

CHAPTER 1

INTRODUCTION

1.1 The Background of the study

Education is a very important and significant for a human life. Education is the process or facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Constitution Number. 20 of 2003" Curriculum is a set of plans and regulations regarding the purpose, content, and teaching materials and methods used to guide the learning event organizer to achieve the goal of national education. In addition, the curriculum is also seen as a plan drawn to expedite the learning process under the supervision and responsibility of the school or educational institution as well as teaching staff. If a school has a good curriculum, the educational process is in the running in accordance with what is desired.

Indonesian schools are gradually shifting their education systems from Curriculum 2013. One of differences between Curriculum 2013 with the previous one is the reduction of subject taught in the classroom from ten to six. This happens because subjects will be integrated to another which implies that Curriculum 2013 puts skill integration as its ultimate goal.

To accommodate the demands of Curriculum 2013, Theme-Based teaching is assumed to be an appropriate approach to teach English to students in primary levels. Theme-Based Teaching is a model of teaching in which the instruction conduct by teacher is put under one

particular topic. When Theme-Based teaching is applied, it is believed that it will give meaningful contribution for young learners because during a certain period their life will revolve around one topic The Theme-Based.

Cameroon (2001:1), theme-based teaching can cover one, two or more lessons a week, or even several weeks. It means that theme-based approach can be integrated in the other material. It can serve the role as connecting thread for students and teachers when it is run through everything that happens in the classroom.

As the previous study, writing skill was used as an alternative way to develop students' ideas. This makes lesson planning a fundamental stage in teaching-learning cycle. Combining good lesson planning and Theme-Based teaching can initiate effective instruction. Yet, considering that Theme-Based is a new term for English teachers in Indonesia, problems are likely to be encountered during the process of designing the lesson plans.

Based on the fact that the success of Curriculum 2013 implementation for the sustainability of English teaching-learning process, the research explores the process how to Indonesian primary school teachers preparing lesson plan that can meet the demands of Theme-Based teaching and curriculum 2013.

Therefore in teaching and learning process, the teachers are also expected to be able to teach English well and the students are expected to learn and practice English fluently, good at Listening, Speaking, Reading, and Writing. Therefore English teacher should have a good performance in teaching English so that the students would understand what she/he is going to teach at the time. The performance of a teacher play an important role in the teaching and learning process because a teacher have many functions in education. Teacher would be acted as

an educator, a manager of the class, a guide or guide or a facilitator, a motivator and stimulator and also a researcher or as an information. A teacher could be producer because teacher products a lesson plan which is arranged based on the syllabus stated by the government and teacher must be able to manage the teaching learning process. Facilities the student in learning and guide them to use many supported learning circumstances.

Lesson Plan is a plan which show learning procedures and organization in order to reach a basic competence set on the standard competence and has already been describe in syllabus. Lesson plan is one of important learning tools to help teacher running the class in a structured and clear ways. Lesson plan will conducted based on the curriculum 2013. Teachers will occupy with a set of written steps about what are going to do in the classroom called lesson plan.

Brown (2001:8) describes that lesson plan as “a set of activities which “represent’ steps’ along a curriculum before which after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”. In real life, the writer can give some ideas of problems facing education today. In 2018, the ministry of education set the Curriculum 2013 to use in study. The situation can happen to improve the ability of students in Indonesia with this curriculum students’ knowledge and skill will be increase.

While the writer took Practice of a Profession (PPL) in SMP NEGERI 28 Medan, she found that incompatibility of the teachers do in learning process as Curriculum 2013 need, in that school I found that some of the teachers also can’t transfer the lesson corresponding with the lesson plan in Curriculum 2013, however if the lesson accordance with the lesson plan automatically that learning deliver well.

Based on the explanation above, the writer concludes that the Curriculum can run well when principal and teachers are doing training on the curriculum that is being taken place in

order to assist teachers in implementing the curriculum in school respectively and the teachers have to understand about the curriculum because the curriculum is important point in educational field. The reason for choosing the title “The Analysis of Teachers’ Lesson Plan In Implementing Theme-Based Instruction For Teaching English to Young learners.” Which has been success in curriculum 2013 implementation for the sustainability of English teaching learning process, the research explores the process of how the Indonesian secondary school teachers preparing a Lesson Plan that can meet the demands of theme-based teaching and curriculum 2013 and also the problems they encounter during the making process.

1.2 The Problems of the Study

Based on the background of the study, the problem of this study is formula as follows:

1. How Theme-Based Instruction is Implemented by the Teacher while Designing Lesson Plan?
2. How Theme-Based Instruction is Implemented by the Teacher while Teaching Learning Process?

