

**THE IMPLEMENTATION OF THEME BASED TEACHING TO
IMPROVE STUDENTS' ACHIEVEMENT IN NARRATIVE TEXT**

SKRIPSI

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By

Kiki NurfadillahSeptiana

1302050167



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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The research was aimed to find out the improvement on the students’ reading achievement in narrative text. This skripsi was applied by using Classroom Action Research (CAR). It was done through planning, action, observation, and reflection. Descriptive qualitative and quantitative design was applied to this research. The location of this research was SMP Tarbiyah Islamiyah Hamparan Perak, Jl. Perintis Kemerdekaan Simpang Beringin Hamparan Perak, academic year 2016-2017. The subject of this research was all students in VIII A who consisted of 40 students. The objective was to find out the improvement of students’ achievement in narrative text by using Theme Based Teaching Approach. Based on the students’ reading score, students kept improving in every test. In the Pre-test, the mean score was 50,5. In the first cycle test, the mean of students’ score was 69,25, and the second cycle test, the mean score was 80,87. The improvement also could be seen from the number of master students in reading achievement, in Pre-test 0% students got point more than 75, in the first cycle test, 55% students got point more than 75, and in the second cycle, 100% students got point more than 75. The improvement was 45% from cycle I to cycle II. In other words, the students’ achievement in reading narrative text was improved and based on diary note, observation sheet and interview with the English teacher, it showed the expression and excitement of students. They become more motivated in learning narrative text.

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1302050167

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLE	vii
LIST OF FIGURE	viii
LIST OF APPENDIXES	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem.....	2
C. Scope and Limitation	3
D. Formulation of the Problem	3
E. Objectives of Study	3
F. Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework	5
1. Theme-Based Teaching Approach.....	5
1.1 Using a Theme Study Approach	7
1.2 Class Theme	8

1.3 Implementation Process of Theme Based Teaching	9
1.4 Advantages and Disadvantages of Theme Based Teaching	11
2. Reading	12
2.1 Understanding Reading	12
2.2 Reading Purpose	13
3. Kinds of Text	14
3.1 Narrative Text	14
3.2 Descriptive Text	14
3.3 Recount Text	15
3.4 Procedural Text	15
3.5 Discussion Text	15
3.6 Report Text	16
3.7 Argumentative Text	16
3.8 Analytical Exposition Text	16
3.9 Hortatory Exposition Text	17
B. Previous Related Research	17
C. Conceptual Framework	18
CHAPTER III RESEARCH METHOD	20
A. Location and Time	20
B. Subject of the Research	20
C. Research Design	20
D. Procedure of the Research	21
E. Instrument of the Data	24

F. Technique of Analyzing Data.....	25
CHAPTER IV DATA AND DATA ANALYSIS.....	28
A. The Data.....	28
B. Data Analysis.....	29
1. The Qualitative Data.....	29
a. Observation.....	29
b. Interview.....	29
c. Diary Note.....	30
2. The Quantitative Data.....	30
2.1 Pre Test.....	31
2.2 Cycle I.....	34
2.3 Cycle II.....	40
C. Research Findings.....	51
CHAPTER V CONCLUSION AND SUGGESTION.....	52
A. Conclusion.....	52
B. Suggestion.....	52
REFERENCES	

LIST OF TABLE

Table 4.1 The Comparison Score of Test I, Test II and Test III.....	28
Table 4.2 The Result of Students' Score in Pre Test, Post Test I, Post Test II	29
Table 4.3 The Result of Students' Score for Pre-Test	31
Table 4.4 The Result of Students' Score for Cycle I	37
Table 4.5 The Result of Students' Score for Cycle II.....	43
Table 4.6 The Result of Students' Score for Pre-Test, Cycle I, Cycle II.....	46
Table 4.7 Table of Students' Score from First until Last Meeting	49
Table 4.8 Comparison of Students' Score in Three Comparison Test.....	50

LIST OF FIGURES

Figure I Spiral of Action Research	21
Figure II Diagram of Pre-Test	34
Figure III Diagram of Cycle I	39
Figure IV The Different Percentage in Pre-Test to Cycle I	40
Figure V Diagram of Cycle II	46
Figure VI Diagram of Pre-Test, Cycle I, and Cycle II	48
Figure VII Diagram Students' Reading Score in Percentage.....	49
Figure VIII Diagram Students' Comparison Score	51

LIST OF APPENDIXES

Appendix 1	Lesson Plan.....	54
Appendix 2	Test Item.....	64
Appendix 3	Keyword.....	120
Appendix 4	Observation Sheet.....	121
Appendix 5	Interview Sheet.....	127
Appendix 6	Diary Note.....	129
Appendix 7	Students Attendance.....	130
Appendix 8	Documentation.....	131
Appendix 9	Form K1.....	133
Appendix 10	Form K2.....	134
Appendix 11	Form K3.....	135
Appendix 12	Lembar Pengesahan Hasil Seminar Proposal.....	136
Appendix 13	Surat Pernyataan Plagiat.....	137
Appendix 14	Surat Permohonan Izin Riset.....	138
Appendix 15	Surat Keterangan Izin Riset.....	139
Appendix 15	Berita Acara Bimbingan Skripsi.....	139
Appendix 16	Curriculum Vitae.....	140

CHAPTER 1

INTRODUCTION

A. Background of the Study

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Harris (2002: 22) states that, reading is a complex ability. Reading is not the activity at the symbols of written simply. The various capabilities are deployed by a reader, so he will be able to understand the reading material. Reading activities are also an activity that is active speaking receptive.

For students, reading is not only a role in the subject learned. But reading is also a role in knowing the various kinds of advances in science and technology continue to grow. Through reading, advancement of science and technology can be known and understood before it can be applied. By reading, the students will get much information from the text which they read. From those texts, they provide new story and experience for the students especially in narrative text. By reading narrative text, it provides the students by entertaining and telling with a true experience or an imaginary one.

Based on the researcher's experience in doing real teaching field (PPL), there were some difficulties faced by the students in learning reading. Based on the interview with the English teacher of VIII grade, most of the students had the score under the criteria of minimum completeness (KKM), they also found the difficulties in reading especially reading narrative text. It made them unable to remember every sentence which contained the important information and their achievement in narrative text was still low. Besides that, the teacher always used the same method of teaching. This condition made students feel bored.

Therefore, based on the description above, the researcher was interested in solving the problems by implementing Theme Based Teaching approach on students' achievement in narrative text. According to Cameron's viewpoint (2001) that, Theme-Based Teaching approach suits the way young learners naturally learn. It provides lots of linked activities that allow students who commonly have high enthusiasm to participate actively in the teaching and learning process. Hence, it is teacher's responsibility to design the whole activities as meaningful and attractive with the purpose of stimulating learners' curiosity to be involved within something rather than only keep silent and listen to their teacher's explanation (Harmer, 1991). This was also, the reason for the researcher to chose Theme Based Teaching to improve the students' skill in reading narrative text.

B. Identification of the Problem

The problem of this research would be identified as follows:

1. Most of students have score under the criteria of minimum completeness (KKM) in English.
2. Students have problem in reading narrative text.
3. Students' achievement in reading narrative text is still low.
4. The teacher uses the same method of teaching.

C. Scope and Limitation

In this research, the scope is reading comprehension and the limitation is narrative text to the VIII grade students of SMP Tarbiyah Islamiyah Hamparan Perak at the academic year 2016/2017.

D. The Formulation of The Problem

The formulation of the problems were given as follows:

1. Is there any improvement on students' achievement in reading narrative text by using Theme Based Teaching Approach?
2. What is the percentage of the students' achievement in reading narrative text by using Theme Based Teaching Approach?

E. The Objective of the Research

Based on the research problem, the objectives of the research are given as follows:

1. To find out the improvement on students' achievement in reading narrative text by using Theme-Based Teaching.

2. To find out the percentage of the students' achievement in reading narrative text by using Theme Based teaching Approach.

F. The Significance of the Study

The result of the study is expected to give contribution theoretically and practically.

1. Theoretical

Theoretically, the finding of the research was expected to enhance the theories of reading skill especially in narrative text and gave easier and interesting way through implementing Theme Based Teaching Approach.

