


THE IMPLEMENTATION OF THEME-BASED TEACHING TO IMPROVE STUDENTS' ENGLISH VOCABULARY IN SPEAKING

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 13, 2022 Revised: August 13, 2022 Accepted: August 27, 2022 Published: August 30, 2022</p> <p>Keywords: Vocabulary Speaking Theme-based Teaching</p>	<p>The objective of the research was to discover whether or not the theme-based teaching improve students' vocabulary in speaking skill. This research was in quantitative design. The population of this research was 100 students in MTS Muhammadiyah Lempangan Gowa at VII grade. By applying simple random sampling technique, the sample of this research was 30 students of class VII-A. Research instruments used for collecting the data were pretests and posttest. The research was done in two cycles. The pretest consisted of six questions. The post test 1 consisted of one question with theme "school". The post test 2 consisted of the similar instruction as the prior test but modified with pictures. The results of the research showed that the students' vocabulary mastery in speaking skill increased significantly. In pretest, there were only 14 students fulfill the KKM which was 70. The mean score of pretest was 68.3. In cycle 1, the mean score kept improving to 73.05 came from 21 students. In cycle 2, the mean score rose to 79.56 resulted from 24 students. There was 4 student left who did not pass the KKM.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English as a remote places language has been seen due to the fact the essential language to be learnt in many countries as it has been treating due to the fact the global language. English Language expertise is vast at the manner to assist people's life nowadays. It can help people to widen their knowledge, facilitate situation to talk successfully and get right of entry to statistics easier.

Based on the researcher's observation in MTs. Muhammadiyah Lempangang, the researcher could see that the students of the school have low skill in English. It is because of teacher's lack of ability in teaching. The teacher just explains the material written on the whiteboard and the students merely sit listening to it. It made the students bored and passive. For example, in speaking there are many students did not know some basic vocabularies. They did not have a chance to use them in conversation or dialogue so that they cannot speak in English

The other challenges found in the English class were most of the students have no self-confidence and afraid to participate in any learning process. In other words, students were completely unmotivated. Most of them were even still speak with their native language rather than using bahasa Indonesia formally. It means students do not have opportunity to speak English at all. According to researcher's teaching experience, it can be said that the teacher does not encourage students during the learning process. In fact, the teaching method using by the teacher was conservative.

As in excessive faculty level, there could be a few modifications withinside the curriculum. Some faculty subject, consisting of English that is deal with as one in every of nearby topics within side the overdue curriculum, KTSP (Kurikulum Tingkat satuan Pendidikan) could be eliminated for the reason that its miles bear in mind that the wide variety of the topics has given an excessive amount of burden to the students. It is likewise country that the studying system could be primarily based totally at the theme-primarily based totally coaching to offer greater to contextual studying for the student. The cases above are quite problematic and the researcher considered that it is necessary to find out the alternative way to create an interesting method related to students' needs. To solve the problems, the researcher used theme-based technique theme-based technique is important in teaching speaking. Cameron (2001) states this is topic-primarily based totally teaching, the curriculum is layout beneath Neath topic as a way to be combine amongst topics without being separate into specific areas.

In the implementation of subject matter-based totally absolutely coaching, the teacher might be challenged for the cause that need with the intention to format their non-public materials in which text books are best for brought sources. As Cameron (2001) states, "... the subject-primarily based totally coaching required instructors to pick a subject or subject matter after which to plot more than a few coaching and gaining knowledge of sports associated with the subject". In the early stage, vocabulary seems to be essential in distant places language mastering due to the fact it's miles going to be useful to beautify some one-of-a-kind skills. As its miles supported thru Cameron (2001) "constructing up a beneficial vocabulary is important to the gaining knowledge of of a overseas language at number one level".

Moreover, the implementation of topic-primarily based totally coaching appears additionally benefice for coaching kids because it has been discovered with the aid of using Yang (2009) on this examine that the kids had been very nice closer to topic-primarily based totally coaching. The majority of topic idea that coaching sports and obligations are greater

combine and arrange with the implementation of topic-primarily based totally coaching. Considering that there might be possibilities for kids to expand their vocabularies thru topic-primarily based totally coaching, because it has been plan to be applied because the technique withinside the curriculum improvement 2013, the existing examine attempts to analyze how topic-primarily based totally coaching improves younger learners' English vocabulary.

Phillips (1993) states that trainer ought to put together the precise coaching media or assisting device and a few sports associated with the technique to get scholar expertise and reaction at some point of the lesson. The sorts of sports that paintings properly are video games and songs with actions, overall bodily reaction sports, duties that contain Coloring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speak me sports activities that have an obvious conversation value.