1.3 The Objectives of the Study

In relation to the statement of the problems, the objectives of the study are formulated as follows:

1. To find out Theme-Based Instruction to The Teachers’ Designing in Lesson Plan.
2. To find out Theme-Based instruction to The Teachers’ how to get the Teaching Learning Process.

1.4 The Scope of the Study

The Scope of this study focuses on finding out on. How the English teachers used Lesson Plan and Teaching Learning Process in writing Descriptive.

In this study is English teacher of seven grade in SMP Betania. This study is a qualitative case study in which the English Teachers used Lesson Plan and Teaching Learning Process.

1.5 The Significances of the Study

. 1. Theoretical

a. The finding of this research will give good information related to the Theme-Based Instruction Implemented by the Teacher while Designing and Teaching Learning Process.

b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

2. Practical

a. For the students

By using an appropriate method and techniques the researcher hopes that the students will get enjoyable in teaching and learning process. The students will not feel forced in learning English buy they will feel happy to learn since they are put in an enjoyable situation.

b. For the teachers

It enables teachers to get information and to select a suitable technique in. Theme-Based Instruction Implemented by the Teacher while Designing Lesson plan and Teaching Learning Process. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct researcher, the researcher needs some theories to explain concepts or terms applied in the researcher concerned. In this researcher, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and to give clearer understanding about all terms related to the study. Those theoretical elaborations will be presented as follows.

2.2 Implementation of Curriculum 2013

Implementation is the execution and implementation of ideas, concepts, policies or innovations to ensure the implementation of a policy to provide results that are practical.

Mulyasa (2014: 99) defines that the implementation of Curriculum 2013 is the actualization of the curriculum in learning and competence and character formation of students. It requires the activity of teachers to create and grow a variety of activities in accordance with the plans that have been programmed. Curriculum 2013 or character-based education is a new curriculum that is initiated by the Ministry of Education and Culture, as a substitute of Curriculum 2013.

2.2.1 Application of Lesson Plan in Curriculum 2013

The application part of Lesson Plan in Curriculum 2013 was introduced and presented by the teacher, and practiced by the students, the lesson was far from over. The teacher must evaluate the students to make sure that they were performing the new skill correctly and then provide activities that require students to take what they have practiced in class and tried to apply it correctly in “real life” situations. In this case the researcher found that in the lesson plan in Curriculum 2013 started from the learning purposes and then followed by learning activities with the content The real application of Lesson Plan in Curriculum 2013 :

- A. **The Identify Education Program**, Identify of school consist of school, Subject, Class/Semester, Topic and Time Allocation.
- B. **Learning Purposes** is education and understanding ‘knowledge’ which is the foundation stated of all skills. Modern –day mothers usually begin with ‘ learning games’ for kids of different ages.
- C. **Core Competence** is a concept in management theory introduced by C.K. Prahalad and Gary hamel. it can be defined as “ a harmonize combination of multiple resources and skills that distinguish a firm in the marketplace” and therefore are the foundation of companies’ competitiveness.
- D. **Basic Competence** is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.
- E. **Indicator of Achievement** are specific, observable and measurable characteristics that can be used to show progress towards achieving an objective. Each indicator must be directly related to measure of success. There should be at least one indicator for each objective and the change measured by the indicator of achievement should represent progress towards what the entity wishes to accomplish. Indicators needs to be explicitly

stated and specify exactly what is to be measured. Indicators of achievement should state what data will be required.

- F. **Learning Material** is commonly used acronym that stands for “teaching/ learning materials. “ Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. These can be games, videos, flashcards, project supplies, and more.
- G. **Teaching Method** comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.
- H. **Media** are collective communication outlets or tools used to store and deliver information or data. It is either associated with communication media, or the specialized mass media communication business such as print media and the press, photography, advertising, cinema, broad casting, publishing, and point of sale.
- I. **Learning Resources** are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level.
- J. **Learning Activities** is activity carried out in the process of interaction (teacher and students) in order to achieve learning objectives.
- K. **Scoring** is also called prediction, and is the process of generating values based on an trained machine learning model, given some new input data. The values or scores that are created can represent prediction of future values, but they might also represent a likely category or outcome.

2.2.2 Lesson Plan

Lesson Plan is a teachers' detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of teacher, subject being covered, and the needs of the students.

The teacher should write a lesson plan and why some may write their daily teaching plans in very elaborate formats. The others did the planning in their heads, planning the lesson just a couple minutes before teaching. For beginner teachers lesson planning may take long time so that they may do it because the supervisor or school administrators ask them to do it. Even experienced teachers may think that writing down the planning is boring.