2. Practical

- a. The teacher, give information to teacher about how to improve students' achievement in reading narrative text by using Theme-Based Teaching.
- b. The students, to add their knowledge to improve their reading skill especially in narrative text.
- c. The readers, especially the candidate of English teacher as an input for them in teaching English in the classroom especially narrative text.
- d. Other researchers, to give information for those who conduct the research in the same field.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In doing this research, theories were needed to explain all the terms in the research which had taken from many sources to avoid misunderstanding between the researcher and the readers, so that the researcher and the readers may have the same interpretation to this research.

1. Theme-Based Teaching Approach

One of the subjects that is becoming an issue to deal with the new approach in Curriculum 2013 is by creating learning activities through Theme-Based Teaching. It means that, the process of teaching and learning is presented based on the themes that will be expanded to other subjects. Some experts describe Theme-Based is an approach to language teaching in which the whole course is structured around certain themes or topics (Brinton, 2001; Brinton, Snow, & Wesche, 2003 as cited in Yang, 2009).

Theme-based teaching (also termed theme-based instruction or topic-based teaching) is one of the approaches within the broader model of content-based instruction (CBI) in which the emphasis is on exposing students to a “highly contextualized” second language environment by using the subject matter as the content of language learning (Wesche & Skehan, 2002:220). In a theme-based course, different teaching activities are integrated by their content, the teaching of

different skill areas is incorporated into the theme (Brinton, Snow, & Wesche, 2003), and “the theme or topic acts as a connecting thread” (Cameron, 2001:180). The rationale for this thematic approach is to “avoid fragmentation and unconnected skill exercises” and a variety of activities are integrated around meaningful content (Berry & Mindes, 1993:6). Therefore, theme-based teaching has been transferred from general primary education to the teaching of English as a foreign language because it provides learners with motivating and meaningful uses of the language (Cameron, 2001). Other important advantages of theme-based teaching for language learning, as suggested by Cameron (2001), includes the fact that new vocabulary items can be learned easily, with the theme providing a meaningful context for understanding, and for the natural use of a wide range of discourse types, both written and spoken. Freeman and Freeman (2006: 64) suggest that “when the content of the lesson is relevant and interesting, students are more likely to try harder to understand and to stay focused.” Brinton, Snow and Wesche (2003) also believe that if the lesson content is perceived to be relevant by the learners, their motivation is more likely to increase and effective learning can then be promoted. There is a positive relationship between language learning and motivation in which successful language learning is dependent upon a student’s motivation, no matter what his or her level is (Wiesen, 2000, 2001). 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”(Hidi, 2000: 315).

1.1 Using A Theme Study Approach

According to Diana Mumford in her book (2000), Theme Based units are 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. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process.

The integrated studies approach, based on collaboration with the learners, is a new organizational model for some teachers. It can be threatening to those who are accustomed to a more traditional model, because the teacher no longer has the same kind of control over the content of the curriculum. However, the more those students become involved in how and what they study, the more interested they become in learning. This model can be implemented in cautious steps, with the teacher relinquishing decision making at any rate that feels comfortable.

Although students may be given a greater voice in the topics they study and the strategies they use, the teacher's role is not diminished, but changed. Young people still need teachers to help them reflect on their learning and lead them to make connections between prior and new knowledge. The acquisition of skills needs to be planned and the possibilities for application of these skills in other situations needs to be illustrated. The role of the teacher becomes one of

coordinator or facilitator, who maintains a sense of the whole picture and a vision of the skills the students need to acquire through classroom activities. An excellent strategy for teachers wishing to make the transition from teacher directed to more student directed learning, is to begin planning thematic units with another teacher. Working in cooperation with a colleague— sharing ideas, reflecting on activities attempted, developing resources, planning activities— affirms the skills of both teachers and provides an opportunity to build on each other's expertise to create something that neither would have accomplished alone.

1.2 Class Themes

Many teachers plan their classroom programs around themes, integrating curriculum areas into a single unit of study. These units vary in length depending on their sources available and whether or not the study is extended by the students' enthusiasm and interest. The theme may be chosen by the teacher or in collaboration with the students, or may develop from the interests of one or two students whose enthusiasm spreads to all their classmates. The teacher remains responsible for ensuring that skills are practiced, but the subject matter and activities may be directed by the students.

Although many teachers plan their theme based units themselves or with other teachers, there are advantages when theme studies are developed by teachers and students together. The students bring innovative ideas, resources and strategies and become committed to the learning process that is driven by their own interests. Learning becomes more meaningful when learners choose their methods and topics of study; the model of lifelong learning is brought into the

school setting. Interpersonal relationships between teachers and students are improved when authority is put aside, and teachers become collaborators rather than lecturers. Of course, the teacher retains ultimate control over behavior and remains accountable for ensuring that students are engaged in worthwhile projects that extend skills and result in increased knowledge and positive attitudes. The movement toward student directed learning is not a movement away from responsibility; the responsibility becomes shared with the students.

1.3 Implementation Process of Theme Based Teaching

This implementation process may provide a bridge from the traditional model of teacher directed learning and segregated subjects to a more innovative way of planning units of study. It is a process that may be used by a single teacher, by a team of teachers who choose to plan together, or by a teacher who wishes to include students in the planning process. Templates are provided on the following pages that can be used for planning, or as models for designing your own planning process.

STEP 1: CHOOSE THEME NARRATIVE TEXT

The first task in the planning process is to meet with the collaborators to discuss and define a theme that will form the basis of a unit of study. Teacher need to brainstorm for new ideas, refine an idea already suggested by one member of the planning team, raise awareness of all members of the team, or narrow a large topic down to a manageable size. Goals pertaining to the theme (i.e. not specific to curriculum areas) should be agreed upon by all members of the planning team.

STEP 2: PLAN AHEAD

Now develop a realistic plan around the chosen theme: teacher may split the planning tasks among the members of the planning team, deciding who will plan for specific curriculum areas, and set a date for completion of the planning; plan the entire unit together; or if the teacher are working alone, map out a plan to meet specific objectives for the unit. Tasks that should be completed before the teacher begin teaching the unit include:

- a. Set objectives (for curriculum areas)
- b. Determine evaluation strategies
- c. Divide planning responsibilities
- d. Set deadlines for completion of planning
- e. Gather/locate resources
- f. Plan activities: an introductory activity to kick off the unit, whole class activities, small group activities, individual projects or assignments, and a culminating activity to mark the end of the unit
- g. Reach out to the community for assistance
- h. Map out the entire unit using weekly planning templates

STEP 3: PUT THE PLAN INTO ACTION

Launch the unit. At this point the teacher will need to be flexible, as student ideas and interests may take them in unexpected directions. Continue to meet with the planning team for inspiration and support as the unit progresses, and adjust the plan as the need arises.

STEP 4: EVALUATE • CELEBRATE

Evaluation of students' progress should be addressed throughout the unit using tools that reflect the objectives that were set in Step 2. When the teacher has completed the activities, evaluate the success of the unit, share information with other classes, parents, and community groups and celebrate the accomplishments.

1.4 Advantages and Disadvantages of Theme Based Teaching

Theme Based Teaching Approach has some advantages and disadvantages that can be considered by the researcher. They will be explained as follow:

1. Advantages of Theme based Teaching

David Booth (1998: 82) says that Theme based teaching have many advantages when teaching the students, some of the advantages are:

- a. The method connects subjects, topics and themes naturally. Learning opportunity, thus is extended beyond one class, to throughout a whole day or week.
- b. Learning becomes a continuing process, which is not limited to books or guidelines prescribed by the curriculum or time bound.
- c. The emphasis is not on the product, but the process of learning.
- d. The contribution of learners becomes an essential art of the curriculum.
- e. The focus of the group activity is problem-solving, critical, and creative thinking.
- f. It marks the beginning of community of learners.
- g. The method enhances risk taking factor in the learners, through self-initiated learning activities and first hand experiences.

- h. The group consists of active learners, since there is investigation of ideas and concepts, which are a reflection of their inquiries.

2. The Disadvantages of Theme Based Teaching

Theme Based Teaching also has some disadvantages, they are:

1. Some students may lose interest.
2. Student/Teacher could become bored with one theme.
3. Students miss a day- may miss the connections.
4. Missing out on some content that could be covered.
5. Finding enough resources/information to cover every aspect of the topic.

2. Reading

2.1 Understanding Reading

Blair (2001: 15) defines reading as thinking. The reading paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem solving, behavior, selection, inference organization, comparison of data, determination, relationships and critical evaluation of what is read.

