

THE IMPLEMENTATION OF THEME-BASED TEACHING WITH SHORT STORY TO IMPROVE STUDENTS' READING COMPREHENSION THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG

Dessy Novitha¹⁾, Retika Wista Angraini²⁾

¹⁾²⁾ English Study Program, Faculty of Teacher Training and Education, Indo Global Mandiri University
Jl. Jend. Sudirman No. 629 KM.4 Palembang Kode Pos 30129
Email : Dessynovita00@gmail.com¹⁾, retika19wista@gmail.com²⁾

ABSTRACT

This study was aimed to observe the use of Theme-Based Teaching with short story, and to find out the obstacles, advantages and disadvantages of theme based teaching using short story and narrative text. This study was conducted by using a quasi-experimental design with pretest and posttest. The population of this study consisted of 259 tenth grade students of SMA Muhammadiyah 1 Palembang in Academic Year of 2016/2017. There were 40 students taken as sample. Each group consisted of 20 students as experimental group and 20 students from class as control group. The sample of this study was taken by using purposive sampling method. In this study, the researcher used pretest-posttest non-equivalent group design. The instrument used in collecting the data was oral test in the form of presentation. The test was administrated twice as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) Statistics 21. The result showed that "there was means significant difference from students posttest score in experimental and control group, it was found the p-output (Sig.2-tailed) was lower than 0.05 level and t-obtained (9.823) is higher than t-table (2.024). So, the H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted. It means that there was significant difference on students' reading comprehension achievement taught using Theme-Based Teaching than students who were taught by using teacher's strategy. The findings of this study suggested that Theme based teaching was effective in improving students' reading comprehension on narrative text as indicated by a statistically higher reading score of experimental group students.

Key word : theme-based teaching, reading achievement

1. Introduction

English as an international language because the language was communication, English was the most widely used language in international communication. English has been famous in the world as the development of the world globalization which demands English skills for all people of different nations in the world without mastering English, one cannot communicate with other people in other countries. McKay (2004) states that the development of a world market and the development of a global and intellectual life. Rini (2014) states that Indonesia was a multilingual country with various local languages and language courses on various foreign languages. English was regarded important because by mastering English, people can have higher salary and have better opportunities.

This case, English was an international language, English has been studied from elementary school, junior high school, senior high school and university, even everyone should be able to speak English purpose to communicate to other people different country.

In this study, the writer focus on reading comprehension because students lack of understanding of the content of reading texts, they thought English was hard to learn, so reading through the theme with short stories students can practice reading English texts and can

got from their experience directly. Reading was a basic life skill. Without the ability to read well, people will be difficult in school lessons and success in the world. Reading was the ability to read text, process it, and understand its meaning and the process of looking at a series of written symbols and getting meaning from we read. Gilakjani & Sabouri (2016) said that reading skill was a significant skill that learners should know. Learners read texts for various goals from gaining information to enjoyment. It help EFL learners to be familiar with the subjects of their majors and improve their language knowledge (p. 10). Masduqi (2014) said that reading comprehension was the main focus of tertiary English programs in Indonesia. Reading comprehension was the joint product of language comprehension ability and word identification skills must be considered when we set goals for the reading attainment of all children (p. 385).

Based on explanation above, reading was an activity of understanding the text in order to obtain information, the meaning of the text we read, after reading the text we can conclude the text we read or take the essence of a reading text. Indeed English for Indonesian was a difficult language but we must tried to learn by practice, because practice was the best way to learn a language. English practice by reading can improve the ability to speak English. In Indonesia the average person cannot read English texts well, because of the lack of willingness and

confidence of themselves, they consider reading English text was a difficult thing. Indonesia has a low level in reading and people have a problem of lack of understanding in reading English texts. Indonesia's result in the OECD program for international student assessment, or PISA 2016 report, shows some improvements in the skills of students. They are significantly better in reading. From 72 countries and economies reviewed every three years, Indonesia ranks 62nd. Masduqi (2014) explains that the problem with the existing EFL reading studies in Indonesia is their limited research base and focus on student psychological traits and on individual strategies. (p. 393). When I observed in SMA LTI IGM Palembang students had difficulties in reading English texts, because they think English was a hard subject to understand, they hard to speak English and there was student who get punishment from the teacher because they cannot speak English in class.