2.2.3 Aspect of lesson plan

Brown, 2001:152 There are no standard formats of what a Lesson Plan should contain. But it is agreed that there are several essential elements that should be included in lesson plan.

1. Goals

Goal is a general change that is hoped to be achieved by learners within completing a course or program and are derived from needs analysis done to gather information from needs analysis related to the learners (Richard, 2001:143-144). Goals composed for primary schools should exemplify children's characteristics, and more importantly they should be achievable for young learners.

2. Objectives

Objective contain what teacher wants the students to accomplish at the end of the lesson. In some cases, objectives are often overlapping with goals. But Richards (2001:13) has made clear distinctions of objectives compared to goals. The way of expressing objectives is known as

behavioral objectives which "take the idea of describing learning outcomes"...by further operationally the definitions of behavior".

3. Activities

In accordance with the implementation of Theme-Based teaching, there are some distinct characteristics to be exemplified in learning activities. They are as follow and us suggested by Cameron (2001:181): responsibility on the students, introduction of new vocabulary items, Theme-Based learning outcomes, teachers' regular monitoring, and oral production.

4. Media

Wright (1989:152) several principles to guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in classroom situation, attract children's attention, be meaningful and authentic, and improve children's language skills.

Based on Wright statements above, the use of media should fulfill three principles: Practically, Appropriateness, and Effectiveness.

5. Assessments

In analyzing the aspect of assessment used in the lesson plan, principles of assessments proposed by Cameron (1994:48-28-39) were employed. Firstly, the assessments should be able to, measure what is formulated in the objectives regarding what and how well students should demonstrate certain action verbs. Secondly, the assessment should be congruent with activities and using familiar activities from their classroom experience. Finally, assessments for young learners should be seen from learning-centered perspective which focuses on social interaction. So, the assessment should be focused more to be done in group work or through oral assessment.

2.3 Teacher'Lesson Plan

Teachers are occupied with a set of written steps about what they are going to do in the classroom called lesson plan. Lesson plan is one of the important teaching tools which if it is arranged carefully, will be very helpful and useful.

Jensen (2001:403-413) defines a lesson plan as an extremely useful tool that serves as a combination guide, resource, and historical document reflecting the teaching philosophy, student population, textbooks, and most importantly, the goals for the students.

Haynes (2007:35-45) planning boosts confidence. By taking care of certain questions in advance such as what, how, and with what teachers are going to teach, they are free themselves to concentrate on the class and the business of actually teaching. Planning gives the teacher something that can be communicated to the student and to colleagues, especially supports staff. Clear lesson plan will not confuse other teachers or supporting staffs that may substitute the teacher in case of any emergency situation. Lesson planning enables teacher to optimize things. Although he can still teach and even produce an adequate lesson without a lesson plan, he will not be teaching with maximum effect. Haynes also states a learning cycle which starts from the planning, move on to the lesson which then will be assessed and move back to the planning stage in case something should be revised or developed.

Figure 2.3 Lesson Plan



2.3.1 The Observation of teachers' preparation

The data of the research was collected by doing observation of teaching learning process. The first observation, the researcher observed the teaching learning activities in the classroom. Then, the second observation was done by checking English teachers' preparation such as annual program, semester program, and lesson plan.

2.3.2 Creative Teacher

Creativity in teaching learning process can be seen as teacher effort to facilitate learning to achieve teaching goals. Creative teachers use everything that he processes to actualize active learning to motivate learners such as thought, fact, and ideas or even the combination of thought, fact, and ideas. Creativity of a teacher can be seen in his performance during the teaching learning process and in his daily activities. Creative teachers are able to perform his teaching learning process effectively by combining various contextual instructional materials, instructional strategies, instructional designing, instructional media and real-life experiences.

Halliwell (1993) creativity as part of normality as part of creativity is necessary to facilitate effective teaching in the daily teaching learning process where a teacher is able to overcome common problems, faced by learners such as being frightened to ask question or to do presentation, being shy to discuss within group, being afraid of making mistakes. Creative teachers are able to design joyful teaching where complex things can be explained in simple ways or uninterested learners become interested in the teaching process, or even able to find out acceptable example to clarify unclear topic for learners.

2.3.3 Effective Teaching Learning Process

The researcher have conducted quite a view studies to find out effective teaching strategies. The research on effective teaching strategies mostly took teacher as the sample. Students' evaluation on their teacher has brought about significant changes in teaching purpose and teaching methodology.