Otto (2002: 147), says that reading is not just saying the words. Reading always must be a meaning getting process. Even the ability to repeat verbatim words from the passage does not necessarily indicate the passage has been comprehended.

Reading is one of the four skills. In reading activities, more activities focused on reading skills than reading the theories themselves. Tarigan (2002: 10) mentioned three components of reading skills, namely:

1. Introduction to the characters and punctuation.
2. Correlation of literacy and reading signs with elements of formal linguistics.
3. The relationship further than A and B with meaning.

Each teacher must realize and truly understand that reading is a method that can be used to communicate with ourselves and sometimes with other people is to communicate meaning contained or implied in the written symbols. Tarigan (2002: 10) argues that “reading is a process that is well used by the reader to get the message conveyed by the authors to the media or the words written language.” A process which requires that the word is a unity will be visible in a glimpse, and that the meaning of the words individually will be known. If this is not met, then the message is explicit and the implicit not are captured or understood, and the reading process is not implemented properly.

2.2 Reading Purpose

The main purpose of reading is to seek and obtain information, including the contents, understand the meaning of reading. Meaning, the sense (meaning) very closely or our intensive reading. Tarigan (2002: 15) express purpose of reading is as follows:

1. Read to obtain details or facts (reading for details or facts).
2. Reading for main ideas (reading for main ideas).
3. Read to know the sequence or structure; the organization of the story (reading for sequences or organization).
4. Reading to conclude, read inferences (reading for inferences).
5. Read to group, read to classify (reading to classify).

6. Reading rate, read the evaluation (reading to evaluate).

7. Reading for comparing or contrasting (reading to compare or contrast).

3. Kinds of Text

In learning English, there are some kinds of text that should be learned by the students. They are as follows.

3.1 Narrative Text

Narrative text is one of English text types

According to Anderson and Anderson (2003) that narrative text is a text that tells a story and to entertain the readers and the listeners. However, narrative can be written to teach or inform, to change attitude or social opinions and to show the moral of a story. He also said that there are five generic structures in constructing a narrative text. They are:

- a. Orientation; introducing the characters of the story, time and place the story happened (what, who, when and where)
- b. Complication; a series of events in which the main character attempts to solve the problem.
- c. Resolution; the ending of the story which contains the solution.

There are some language features of narrative text stated on 2006 National Curriculum, it says that narrative focuses on the specific participants, it usually uses past tense, there is temporal conjunction, there are many action verbs and direct and indirect sentences are often used.

3.2 Descriptive Text

Descriptive text is a text which describes about what a person or a thing is

like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has two generic structures, they are identification; identifying the phenomenon to be described and description; describing the phenomenon in parts, qualities, or/and characteristics. Based on 2006 National Curriculum, descriptive text has some language features, they are: using attributes and identifying process, using adjective and classifiers in nominal group, and using simple present tense.

3.3 Recount Text

Recount text is a text that retelling the reader about one story, action, or activity. The purpose of recount text is to entertain or inform the readers. It has some generic structures, they are, orientation; introducing the participants, place and time, events; describing series of event that happened in the past, and reorientation; stating personal comment of the writer to the story. Recount text has some language features, it is usually use chronological connection, linking verb, action verb and use simple past tense.

3.4 Procedural Text

Procedure text is a text that explains how something works or a text that explains how to do something. Its social function is to describe how something is completely done through a sequence of series. There are three generic structures in procedure text. The first is goals of purposes. The second is materials or tools. The third and the last are steps or methods. Usually in steps, it describes the steps to achieve the purpose.

3.5 Discussion Text

The purpose of discussion text is to present information and opinions

about issues in more one side of an issue. Discussion text has three generic structures, they are:

1. Issue
2. Arguments for and against
3. Conclusion

Language features of discussion text usually use simple present tense, use of relating verb/to be, using thinking verb, using general and abstract noun, using conjunction, and using modals.

3.6 Report Text

Report text is a text that presents information about something. The generic structures of the text are general classification and description. It is usually use conditional logical connection, use simple present tense and also introducing group or general aspect.

3.7 Argumentative Text

Argumentative text departs from the assumption that the receiver's belief must be changed. It often start with the negation of a statement which attributes a quality of characteristic activity to something or someone. It also include advertising text, which try to persuade their readers that a product is somehow better, at least implicitly than others.

3.8 Analytical Exposition Text

It is a text that elaborates the writer's ideas about the phenomenon surrounding. It is social function is to persuade the reader that the idea is important matter. The generic structure of analytical exposition text are:

- a. Thesis :introducing the topic and indicating the writer's position.
- b. Argument 1: explaining the argument to support the writer's position.
- c. Argument 2: explaining the other arguments that support the writer's position more.
- d. Reiteration: restating the writer's position.

3.9 Hortatory Exposition Text

It is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure are thesis, argument and recommendation.

Language features:

1. Using simple present tense.
2. Using modals.
3. Using action verbs.
4. Using thinking verbs.
5. Using adverbs.
6. Using adjectives.
7. Using technical terms.
8. Using general and abstract noun.
9. Using connectives/transition.

B. Previous Related Study

A prior research about this Implementation of Theme Based Teaching has already done by other researchers as follows.

1. *Theme-based Teaching in an English Course for ESL students in Hong Kong*, (2009), by Chi Cheung Ruby Yang. This research was conducted to investigate learners' perceptions and the impact of Theme-Based Teaching Approach on children's level of interest in an English course for primary English as second language students in a non-school setting in Hong Kong. The result was the students are intrinsically motivated to complete learning English because they resemble what they are likely to encounter in real-life situations.

2. *The Implementation of Theme-Based Teaching to Improve Students' Speaking Skill*, (2013), Fitria Lathufirdaush, Indonesia University of Education. Based on the data of the research, it was revealed that the students' scores increased gradually in every meeting. The improvement was related to the aspects of speaking assessed in this research, including vocabulary, pronunciation and grammar.

3. *The Implementation of Theme-Based Teaching in Reading Activities to Improve Students' Reading Skill*, (2014), Risma Rahmawati, Indonesia University of Education. Based on the data from assessment indicated that the implementation of Theme-Based Teaching in reading activities presented in the classroom could help the students to improve their reading skill specially in terms of vocabulary mastery and reading comprehension. The number of students who were categorized as having good reading skill increased from every test. It also could make the teacher become more creative in designing the activities to deliver a lesson so that the students were attracted to learn English.

C. Conceptual Framework

Reading narrative text is involved as one of materials which are taught in English lesson. In teaching English, the teacher should be aware about some important points that will help him to explain it to the students clearly, and as the result that the students will get more understanding about the material being taught. The researcher used Theme-based Teaching approach to improve students' achievement in narrative text especially in reading skill. As Brinton, Snow, & Wesche (2003) states that Theme-Based Teaching is an approach to language teaching in which the whole course is structured around certain themes or topics. By implementing Theme Based Teaching, it can help the students to contribute from partial to more complete knowledge by building links and connections in the networks of students' language resources, so it makes the students have their own creative thinking and skilled organization.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research would be conducted to the VII grade students of SMP Tarbiyah Islamiyah Hamparan Perak of the academic year 2016/2017. The reason for choosing this school because the researcher found that students of this grade had a problem in reading narrative text and it was hoped that this approach could help them to improve their reading narrative text.

B. Subject of the Research

In this research, the subject of the research was the students and the teacher who were involved in the process of research. The subject of the research was the VIII-A grade students of SMP Tarbiyah Islamiyah Hamparan Perak of the academic year of 2016/2017. The subject of this research consisted of 40 students.

C. Research Design

This research would be conducted by using Classrooms Action Research. It was aimed to improve students' learning and outcomes of teaching learning process. The subject was the VIII grade students of SMP Tarbiyah Islamiyah Hamparan Perak of the academic year 2016/2017. In this research the problem of the research subject was identified something was done to resolve the problem, then it was seen how successful their efforts, and if it was not satisfied, the

researcher would try back. Therefore, action research was needed to use cycle. Every cycle consisted of four steps; namely planning, action, observation, and reflection.