This study, the writer used theme-based teaching because, theme-based teaching was to emphasize the application of the concept of learning while doing something. Involvement of students in the learning process actively, so that students can gain experience directly and can found their own knowledge learn. The theme of a short story was simply its meaning. It was the main idea explored in the story. The theme of a short story always be important to the writer, share the views on values, interests, topics, ideas important the writer himself and humankind-such as love, abortion, crime, good, evil, death, family, school, friendship etc. The theme of a short story was important to the reader who can learn a lesson, discover something new about human nature or the human condition. So the theme of a story can teach us how to live our lives. The theme was the idea, the main idea, or the subject of the story. The function of a theme was to provide for elements such as plots, characters, and backgrounds and become the overall element of the story.

In the theme there was five types:

1. physical theme (physical): it is a theme related to the physical state of man. For example about feelings of love, shame and so on.
2. organic theme (moral) was a theme that includes matters relating to human morals ., For example advice, opinions.
3. social theme was a theme that covers social problems. For example problems, conflicts, and others.
4. the theme of ego was the theme of human personal reactions.
5. theme of deity was a theme related to the condition and the situation of human beings as god's creatures.

In this study, the researcher used short story. Short stories were a form of narrative prose. Short stories have characteristics such as: characters, plots, themes, languages and stories can be in various types. Reynier (2003) said that short story was presented as an art of brevity and honesty in reading to illustrate point by the analysis of a short story and short stories that devote too much space to dialogue. Pardede (2011) said that in using short stories to teach English, story selection is indeed

one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence (p. 18).

The theme-based teaching requires teachers to choose a theme or topic, such as 'family, love, friendship, school etc, and then to plan a range of teaching and learning activities related to the theme in the classroom. The theme-based learning was considered a good approach to learning in the classroom and interesting to students and teachers. The theme-based teaching was for a variety of skills and content around the topic. This teaching method links the flow and interests of the children, creating a sense of purpose and community in the classroom. Yugandhar (2016) explains that theme-based teaching was interesting, interactive and enthusiastic, as the themes are chosen by the students and interact with the information to use it in the classroom. Students are given the opportunity to take information from diverse sources to use after, re-evaluating and restructuring (p. 90). Yugandhar (2016) said theme-based can be taught by an EFL teacher, a content specialist was not requirement. Classes planned to teach about a topic in foreign language. In a theme-based course, the content was exploited and its used is maximized for the teaching of skill areas." This model also provides coherence and continuity across the skill areas and the curriculum. Further this model is flexible in terms of institutional setting and student proficiency level (p. 87).

Based on the explanation above, the theme-based teaching was learning activities related to the theme in the classroom and the teacher chooses a theme for classroom learning. The writer was implement the use of theme-based teaching techniques with short story to improve students reading comprehension the tenth grade of SMA Muhammadiyah 1 Palembang.

A. *Research Questions*

Based on the above-stated background, the research questions were formulated as follows:

"Was there any significant difference of the tenth grade students' reading comprehension after being taught by using theme-based teaching than those are not ?"

B. *Objectives of the Research*

In accordance with the problems above, the objectives of this study were To find out the significant difference of the tenth grade students' reading comprehension after being taught by using theme-based teaching than those were not

C. *Research Hypotheses*

The hypotheses of this study were proposed in the forms of null and research hypotheses below :

Ho: there was no significant difference of the tenth grade students' reading comprehension after being

taught by using theme-based teaching than those were not ?

Ha : there was significant difference of the tenth grade students' reading comprehension after being taught by using theme-based teaching than those were not ?