Ory (1994:13-24) effective teaching as the creation of situation in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively. The two definitions indicated that effective teaching requires effective teaching

strategies, effective teaching strategies help learners to apply, analyze, to create new knowledge, and solve new problems.

2.3.4 Teacher Preparation

Teaching and learning are the most central activities of education: they involve the teacher, the learner, the content, the strategies, and the context for instruction. The mission of the Department of instruction and learning (DIL) is to provide regional, national, and international leadership in the study and improvement of teaching and learning in diverse educational settings.

2.3.5 The Questionnaire

The questionnaire is a research instrument consisting of a series of question (or other types of prompts) for the purpose of gathering information from respondents . Although questionnaires were often designed for statistical analysis of the responses, this wasn't always the case.

Questionnaire had advantages over some other types of survey in that they were cheap, do not requires as much effort from the questioner as verbal or telephone surveys, and often have standardized answer that make it samples to compile data. However , such standard answer may frustrate users . questionnaires were also sharply limited by the fact the respondents must be able to read question s and respondents to them . Thus, for some demographic groups conducting a survey by questionnaire may not be concrete.

2.3.6Curriculum 2013

Mulyasa (2013:51) utilization of facilitates and learning resources needs to be associate with the competencies to be achieve in the learning process. Facilitates and learning process when appropriate and support the achievement of competence. In the successful implementation of the Curriculum 2013 .

Minister of National Education Regulation Number 103 Year 2014 about Curriculum 2013 study guide, there are several steps in designing Curriculum 2013 lesson plan, starting from lesson identity, core competencies, indicators of standard competence achievements, learning material, learning activities, resource, and assessments.

2.3.7 The Format Lesson Plan of Curriculum 2013

The components of lesson plan that must appropriate to Minister of Education and Culture Number.81 Aattachment IV about Concern General Guidelines for Learning and Minister of Education and Culture Number No. 65 year 2013 about concern standard Process, the components of lesson plan must

LESSON PLAN (CURRICULUM 2013)

Educational unit : SMP SWASTA BETANIA Medan
Class/Semester : VII
Subject : English
Skill : Writing
Kinds text :Descriptive text (How to describe about Agnes Monika)
Time allocation : 2 x 40 minutes

A. Core Competence

1. Comprehending and applying the religion divine values.
2. Comprehending and applying the honesty, self-discipline, care to others (cooperation, tolerance, and peace-loving) polite, responsive and proactive attitudes in solving various

matters; in interacting effectively with the social and natural environment; and being good Indonesian in world socialization.

3. Understanding, applying, analyzing factual, conceptual, and procedure knowledge based on the interest in science, technology, culture art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying to procedural knowledge in the desired science in solving the actual problems.
4. Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

B. Basic Competence

- 1.1. Grateful for the opportunity to learn English as a language of international communication embodied in the spirit of learning.
- 2.1. Show the behavior responsibility, caring, cooperation, peace and love, in performing functional communication.
- 3.1 Analyzing social functions, text structure, and linguistic elements in a simple descriptive text about the people, sights, and famous historic buildings, according to the context of its use.
- 1.1. Understand the meaning in oral descriptive text by simple written.
- 5.1. Develop oral and written descriptive text about the simple, tourist attractions, and famous historic buildings, with attention to purpose, text structure, and linguistic elements, correctly and in accordance with the context.

C. Indicator

1. Finding difficult words in descriptive text.
2. Identifying generic structure which is contained in the form of descriptive text

3. Arranging some paragraph to be descriptive text based on the generic structure.
4. Makes a descriptive text based on the generic structure.
5. Performing their descriptive text.
6. Using appropriate intonations when reading a descriptive text.

D. Learning Objectives

1. When the students are given a chance to read a descriptive text they can find difficult words in descriptive text.
2. When they read that text, they are able to Identifying generic structure which is contained in the form of descriptive text.
3. They able to arranging some paragraph to be descriptive text based on the generic structure.
4. Students are able to write descriptive text based on the generic structure.
5. They can perform their descriptive text.
6. When the students are given a chance to read their *own descriptive text*, they can read by using appropriate into

E. Learning Material

1. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense

4. Example of descriptive text



Agnes Monica Muljoto as known as Agnes Monica or Agnes Mo. She was born in Jakarta on July 1st 1986. She is one of famous artist in Indonesia. She is a singer. She is good at singing and dancing. Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has the only older brother named Steve Multoto. Agnes Monica is a very talented artist. Beside singing, She also can play music instrument such as gitar and piano. Agnes Monica has several famous songs. She is quite tall for Indonesian. Her height and weight is about 170cm, and 55kg. her body is slim, so she is very energetic and powerful in every performance. She is humble, easy going, and down to earth.

