

**THE IMPLEMENTATION OF THEME BASED TEACHING TO IMPROVE  
STUDENTS' ENGLISH VOCABULARY OF THE SEVEN GRADE  
STUDENTS OF SMP NEGERI 35 MAKASSAR**

**SKRIPSI**

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**BOSOWA**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY BOSOWA MAKASSAR  
2018**

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**SKRIPSI**

**Submitted to the Faculty of Teacher Training and Education in Partial  
Fulfillment of Requirements for S1 Degree (S.Pd.)**

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Implementation of Theme Based Teaching to Improve Students' English Vocabulary of The Seventh Grade of SMPN 35 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Maret 2018

Yang membuat pernyataan

Fatima Sang Latar

## ABSTRACT

**FATIMA SANG LATAR. 2018.** *“The Implementation of Theme Based Teaching to Improve Students’ English Vocabulary at the Seventh Grade Students of SMPN 35 Makassar”*. A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Bosowa University. Supervised by H. Herman Mustafa and Dahlia D. Moelier.

The objective of this research was to find out the implementation of theme based teaching can improve the students vocabulary in learning English. It was conducted at Class VII–2 of SMPN 35 Makassar which consisted of 30 students as the sample of the research.

This research used pre-experimental research with one group pre-test and post-test design. The researcher did pre-test, treatments and post-test. The data was gained by analyzing the students’ pre-test and post-test result.

The research findings indicated that Implementation of theme based teaching can improve students’ vocabulary. It was proved by the mean score of pre-test was 59,88 is classified as fair score then improved to be 77,21 in post-test is classified as good. The improvement percentage was 28,94%. Therefore there was significant improvement of the students’ reading comprehension. It can be seen from the value of t-test (32,69) was greater than t-table (2,049) at the level of significances. It means that this is a significant difference between the result of the students’ pre-test and post-test. Therefore, hypothesis  $H_0$  was rejected and  $H_1$  was accepted. This the researcher concludes that the Implementation of Theme Based Teaching can Improve Students’ English Vocabulary of the Seventh Grade at SMP Negeri 35 Makassar.

**Keywords:** Implementation of theme based, vocabulary.

## ABSTRAK

**FATIMA SANG LATAR. 2018.** *“The Implementation of Theme Based Teaching to Improve Students’ English Vocabulary at the Seventh Grade Students of SMPN 35 Makassar”*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa Makassar. Dibimbing oleh H. Herman Mustafa dan Dahlia D. Moelier.

Tujuan dari penelitian ini adalah untuk mengetahui implementasi dari theme based teaching dapat meningkatkan pemahaman kosakata siswa dalam pembelajaran bahasa Inggris. Hal itu dilakukan di Kelas VII-2 SMPN 35 Makassar yang terdiri dari 30 siswa sebagai sampel penelitian.

Penelitian ini menggunakan penelitian pra-eksperimental dengan satu kelompok pre-test dan post-test. Peneliti melakukan pre-test, treatment, dan post test. Data diperoleh dengan menganalisis hasil tes pre-test dan post-test siswa.

Temuan penelitian menunjukkan bahwa pengimplementasian theme based teaching dapat meningkatkan pemahaman kosakata siswa. Hal itu dibuktikan dengan skor rata-rata pre-test yaitu 59,88 digolongkan sebagai skor cukup sehingga meningkat menjadi 77,21 pada post-test tergolong baik. Persentase perbaikannya adalah 28,94%. Oleh karena itu ada peningkatan yang signifikan dari pemahaman kosakata siswa. Hal ini dapat dilihat dari nilai t-test (32,69) lebih besar dari t-tabel (2,049) pada tingkat signifikansi. Artinya, ini adalah perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Oleh karena itu, hipotesis H<sub>0</sub> ditolak dan H<sub>1</sub> diterima. Dengan demikian peneliti menyimpulkan bahwa dengan menggunakan implementasi theme based teaching dapat Meningkatkan Pemahaman Membaca Siswa Kelas VII di SMP Negeri 35 Makassar.

**Kata Kunci:** Implementasi theme based teaching, kosakata.

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## CHAPTER I

### INTRODUCTION

This chapter consists of some sections, namely background, problem statement, the objective of the research, the significant of the research on the scope of the research.

#### A. Background

English is an international language that is commonly used as a mean of communication among countries. In Indonesia, English becomes one of the foreign languages learned as a school subject. Generally, Indonesian students' have studied this subject since they are in primary school. In this level, English is taught as a local content.

Vocabulary takes an important element in four language skills, namely; reading, writing, speaking and listening. Vocabulary is badly needed to convey what one wishes to say or write, that is organized by grammar. When we learn a language including English, it always means that we learn the words of the language. Words are essential to communication that is impossible to communication without using them.

Daneman in Louisiana (1992: 2) argues that with vocabulary, people can communicate their idea, emotion, feeling, and desires. Without mastering vocabulary, people will not able to use the language effectively.

Wilkins (1978: 11) states that it is hard for people to express their ideas in English to other people without vocabulary. Longman (1989:12) states that “vocabulary is a list of words, usually in alphabetically order and with explanations of their meanings. To help students to overcome their problems, the researcher propose a method to teach English vocabulary in order to improve their vocabulary mastery.

In the implementation of theme based teaching, the teachers might be challenged since they need to be able to design their own materials in which text books are only for additional sources. As Cameron (2001:181) 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*”.

In designing a range of teaching and learning activities, teachers are not only required to plan it as the theme chosen but also they 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. At it is supported by Cameron (2001:72), “building up a useful vocabulary is central to the learning of a foreign language at primary level”. She also further states that in introducing vocabularies, teachers need to design classroom activities in which the student will be able to participate and actively involved so they can experience the Language by themselves.

Moreover, the vocabularies also have to be recycled so the young learners will meet the words over and over again that might help them to have broad meaning of the words. Pinter (2006: 85) argues that “*recycling and revising both vocabularies and structures is important in TEYL classrooms*”. She also highlighted that the recycling method needs to be varied so that the children can enjoy the activities.

In line with that, the implementation of theme-based teaching is expected to be an answer of this learning problem. As Cameron (2001:191) states, “*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 opportunity for the learners to meet particular words in different context the might give broader meaning of the words. Moreover, the implementation of theme based teaching seems also beneficial for teaching children as it has been found by Yang (2009) in his study that the children were very positive two words theme based teaching. 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 the develop their vocabularies through theme based teaching, as it has been planned to be implemented as the method in the curriculum 2013.

## **B. Problem Statement**

Based on the statement, the researcher formulates research question as follow: Does theme based teaching improves students' English vocabulary at seven grade students of SMPN 35 Makassar?

### **C. Objective of the Research**

The objective of this research is to find out whether or not theme based teaching improve students' English vocabulary at seven grade students of SMPN 35 Makassar.

### **D. Significant of the Research**

The result of this study is expected to be a beneficial contribution not only for English language teacher but also for institutions concerned with teaching English for young learners. It is also expected that the theme based teaching can help the students' to learn English mainly in improving young learners' vocabulary.

### **E. Scope of the Research**

The scope of this study is the implementation of theme based teaching to improve students' English vocabulary at seven grade students of SMPN 35 Makassar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains about some previous related finding, vocabulary, definition of vocabulary, the characteristic of young learners, theme based teaching in teaching vocabulary to young learners, the theoretical framework and hypothesis.

#### **A. Some Previous Related Finding**

Some research has observed and found related findings referred to particularly improving vocabulary theme based teaching

1. SeptiSesiorina (2014) theme based teaching is a model of teaching in which the instruction conducted by teacher is put under one particular topic.
2. The implementation of Curriculum 2013 in any levels of education in Indonesia, Theme- based Teaching is assumed as the appropriate approach to implement in teaching English to young learners.
3. Additionally, based on Cameron's point of view (2001), 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.

## **B. Some Pertinent Ideas**

### **1. The concept of Theme Based Teaching**

#### **a. Theme Based Teaching**

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 interest and life experiences, young people's attitudes, skills and knowledge are developed in meaningful ways. Inquiry and communication are activated by desire to know more, resulting in enthusiastic participation and learning process (Diana Mumford, 2000). Although students may be given a greater voice in the topic 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 need 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 student needs to acquire through classroom activities.

