Chapter 1
Introduction

This chapter presents general description of the research. It covers background of the research, research question, objective of the research, significance of the research, and scope of the research.

Basic Consideration

Learning English language is an important role to develop all aspects such as intellectual, social, and even determining the successes. In language learning, there are some aspect that should learn; speaking, listening, writing and reading. Moreover, the basic of learning language is about identification by learning vocabulary.

Vocabulary is very influential to English learners in their efforts to learn the language. It considered as the basis for being able to communicate through spoken and written interaction. Coady and Huckin (1997) said that vocabulary is a central language and critical importance in learning language. Students who have knowledge of vocabulary will have good attainment in English learning. Less of vocabulary makes the students cannot understand a reading text or produce a writing text. The students will have a trouble to comprehend a speech or produce an utterance, and difficulties in understanding the meaning of word. Moreover, the fact that is often encountered were the students' result of English learning has not reached with the standard expected that seen by the students' lack of vocabulary.

The Effectiveness of Theme-Based Teaching Model to Develop Students' Vocabulary

Based on that statement, the fact that showed on the students' of M.Ts Al-Khairat

Gentuma Raya faced difficulties in learning English. The students did not have good

achievement on vocabulary, especially the students in VIIC. Based on the researcher

observation during their learning process were the problem surrounding students' was

commonly the number of vocabulary they mastered. It can be seen from the students'

reaction when the teacher taught them by using English. Most of them looked very

confused and did not give a feedback about the material. Sometimes they could not

find the appropriate words to express their thought. Some students did not look

enthusiastic to answer some questions related to the material based on the teacher's

instruction. Those problems caused of some factors such us they did not have English

basic knowledge remembering it was their first time introduced to English subject.

Therefore, English teacher has the responsibility to create and determine the way of

teaching which is effective to improve the students' vocabulary. Teachers are

required to plan an interesting and existing way of teaching that may create a good

atmosphere in the classroom. Thus, the students are expecting to pay attentions to the

lesson and the process of vocabulary acquisition. Cameron (2001, p.180) said that the

principles of teaching English to students is to provide teaching and learning

activities that is meaningful contexts and can achieve the learning objectively in same

time.

In this case, theme-based teaching expected to solve students' vocabulary learning

problem. The reason is, the theme-based model wills helps students to develop

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competence with a specific topic area with a focus on language skills and function. Cameron (2001, p.181) stated that by focusing on themes of the subject by students' interest, the teaching and learning activities would getting attention and attractive for students. She also said that Theme-Based teaching offers more opportunities to introduce new vocabulary items that focus on a theme that can expand the vocabulary meaning and use since vocabulary items that have been learn before maybe met again in the different context.

In the implementation of theme-based in vocabulary teaching learning, there are strategies that considered by the researcher were planning the themes, planning the objectives of study, teacher and students' role in teaching and learning process. The integration of topic also is an address to know about theme-based. In this case, the integration used likes topic and mathematics, science, art, etc. The researcher also used some media were pictures and printable task. As Cameron (2001, p.181) states, "...the theme-based teaching required teachers to choose a theme or topic and then to plan a range of teaching and learning activities related to the theme".

Moreover, in designing theme-based learning activities, the teacher has to think about the theme with some aspects that required in English learning in which based on the students' needs and characteristics. As we know, vocabulary learning plays a major role in English language learners' success. It is support by Cameron (2001, p.72) statement, "building up a useful vocabulary is central to the learning of a foreign language". In introducing vocabularies, teachers need to design classroom activities

in which the students will be able to participate and actively involved so they can experience the language by themselves.

Cameron (2001, p.191) states, "theme based work is likely to introduce new vocabulary items, with the theme providing support for understanding and recall". Theme-based teaching seems also beneficial for teaching children, as it have been found by Yang (2009) in his study that the children were very positive towards theme-based teaching. The majority of them thought that teaching activities and tasks more integrated and organized with the implementation of theme-based teaching.

Linked to the previous explanation, in which students are mostly having trouble with the vocabulary in learning English, the research aims to find out the effectiveness of theme-based teaching model to develop student's vocabulary at M.Ts Al-Khairat of Gentuma Raya.

Research Question

The research question is "Can theme-based teaching model effective to develop students' vocabulary?"

Research Objective

The aim of this study is to find out whether the Theme-Based teaching model effective to develop students' vocabulary.

Significant of Research

This study will give theoretical and practical significant. The significant as follow:

1. In terms of theory can contributes as reference to give a perspective and concept of Theme-Based teaching in seventh grade of junior high school as contribution toward the research about theme-based teaching especially in teaching vocabulary.
2. In terms of practice, through this study be useful for teacher, students and readers. For teacher, this study provides an alternative way to teach vocabulary. For students, this study will help them to develop and organize their ideas through the theme and improve their vocabulary. The last, for readers this study will give some information about the implementation of Theme-Based teaching model in teaching vocabulary.

Scope of Research

This research focused on the implementation of Theme-Based in teaching English to develop students' vocabulary. The study conducted at the seventh grade of M.Ts Al-Khairat Gentuma Raya. The English vocabulary focused on noun, verb, and adjective.