She started her career since she was 6 years old. At the times she was only a host of children program and singer. But now, she is profession artist and got many award from that. She wants to go international and it's come true. She ever sings with international singer like keith martin, acted in a drama series with actor from Taiwan, Jerry Yan. Besidethat, Agnes was also appointed by DEA (Drugs Enforcement Administration) and IDEC for eat region as the Anti

Drugs Ambassador to promote a drug-free life to youngsters in Indonesia. She also became the Brand Ambassador for Japan's Honda Motor in Indonesia.

She is becoming phenomenon and controversial because of her career, gossips, and issues. But, beside that, her appearances, manners, and life style are always be a trendsetter to many people. The last, even she is a big star and famous artist, she would never be selfish and forget to her God. She ever said once " All I got now is from God, so I have return it again to God". That is religious side of her.

F. Learning Method

condition of the "Agnes Monika".

- a. One minutes challenge

G. Learning Activity

Activities	Description of Activity	Time Allocation
Introduction	<ol style="list-style-type: none"> a. Greeting the students b. Checking the students' attendance c. Motivating the students and describing the material which are going to be discussed generally 	10minutes
Core Activity	<p>Observing</p> <ol style="list-style-type: none"> a. The teacher asks students about descriptive text (One minute challenge) b. Students watch and tells their opinion about some picture with topic "description about Agnes Monika" c. Teacher reads a descriptive text with title "Agnes Monika" d. Students fill in the blank of the text. <p>Questioning</p> <ol style="list-style-type: none"> a. The teacher invites students to ask the meaning of missing word and also the difficult words from the text. b. Students questioned the basic ideas, detailed information and specific information from descriptive text <p>Exploring.</p> <ol style="list-style-type: none"> a. The teacher and students discuss about the missing and difficult words. b. The teacher tells students clear explanation about definition, function, and generic structure of descriptive text. c. The teacher asks students to identify the generic structure based on the text before <p>Associate</p>	70 minutes

	Students gain feedback from the teacher based on the text before with title “ <i>Describe about Agnes Monica</i> ” Communicating Students tell the teacher about their difficulty in learn descriptive text.	
Closing	a. The teacher gives homework to the students for writing descriptive text with title “ <i>My Idol</i> ” b. The teacher and students sums up the lesson. c. The teacher closes the learning process d. leave taking(see you next time)	10 minutes

H. Media and Learning Resource

- a. Advance Learning English 1, for Grade X Senior High School, General Program (Book)
- b. Some Relevant picture.
- c. Projector
- d. Internet
- e. Laptop

I. Assessment

Technique : Listen and Written

Form : Fill in the blank and arranging descriptive text

Instrument : In students’ assessment sheet

Questions

1. How Does she look like?
2. How old is Agnes?
3. According to the passage, we know that Agnes is?
4. What is the text mostly about?
5. When she started her career?

Scoring Rubric

No.	Information	Score
1.	Correct Answer Wrong answer/ no answer	1 0
2.	Number of question	10
Final Score		Number of correct answers

$$\text{Students score} = \frac{\text{AcquiredScore}}{\text{Maximal Score}} \times 100$$

Level	Point
Very Good	80 < AB < 100
Good	70 < B 79
Enough	60 < C < 69
Less	< 60

2.3.8 Teaching Designing and Teaching Learning Process

Teaching learning process are steps or action taken the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. In education context, Hamruni(2009:1) is a plan, method, or series of activities designed to achieve a particular educational goal. Teaching strategy has been defined by several experts, Hamruni (2009:2) teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

Based on definition by the experts above, it can be concluded that teaching strategies is plan which will be prepared by the teacher to achieve certainly educational goal.

2.3.9 The Component of Designing and Teaching Learning Process

Hamruni (2009:10-12) the components of teaching learning process are consisting of:

a. Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But, the other

components of teaching strategy can not manipulate the teacher. The teaching manipulation purpose is to make student's environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on curriculum with implemented.

b. Student

Student is component that do study program to improve ability to reach study purpose.

c. Purpose

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching Material

Teaching Material is media to reach teaching purpose. Suharsini (1990) teaching material is core component in teaching process.

e. Method

Method is a will be generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned secondary school with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

f. Media

Media is the plural form of the term 'medium'. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media will be used in teaching learning process to convey the knowledge to students. this will be called by the media education.

g. Evaluation

Evaluation is component to know result teaching learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

h. Situation or Environment

Environment influence teacher in decide teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation and others.