Issues around theme based teaching school wide theme based studies are usually planned for multi- aged groups created by combining the student population in different ways than usual grade level groups. The



structure and duration of theme study vary according the resources available and objectives of the unit. Often this type of activity is limited to a single day or several half days because of the complexity of organization required. One advantage of school - wide theme studies is the teachers benefit from the interchange of ideas when they come together to work collaboratively. Also the sense of the school as a community is enhanced when teachers and students from different classes become acquainted and when students work with others of different ages.

#### **b. Planning Theme Based Teaching**

1. Advance versus 'on line' planning theme based teaching can be planned in advance, or it can be allowed to evolve ' on-line' through dynamic teaching and learning, that changes direction in the light of tasks outcomes, developing and evolving with the emerging interests of children and teacher.
2. Finding a theme can come from the children's current's interest's, from topics being studied in other classes, from a story, or from a local or international festival or event.
3. Planning content two basic planning tools for theme – based teaching are brainstorming and webs. Both techniques allow the connection of ideas in non- linear ways, reflecting the learning process that we are aiming to produce.
4. Planning language learning tasks having identified sub themes and guiding questions by taking a 'content perspective' on the theme,

planning now has to bring a 'language learning Perspective' to it, so that planning move from content to FL classrooms activities, with discourse types and aspects of language use guiding the construction of language learning tasks with clear goals and stages.

5. Learning language through theme – based teaching
  - a. The language learning potential of theme based teaching
  - b. Learning vocabulary
  - c. Learning language the communicative stretching
  - d. Learning discourse skills
  - e. Outcomes and product from learning language through theme – based learning.
6. Increasing target language use in the theme – based teaching inserting or decision making giving feedback to each other encouraging private speech in the foreign language background language exposure
7. Conclusion Theme-based teaching is considered as a good approach in teaching language for young learners because it offers exciting possibilities to the pupils and the teachers.

## **2. The concept of vocabulary**

### **a. Vocabulary**

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998 as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004). Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardner (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2002, as cited in Taylor 1990).

Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

a. Reading Vocabulary.

This refers to all the words an individual recognizes when reading a text.

b. Listening Vocabulary.

This refers to all the words an individual can recognize when listening to speech.

c. Writing Vocabulary.

This includes all the words an individual can employ in writing.

d. Speaking Vocabulary.

This refers to all the words an individual can use in speech.

Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication ( McCharty,1990,as cited in Taylor,1990). According to McCarthy (1990,as cited in Taylor,1990) the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistic and neurolinguistics.

**b. Definition of Vocabulary**

Homby (1974:117) reported definition of vocabulary is book containing a list of words used in a book. Connecting words, Homby defines that vocabulary is the total number of words, in which (with the rules of combining them) make up the language. Vocabulary is words known to, or by person in trade profession usually with definition or translation.

Brown (1993) defines vocabulary as the words that alphabetically arranged. This can be showed by the certainty of discipline , another, book, group and so forth.

Joseph (1990:36) points out that, vocabulary is a list of words with their meaning, glossary, sum up word used in language or in particularly book or branch of science.

From the explanation above, it can be concluded that vocabulary is  
a. set of words that used by particular person which in used in language and having meaning.

a. Kinds of Vocabulary

Vocabulary can be varied into various kinds of vocabulary. Harmer (1991:1959) also divides vocabulary into two types:

1. Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use it. It can be used in speaking and writing.
2. Passive vocabulary refers to words, which students will recognize when they listening or reading. They will probably enable.

Based on the description above, it is clear that both active and passive vocabularies are very important. Active vocabulary used for speaking and writing and passive vocabulary is all the words that understand when listening or reading.

In addition, Piage and Thomas in Jamaluddin( 2001 ) divide vocabulary into four kinds:

- a. Oral vocabulary: consist of words actively used in speech. All words come to the tongue of one's conversation.

- b. Writing vocabulary: the words come readily to one's finger vocabulary, it may happen when the students editing writing.
- c. Listening vocabulary: responds in meaning and understood in the speaking of others.
- d. Reading vocabulary: is the word which one responds writing of them

Schell in Hasmiru (2010) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.
2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.
3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

- b. The classification of the words

According to Ba'dulu (2008:15) point out that there are two classifications of the words.

1. Traditional of the words classification

There are eight parts of speech, namely:

- a. Noun, A noun is the word group that names a person, a place, an idea or a thing (object, activity, quality, and condition).

- b. Pronoun, A pronoun is a word that functions a noun substitute.
- c. Verb, A verb is word group that expresses action.
- d. Adjective, An adjective is a word group is word that tell a characteristic or quality of noun or pronoun.
- e. Adverb, An adverb is word or word group themodifies (characterizes) a verb, an adjective, or another verb.
- f. Prepositions, A proposition is a word group that functions to show meaning relationship between the object (the nominal which normally follow the preposition) and some other words in the in the sentence.
- g. Conjunction, A conjunction is a word group that connects two sentence components.
- h. Interjection, An interjection is a word group that “intrupts”

#### 1. New word classifications

Fries in Ba’dulu, (2008:19) have classified all English into two divisions:

##### a. Class words (parts of speech)

The class consists of four classes; they are (1) class 1 word (noun), (2) class 2 word (verb), (3) class 3 words (adjective), (4) class 4 words(adverb).

##### b. Function words

Based on the parts of speech they occur with, the function words can be subdivided into the following groups: 1). Determiners, 2). Auxiliaries, 3). Intensifiers, 4). Proposition, 5). Conjunctions, and 6).Question

words. The determiners are function words covering the articles, numerals, demonstratives, and possessive pronouns. These determiners always occur with nouns to form noun phrases. The auxiliaries are the function words which always occur with verb to form verbs phrase. The intensifiers are function words which always occur with adjectives and adverbs to form adjective phrases and adverb phrases. The prepositions are function word which always precedes nouns or noun phrases to form the prepositional phrases or the relater-axis. The conjunctions are function words which always connect words, phrase or clause to form coordinate conjunctions. The question words are function words used to form questions, particularly information questions, namely, question giving further information to listeners.

#### c. Principle of Teaching and Learning Vocabulary

Wallace in Jamaluddin (2001) indicates seven principle of teaching and learning vocabulary. They are:

##### 1. Aims

In teaching vocabulary, the teachers have to know the aims of the words taught.

##### 2. Quantity

In this part, the teacher has to decide the number of new words that the student has to know and be taught clearly. The actual number will depend on the number of factor varying classes' and learners.



And teacher has to consider the number of vocabulary taught, because it can give an effect to the students in learning vocabulary.

If there are too many words to be taught, the students became confused, discouraged, and frustrated.

### 3. Need

In this case, the teacher has to select the words that the teacher will teach to the student based on aims of the course and the objective of individual lesson's, students background and language need. In other words the teacher has to know who their students.

### 4. Frequent, Exposure, and Repetition

In teaching and learning vocabulary, there has to be certain amount of repetition until there is evidence that the students learn the target words.

### 5. Meaningful Presentation

In presenting vocabulary, the teacher has to give clear explanation. Specific understanding of words detonated or the representation of the words must be perfect., meaningful and unambiguous.

### 6. Situation

In explaining and teaching vocabulary, the teacher must know the situation and the atmosphere of the class whether the students are ready or not to accept the lesson it will influence students acquire to the vocabulary.

### 7. Presenting in Context

One way in teaching new or unfamiliar vocabulary is taught through reading material. It is very useful to the students in improve students vocabulary acquire and the words position in sentence.

8. Learning vocabulary by mother tongue and target language

In teaching words in target language, teacher can use the mother tongue as a tool in comparing the similarities and differences of the words.

9. Guessing procedure in vocabulary learning

Guessing in one way teaching vocabulary, it will help the students the vocabulary that have taught before and it leads the students to think the meaning of the new words taught.

d. The technique of learning vocabulary

Teaching and learning vocabulary are not a simple way. The teacher's ability to recognize the student's competence and characteristic are needed in teaching vocabulary, like teach of boys and girls, talkative and calm students. Therefore the materials taught to the students should be suitable with their level or rages.

Harmer (1991) describes some ways in presenting vocabulary, as follows:

1. Reality

This way, the teacher brings the real object into the classroom and introduced to the students. In this case, the students learn to

recognize the words by seeing the reality words like *pen, ruler, ball, etc.*

## 2. Pictures

Teaching, vocabulary through pictures is familiarly focuses on the object. Pictures can be used to explain meaning of vocabulary items: the teacher might draw pens, ruler, etc.

## 3. Mime, Action and Gesture

It is often impossible to explain the meaning of word and grammar either through the use of reality or in pictures. Action in particular is probably better explained by mime (concept like running and smoking are easy to present in this way).