RESEARCH METHOD

This research used quantitative method and classified as a classroom action research (CAR) since it takes the researcher to participate in teaching and focused on applying the technique of theme-based on students' vocabulary mastery in their speaking skill. A test method was used in this research as an instrument. There are two kinds of test that used. The first test was pre-test and post-test. Since the research was conducted in two cycles, the post-test was done twice. Pre-test was aimed to measure students' mastering of before applying the technique and post-test was to score their mastery after the technique applied. In measure the mean score of the pre-test and post-test, the formula used was:

$$M_x = \frac{\sum X}{N}$$

In which,

M_x : Mean

X : Individual score

N : Number of students

To get the magnificence percent which exceeded the minimal mastery criteria- Kriteria Ketuntasan Minimal (KKM) 70 (seventy), the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

In reading students' rankings of writing from pre-test to post-test, the researcher used formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

P : Percentage of Students' Improvement

y₁ : Pre-test Result y₂ : Post-test 1

P : Percentage of Students' Improvement

y : Pre-test Result

y₂ : Post-test

Research procedure

a. Pre-test

Before doing treatment, the researcher gave pre-test to the students to know their prior knowledge by way of question-and-answer face to face between the researcher and the students.

b. Treatment

After pre-test the researcher gave treatment as follows:

-The researcher gave some motivation before starting the materials.

-The researcher gave explanation about the learning process.

-The researcher gave teaching material about giving instruction

c. Post-test

After giving the treatment, the researcher collected the data based on the post-test to measure the use of theme-based teaching to improve students' speaking ability. Then, it was scored based on the classification

RESULT AND DISCUSSION (bold, 12pt)

Findings

a. The result of pre-test

The pretest had done before the Classroom Action Research (CAR). It was conducted on Monday, October 11th 2021. The students were asked to answer the questions that have been made by the researcher. To get the result of pretest, firstly, the researcher calculated the mean score:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{2050}{30}$$

$$M_x = 68.3$$

After that, to get the class percentages which pass Minimum Mastery Criterion criteria - Kriteria Ketuntasan Minimal (KKM) 70, the writer use the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{30} \times 100\%$$

$$P = 46.6 \%$$

Based at the end result of the pre test, the statistics confirmed that the suggest rating of pretest changed into 68.3. There had been best fourteen college students who derived the rating above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the meantime the opposite sixteen college students had been underneath that criterion. The lowest achievement gained score 59. From that analyzing, it could be seen that almost of the VII-A students' speaking ability was still very low.

b. The result of posttest

The result of posttest 1 showed that the mean score of the class increased to 75.03 in Which there have been 17 college students who exceeded the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 70 (seventy). The following have been the element outcomes of college students' talking rating within the first cycle: The researcher needed to calculate the mean score firstly to know the score. The mean score derived from the following formula:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2251}{30}$$

$$M_x = 75.03$$

After that, to get the elegance probabilities which byskip Minimum Mastery Criterion criteria - Kriteria Ketuntasan Minimal (KKM) 70 of 30 students, the author makes use of the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{30} \times 100\%$$

$$P = 56.6 \%$$

The records confirmed that the suggest rating of posttests became 75.03. There had been 17 college students who performed the Minimum Mastery Criterion- Kriteria

Ketuntasan Minimal (KKM) in the meantime the alternative thirteen college students had been underneath that criterion. There became a mild development of college students' suggest rating from the college students' pre-check to the college students' rating on the primary cycle. The development percent derived from the formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{75.03 - 68.3}{68.3} \times 100\%$$

$$P = 9.85\%$$

The statistics confirmed that the suggest rating of the pretest turned into 68.3 and the suggest rating of the students' speakme on the primary cycle turned into 75.03. That manner that there has been 9.85% of suggest rating improvement. Meanwhile, the calculation of the suggest of students' rating in speakme posttest 2 gained. It turned into derived from:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2387}{30}$$

$$M_x = 79.56$$

After that, to get the class percentages which pass Minimum Mastery Criterion criteria - Kriteria Ketuntasan Minimal (KKM) 70 of 30 students, the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{24}{30} \times 100\%$$

$$P = 80\%$$

The data showed that the mean score of posttest 2 was 79.56. 24 students achieved the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) meanwhile there was six students below that criterion. There was a slight improvement of students' mean score from the students' posttest 1 to the students' score on posttest 2. The improvement percentage derived from the formula:

$$P = \frac{y^2 - y}{y} \times 100\%$$

$$P = \frac{79.56 - 68.3}{68.3} \times 100\%$$

$$P = 16.48\%$$

Based on the result of the students' speaking score, there was better improvement of students' mean score from the students' pre-test score to the second cycle score. The mean score of the pre-test was 68.3, the mean score of posttest 1 was 75.03 and the mean score of posttest 2 was 79.56. It means that there was 16.48% of mean score improvement. The students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) were 24 students or 80% in percentage. It indicated that the first criterion of success has been achieved. The following was the table of students' speaking score.