2.4. Theme-Based Instruction for Teaching English to Young Learners

Masako (1996:125-139) as the theme-based approach, is one of the three models of content-based instructional models in which content is a driving force in designing a curriculum. The primary purposes of the theme based model is to help students develop learning competence with a specific topic area with a focus on language skills and function while the other two models aim at content mastery. Furthermore, Brown (2001:8) theme-based instruction offers an alternative in teaching learning process by designing a course around theme or topic that can increase students' interest and focus on content chosen.

Theme-Based teaching is expected to be a solution of this learning problem. Cameron (2001:1) argued 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 learned before may be met again in the different context. In addition, she also states that teaching that is integrated around a theme is suitable with young learners since it can support them to learn naturally. 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. Other important advantages of theme-based teaching for language learning, include 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. To choose themes for a language course, we have to consider their interest potential and appropriateness for students.

Freeman (2006:64) When the content of the lesson is relevant and interesting, students are more likely to try harder to understand and to stay focused. Hide (2000:315) 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. In other words, it means that someone performs an activity because of his or her personal interest, but not to achieve certain goals.

Decy (1975:149) intrinsically motivated behavior is done because it is interesting. Therefore, it is believed that children will persevere in learning English if they find the English course interesting and become more interested in English. However, some forms of intrinsic motivation is related to achieving goals. Theme-based teaching can cover one, two or more lessons a week, or even several weeks. It means that theme-based approach can be integrated in the other material.

Gordon (2007:44) all normally developing children master the complexity of pronunciation, grammar, and vocabulary of their first language within the first four or five years of their lives. Not only do children learn to use highly sophisticated grammatical forms of their first language, they also develop an impressive vocabulary. It means that children in this context is young learners a new word every waking hour of their day. In the golden age, competences that easy to practice by the children are speaking and listening. This study tries to support those two skills by teaching vocabulary. Rich of vocabularies is important for the children to produce speaking and writing especially. One of the input of vocabulary is listening. The nature of

vocabulary John (2000: 16) vocabulary is knowledge of or knowing the meanings of words. It is important for young learners to enrich their vocabulary, in order to make English teaching and learning run well.

Huddleston (1991: 256) children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. It means that student learn based on the manipulation and support of the environment. Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system.

Phillips (1993:7) states that teacher should prepare the appropriate teaching media or supporting tool and some activities related to the approach to get student understanding and response during the lesson. The kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communication value.

2.5 Theme-Based Teaching and Learning

Such an holistic approach to EFL teaching encompasses young learners' (YL) involvement in a wide range of activities related to their social, intellectual, physical and emotional interests. Hence, class activities should appeal to children so as to promote authentic and genuine communication opportunities in the target language through which learners are called to "uncover their own path to learning" (Murray 2003:38). Moreover, language teaching should be contextualized, as in real-life situations which could various learning activities revolve around a certain theme. This topic "acts as a connecting thread for pupils and teacher and may

integrate different school subjects relevant to the particular theme allowing cross curricular work.

White (1988:73) regards the notion of ‘topic’ as a major element in syllabus design: “The traditional four skills and the cognitive skills involved in the expression of purpose and meaning and in the creation and interpretation of messages provide the basis for a topic-based syllabus design”. More explicitly, topic work integrates naturally all four skills into the study of a theme which suits learners’ age and interest and provides them with content, context and purpose, features which are essential for language learning.

Context enables YL to understand and relate to, content triggers their interest to further their learning through investigative work and, lastly, purpose challenges learners to communicate their ideas and work, increasing thus their participation. In particular, such instruction may involve authentic input that YL are to interpret and evaluate so as to produce output. It may also comprise problem-solving activities where negotiation of meaning among learners is required. These activities foster association of words, functions, structures and situations with a particular topic, which enhances both understanding and memory.

2.6 The Relevant Studies

The first researcher was Broughton (1989:170) “**The Theme-Based Approach In Instruction Young Learners’ Vocabulary of English.** This research focuses on teaching vocabulary through theme-based instruction for teaches young learner in English and investigates the students’ responses toward this approach to teach vocabulary. It includes of reflective response from the students through this instruction. Indeed, the touchstone for successful activities in English is the harnessing of activities which are natural to the child’s maturation level, those which he pursue normally in his own language.

Based on vocabulary of English, the researcher to analyze teacher lesson plan, where the teacher used a good vocabulary of English sentences for young learners in the classroom. So, the young learners understood about vocabulary English the teaching learning process.