## 4. Contrast

This way, requires the teacher shows the students a word and asks the student to find out the contrast of the word. For example, the meaning of full through contrast it.

## 5. Enumeration

This way requires the teacher to introduce words by enumeration them with their general and specific meaning. A word with a general meaning, for instance "vegetable", the teacher introduce this word and asks the student to find out some specific words relate to vegetable: such as potato, cabbage, carrot ,etc.

## 6. Explanation

This way, the teacher introduces words by explaining or describing the objects and asks the student to guess what the object is.

#### 7. Translation

This way, the teacher asks the student to translate the given words into their mother tongue (native language). This strategy is very useful for beginners.

Harmer (1991:7) classifies motivational different the level as follows:

##### 1. Level of the students as children

The children will often seek teacher approval: the fact that the teacher notices them and shows appreciations for what they are doing is of vital important.

##### 2. Adolescent

Adolescent are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any other age group.

3. Adult beginner is in some ways the easiest people to teach. Firstly they may well come to the classroom with a high degree of extrinsic motivation. Secondly they will often succeed very quickly.

##### 4. Adult intermediate student

Adult intermediate student may well be motivated intrinsically.

##### 5. Adult advanced students

These students are often highly motivated.

Allen in Darmawati (2004:10-11) classifies the technique of learning vocabulary as follows :

**1. In the beginners class**

The teachers use all the ways to show the meaning of vocabulary pictures, explanation and the students, language and the definition in simple English that the students already know. Besides, we can also use real objects.

**2. Vocabulary in intermediate class**

Simple English is used to show meaning of words, pictures can also be used at intermediate level in several helpful ways.

**3. Vocabulary in advanced class**

According Allen, there are major aims in advanced classes. Firstly, to prepare students for the kinds of English used by native speaker.

Second, help student become independent on their own learning.

**e. Teaching vocabulary**

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery vocabulary will help student to master all the language skills; speaking; listening; writing; reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language ( Finochiaro, 1974:38).

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the student. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

In other words HarimurtiKridalaksana defines “ vocabulary which was downloaded at <http://www.thefreedictionary.com/vocabulary>. First definition noted taken from *Collins Essential English Dictionary 2<sup>nd</sup> Edition*. Vocabulary is a noun, singular, and become vocabularies in plural function. Vocabulary can be defined as :

1. All the words that a person knows
2. All the word contained in a language
3. The specialist terms used in a given subject
4. A list of words in another language with their translation

5. A range of symbols or techniques as used in any of the arts of crafts: the building's vocabulary of materials, textures, and tones

[Latin *vocabulum* = vocable.]

### **3. The Characteristic of Young Learners**

In general, it is assumed that five to seven grade old children are all at the same – beginner level. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.

Ytreberg mentions some basic characteristics of the young language learners:

- Children sometimes have problems to distinguish the real world from the imaginary world. It can be difficult for teachers to cope with it and to understand their perception of reality.
- When working or playing they like to be accompanied with others. Most of them do not like to work alone.
- They use language skills long before they are aware of them. They love to play and the learning itself can be effective only in case they are enjoying themselves.
- They learn by mimics, using gestures and body movements. The physical world is very important and dominant at all times.
- They have a very short attention and concentration span.

- They do not always understand the world of adults. The teacher needs to use the instructions in an appropriate way and use the language and phrases so that the children can easily get the message.

#### **4. Theme Based Teaching In Teaching Vocabulary to Young Learners**

Theme based teaching is an approach in which different areas of the curriculum are integrated instead of separating them into different subjects. It is considered that teaching which is integrated around a theme suits the way children naturally learn (Cameron, 2001). Therefore, theme – based teaching has been transferred from generally primary education to the teaching of English as a foreign language because it provides learners is motivating and meaningful use of the language (Cameron, 2001). Other important advantages of theme – based teaching for language learning, as suggested by (Cameron, 2001), include the fact that new vocabulary items can be learned easily, with the theme providing a meaningful context for understanding, and the natural use of wide range of discourse types, both written and spoken.

Wallace in Jamaluddin (2001) indicates seven principle of teaching and learning vocabulary. They are:

##### **1. Aims**



In teaching vocabulary, the teachers have to know the aims of the words taught.

## 2. Quantity

In this part, the teacher has to decide the number of new words that the student has to know and be taught clearly. The actual number will depend on the number of factor varying classes' and learners. And teacher has to consider the number of vocabulary taught, because it can give an effect to the students in learning vocabulary. If there are too many words to be taught, the students became confused, discouraged, and frustrated.

## 3. Need

In this case, the teacher has to select the words that the teacher will teach to the student based on aims of the course and the objective of individual lesson's, students background and language need. In other words the teacher has to know who their students.

## 4. Frequent, Exposure, and Repetition

In teaching and learning vocabulary, there has to be certain amount of repetition until there is evidence that the students learn the target words.

## 5. Meaningful Presentation

In presenting vocabulary, the teacher has to give clear explanation. Specific understanding of words denotated or the representation of the words must be perfect, meaningful and unambiguous.

6. Situation

In explaining and teaching vocabulary, the teacher must know the situation and the atmosphere of the class whether the students are ready or not to accept the lesson, it will influence students acquire to the vocabulary.

7. Presenting in Context

One way in teaching new or unfamiliar vocabulary is taught through reading material. It is very useful to the students in improve students vocabulary acquire and the words position in sentence.

### C.The Theoretical Framework

The theoretical frame work is given in the following diagrams:

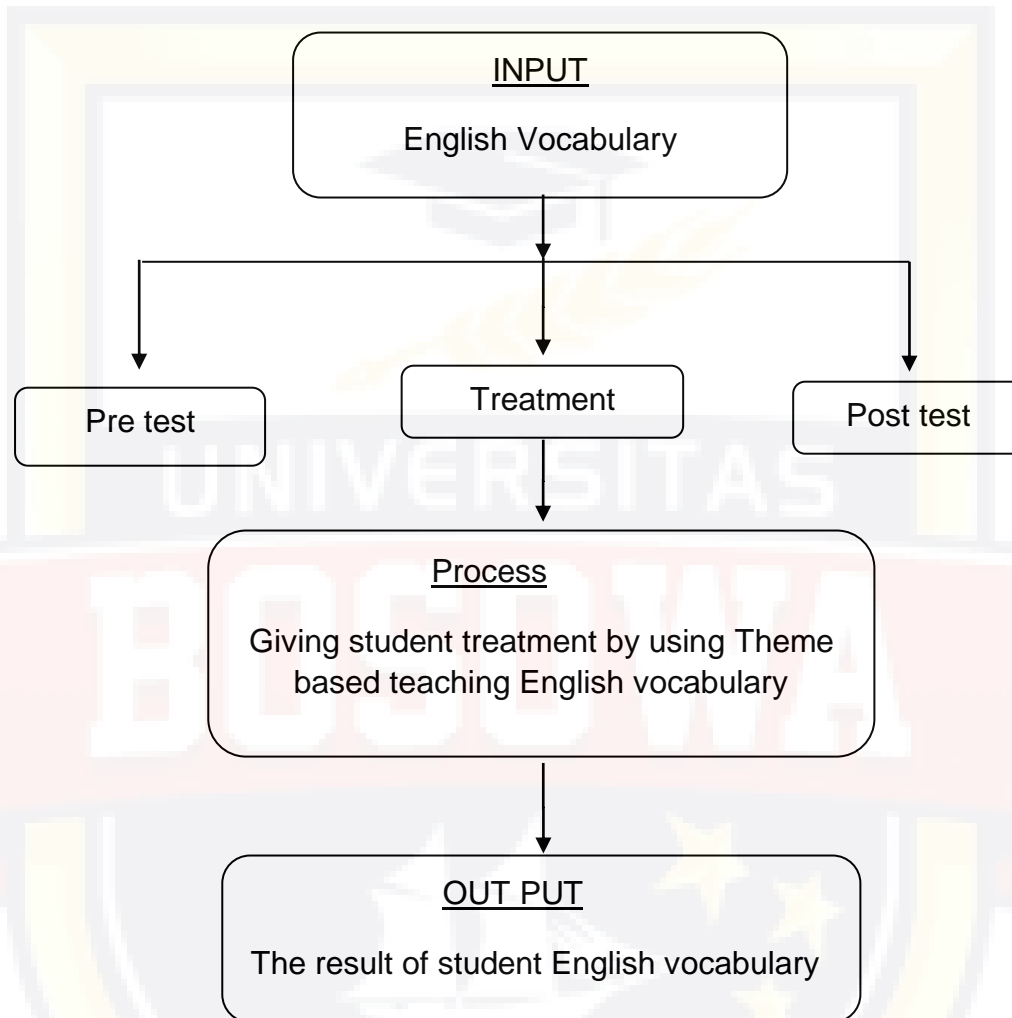
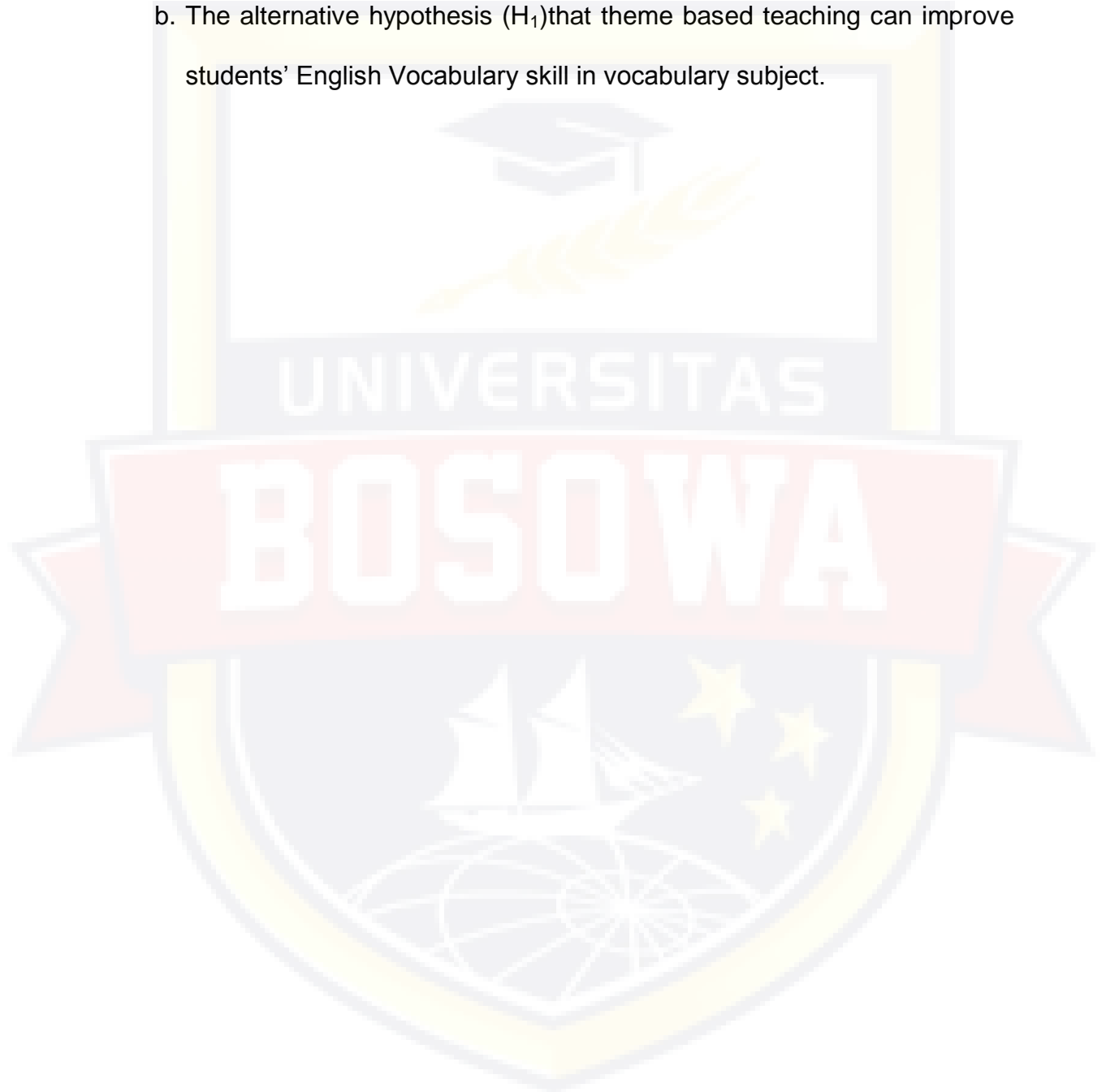


Figure 2.1 Conceptual Framework

### C. Hypothesis

Theme-based teaching is considered as a good approach in teaching language for young learners because it offers exciting possibilities to the pupils and the teachers. Based on the previous findings and definition of vocabulary, the researcher formulates the following hypothesis:

- a. The null hypothesis ( $H_0$ ) that theme based teaching cannot improve students' English Vocabulary skill in vocabulary subject.
- b. The alternative hypothesis ( $H_1$ ) that theme based teaching can improve students' English Vocabulary skill in vocabulary subject.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of the location of research, variable and design research, the population and sample, instrument of the research, procedure of collection data, and technique of data analysis.

#### **A. The Location of Research**

The location of this research is at the seven grade students of SMPN 35 Makassar at Jln. Telegraf Utama No 1 Paccerakkang, Kecamatan Biringkanaya Kota Makassar. The research were held on March 7<sup>th</sup> - 8<sup>th</sup> 2018.

#### **B. Variable and Design of Research**

The research had two kinds of variables namely independent variable and dependent variable. The independent variable will use of theme based teaching vocabulary and dependent variable will the students' vocabulary achievement.

The research was design use in this the research is pre-experimental with one group pre-test and post-test design. The group will give pre-test, got the treatment and give post test. The comparison of the pre test and post test score determined the success of the treatment. It is written as follows:

Figure 3.1 Research Design



Where:

O1: Pre-test

X : Treatment

O2: Post-test

(Gay, 2006:225)

### C. The Population and Sample

#### 1. Population

The population of this research is the seventh grade students of SMPN 35 Makassar in academic year 2017/2018. At seven grade consists of six classes (VII. 1-9). Total of the population is 306 students.

#### 2. Sample

The research was used total sampling technique. The research chose one class as the sample. Total of the sample were 30 students.

### D. Instrument of the Research

The instrument of this research is a vocabulary test used a pre test and post test. In the test, the students are expect to give the meaning of the words.

The vocabulary was used is the word theme based vocabulary achievement of the student before the treatment is give to find out the student vocabulary achievement after treatment is give.

#### **E. Procedure of Collection Data**

The procedure of collecting data are chronologically as follows:

##### **1. Pre test**

The pre test was distributed to the students the test is Experiment students will be given 60 minutes to do their test.

##### **2. Treatment**

After giving pre-test, the students give some treatments by using theme based teaching. It takes time for two meetings and spent 80 minutes in each meeting. During the meeting the researcher applied the procedure of the use theme based teaching as the treatment. In first meeting the researcher using pictures in teaching vocabulary. The steps in teaching vocabulary using pictures that described as follows:

- a. The researcher explains “Days and Months” to the students.
- b. The researcher distributes of material “Days and Months”
- c. The researcher was asked the students and answer the questions.
- d. Students did the exercises
- e. The researcher was asked the students about their difficulties and explained the meaning of unfamiliar words.

- f. The researcher gives time to the students to remember and repeat the unfamiliar words.

### 3. Post test

After doing the treatment to the students, the researcher given the post-test. The question was given to the students are same as the question on pre-test. It aimed to know the implementation of building up the students' English vocabulary.

## F. Technique of Data Analysis

To analyze the data, the researcher was used the formula as follows:

1. Scoring students correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Totalnumberofitem}} \times 100$$

(Depdikbud, 1985:5)

2. Classified the students' English Vocabulary.

Table 3.2 Classification Score

No	Classification	Interval score
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Fairly Good
5	50 – 59	Fair
6	40 – 49	Poor
7	< 40	Very Poor

(Depdiknas in Wiwin, 2014:23)



3. Calculating the mean score of the students both pre-test and post-test by using the formula:

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

Notation:

$\bar{X}$  : Mean score  
 $\sum x$  : The sum of all score  
N : The number of students

(Gay, 2006:320)

4. To know the improvement of the students score:

$$P = \frac{X^2 - X^1}{X^1} \times 100\%$$

Where:

X1 : Mean score of pre-test  
X2 : Mean score of post-test  
P : Improvement

(Gay,2006)

5. Computing the frequency and the rate percentage of the students' score by using the following formula:

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

Where:

P : Percentage  
F : Frequency  
N : Total Number of Students

(Gay, 2006:321)

6. The Standard Deviation of the students' score was classified by using the formula as follows:

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

Where

SD : Standard Deviation

$\sum X$  : The sum of all score

$\sum X^2$  : The sum square of all score

N : Number of students

(Gay, 2006:321)

7. Calculating the value of t-test to indicated the significance between the mean score of pre-test and post-test, the researcher will use the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significance

D : The difference between pre-test and post-test

$\bar{D}$  : The mean of the different score

$\sum D$  : The sum of different score

$\sum D^2$  : The Square of the sum of the different score

N : The number of subject

(Gay, 2006:355)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that is find in field and discussion that explain and interprets the finding in the second section.