D. Literature Review

1. The Concept of Reading

Reading comprehension was the ability to process information that we have read and to understand its meaning. Reading comprehension was the act of understanding what you are reading with the ability to comprehend what they read, people are able to develop socially, emotionally and intellectually. Reading comprehension was a process of understanding letters or symbols of written language. Fisher (2016) said that reading comprehension was concerned mainly with learning to recognize the ranted symbols that represent language and to respond intellectually when being asked about the content of the text he has read. Domby (2009) said that reading comprehension was not only decoding but also making connections between some relevant ideas in the passage, and text social context. As the reader makes the connections he is prepared to enter the evolutionary process (p. 1833). Fauziah (2013) said that reading comprehension was critical understanding is a higher level of understanding, in critical comprehension, containing attempts at understanding implicit meaning, analyzing, organizing reading material, drawing conclusions or conducting judgments (p. 280).

Based on the explanation above, it can be concluded that reading was activities to take and understand the meaning contained in the reading text, relating to the symbols, and social context of the text, take conclusions or make judgments.

2. Definition of Theme Based Teaching

Theme-based teaching was that many different activities are linked together by content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for students and teachers. Theme-based teaching has produced some of the most inspiring teaching that I have ever interest creating a sense of purpose and community in the classroom. Theme based teaching was a lesson which is the teacher used themes for English subject so as to provide meaningful experiences to students. The theme based teaching is the main idea the subject of the short story.

Tsai & Shang (2010) said that theme-based teaching was structured around topics or themes (p. 78). Tsai & Shang (2010) further explains that he theme-based model was mainly employed in adult schools, language institutions, and all other language programs. It is suitable for low to advanced learners (p. 78).

Based on the explanation above, the theme-based teaching was a way use topics or themes of learning in the classroom through short stories and by using themes such as family, school, love, friendship etc.

C Teaching by Using Theme Based in EFL Classroom

According to Gao (2011) said that there are four steps in implementing of short story theme as follows:

1. If the teacher made students understand the interacting task, build correct attitude, master effective learning strategies, and respect their differences. Furthermore, it is suggested that the students was encouraged to be more risk-taking and venture to express themselves logically and fluently without caring much about grammatical errors by using all the possible chances. The teacher needs to keep on emphasizing upon the participating awareness of the students in the relaxing atmosphere, and over-correction of oral mistakes is still not preferred.
2. More classroom activities should correspond with the approach and deserve to be explored and applied in the near future.
3. It cannot be omitted that theme based teaching success, the students should know how to communicate with others cooperatively in fluent spoken English, but not emphasized on autonomous study of the students. The students should assimilate the more consciously to learn through practice on their own and be more encouraged to read related books under the guidance of the teacher. While teachers are supposed to show confidence in them, place high hope rather than find faults with them.
4. The teaching materials could be a better one if it takes more factors into account, such as the authenticity of language materials and communicative tasks. All the selected materials should not be adapted but kept in nature. In each unit change as a dialogue or conversation associated with the shared theme, providing an authentic example to communicate (p. 38).

D. Genre of Text

In English there was a various kinds of text. Such as, narrative text, descriptive text, procedure text, and recount text. And each text has a different purpose and structure of text. Coplan (2004) explain that narrative was a text which describe subsequent events from that character's point of view will be more easily processed and remembered (p. 142).

In this study, the writer used narrative text. A narrative text was a text to amuse and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. A text which contains about story (fiction/non-fiction/tales/folktales/ fables/myths/) and its plot consists of climax of the story (complication) then followed by the resolution. The generic structure of a narrative text:

- ◆ orientation : sets the scene and introduces the participants.
- ◆ complication : a crisis arises
- ◆ resolution : the crisis is resolved, for the better or for worse.

- ◆ re-orientation : optional
- ◆ evaluation : a stepping back to evaluate the plight.