The second researcher was Richard (2001:204) **“Improve Students’ Writing Ability In Descriptive Text Through Theme-Based Instruction”** Theme-Based Instruction refers to an approach to second language teaching in which teaching is organized around the theme or information that the students will acquire, rather than around a linguistics or other type of syllabus. There were many researchers conducting a research through Theme-Based Instruction. The research with the title *Improving Student’ English Reading Comprehension Through Theme-Based Instruction (A classroom Action Research in the second Grade students of Business English Department of CSV and TC, China in the Academic Year of 2010/2011)* was conducted by Li Hui from English Education Department Graduate School of Eleven March University and *Improving Students’ Speaking Skill Achievement Through Theme-Based Instruction Approach (A Classroom Action Research at the Grade VII Students of SMP Betania Medan in 2019/2020 Academic Year)* was conducted by Roma English and Teacher Training Faculty HKBP Nommensen.

Based on relevant studies, the researcher separated the similarity of those relevant studies and this research is quite same, did the research with the same method (Theme-Based Instruction). Meanwhile, the differences of those studies and this research are the first relevant studies used Theme-Based Instruction to improve students’ English reading comprehension and the second relevant studies used Theme-Based Instruction to improve students’ English speaking skill achievement, where as in this research used Theme-Based Instruction to improve’ writing skill.

2.7 The Conceptual Framework

Holderness (1991:18-32) Theme-Based Instruction is that many different activities are linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teacher.

Good theme-based instruction has produced some of the most inspiring teaching that I have ever seen; done less well, it leads quickly to chaotic and ineffective classrooms. Because it can lead to such extremes of learning experiences for children, it is worth taking a long, hard look at what makes for good theme-based instruction.

Effective theme-based instruction is extremely demanding on teachers in both planning and in implementation; knowledge of a wide repertoire of activity types and resources is needed to plan for children of all abilities to be stretched and learning all the time, and to avoid children spending too long on cognitively less demanding activities, such as drawing pictures. Skilled management of class, group and pair work is needed to keep all children actively learning, even when good activities have been planned. The main idea or topic is put in the centre of the paper or board, and connecting ideas written around it, with lines showing connection.

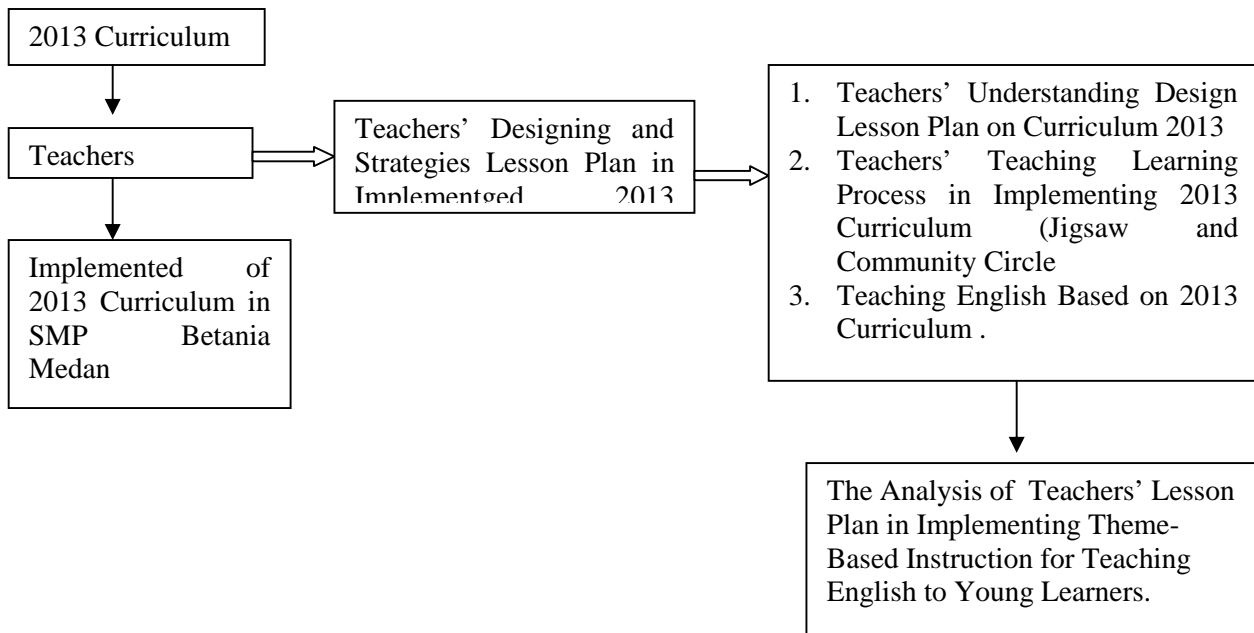


Figure 2.11. Conceptual Framework of Teachers' Lesson Plan In Implementing Theme-Based Instruction for Teaching English to Young Lear