#### A. Findings

In this section, the research described the result of data analysis based in the pre-test and post-test. The result of data analysis can see in the following table.

Table 4.1 The Students' Score and Classification in Pre-test

No	Initial Name	Pre-test	Classification
1	AAA	36,66	very Poor
2	AA	30	very poor
3	AAMY	76,66	good
4	AEP	76,66	Good
5	AS	46,66	poor
6	ASRB	73,33	Good
7	AZF	73,33	good
8	C.Y	70	Good

9	CPA	50	fair
10	DS	40	very poor
11	DMB	70	good
12	DE	63,33	Fairly good
13	GCP	60	Fairly Good
14	GA	56,66	Fair
15	GDG	70	good
16	HKA	40	very poor
17	J	43,33	poor
18	JPLA	63,33	Fairly good
19	JFR	80	very good
20	JRL	80	very Good
21	MJ	56,66	poor
22	MBH	43,33	poor
23	MDRA	53,33	fair
24	MZOST	70	good
25	NZM	60	fairly good
26	NM	60	fairly good
27	RK	56,66	fair
28	SDM	53,33	fair
29	YT	80	very good
30	ZAZA	63,33	fairly good
Total		1796,59	
Mean Score		59,88	Fair

Source: SMP Negeri 35 Makassar

Based on table 4.1 above in pre-test there are 3 students classified as very good, 8 students are classified as good, 6 students are classified as fairly good, and 8 students are classified as fair, 4 students are classified as poor, 4 students are classified as very poor. The table above shows that the classification of the students based on the pre-test of experiment class is 1796,59 and their mean score is 59,88. It shows that students' vocabulary is low before applying Theme based teaching.

To know the mean score analysis for vocabulary test, the research was calculated all score by using formula as follows:

1. Pre-test

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

$$\bar{X} = \frac{1791,59}{30}$$

$$\bar{X} = 59,71$$

Table 4.2. The Rate Percentage of the Students' in Pre-Test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	–	–
2	Very Good	3	10%
3	Good	8	26 %
4	Fairly Good	6	20%
5	Fair	8	26 %
6	Poor	4	13 %
7	Very Poor	4	13%
Total		30	100 %

Source: SMP Negeri35 Makassar

Based on table 4.2 above, before the students is treated by Theme based teaching, there are 3 students classified as very good (10%), 8 students classified as good (26%), 6 students classified as fairly good (20%), and 8 students classified as fair (26%), 4 students classified as poor(13%), 4 student classified as poor (13%).The writer make conclusion based on the table above most of the students at SMP Negeri35 Makassar is still fair in Theme based teaching test.

Table 4.3 The Students' Score and Classification in Post-Test

No	Initial Name	Post-test	Classification
----	--------------	-----------	----------------

1	AAA	66,66	fairly good
2	AA	60	fairly good
3	AAMY	83,33	very Good
4	AEP	86,66	very good
5	AS	76,66	Good
6	ASRB	90	excellent
7	AZF	83,33	very Good
8	CY	90	excellent
9	CPA	70	good
10	DS	60	fairly good
11	DMB	80	very Good
12	DE	76,66	Good
13	GCP	80	Very Good
14	GA	73,33	Good
15	GDG	90	excellent
16	HKA	70	Good
17	J	66,66	fairly Good
18	JPLA	83,33	very Good
19	JFR	90	excellent
20	JRL	93,33	excellent
21	MJ	76,66	Good
22	MBH	66,66	fairly good
23	MDRA	73,33	Good
24	MZOST	80	veryGood

25	NZM	70	Good
26	NM	76,66	Good
27	RK	70	Good
28	SDM	70	Good
29	YT	90	excellent
30	ZAZA	73,33	Good
Total		2316,59	
Mean Score		77,21	Good

Source: SMP Negeri 35 Makassar

Based on table 4.3 above in post-test, there are 6 students classified as excellent, 5 students classified as very good, 11 students classified as good, and 5 student classified as Fairly good. The table 4.3 above show that the classification of the students based on the post-test of experiment class is 2316,59 and their mean score is 77,21. It shows that students' reading comprehension after applying Theme Based teaching, and it is effective to increase students' theme based teaching at SMP Negeri35 Makassar.

To know the mean score for vocabulary in post-test, the research is calculated all score by using formula as follows:

## 2. Post-test

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

$$\bar{X} = \frac{2316,59}{30}$$



$$\bar{X} = 77,21$$

Table 4.4 The Rate Percentage of Students' in Post-test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	6	20%
2	Very Good	5	16,66%
3	Good	11	36,66 %
4	Fairly Good	5	16,66%
5	Fair	–	–
6	Poor	–	–
7	Very Poor	–	–
Total		30	100 %

Source: SMP Negeri35 Makassar

Based on table 4.4 above, after apply Theme based teaching, there are 6 students classified as excellent (20%), 5 students classified as very good (16,66%), 11 students classified as good (36,66%), 5 students classified as fairly good (16,66%) and none of the students classified as, fair, poor and very poor. The writer make conclusion that this strategy is effective to increase students' theme based teaching at SMP Negeri35Makasar.

Students' rate percentage in post-test is higher than pre-test. It is proved that after applying Theme based teaching to improve students'

vocabulary. The students' percentage is improve It means that by applied theme Based teaching to improve students' vocabulary is effective.

To know the students improvement score analysis for vocabulary test, the research use formula as follows :

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{77,21 - 59,88}{59,88} \times 100$$

$$\% = \frac{17,33}{59,88} \times 100$$

$$\% = 0,28941 \times 100$$

$$\% = 28,941$$

Table 4.5 The Students' Mean Score in Pre-Test and Post-Test

Pre – test (X1)	Post – test (X2)	Improvement
59,88	77,21	28,94

Based on table 4.5 above, it indicates that the students' improvement of the seventh grade students who teach Theme based teaching is success because result of the mean score of the students' pre-test 59,88 and post-test 77,219 is increasing. The students' improvement of Theme based Teaching is 28,94%.

Table 4.6 The Students Score of Pre-test and Post-test

No	Initial Name	Pre-test	$X_1^2$	Post-test	$X_2^2$	$\Sigma D$	$\Sigma D^2$
		$(X_1)$		$(X_2^2)$			
1	AAA	36,66	1343,95	66,66	4443,55	30	900
2	AA	30	900	60	3600	30	900
3	AAMY	76,66	5876,95	83,33	6943,88	6,67	44,48
4	AEP	76,66	5876,95	86,66	7509,95	10	100
5	AS	46,66	2177,15	76,66	5876,75	30	900
6	ASRB	73,33	5377,28	90	8100	16,67	277,68
7	AZF	73,33	5377,28	83,33	6943,9	10	100
8	CY	70	4900	90	8100	20	400
9	CPA	50	2500	70	4900	20	400
10	DS	40	1600	60	3600	20	400
11	DMB	70	4900	80	6400	10	100
12	DE	63,33	4010,68	76,66	5876,75	13,33	177,68
13	GCP	60	3600	80	6400	20	400
14	GA	56,66	3210,35	73,33	5377,28	16,67	277,88
15	GDG	70	4900	90	8100	20	400
16	HKA	40	1600	70	4900	30	900
17	J	43,33	1877,48	66,66	4443,55	23,33	544,28
18	JPLA	63,33	4010,68	83,33	6943,88	20	400
19	JFR	80	6400	90	8100	10	100

20	JRL	80	6400	93,33	8710,49	13,33	177,68
21	MJ	56,66	3210,35	76,66	5876,75	20	400
22	MBH	43,33	1877,48	66,66	4443,55	23,33	544,28
23	MDRA	53,33	2844,08	73,33	5377,28	20	400
24	MZOST	70	4900	80	6400	10	100
25	NZM	60	3600	70	4900	10	100
26	NM	60	3600	76,66	5876,25	16,66	277,55
27	RK	56,66	3210,35	70	4900	13,34	177,95
28	SDM	53,33	2844,08	70	4900	16,67	277,88
29	YT	80	6400	90	8100	10	100
30	ZAZA	63,33	4010,35	73,33	5377,28	10	100
Total		1796,59	113.335,04	2316,59	181421,57	520	9477,51
Mean Score		59,88	3777,83	77219	6047,38	17,33	315,917