2. Discussion

A. Research Method

Saebani (2008) said that the population is the whole sample (p. 165). Population of this research is tenth grade students of SMA Muhammadiyah 1 Palembang in academic year. There is 9 classes of tenth grade students in this school as describe below:

Table 1. Table of population

CLASS	NUMBER OF STUDENT
IPS	35
IPS	38
IPS	37
IPS	40
IPS	33
IPS	37
IPS	39
TOTAL	259

(sources : SMA Muhammadiyah 1 in academic year 2016/2017)

Kazerooni (2001) said that the sample was described thoroughly in terms of clinical and demographic characteristics in the methods section of a research article so that others can draw conclusions, apply the results, and compare one investigation with another (p. 994).

This study, the writer used purposive sampling because the researcher determines own sample taken as there are certain specified. So, the samples not random, but determined by the researchers. The sampling method used in this study was purposive sampling technique, Palys (2008, pp. 697-8). The researcher used the class teacher's judgment and decided to divide two groups at the tenth grade where one was as the experimental group and another was as control group, both classes had the problem in English, especially in reading. The researcher only took 40 students and divided them into 2 groups equally.

The researcher chose the x.2 and x.4 classes because both of class have the same values. Total number of the sample was 40 students, class x.2 consist 20 students is experimental group and x.4 consist 20 students is control group .

Table 2. Table of sample

Group	Number of student
Experimental group	20
Control group	20
Total	40

This study, the researcher used quasi experimental design. A quasi-experimental design was implemented to a pre-test/post-test control group quasi-experimental designs does not include the usage of random assignment (Fraenkel & Wallen, 2003). The writer used quasi experimental design because quasi experimental does not

uses random assignments to create comparisons to infer treatment changes. In this study, quasi experimental design was chosen specifically as a method of the test by the researcher. This design provided control of when and to whom the measurement was applied with a non-random assignment to experiment and control treatment.

Table 3. Research design

Group	Pretest	Intervention	Posttest
A	O ₁	X	O ₂
B	O ₃	-	O ₄

Where :

A = experimental group

B = control group

O₁ = Pretest in experimental group

O₂ = Posttest in experimental group

O₃ = Posttest for the control group

O₄ = Posttest for the control group

X = Treatment in experimental group taught by using Gallery Walk Strategy.

- = No treatment in control group

This study included two groups, experimental group and control group. The experimental group was given treatment by using Gallery Walk Strategy. Meanwhile, the control group was not given any treatment.

Table 4. The Summary of Scores In Experimental Distributions of data frequency, percentage and SD

Category	Pretest		Posttest	
	Mean	Perc	Mean	Perc
Very poor	-	0%	-	0%
Poor	-	0%	-	0%
Average	8	40%	-	0%
Good	12	60%	11	55%
Excellent	-	0%	9	45%
		100%		100%

Based on the summary of score pretest in experimental group of the tenth grade students of SMA Muhammadiyah 1 Palembang. There were 8 students got Average categories with percentages 40%, and 12 students got good categories with percentages 60%. The total was 20 students with 100% percentages. For the posttest of experimental group, there were 11 students got good categories with percentages 55%, and 9 students got excellent categories with percentages 45%. The total was 20 students with 100% percentages.

Table 5. The Summary of Scores In Control Distributions of data frequency, percentage and SD

Category	Pretest		Posttest	
	Mean	Perc	Mean	Perc
Very poor	-	0%	-	0%
Poor	-	0%	-	0%
Average	13	65%	8	40%
Good	7	35%	12	60%
Excellent	-	0%	-	0%
		100%		100%

In pretest of control group, there was 13 students got average categories with percentages 65%, and 7 students got good categories with percentages 35%, the total was 20 students with 100%. And for posttest, there was 8 students got average categories with percentages 40%, and 12 students got good categories with percentages 60%, total was 20 students with 100% percentages.

In order to find out whether or not there was a significant difference in achievement between the experimental group and the control group, the writer compared the results of the post-test in the experimental group with those in the control group by using independent samples t-test.