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study was conducted by using descriptive qualitative research. The research for this study is conducted by applying descriptive analysis. Descriptive analysis is used as a problem solving procedure of the observed things by describing the research, the teachers' answer upon the provided questionnaire is analyzed in a descriptive form in order to Teachers' designing theme-based instruction in lesson plan and teaching learning process to implemented 2013 curriculum. They also state that descriptive study views that everything is potential to provide a clue that reveals more comprehensive understanding. Based on this research, the research wants to know the analysis of teachers' How is Theme-Based Instruction by the Teacher while Designing theme-based instruction in lesson plan and Teaching Learning Process to implemented 2013 curriculum.

3.2 The Subject of the Study

The subject of this study were five (5) teachers in SMP Betania. The writer analyzed of lesson plan and teaching learning process.

3.3 The Instrument of Data Collection

This research tried to know the teachers' designing theme-based instruction in lesson plan and Teaching Learning Process to implement 2013

Curriculum. This data in this research was collected by distributing questionnaire and observation. It was done by analyzing teachers' lesson plans.

3.3.1 Observation

The next steps in collecting the data of the research was observation. Observation is the action of watching something carefully. The observation focused on the teachers' for designing lesson plans and teaching learning processes to implement the 2013 curriculum in the learning process. The researcher observed teaching learning activities in the classroom. The teacher entered the class and the chairman of the class led to greet the teacher. After that, the teacher checked students' attendance. Then, the teacher reminded the students about the last topic as a brainstorming before continuing for the next lesson.

Then the researcher observed the way of the teacher in the teaching learning process. Before the lesson began for the next topic, the teacher made the student into a group discussion. The way of the group discussion was more effective to explore students' knowledge in their sociality. Then, the teacher showed the material related to the topic. The teacher asked the student in each group to discuss that material. The teacher explored the students' knowledge by asking each group and made their ideas about that material. After that, the teacher asked the students to present their discussions in front of the class. The important thing in the 2013 curriculum is that students are able to communicate their ideas to their friends.

3.3.2 Questionnaire

The data collection used a questionnaire instrument. The question consisted of teachers' designing theme-based instruction lesson plans and teaching learning processes implemented to

2013 curriculum. The structure of questionnaire instrument was questionnaire enclosed. The questionnaire consist of question that provided multiple choice so that the respondent chosen the answer based on the respondents' choice. In this study, questionnaire contains 25 questions that is listed of English teachers' designing lesson plan and teaching learning process in implemented to Curriculum 2013 at SMP Betania Medan.

3.4. The Procedure of the study

The research is done through the following procedure:

According to Septi Sesorina (2014:84-95) The data for the research will be gained through the following procedure:

1. Searching for secondary school. This step will be done to find out secondary school that implements theme-based teaching in teaching English to Curriculum 2013.
2. Collecting the Theme-based lesson plan from the teachers. This steps will be done to gain data will be needed to be analyzed later.
3. Drawing criteria based on theories from experts. Relevant theories will used to guide the process in analyzing what has been found in the lesson plan.
4. Synchronizing data in lesson plan with the criteria. The will be obtained data will be used analyzed whether it has effectively would be represented the corresponding theories.
5. Interviewing the teachers. Interview will be done to get more comprehensive data and to crosscheck what has been found in the lesson plan with what the teachers' point of view.
6. Transcribing the data from interview.
7. Interpreting the answer from the interview.
8. Presenting the data descriptively.
9. Drawing general conclusion.

3.5.The Technique of Analyzing Data

After collecting the data, the researcher was analyzed the data about teachers: designing theme-based instruction in lesson plan and teaching learning process in implemented on curriculum 2013 in order know the data of it. The data were analyzed as for the steps conducted by researcher in data processing are as follows:

1. Collecting the data
2. Distributing of respondents based on alternative answer options.
3. Analysis the data based on the answer question
4. List the score of data frequency table
5. Finding the teacher designing lesson plan and teaching learning process in implemented curriculum 2013.

Arikunto (2002:108)questionnaire is a number of written question that used to get information of responder in reporting about its person or things which he knows. A questionnaire is a research instrument consisting of a series of question and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups was conducted a survey by questionnaire may not be practical.