Source: SMP Negeri35 Makassar

Based on table 4.5 above, the significant difference between the pre-test and post-test test can be seen by using formula standard deviation:

a. Standard Deviation (SD) Pre-test

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{113.355,04 - \frac{(1791,59)^2}{30}}{30-1}}$$

$$= \sqrt{\frac{113.355,04 - \frac{3.209.794,72}{30}}{29}}$$

$$= \sqrt{\frac{113.335,04 - 106.993,15}{29}}$$

$$= \sqrt{\frac{634189}{29}}$$

$$= \sqrt{218,68}$$

$$= 14,787$$

b. Standard Deviation (SD) Post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{181.421,57 - \frac{(2316,59)^2}{30}}{30-1}}$$

$$= \sqrt{\frac{181.421,57 - \frac{5.366.50922}{30}}{29}}$$

$$= \sqrt{\frac{181.421,57 - 178.886,30}{29}}$$

$$= \sqrt{\frac{2.535,27}{29}}$$

$$= \sqrt{87,423}$$

$$= 9,350$$

3. To know the significant between t-test and t-table for analysis for vocabulary test, the research is calculated by using formula as follows :

$$\bar{D} = \frac{\sum D}{N} = \frac{520}{30} = 17,33$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{17,33}{\sqrt{\frac{9.477,51 - \frac{(520)^2}{30}}{30(30-1)}}$$

$$= \frac{17,33}{\sqrt{\frac{9.477,51 - \frac{270.400}{30}}{30(29)}}$$

$$= \frac{17,33}{\sqrt{\frac{9.477,51 - 9.013,33}{870}}}$$

$$= \frac{17,33}{\sqrt{\frac{464,18}{870}}}$$

$$= \frac{17,33}{\sqrt{0,51}}$$

$$= \frac{17,33}{0,53}$$

$$= 32,69$$

Table 4.7 The t-test Value in Students' English Vocabulary Before and After Treatment.

t - test	t – table	Comprehension	Different
32,69	2.045	t-test > t-table	Significant

The result of t-table value in reading test indicated that the t-test value of vocabulary are greater than t-table value ( $32,69 > 2.045$ ). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis ( $H_0$ ) is rejected when the value t-test is greater than the value of t-test, and alternative hypothesis ( $H_1$ ) is accept. It means that, in this research, automatically the alternative hypothesis ( $H_1$ ) is accept and the null hypothesis ( $H_0$ ) is reject.

Based on the result above, finally the writer concluded that the use of Theme based teaching to increase students' vocabulary of the seventh

grade students of SMP Negeri35 Makassar is effective to improve the students' vocabulary.

## B. Discussion

This section, the research presents the discussions on data analysis on the research have been presented the previous sub chapter. The implementation of theme based teaching to improve students' English vocabulary.

Before giving treatment, the students' achievement in vocabulary is categorized Fair, which was proven by rate percentage of the total score in pre-test. The students' rate percentage of the total score in post-test. The mean score after applied this strategy were different. Before giving treatment, the students were treated by Theme based teaching English vocabulary, there are 3 students classified as very good (10%), 8 students classified as good (26%), 6 students classified as fairly good (20%), 8 students classified as fairly (20%), 4 students classified as poor (13%) and 4 student classified as very poor (13%). The writer make conclusion based on the table above most of the students at SMP Negeri35 Makassar as still fair in comprehend English vocabulary test.

After giving treatment, there are 6 students classified as excellent (20%), 5students classified as very good (16,66%), 11students classified as good (36,66%),5 students classified as fairly good (16,66%) and none



of the students classified as, fair, poor, and very poor. The writer make conclusion that this strategy is effective to increase students' English vocabulary at SMP Negeri35 Makassar.

The result of t-table value in reading test indicated that the t-test value of reading are greater than t-table value ( $32,69 > 2.045$ ). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis ( $H_0$ ) is reject when the value t-test is greater than the value of t-test, and alternative hypothesis ( $H_1$ ) is accept. It means that, in this research, automatically the alternative hypothesis ( $H_1$ ) is accept and the null hypothesis ( $H_0$ ) is reject.

The writer assumes that Theme based teaching students English vocabulary is really helpful to increase students' English vocabulary. It is supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching theme based teaching students English vocabulary is better that before the treatment was given to the students.

Finally based on the result above the writer conclude that the use of Theme based teaching to improve students English vocabulary of seventh grade students of SMP Negeri 35 Makassar is effective improve students vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter deals with the conclusion and implication of the research findings, some suggestion to the finding for the increase of Theme based teaching students English vocabulary.

#### A. Conclusion

Based on the findings and discussion of the research, it can be concluded that using Theme based teaching as a technique in teaching and learning English vocabulary can increase students' English vocabulary at SMP Negeri35 Makassar. It is proved by t-test value of reading are greater than t-table value ( $32,69 > 2.045$ ). The writer found that there is a significant different result of students is 2.024 (t-test) and the level of significance. The value of t-table is 2.045 while the value of t-test is 32,69. It means that ( $H_0$ ) is reject and alternative hypothesis ( $H_1$ ) is accept. In other word, Theme based teaching can increase the students' English vocabulary.

#### B. Suggestion

Based on the conclusion presented above, the writer tries to give some suggestion for the English teacher, students, the future researcher and anyone who reads this skripsi as follows:

1. It is suggestion to English teacher to use Theme based teaching before presenting vocabulary materials as one of the alternative technique in teaching English vocabulary.

2. It is suggestion to school to carry out professional development such as to increase the teachers' knowledge of the teaching methods, because it is very important in teaching learning process.
3. Since there are many good strategies in understanding English vocabulary materials, thus he teacher would be better to use Theme based teaching in teaching English vocabulary materials.
4. It is suggestion to school to support as effectiveness learning in the school for example equipped it the good facilities, such as English laboratory.
5. In presenting English vocabulary materials, a teacher should be as a facilitators and motivator to the students in solving their problem in learning English especially in English vocabulary problems make them easier to understand the vocabulary test that they have read.
6. The next researcher are expected to make a further research concerning with this topic.
7. The students should be aware of the importance of all steps in learning English vocabulary to be learned.

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# APPENDICES

## Appendix : 1 Lesson Plan

### Rencana Pelaksanaan Pembelajaran

Sekolah	: SMP Negeri 35 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/ 1
Materi Pokok	: what time is it? ( to tell the time, to tell the dates, to tell days, and to tell months)
Alokasi Waktu	: 2 JP (2X40 Menit)

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator

##### Kompetensi dasar

- 1.1 mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku jujur , disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

1.3 Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka , tanggal, dan tahun.

Indikator

Mendapatkan informasi tentang nama hari dan bulan dalam bahasa inggris

Aspek /skill : vocabulary

### C. Materi pembelajaran

#### 1. Fungsi Sosial :

Menyebutkan dan menanyakan waktu, tanggal, hari dan bulan, dalam kehidupan sehari-hari.

#### 2. STRUKTUR TEKS

What day is Today ?

It is Monday today

It is Tuesday tomorrow

What month is it

What month is before july ?

After march is April

#### DAYS

a. Nama nama hari





- a. Penggunaan before and after
  1. After Sunday is Monday
  2. Tuesday is after Monday
  3. Friday is before Saturday
  4. Before Thursday is Wednesday
- b. Aktifitas dalam bentuk pertanyaan
  1. What is the day before Saturday ?    it is Friday
  2. What day comes before Thursday ?    before Thursday is Wednesday
  3. What is the day after Sunday ?        after Sunday is Monday
  4. What day comes after Monday ?        it is Tuesday

2. nama bulan



b. penggunaan before and after

1. after January is February
2. july is after june
3. april is before May

c. activity dalam bentuk pertanyaan

1. what is the month after January ? after January is February
2. what month comes after june ? it is July
3. what is the month before May? it is April
4. what month comes before May ? before May is April

Sumber: Buku Bahasa Inggris When English Rings Bell

**D. Metode pembelajaran**

Scientific Approach

**E. Media alat pembelajaran**

Media : video, gambar, LCD, dan Leptop

Alat : whiteboard , boardmarket etc

Sumber: buku when English Rings the bell

**F. Langkah langkah pembelajaran**

**Pertemuan I**

**1. Pendahuluan**

- Mengucapkan salam menyapa siswa dan berdoa
- Mengecek kehadiran siswa
- Menginformasi motivasi dan apresiasi
- Menginformasi tujuan pembelajaran

**2. Kegiatan inti**

1. siswa mengikuti interaksi menyebutkan dan menanyakan nama-nama hari dalam bahasa Inggris.
2. Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama- nama hari.