D. Procedure of the Research

This research was divided into two cycles: cycle I, cycle II, in which planning, action, observation, and reflection were applied in each cycle. Each cycle was carried out in three meetings. The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:

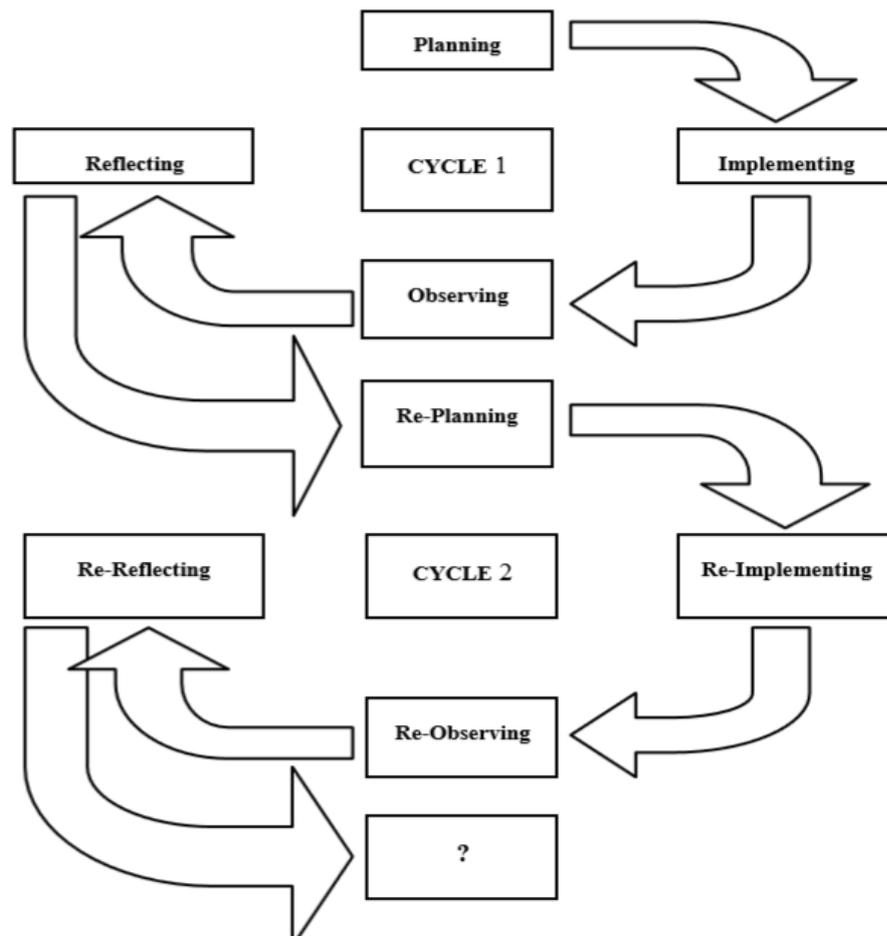


Figure I. Spiral of Action Research

Cycle I

Planning was the first step in Classroom Action research. Every cycle consisted of two meeting, it was the arrangement for doing something considered in advance. In this step, the researcher planned detail about the activities that would be done. The action in the planning step was as the following:

a. Planning

The activities in the planning were as follows:

1. The researcher prepared the material of teaching by using Theme Based Teaching Approach, making lesson plan, and designing the steps in doing the action. (See Appendix I).
2. Preparing sheet for classroom observation, preparing test (including pre test, post test I and post test II). (See Appendix III).
3. After the tests were completed in learning process by using Theme Based Teaching Approach, the researcher started teaching the students in reading narrative text.

b. Action

In action session, the researcher did some activities as follow:

1. Giving pre-test to the students.
2. Teaching reading narrative text by implementing the Theme Based Teaching Approach which connected to other lesson.
3. Giving the post test.

c. Observation

Observation was done while the action was being done. In this research, the researcher collaborated with the English teacher. The English teacher was as the observer who observed whether this approach was suitable for improving the students' reading skill and to see the students' responses by applying theme based teaching in learning English.

d. Reflection

Reflection was a feedback process from the action which was done. Reflection was used to help the teacher make decision. In this phase the researcher reflected everything that would be made a conclusion. In this case, the researcher considered whether the research needed some improvement. The teacher did the second cycle by repeating the pre step in order to found out the problems and make planning to solve the problems if the results did not reach the goal determined.

Cycle II

Cycle II and was done if the mean score at the first cycle was not satisfying. This cycle was needed if the previous mean score did not fulfill the minimum completeness criteria (KKM). This cycle consisted of same four phases like cycle I: planning, action, observation, and reflection in cycle I, but there was the improvement in doing the action based on the weakness found in the cycle I.

E. Instrument of the Data

Instrument was used to collect data in the research. Instrument for collecting data was aimed to support the success of the research. It helped the researcher to get the data and the information about the process of students' activeness improvement in reading class especially in comprehending reading through discussion technique more early.

In conducting the research, the researcher used some instruments for collecting data. The data of the research was collected from the lesson plan, observation sheet, interview sheet, and the test. The description is as follow.

1. Observation Sheet

The observation was used in this research to see the process by eyes observation. The researcher used the observation because she wanted to know the students' activeness during teaching and learning process, in the reading narrative text especially in comprehending English text through discussion.

On the other observation, the researcher provided the observation lists as the instrument for collecting data. There were two kinds of observation checklists. Those are provided for observing the students' activeness and also the teacher's activities during the teaching narrative text. In this case, to know the result percentage of the students' activeness the researcher used the individual activeness, although the learning process was done in groups.

2. Interview Sheet

In this research, the interview was done to collect data by asking question to the English teacher who helped in observation during learning and teaching process in reading class especially in comprehending the narrative text. The first interview was with the English teacher and the second interview with the students.

3. The Test

To get the data the researcher did some of the test. In reading narrative text the researcher made the test which suitable to measure students' completion, the researcher provided narrative text, the students must be able to answer the multiple choice. The test was taken from Buku Penunjang Evaluasi Belajar Mandiri SMP Kelas VIII Semester Genap by Putra Kertonatan in the form of multiple choice test (20 items test).

4. Diary Note

Diary note had function to record the events in teaching learning process. Diary note described the general impression of the classroom and its climate.

F. Technique of Analyzing Data

In this research, the researcher applied qualitative and quantitative data, where qualitative data were used to describe the situation during the teaching process, while the quantitative data were used to analyze the score of the students. The researcher used this technique of data analysis for collecting data, they were:

The qualitative data was analyzed from the observation sheet and interview sheet to describe the implementation of Theme Based Teaching in reading narrative text.

The researcher applied quantitative data which meant that the data were taken from the students reading narrative text. Score was used to analyze the improvement of the students' skill.

To know the mean of the students' score of each cycle. The formula below, was applied. It purposed to evaluate the data obtained from test.

$$\bar{X} = \frac{\sum x}{N}$$

Where:

X = class mean score

$\sum x$ = total score

N = the total number of student

To categorize the number of master students, the researcher calculated it by using this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of students getting score 75

R = number of student getting score 75

T = the total number of students taking the test

The category of scoring:

90% - 100% = Very Good

80% - 89% = Good

65% - 79% = Enough

55% - 64% = Less

0% - 54% = Bad

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research was conducted in one class which consisted of 40 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings. Before conducting Post test in the first cycle, the researcher did Pre-test to measure the students' achievement in reading comprehension of narrative text. The researcher gave multiple choice test which consisted of 20 questions in each test.

The data of students' score in pre-test, post-test I, and post-test II can be seen as below:

Table 4.1

The Comparison Score of Test I, Test II and Test III

Names of Test	Test I (Pre-Test)	Test II (Post Test I)	Test III (Post Test II)
Lowest Score	25	50	75
Highest Score	70	80	95
$\sum X$	50,5	69,25	80,87
N	40	40	40

The data of students who passed Standard Minimum Score (KKM):

Table 4.2**The Result of Students' Score in Pre-Test, Post Test I and Post Test II**

No.	Criteria	Score	Pre-Test	Post Test I	Post Test II
1	Passed	75-100	0	22	40
2	Failed	0-74	40	18	0

B. Data Analysis

28

The form of the research result involved qualitative and quantitative data. The qualitative data was taken from observation sheet, interview, and diary note. The quantitative data was taken from students' score in multiple choice test.