B. Group Statistics

Table 2. *Group Statistics*

	group	N	Mean	Std. Deviation	Std. Error Mean
Post-test experimental & control group	Experi - mental group	20	84.8000	3.45802	.77324
	Control group	20	75.4000	2.52149	.56382

The statistical summaries from both samples can be seen from the table 9. The post-test in experimental group was 84.8000 and the post-test in control group was 75.4000. In short, it can be said that the post-test value obtained by the experimental group is higher than that of control group. The analysis of independent samples t-test for speaking test by groups showed that the mean difference of the post-test in each group was 94.000 and the significant level was 0.000. Since 0.000 was lower than alpha value 0.05, it means that there was a significant difference in reading achievement between the two groups. This confirms that the students in experimental group made better achievement if it is compared to those of the students in control group.

C. Procedures of Theme-Based Teaching

In this research, the writer applied the teaching procedure with four steps, here are other steps for theme in short story:

1. The teacher decided what the main topics of the story are. This theme was short story has a short story form, the amount of word was not more than 10,000 words or 2-20 pages, the contents of the story comes from daily life (personal experience).short story in narrative text include themes such as these: Love, Friendship, Family, Justice, Bullying, Honesty, Discipline, Goodness, Life, Education, happiness, Lies
2. Although some themes mentioned above, the teacher chose the most important stories to learn in the classroom.
3. Students read the theme of short story that has been determined by the teacher and identify the theme. After reading the text, students must understand the contents of the short story.
4. To conclude, the students showed the story of the story in front of the class. Have students share their explanation of what the theme of a story.

Learning materials refers of educational materials that the objective, as set out in lesson plans. The examples of learning materials are as follows: story books, videos, games, flashcards, computer software, posters.

The writer used narrative text because narrative text becomes a form of identity, in which includes in the story, and a way how humans communicate. Narrative text was a story with complication or problematic events and it tries to find the resolution to solve the problems.

The generic structure of a narrative text:

- a. **Orientation** : when and where the story happened and introduces the participants of the story.
- b. **Complication** : tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c. **Resolution** : the problems (the crisis) is resolved, either in a happy or sad ending
- d. **Re-orientation** : this is a closing remark to the story and it is optional. It consists of a moral lesson.

D. Interpretations

Based on the findings above, some interpretations were made as follows:

The writer did the try-out which consist of 50 multiple choice items, then the writer gave the reading comprehension test pretest and posttest. Pretest was given before the treatment and posttest was given after the treatment. But the writer just gave the treatment of experimental group. The topic of theme about love friendship family justice bullying honesty discipline goodness life education happiness lies, the writer chose the theme because students can read the short story and share the idea with their friends and the students showed the moral message of the short story. When the method of theme based teaching applied in the classroom can be seen from the reading comprehension test that the score of the students of experimental group in pretest was 75.90, while the students score in posttest experimental group was 84.80. And the students score of control group in pretest was 74.00, while the students score of control group in posttest was 75.40.

So, that means that the result of SPSS program scores in experimental group higher than in control group, So, teaching through theme based teaching in class was effective and improve students' reading comprehension of the tenth grade SMA Muhammadiyah 1 Palembang.

According to Saka (2014, p. 287) stated that Reading short story increases their wish to read more. It also increases their appreciation for literature, which is the main aim of the literature course. By reading good examples of literature, students will be aware of the world of short stories. In this research, the writer found some problems of the study (1) the writer only had two week to finish this research because the rule of the school. (2) from the sample, the class consisted 34 students, When students read narrative texts, the writer must teach the students to read well when the students do not understand and listen to the lesson. (3) In SMA Muhammadiyah 1

Palembang had duration of studying just two times of a week.

The students who were taught reading comprehension used theme-based teaching with short story in experimental group had better than the students who were taught without it. The writer showed theme based teaching with short story because of some reason. First, theme based teaching made the students active in the classroom. Second, Theme Based Teaching with short stories when students read short stories, they can see the words from the sentence so that students can read well. Third, Materials taught using short stories students do not get bored while studying in class because they can read stories in groups and share ideas with their friends, so the theme based teaching with this short story improves students' reading comprehension.