**3. Penutup**

- Memberikan umpan balik terhadap proses dan belajar pembelajaran;  
“ thank you very much for you participation.
- Berdoa sebelum mengakhiri pelajaran

## **Pertemuan II**

### **1. Pendahuluan**

- Mengucapkan salam menyapa siswa dan berdoa
- Mengecek kehadiran siswa
- Menginformasi motivasi dan apresiasi
- Menginformasi tujuan pembelajaran
- Menginformasikan pembelajaran months

### **2. Kegiatan Inti**

1. siswa mengikuti interaksi menyebutkan dan menanyakan nama bulan
2. siswa menirukan contoh – contoh kalimat menyebutkan dan menanyakan nama bulan
3. siswa menyebutkan dan menanyakan nama bulan dengan bahasa inggris di dalam maupun diluar kelas.

### **3. Penutup**

- Memberikan umpan balik terhadap proses dan belajar pembelajaran  
“ thank you very much for you participation.
- Berdoa sebelum mengakhiri pelajaran

### **G. Rubrik penilaian**

No	Uraian	Skor
1	Jawaban benar dengan susunan kalimat yang baik	10
2	Jawaban hampir benar	5
3	Jawaban salah	3
4	Tidak di jawab	0

Mengetahui

Guru Pamong

Guru Mata Pelajaran

(.....)

Fatima sang latar

UNIVERSITAS

**BOSOWA**



## Appendix 2. Instrument of the Research

JUDUL : THE IMPLEMENTATION OF THEME BASED TEACHING  
TO IMPROVE STUDENTS' ENGLISH VOCABULARY OF  
THE SEVENTH GRADE STUDENTS OF SMP NEGERI 35  
MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Mkaassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : .....

Nis : .....

Kelas : .....

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

## APPENDIX 1

**Nama** :

**Kelas** :

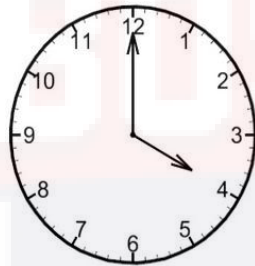
**No Absen** :

1. What day is today ?
  - a. It is Sunday
  - b. It is Monday
  - c. It is Tuesday
  - d. It is Wednesday
2. What day will be tomorrow ?
  - a. Sunday
  - b. Thursday
  - c. Saturday
  - d. Tuesday
3. What day will be after tomorrow ?
  - a. Sunday
  - b. Thursday
  - c. Tuesday
  - d. Friday
4. What day was yesterday ?
  - a. Tuesday
  - b. Thursday
  - c. Friday
  - d. Saturday
5. Today is Monday tomorrow will be ?
  - a. Friday
  - b. Sunday
  - c. Thursday
  - d. Tuesday
6. What day was two days ago ?
  - a. Sunday
  - b. Tuesday
  - c. Friday
  - d. Saturday
7. What month is it ?
  - a. June
  - b. July
  - c. August
  - d. March
8. What month will be what month ?
  - a. September
  - b. April
  - c. November
  - d. December
9. A nurse work at a ?

- a. Library                      c. Hospital  
b. Office                         d. school
10. This is month July what is the next month ?  
a. August                        c. November  
b. September                  d. December
11. When do we celebrate Kartini's day ?  
a. On April twenty one                      c. On April twenty two  
b. On April twenty first                      d. On April twenty three
12. When do we celebrate National Education day's ?  
a. On May 2<sup>nd</sup>                      c. On December 2<sup>nd</sup>  
b. On March 2<sup>nd</sup>                      d. On November 2<sup>nd</sup>
13. Something that you can find in your bedroom is a... ?  
a. Blackboard                      c. Stove  
b. bed                                 d. Garden
14. Grant is a tailor. He makes ... ?  
a. clothes                          c. belt  
b. bag                                 d. ice cream
15. My Father always reads ... every morning ?  
a. radio                                c. television  
b. computer                          d. newspaper
16. sugar is ..., but honey is sweeter than sugar ?  
a. salty                                c. sweet  
b. small                                d. smooth
17. the gardener ... the grass every Monday and Thursday ?  
a. Cuts                                 c. Trains  
b. plans                                d. comes
18. I cant hear anything since my ... are  
a. Eyes                                c. mouth  
b. Ears                                 d. nose
19. I went to dentist yesterday because my ..were in pain ?  
a. Hands                                c. teeth

- b. Fingers                      d. ears
20. The teacher's duty is to ... the students in the school.
- a. Teach                      c. make
- b. Play                      d. work

21. A headmaster is a leader of a ...
22. You go to .... To check your teeth
23. My mother is cooking at the....
24. My uncle cuts the grass every week. He is a ....
25. She takes a bath a .....
26. Mr. Joshua is explaining the lesson in classroom. He is a .....
27. My grandmother is a tailor she makes ...
28. What time is it ?



29. I plant many flowers at the ....
30. Mr. Hamid brings a truck. He is a ....

Sumber: Buku Bahasa Inggris VII when English Rings Bell

## LEMBAR JAWABAN

1. D



2. B

3. B

4. A

5. D

6. B

7. D

8. B

9. C

10. A

11. B

12. A

13. B

14. A

15. D

16. C

17. A

18. B

19. C

20. A

21. SCHOOL

22. HOSPITAL

23. KITCHEN

24. GARDENER

25. BATHROOM

26. TEACHER

27. CLOTHES

28. IT IS FOUR O'CLOCK

29. GARDEN

30. DRIVER



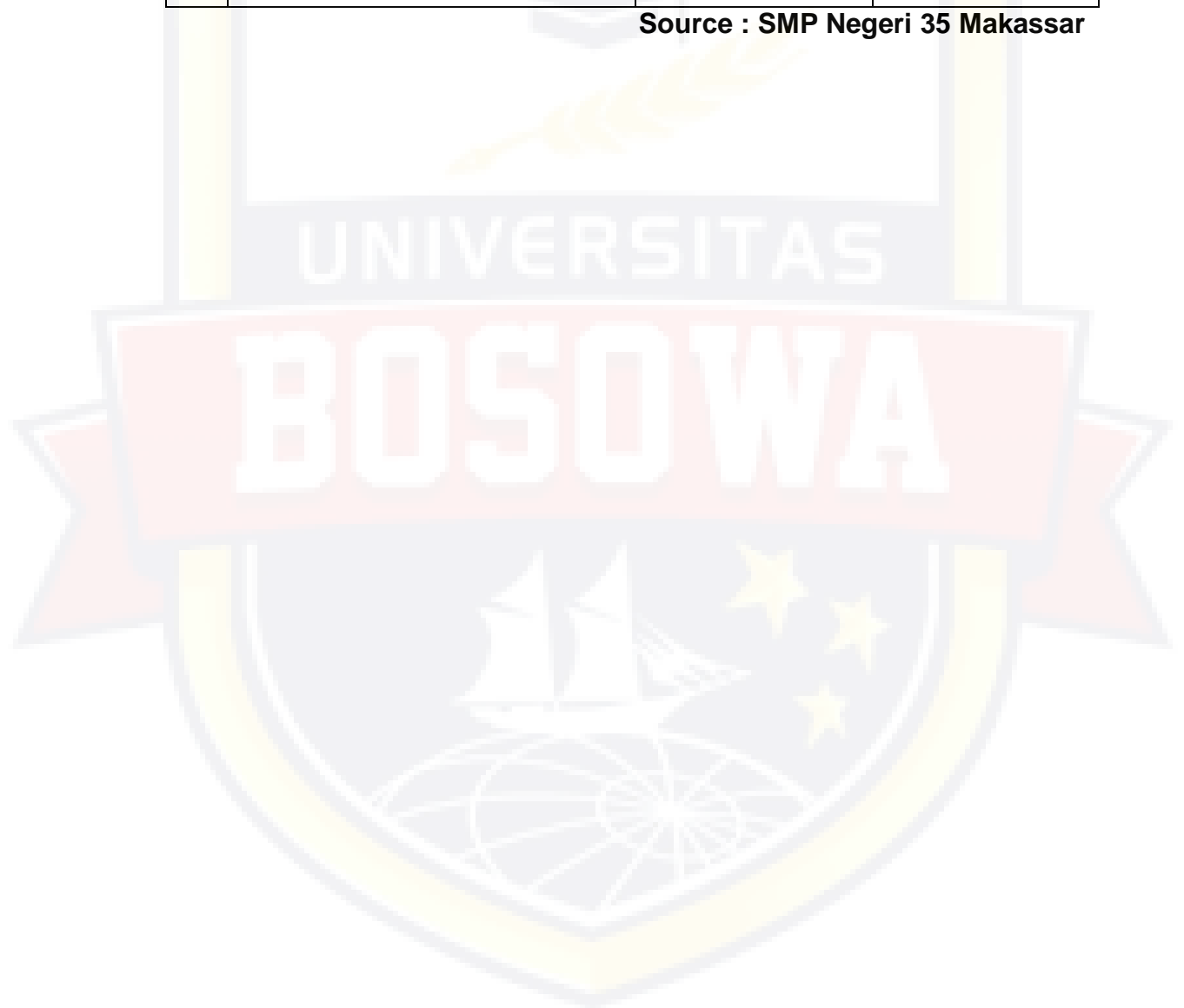
## Appendix 5 : The Students' Score and Classification in Pre-test