1. The Qualitative Data

The qualitative data were taken from: interview, observation sheet, and diary notes.

a). Observation Sheet

Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which Theme Based Teaching was applied; they were students' activities and behavior, students' ability in comprehending the test, and interaction between teacher and students. It can be seen in the appendix. From the observation sheet, it was written the note to describe the students who were active and enthusiastic in learning reading comprehension by applying Theme Based Teaching.

b). Interview

Interview was conducted to get information about students' interest in reading. There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher.

c). Diary Notes

In the diary note, the researcher noted in the first meeting in cycle I, the students have less interest in learning English, especially in reading. The students' achievement in reading comprehension was low in the class. From the first test, it was found that no students can get score 75 or above. It means that they felt difficulties to understand the text. Most of them made noisy and disturbed their friends when teaching learning process. In the second meeting, by applying theme based teaching, all of the students could understand what they were studying. After giving the explanation about narrative text, they were given the task to be discussed in the group. They worked cooperatively but some of the students did not paid attention. Based on the reflection in the first cycle that had been done was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In next meeting of the cycle II, the researcher gave motivation and review about implementing Theme Based Teaching approach. The students listened seriously asked some question. In the last meeting, the students felt more enjoyable and interested in learning reading by implementing Theme Based Teaching, it was proved from the result of their post

test in cycle II. The students' score had been improved and all of them passed the criteria minimum completeness.

2. The Quantitative Data

The quantitative data were taken from the students in each cycle. In the first meeting, pre-test was applied to know the students' orientation test. To know the improvement of students, it can be seen from the result of pre-test, test Cycle I, and test Cycle II.

2.1 Pre Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. The test consisted of twenty questions and one question was scored five. The point of pre-test can be seen bellow:

Table 4.3

The Result of Students' Score for Pre-Test

No.	The Students' Initial	PRE-TEST	
		Score	Got Score 75
1	AP	35	Failed
2	AM	55	Failed
3	AF	50	Failed
4	AN	45	Failed
5	DH	60	Failed
6	DS	55	Failed
7	DA	40	Failed
8	DR	45	Failed
9	DM	60	Failed
10	DS	45	Failed
11	ES	60	Failed
12	EL	50	Failed

13	EB	50	Failed
14	FG	40	Failed
15	FI	50	Failed
16	IW	50	Failed
17	IS	55	Failed
18	KN	70	Failed
19	JH	55	Failed
20	MA	55	Failed
21	MA	60	Failed
22	MA	55	Failed
23	MH	60	Failed
24	MW	50	Failed
25	NE	50	Failed
26	NA	50	Failed
27	NM	50	Failed
28	PM	55	Failed
29	PW	30	Failed
30	RP	45	Failed
31	RI	55	Failed
32	RR	65	Failed
33	SN	60	Failed
34	SM	25	Failed
35	SY	40	Failed
36	SC	70	Failed
37	TS	35	Failed
38	WA	50	Failed
39	WH	30	Failed
40	WA	60	Failed
Total ΣX		2020	
The Mean Score		50,5	

From the table of pre-test, the total score of students was 2055 and the number of students who took the test was 40 students, so the students' mean was:

$$\text{Formula: } \bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2020}{40} = 50,5$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The students' mean was 50,5, to get know the number of students who were competent in reading comprehension test by calculating with the following formula:

Formula : $P = \frac{R}{T} \times 100\%$

$$P1 = \frac{0}{40} \times 100\% = 0\%$$

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 40. Number of the students who passed in pre-test session was 0 (0%). It can be concluded that the students' achievement in reading comprehension was still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. So, post test 1 was continued in cycle I. in the post test I of the first cycle, the analysis can be seen below:

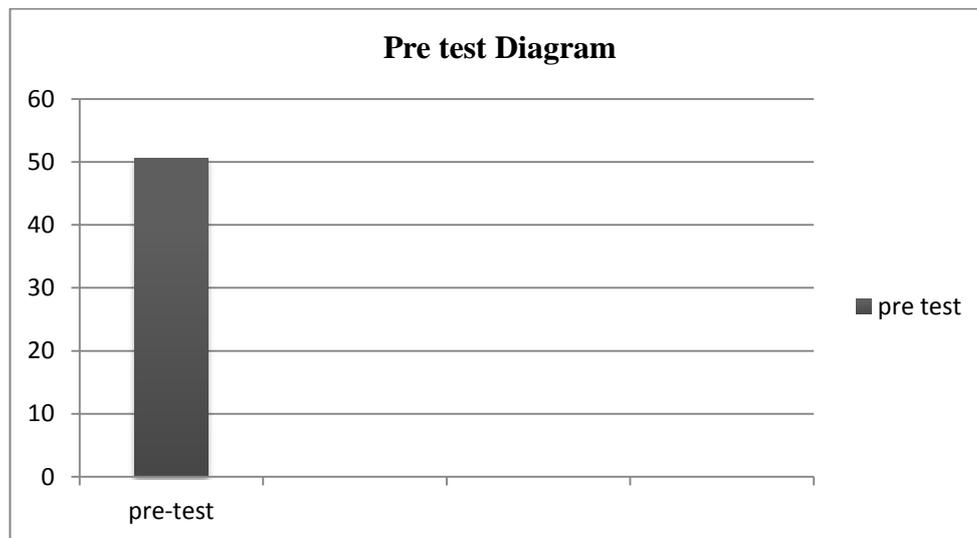


Figure II. Diagram of Pre-Test

2.2 Cycle I

The Activity of the First Cycle

The first cycle was conducted in two meeting. Before the first cycle conducted, the researcher gave the test to measure how far the students master in reading narrative text. Firstly, they were difficult to understand the meaning of narrative text, and they also look uninterested. It was difficult for them to answer the multiple choice tests. That was the situation that the researcher observed in the classroom. There were many activities that were done in this cycle. All the activities were observed by researcher as follow:

1. Planning

In planning, the researcher did:

- a. Preparing the research instrument which was used in teaching English through Theme Based Teaching Approach, they were observation

sheet, interview sheet, example of narrative texts completed with pictures, and multiple choice tests.

- b. After the instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

2. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about narrative text. The researcher explained about and how to apply Theme Based Teaching approach to improve their reading narrative text. In applying Theme Based Teaching approach, the researcher collaborated with the English teacher to choose one theme; it was narrative text to be taught to the students. The researcher integrated the theme narrative text with the students' environment and other subject. The researcher told about some examples of narrative texts. Then the teacher analyzed the generic structure, characters, plot and setting and the events that happened in the text. At the last, the researcher divided the students into eight groups in which each group consisted of five students. The researcher asked them to find the generic structure and to analyze what the main topic of the text was. Finally, the students were given multiple choice to be answered.

3. Observation

Before the researcher applied Theme Based Teaching Approach, the researcher observed the situation of the classroom. This observation did when the researcher gave pre-test to the students. Most of the students were confused when

answered the test, even some of them did not answer the test. Then, after the researcher explained about Theme Based Teaching and applies the approach to teach the students, the students were more interest and paid attention to the researcher, but not all of them. When the researcher asked them to read and told what they have read about the text, they did it seriously. And they also did the test better than in pre-test. When the researcher explained about the lesson, the English teacher checked the researcher how to manage the class, and the condition when teaching learning process. In this cycle, the English teacher gave suggestions and comments about the students who were still not good enough in English. The researcher discussed about the students and English learning process with the English teacher.

4. Reflection

All of the activities in first cycle have been done. The researcher had collected all of the students' answered. Based on the result of the first Cycle until twice meeting, it determined to continue into second cycle because the result showed if their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choices test, and they also still difficult to analyze the generic structure of the text.