No	Name	Score of pre-test	Score of post-test 1	Score of post-test 2
1	AD	63	69	72
2	AY	72	75	88
3	AS	61	67	75
4	AF	65	68	68
5	DF	78	85	88
6	EM	67	70	85
7	FN	70	74	83
8	HS	68	83	86
9	IY	63	67	67
10	IN	72	72	80
11	NB	75	80	85
12	ND	77	82	89
13	NA	70	73	83
14	NFA	79	87	89
15	NT	64	68	75
16	NY	59	66	67
17	NI	61	65	80
18	NFS	81	85	90
19	NW	71	77	85
20	NJ	63	69	70
21	NS	77	80	84
22	NR	59	65	68
23	NZ	66	74	86
24	NF	74	77	87
25	PA	72	79	88
26	RY	65	69	78
27	SF	59	65	70
28	SN	63	67	67
29	WD	62	65	65
30	WR	74	82	89
	Total	2050	2251	2387
	Mean	68.3	75.03	79.56
	score			

Students' Score of the Test

Discussion

This part presented the discussion of the research findings. It aimed to describe students' vocabulary mastery in speaking achievement through theme-based technique. The

data findings of this study were collected from the test and field notes. Based on the findings, it can be seen that students' scores were significantly increased in pretest, posttest 1, and posttest 2.

In pretest stage, the researcher tested the students by asking some questions. The researcher created the questions as simple as possible. In this case, the researcher asked each student about their daily life. This technique was chosen to help the students thinking of any word related to what they do every day. The researcher considered this level of test was easy and exciting to the students. They were asked to speak as long as they can. Finally, the results of students pretest scores were not satisfying. There were only 14 students who passed the test. It means that the others couldn't exceed the KKM (Kriteria Kelulusan Minimal) which is 70.

Based on the above problems, the researcher gave the treatment by applying theme-based method. The researcher conducted two cycles. In cycle 1, the students become active and like to talk, they can tell words well after the method used. During the teaching session, the researcher found it was way easier for the students to learn vocabularies by specifying the theme. In this case, the researcher chose "School" as a theme. The use of dictionary was also permitted to help the students memorize the words.

The students faced some difficulties during the test such as lack of confidence, repetition, and language mixing. They also do not know some basic words about the theme. For example, the word "room", "door", "chair", "table", and "student". It can be concluded that students' knowledge about English words was low. In speaking, some also used bahasa Indonesia more than English. Shyness, anxiety, laziness, competitiveness, and fear of disappointment will discourage students from speaking, even though they know what to say (McNatt:2019). However, students score in posttest 1 rose to 75.03.

In cycle 2, the researcher and teacher modified the lesson plan with some pictures about "theme". The students were expected to be more focused on the similar theme. To enhance students' motivation and make them less nervous, the researcher popped up with a game. Finally, the teaching process is better than before. Students can speak with more vocabularies. In this cycle, the students are also more confident. However, some students still mixed the language because dictionary was no longer used. The students mean score of posttests 2 improved to 79.56.

According to the findings above, it can be indicated that there is a different result between cycle I and cycle II toward the appliance of theme-based teaching to improve students' vocabulary in speaking skill. The researcher concluded that the method was successful to improve students' scores in speaking skill. The findings above showed that theme-based method helped both the teacher and the students during the learning process in speaking skill. This study supported the previous research that also found similar results. Theme-based teaching could enhance students' interest in learning process that was maintained by the themes chosen.

CONCLUSION

After conducting experimental research on the application of theme-based method and based on the researcher's findings in the previous chapter, the researcher concluded that the use of the theme-based technique can successfully improve students' vocabulary mastery in speaking. The results were proven in students mean scores. In pre-test, there were only 14 students fulfill the KKM which was 70. The mean score of pre-tests was 68.3. In cycle 1, the mean score rose to 73.05. The students who passed KKM added to 21 students. In cycle 2, the mean score kept increasing to 79.56 resulted from 24 students. There was one student left who did not pass the KKM.

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