**Table 4.1 The Students' Score and Classification in Pre-test**

No	Name of Student's	Pre-test	Classification
1	AAA	36,66	Very Poor
2	AA	30	Very Poor
3	AAMY	76,66	Good
4	AEP	76,66	Good
5	AS	46,66	Poor
6	ASRB	73,33	Good
7	AZF	73,33	Good
8	CY	70	Good
9	CPA	50	Fair
10	DS	40	Poor
11	DMB	70	Good
12	DE	63,33	Fairly Good
13	GCP	60	Fairly Good
14	GA	56,66	Fair
15	GDG	70	Good
16	HKA	40	Very Poor
17	J	43,33	Poor
18	JPLA	63,33	Fairly Good
19	JFR	80	Very Good
20	JRL	80	Very Good
21	MJ	56,66	Fair
22	MBH	43,33	poor
23	MDRH	53,33	Fair
24	MZOST	70	Good
25	NZM	60	Fairly Good

26	NM	60	Fairly Good
27	RK	56,66	Fair
28	SDM	53,33	Fair
29	YT	80	Very Good
30	ZAZA	63,33	Fairly Good
	<b>Total</b>	<b>1796,59</b>	<b>Fair</b>

Source : SMP Negeri 35 Makassar



## Appendix 6. The Students' Score and Classification in Post-test

Table 4.3 The Students' Score and Classification in Post-test

No	Name of Student's	Post-test	Classification
1	AAA	66,66	Fairly Good
2	AA	60	Fairly Good
3	AAMY	83,33	Very Good
4	AEP	86,66	Very Good
5	AS	76,66	Good
6	ASRB	90	Excellent
7	AZF	83,33	Very Good
8	CY	90	Excellent
9	CPA	70	Good
10	DS	60	Fairly Good
11	DMB	80	Very Good
12	DE	76,66	Good
13	GCP	80	Very Good
14	GA	73,33	Good
15	GDG	90	Excellent
16	HKA	70	Good
17	J	66,66	Fairly Good
18	JPLA	83,33	Very Good
19	JFR	90	Excellent
20	JRL	93,33	Excellent
21	MJ	76,66	Good
22	MBH	66,66	Fairly Good
23	MDRA	73,33	Good
24	MZOST	80	Very Good
25	NZM	70	Good
26	NM	76,66	Good

27	RK	70	Good
28	SDM	70	Good
29	YT	90	Excellent
30	ZAZA	73,33	Good
	<b>Total</b>	<b>2316,59</b>	<b>Good</b>

Source : SMP Negeri 35 Makassar



## Appendix 7. The Rate Percentage of Students' in Pre-test

Table 4.2 The Rate Percentage of Students' in Pre-test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	–	–
2	Very Good	3	10%
3	Good	8	26 %
4	Fairly Good	6	20 %
5	Fair	8	26 %
6	Poor	4	13 %
7	Very Poor	4	13%
<b>Total</b>		<b>30</b>	<b>100 %</b>

## Appendix 8. The Rate Percentage of Students' in Post-test

Table 4.4 The Rate Percentage of Students' in Post-test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	6	20%
2	Very Good	5	16,66%
3	Good	11	36,66%
4	Fairly Good	5	16,66%
5	Fair	–	–
6	Poor	–	–
7	Very Poor	–	–
<b>Total</b>		<b>30</b>	<b>100 %</b>

**Appendix 9. The Students Classifying Score of Pre-test and Post-test**

No	Sample	Pre-test	$X_1^2$	Post-test	$X_2^2$	$\Sigma D$	$\Sigma D^2$
		( $X_1$ )		( $X_2$ )			
1	AAA	36,66	1343,95	66,66	4443,55	30	900
2	AA	30	900	60	3600	30	900
3	AAAMY	76,66	5876,75	83,33	6943,88	6,67	44,48
4	AEP	76,66	5876,75	86,66	7509,95	10	100
5	AS	46,66	2177,15	76,66	5876,75	30	900
6	ASRB	73,33	5377,28	90	8100	16,67	277,88
7	AZF	73,33	5377,28	83,33	6943,88	10	100
8	CY	70	4900	90	8100	20	400
9	CPA	50	2500	70	4900	20	400
10	DS	40	1600	60	3600	20	400
11	DMB	70	4900	80	6400	10	100
12	DE	63,33	4010,68	76,66	5876,75	13,33	177,68
13	GCP	60	3600	80	6400	20	400
14	GA	56,66	3210,35	73,33	5377,28	16,67	277,88
15	GDG	70	4900	90	8100	20	400
16	HKA	40	1600	70	4900	30	900
17	J	43,33	1877,38	66,66	4443,55	23,33	544,28
18	JPLA	63,33	4010,68	83,33	6943,88	20	400
19	JFR	80	6400	90	8100	10	100
20	JRL	80	6400	93,33	8710,49	13,33	177,68
21	MJ	56,66	3210,35	76,66	5876,75	20	400
22	MBH	43,33	1877,48	66,66	4443,55	23,33	544,28
23	MDRA	53,33	2884,08	73,33	5377,28	20	400
24	MZOST	70	4900	80	6400	10	100
25	NZM	60	3600	70	4900	10	100
26	NM	60	3600	76,66	5876,25	16,66	277,55

27	RK	56,66	3210,35	70	4900	13,34	177,95
28	SDM	53,33	2884,08	70	4900	16,67	277,88
29	YT	80	1600	90	8100	10	100
30	ZAZA	63,33	4010,35	73,33	5377,28	10	100
<b>Total</b>		<b>1796,59</b>	<b>11335,0</b>	<b>2316,59</b>	<b>181421,</b>	<b>520</b>	<b>9477.5</b>
			<b>4</b>		<b>57</b>		<b>1</b>
<b>Mean Score</b>		<b>59,88</b>	<b>3777,83</b>	<b>77,219</b>	<b>6.047,3</b>	<b>17,33</b>	<b>315,91</b>
					<b>8</b>		<b>7</b>

Source: SMP Negeri 35 Makassar





**Appendix 10. The Distribution of Critical Values-T**

**Table 4.6 The Distribution of Critical Values-T**

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745

To be continued

continued

25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	<b>2.045</b>	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>

## Appendix 11. Documentations



Picture 1. The students were doing English vocabulary pre-test



Picture 2. The students were answering the questions



Picture 3. The researcher was giving explanation in treatment



Picture 4. The students were paying attention to the researcher





Picture 5. The students were Reading text in post-test



Picture 6. The students were answering the questions

## BIOGRAPHY



**Fatima Sang Latar** was born on September, 09<sup>th</sup> 1996 in Dobo, East Mollucas. She is the third child from the marriage of her parents Asura Latar and Hawa Latar. She started her study of Elementary school at SDN 5 Inpres Dobo in 2001 and graduated in 2007. Then, she continued her study to SMP Negeri 2 Dobo until graduated in 2010. After that she continued her study to M.A - Alhilar Dobo and graduated in 2013. In the same year she continued her study to Universitas Bosowa Makassar by taking English Education Department, Faculty of Teacher Training and Education.