At the end of meeting in Cycle I, the researcher gave the test like test in pre-test. And the researcher found improvement in students' achievement score in reading. It can be seen as follow:

Table 4.4
The Result of Students' Score for Cycle I

No.	The Students' Initial	CYCLE I	
		Score	Got Score of over 75
1	AP	70	Failed
2	AM	75	Passed
3	AF	75	Passed
4	AN	65	Failed
5	DH	75	Passed
6	DS	75	Passed
7	DA	65	Failed
8	DR	75	Passed
9	DM	75	Passed
10	DS	70	Failed
11	ES	75	Passed
12	EL	75	Passed
13	EB	75	Passed
14	FG	65	Failed
15	FI	75	Passed
16	IW	75	Passed
17	IS	75	Passed
18	KN	80	Passed
19	JH	60	Failed
20	MA	75	Passed
21	MA	70	Failed
22	MA	75	Passed
23	MH	60	Failed
24	MW	50	Failed
25	NE	75	Passed
26	NA	50	Failed
27	NM	55	Failed
28	PM	75	Passed
29	PW	60	Failed
30	RP	75	Passed
31	RI	65	Failed

32	RR	65	Failed
33	SN	75	Passed
34	SM	55	Failed
35	SY	60	Failed
36	SC	80	Passed
37	TS	65	Failed
38	WA	75	Passed
39	WH	60	Failed
40	WA	75	Passed
Total ΣX		2770	
The Mean Score		69,25	

From the table of post test I, the total score of students was 2770 and the number of students who took the test was 40 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2770}{40} = 69,25$$

From the explanation above, students' achievement in reading comprehension of narrative text was classified still not good when conducting action research in cycle I even though there were 22 students passed the test. The mean of students' achievement got 69,25. And to look the number of students who were competent in reading comprehension, the test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

The percentage that got points up to 75 in Cycle I was 22 students, it could be seen as follow:

$$P2 = \frac{22}{40} \times 100 = 55\%$$

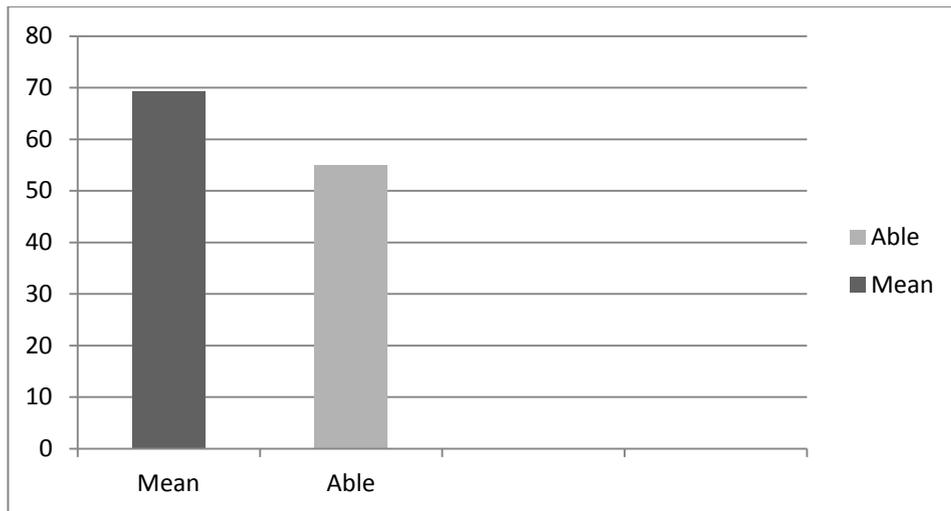


Figure III. Diagram of Cycle I

From the data, it can be shown the average of students score in Cycle I was 69,25. The students that able were 22 students. So it can be known the percentage of able students were 55%. The different percentage between pre-test to Cycle I can be seen below:

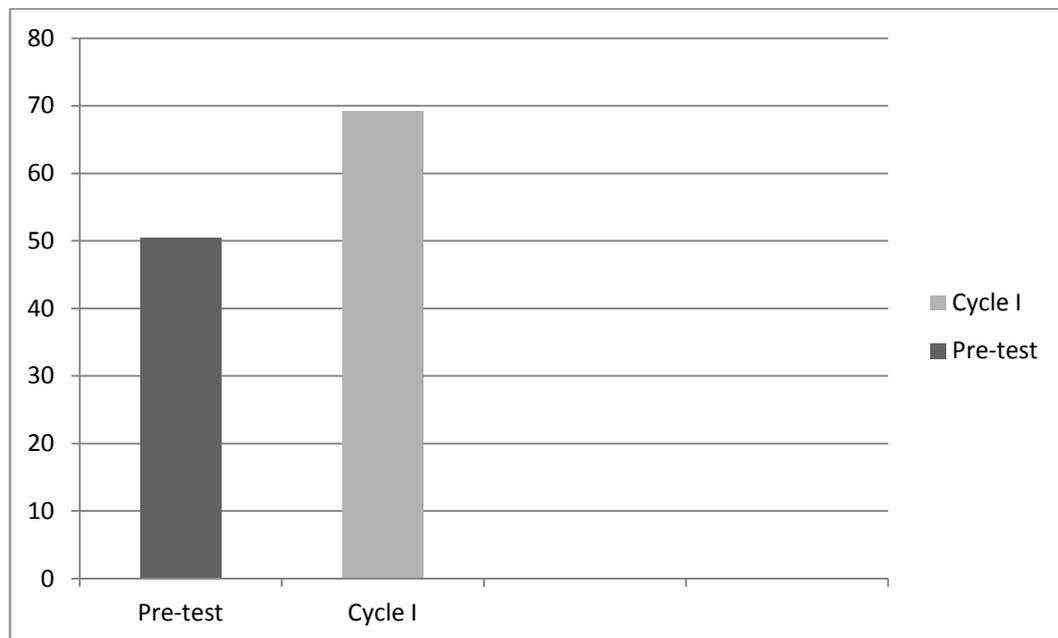


Figure IV. The Different Percentage in Pre-test to Cycle I

From the table analysis, the students' achievement in reading comprehension of narrative text was still low. The mean of students was 69,25. From the score who got up 75 were 22 students or it was only 55%. It could be concluded that the students' achievement in reading comprehension of narrative text was still low. Post-test cycle I was categorized unsuccessful. The result of KKM minimum was >75 score. Therefore, the next action continued on cycle II.

2.3 Cycle II

The Activity of the Second Cycle

Based on the result that had been done in first cycle, it was found the second cycle should be conducted to get the better result of the students'

achievement than in the first cycle. All the activities were observed by the researcher as follow:

1. Planning

In planning, the researcher did:

- a. Preparing lesson plan that related with the study, especially still about reading narrative text.
- b. The researcher prepared the research instrument that would be used in teaching reading narrative text through theme based teaching strategy those were: observation sheets, interview sheet, multiple choices test, and example of narrative texts completed with pictures.
- c. After the instruments were completed in learning process, the researcher started to teach the students.

2. Action

In action session in second cycle, firstly the researcher had given reinforcement to the students to be focus to answer correctly. The processes of action in second cycle same with the first cycle. The researcher explained about some example of narrative texts. And then the researcher asked the students to analyze the generic structure, characters, plot and setting and the events that happened in the text. The last, the researcher divided the students into eight groups which each groups consisted of five students. And the researcher asked them to find the generic structure and analyze what was being the main topic of the text. The researcher always be the facilitator to help them if they need the researcher's help. Finally, the students were given the multiple choices to be

answered. In this cycle the students did not get many difficulties and the students did the test well. It can be seen from the result and the scoring of testing on appendix.

3. Observation

In the cycle II, the researcher observed that the students were more enjoyed when reading narrative text through Theme Based Teaching Approach. The situation in the classroom was better and the students more active in their group. They also interested and paid full attention to the researcher. The researcher also observed how the students conducted their creativity in the class. The English teacher also observed that in the second cycle, the researcher have done the cycle well. It showed that the students did the test well and they could understand the subject without found many difficulties in teaching learning process. It could be seen from the result test in appendix.

4. Reflection

The researcher has done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the first cycle before. The students could master reading especially reading narrative text through Theme Based Teaching Approach.

