[13]Suharismi Arikunto, prosedur penelitian: suatu praktek, (print 5 ; Jakarta; Rineka Cipta), p. 86.

c. Sample

Sample was a part of population. According to Sugiyono, sample is defined as part of number and characteristic that had by population.[14] The sample that used in this research was simple random sampling and the research chose class VIII A that consist 28 students as the object of the research.

3. **Research Variable**

There are two Variables in this research:

a. Independent variable : Using Theme-based teaching for students.

b. Dependent variable : Students' vocabulary.

4. **Data and Source of Data**

This research drew on quantitative research and the primary data was collected from observations at the eighth grade students of SMPN 3 Bola. Thus, the secondary data refers to the all things such as some books, journals, and documents that are relevant to the research.

5. **Instrument of the Research**

The instrument of this research was a test of Twenty additional questions. The test consist of pre-test and post-test. The pre-test were administered before the treatments were applied in the classroom. Where as the post-test was done after the treatments were implemented to the students in the classroom.

6. **The Procedure of Collecting Data**

In the procedure of collecting data, the researcher used the procedure below:

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[14]Sugiyono, *Metode Peneletiaon KualitatifR dan D,* (Bandung:Alfabeta,2009) p. 81.

a. Pre-test

The researcher gave pre-test to the students, the researcher gave the pre-test to know their vocabulary level before doing the treatment.

b. Treatment

The researcher taught vocabulary by Theme-Based teaching. The treatment consisted of six meetings and spent 1 x 45 minutes each meeting.

1) The first meeting

   a) Opened the class.

   b) Checked the students' attendance list

   c) Gave warming up

   d) The researcher Introduced about "Theme-Based teaching".

   e) Gave example about Theme-Based teaching

   f) Asked the students what they do not understand.

   g) Gave guess question to the students.

   h) Asked the students difficulties

   i) Asked what they feel after learnt

   j) Closing the class.

2) The second meeting

   a) Opened the class

   b) Checked the students' attendance list

   c) Gave warming up

   d) The researcher teaching materials about "Greeting"

   e) The researcher divided the students into 10 groups

   f) Gave vocabulary text about materials greeting to the students

      g) Asked the students to prepare a paper for every group

      h) Gave task every group to make conversation about greeting

      i) Asked to every group to read their assignment in front of the class

      j) Asked what they feel after learnt

      k) Closing the class

3) The third meeting

      a) Opened the class

      b) Checked the students' attendance list

      c) Gave warming up

      d) The researcher teach materials about "Daily Activity"

      e) The researcher Gave vocabulary text about materials daily activity to the students

      f) The researcher gave example about materials daily activity

      g) The researcher divided students into 5 group

      h) Gave task to the students

      i) Asked to every group to read their assignment in front of the class

      j) Asked what they feel after learnt

      k) gave conclusion and motivation to the students

      l) Closing the class

4) The fourth meeting

      a) Opened the class

      b) Checked the students' attendance list

      c) Gave warming up

      d) The researcher teach materials about "human Body"

e) The researcher Gave vocabulary text about human body to the students

f) The researcher play the guess game about human body to the students

g) Asked what they feel after learnt

h) Gave task to the students

i) Gave motivation to learnt english to the students

j) Closing the class

5) The fifth meeting

a) Opened the class

b) Checked the students' attendance list

c) Gave warming up

d) The researcher teach materials about "Describing Object"

e) Asked the students to looking object in the classroom.

f) The researcher Gave vocabulary text about materials

g) Gave task the students to write object in the classroom

h) Asked what they feel after learnt

i) Closing the class

6) The sixth meeting

a) Opened the class

b) Checked the students' attendance list

c) Gave warming up

d) The researcher evaluates the material that has been taught

e) Asked the students what they feel after learnt

f) Gave motivation to learnt english

g) Closing the class

c. Post-test

After finishing the treatment, the researcher gave post-test which was same with the pre-test to know whether there was an improvement or not after the students research by Theme-based method.

7. **Technique of Data Analysis**

The data were collected through the test. Then, it was analyzed by employing statistical calculation to test hypothesis by using SPSS. And to calculate the percentage of students' score, the researcher used this formula as follow[15]

$$Score = \frac{StudentS'Correct\ Answer}{Total\ Number\ of\ Items} \times 100$$

Therefore, the highest score is 100 and the lowest is 0. The data description of the students' English course score were classified into seven criteria.

The criteria of measuring the test score was as follow:

Table 1. 1 The Scoring System for Test[16]

No	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very poor

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[15]Prof. Dr Sudjana, *metode statistika* (Bandung: PT. Tarsto, 2008), p. 5.

[16]Depdikbud, *Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk Pelaksanaan System Pendidikan* (Jakarta: RinekaCipta, 1985), P. 6.