In running the Cycle II, the researcher also collected the score items like in pre-test and Cycle I, there was improvement also like pre-test to Cycle I. And the researcher found the improvement of students' score in reading narrative text. It can be seen as follows:

Table 4.5**The Result of Students' Score for Cycle II**

No.	The Students' Name	CYCLE II	
		Score	Got Score of over 75
1	AP	80	Passed
2	AM	80	Passed
3	AF	85	Passed
4	AN	75	Passed
5	DH	80	Passed
6	DS	85	Passed
7	DA	75	Passed
8	DR	85	Passed
9	DM	80	Passed
10	DS	80	Passed
11	ES	85	Passed
12	EL	75	Passed
13	EB	80	Passed
14	FG	75	Passed
15	FI	80	Passed
16	IW	80	Passed
17	IS	85	Passed
18	KN	90	Passed
19	JH	75	Passed
20	MA	85	Passed
21	MA	80	Passed
22	MA	85	Passed
23	MH	75	Passed
24	MW	75	Passed
25	NE	85	Passed
26	NA	80	Passed
27	NM	75	Passed
28	PM	80	Passed
29	PW	85	Passed
30	RP	90	Passed
31	RI	75	Passed
32	RR	80	Passed

33	SN	85	Passed
34	SM	80	Passed
35	SY	75	Passed
36	SC	95	Passed
37	TS	75	Passed
38	WA	80	Passed
39	WH	80	Passed
40	WA	85	Passed
Total ΣX		3235	
The Mean Score		80,87	

From the table, the students' achievement in reading comprehension of narrative text by implementing theme based teaching strategy was improved. The standard of criteria maximum was achieved by mean 80,87, from the total score of students was 3235 divided the number of students who took the test was 40 students, s the students' mean was:

$$\text{Formula: } \bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{3235}{40} = 80,87$$

Percentage of the result of the students achievement in cycle II could be seen as follows:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students getting score ≥ 75

R = the number of the students who get the point ≥ 75

T = the total number of the students who did the test

The percentage that got points up to 75 in cycle II were 40 students; it could be seen as follow:

$$P3 = \frac{40}{40} \times 100\% = 100\%$$

In the post test II in second cycle, the students were able to answer the test. It can be concluded that applying Theme Based Teaching approach can improved students' reading achievement. In meeting in cycle II, the researcher told the students' mistakes that have been done in pre-test and Cycle I. The students were not too interesting in learning English. They disturbed each other and made class be so crowded. But there was improving that they got from the pre-test to the Cycle I. it can be shown from the different score between Pre-test and Post-test in Cycle I. In Pre-test was 0% students who got score up to 75. In the Post test of Cycle I about 55% students who got score up to 75. And for getting maximal score, the researcher gave second test in Cycle II. After doing Cycle II, the researcher got satisfied because the percentage of score was 100%, it meant that all of the students got score up to KKM 75. And the different from Cycle I to Cycle II can be seen as follow:

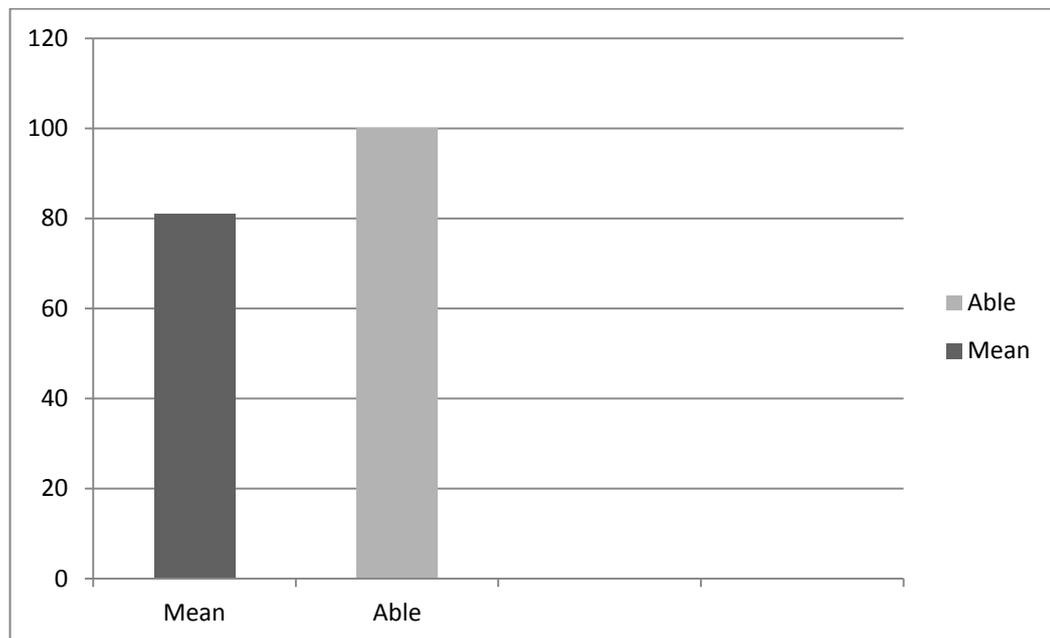


Figure V. Diagram of Cycle II

From the analysis above, students' achievement in reading comprehension of narrative text was improved. The mean of students was 80,87. The students that able were 100 students. So the percentage was 100%. It was shown that there some improvements on students' achievement in reading narrative text through Theme Based Teaching approach.

Based on the result of students' achievement in reading comprehension from Pre-test, Post test I, and Post test II, the researcher analyzed the data to know the improvement of students' achievement in reading narrative text through Theme Based Teaching approach. It can be seen in table 4.4 below:

Table 4.6

The Result of Students' Score for Pre test, Cycle I, and Cycle II

No.	Students' Initial	PRE-TEST		CYCLE I		CYCLE II	
		Score	Got Score 75	Score	Got Score 75	Score	Got Score 75
1	AP	35	Failed	70	Failed	80	Passed
2	AM	55	Failed	75	Passed	80	Passed
3	AF	50	Failed	75	Passed	85	Passed
4	AN	45	Failed	65	Failed	75	Passed
5	DH	60	Failed	75	Passed	80	Passed
6	DS	55	Failed	75	Passed	85	Passed
7	DA	40	Failed	65	Failed	75	Passed
8	DR	45	Failed	75	Passed	85	Passed
9	DM	60	Failed	75	Passed	80	Passed
10	DS	45	Failed	70	Failed	80	Passed
11	ES	60	Failed	75	Passed	85	Passed
12	EL	50	Failed	75	Passed	75	Passed
13	EB	50	Failed	75	Passed	80	Passed
14	FG	40	Failed	65	Failed	75	Passed
15	FI	50	Failed	75	Passed	80	Passed
16	IW	50	Failed	75	Passed	80	Passed
17	IS	55	Failed	75	Passed	85	Passed
18	KN	70	Failed	80	Passed	90	Passed
19	JH	55	Failed	60	Failed	75	Passed
20	MA	55	Failed	75	Passed	85	Passed
21	MA	60	Failed	70	Failed	80	Passed
22	MA	55	Failed	75	Passed	85	Passed
23	MH	60	Failed	60	Failed	75	Passed
24	MW	50	Failed	50	Failed	75	Passed
25	NE	50	Failed	75	Passed	85	Passed
26	NA	50	Failed	50	Failed	80	Passed
27	NM	50	Failed	55	Failed	75	Passed
28	PM	55	Failed	75	Passed	80	Passed
29	PW	30	Failed	60	Failed	85	Passed
30	RP	45	Failed	75	Passed	90	Passed
31	RI	55	Failed	65	Failed	75	Passed
32	RR	65	Failed	65	Failed	80	Passed
33	SN	60	Failed	75	Passed	85	Passed
34	SM	25	Failed	55	Failed	80	Passed

35	SY	40	Failed	60	Failed	75	Passed
36	SC	70	Failed	80	Passed	95	Passed
37	TS	35	Failed	65	Failed	75	Passed
38	WA	50	Failed	75	Passed	80	Passed
39	WH	30	Failed	60	Failed	80	Passed
40	WA	60	Failed	75	Passed	85	Passed
Total ΣX		2020		2770		3235	
The Mean Score		550,5		69,25		80,87	

The improvement of students' achievement in reading narrative text through Theme Based Teaching approach can also be seen from the mean of students score in the first competence test up to the third competence test. The mean in the third competence test was the highest one among the other tests. The improvement can be seen below:

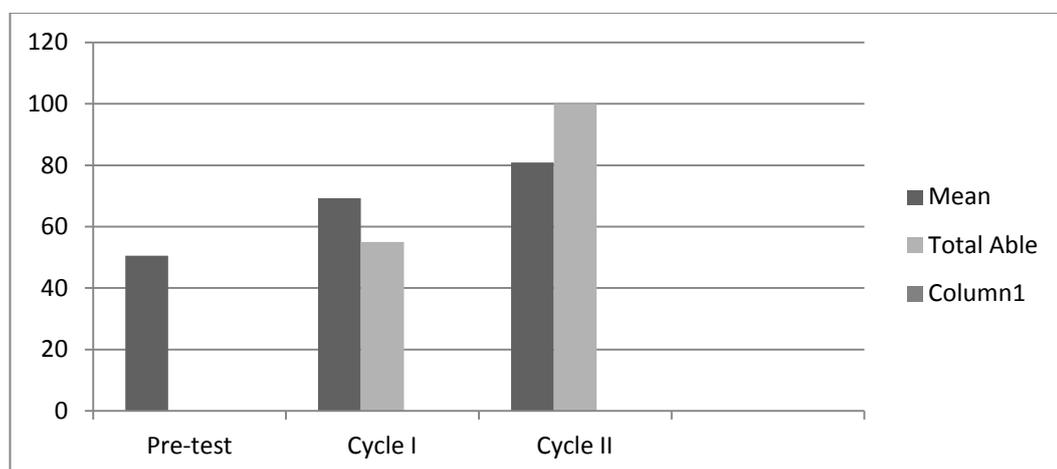


Figure VI. Diagram of Pre-test, Post Test Cycle I, and Post test Cycle II

Based on the findings of all the result analysis above, the researcher concluded that Theme Based Teaching Approach can improve the students' achievement in reading comprehension of narrative text was accepted.

Table 4.7

Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 points	Percentage
Pre-test	0	0%
First Cycle	22	55%
Second Cycle	40	100%

From the table above, there were no students getting score up 75 or 0 students (0%) in conducting the pre-test. In the test of Cycle I, there were 22 students (55%) who got points up to 75. In the test of Cycle II, there were 40 students (100%) who got points up to 75.

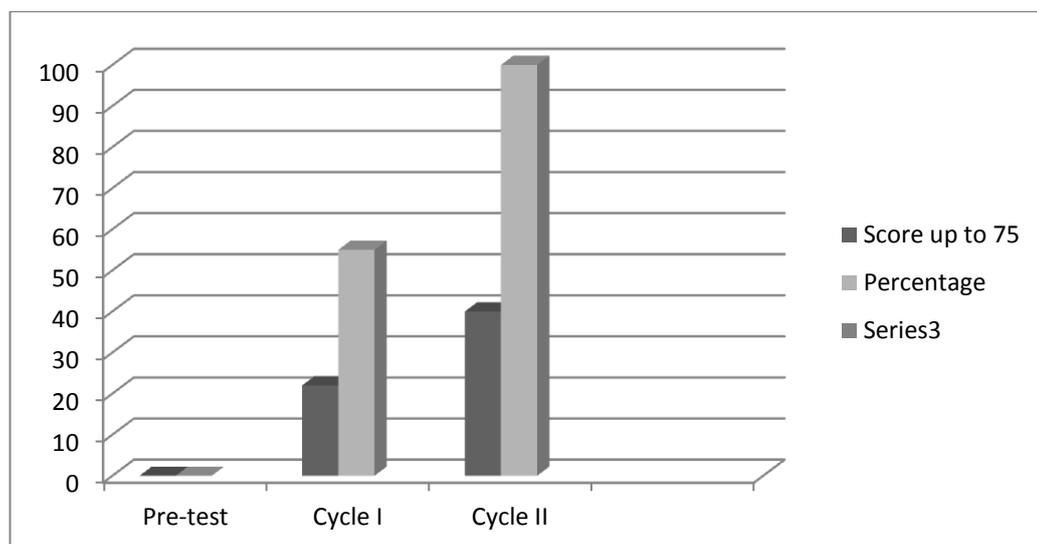


Figure VII. Diagram Students' Reading Score in Percentage

From the diagram above can be concluded that there was improvement in every cycle, score up 75 in pre-test was 0 students or 0%, first cycle was 22 students or 55% and second cycle was 40 students or 100%.

Table 4.8

Comparison of the Students' Score in Three Comparison Test

Name of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	25	50	75
Highest Score	70	80	95
Mean (X)	50,5	69,25	80,87
N	40	40	40

The table above described that in the Pre-Test, the lowest score was 25, the students got 25 for the lowest score, and 70 for the highest. It means that no students passed the standard criteria minimum (75). After implementing Theme Based Teaching Approach, there were some students got 50 for the lowest score, and 80 for the highest score. It was shown that there was some improvement in Cycle I. In the Cycle II, the students who got 75 were the lowest score and 95 were the highest score. It was proved that the approach could improve the students' achievement in reading narrative text. The mean in the Pre-test was 50,5,

Cycle I was 69,25, and in the Cycle II was 80,87. The different score between Pre-Test, Cycle I, and Cycle II can be seen in the chart as follow:

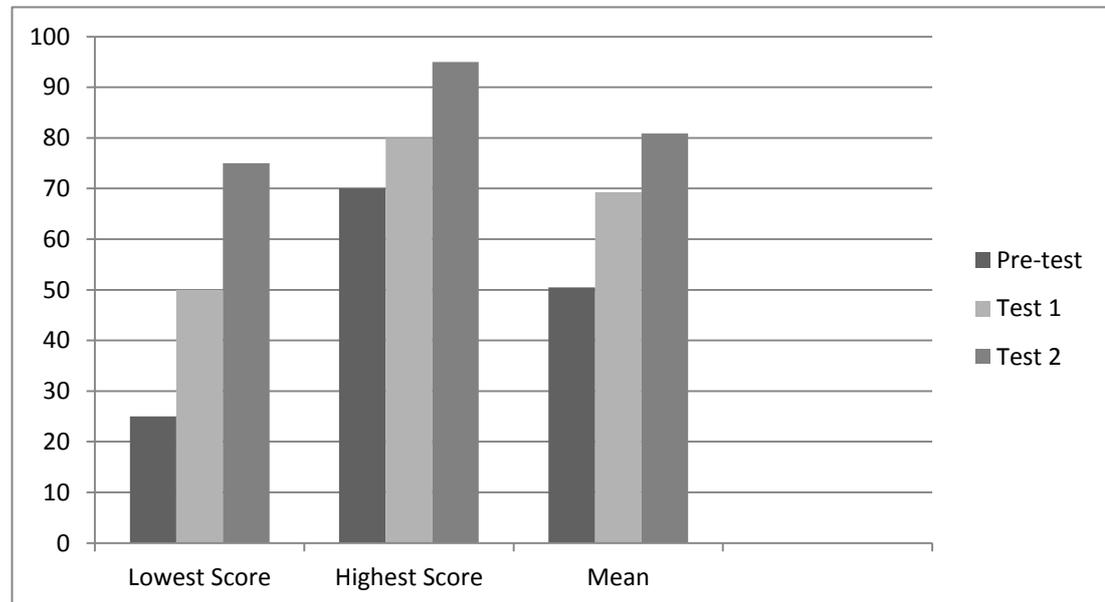


Figure VIII. Diagram of Students' Comparison Scores

In the first competence test was 0% (no student) who got point up to 75. The second competence test was 55% (twenty two students) who got point up to 75. It means that there was an improvement about 55%. In the third competence test, there were forty students (100%) who got point up to 75 which means all the students can pass the standard minimum score (KKM). There was improvement from the second competence test to the third competence test. Most of the students' score increased from the first competence test to the third competence test.

C. Research Finding

Based on the result of this research, it was proved that Theme Based Teaching Approach improved students' achievement in reading narrative text. The data showed the mean score in pre-test was 50, 5. After doing Theme Based

Teaching Approach in Cycle I the mean score was 69,25. Then, in Cycle II the mean was 80,87. The finding of this research showed that Theme based Teaching Approach improved students' achievement in reading narrative text. The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data was organized from observation sheets and interview sheets. It was indicated that the students given their attitude and response during teaching learning process. The students become more motivated and attractive in learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Theme Based Teaching approach significantly can improved the students' achievement in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research showed that there was improvement of students' achievement in reading narrative text through Theme Based Teaching Approach especially for students at eighth grade of SMP Tarbiyah Islamiyah Hampanan Perak. It is proven from the mean of students' scores in three tests: pre-test (50, 5), post test I (69, 25) and post test II (80, 87). And observation sheets and interview sheets indicated that there is improvement in students' achievement in reading comprehension. Furthermore, Theme Based Teaching approach makes learning teaching process more relevant, and enhances the students' ability to transfer the competencies and skills acquired in one context to other appropriate situations.

B. Suggestion

Having seen the result of study, the researcher offered the following suggestions to be considered:

1. For the Headmaster should suggest to the English teacher to apply Theme Based Teaching approach in teaching English, especially in reading comprehension of narrative text.

2. For the teacher suggested to apply Theme Based Teaching approach which has a pleasant learning condition, in order to make the students feel more motivated and interested in learning reading narrative text.
3. The other researchers, it is suggested to conduct further and deeper research related to the topic of the study.

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