3. Conclusion

Based on the findings and interpretations presented in the previous chapter, the researcher concluded that this research was aimed to implementation of theme-based teaching with short story to improve students reading comprehension the tenth grade students of SMA Muhammadiyah 1 Palembang. This method students can develop valuable study skills, students can understand various of reading English texts with short stories and more active in the classroom. In the reading comprehension there are pretest, posttest and treatment. There was the conclusion of this research:

1. Theme-Based Teaching with short story in the classroom made the students be enjoyable learning try to read in the classroom, ask some questions, express their idea, more active in the classroom and effective for students reading comprehension.
2. In the English class, there were many students used Indonesia language because they don't understand the pronunciation, when their reading a book They got the trouble because the students lack of understanding of the content of reading texts, they thought English is hard to learn, so reading through the theme with short stories students can practice reading English texts and can get from their experience directly.
3. Theme-Based Teaching with short stories can train students to reading English texts through discussions with their friends.

From the conclusion above, there was some suggestion by the writer:

- a. Students should be brave to reading English book and share ideas when discussion in their group.
- b. Teachers should be creative and close with the students
- c. Teachers should be active in monitoring student learning activities, giving feedback, asking questions, questioning students ideas.
- d. Teachers should be make the material easier for students to understand, using learning methods that can attract the attention of students in learning activities.

- e. Teachers should be give games for the students order to make the students can be enthusiastic, not bored and spirit in the classroom.
- f. Teachers should be provide motivation to students that they can learn English easily.

References

- Coplan, A. (2004). Empathic engagement with narrative fictions. *The Journal of Aesthetics and Art Criticism*, 2(62), 141-152.
- Domby, Henrieta (2009) Simple View of reading, *ITE English: Readings for Discussion*.
- Fauziah, S. (2013). Kemampuan membaca pemahaman literal dan interpretatif melalui pendekatan konstruktivisme. *Kemampuan Membaca Pemahaman*, 6(2). 272-286.
- Fisher, A. S. H. (2016). Students' reading techniques difficulties in recount text. *Journal of English and Education 2016*, 4(2), 1-12.
- Fraenkel, R. J. & Wallen, E. N. (2003). *How to design and evaluate research in education*. New York: Mc Graw Hill.
- Gao, F. (2011). Theme-based group teaching of college oral English: Endorsed by students in chinese EFL context. *English Language Teaching*, 1(4), 33-41.
- Gilakjani, A. P., Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 5(6), 180- 187.
- Kazerooni, E. A. (2001). Population and Sample. *Fundamentals of clinical research for radiologists*, 5(177), 993-1000.
- Masduqi, H. (2014). EFL reading in indonesian universities: Perspectives and challenges in cultural contexts, *Journal of Teaching and Education*, 03(03), 385-397.
- McKay, S. L. (2004). Teaching English as an international language: The role of culture in asian contexts. *The Journal of Asia Tefl*, 1(1), 1-22.
- Pardede, P. (2011). Using short stories to teach language skills. *A triannual publication on the study of English Language Teaching*, 1(1), 14-27.
- PISA. (2016) *The Jakarta post*. Retrieved from <http://www.thejakartapost.com/academia/2016/12/18/indonesia-s-pisa-results-show-need-to-use-education-resources-more-efficiently.html>.
- Reynier, C. (2003). The short story according to Woolf. *Journal of the Short Story in English*, 41, 1-11.
- Rini, J. E. (2014). Its position among other languages in indonesia. *Presented at the International Conference of Center for Chinese-Indonesian Studies (CCIS) "Chinese Indonesians: Their Lives and Identities" at Candi Hotel, Semarang, Indonesia on 14-16 November 2013*, 2(2), 19-40.
- Saka, O. (2014). Short story in English language teaching. *International Online Journal of Education and Teaching (IOEJET)*, 1(4), 278-288.

- Saebani, B. A. (2008). *Metode Penelitian*. Bandung: Pustaka Setia.
- Palys, T. (2008). Purposive sampling. In L.M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods*.(Vol.2). Sage: Los Angeles, pp. 697-8.
- Tsai, Y. L., Shang, H. F. (2010). The impact of content-based language instruction on EFL students' reading performance. *Asian Social Science*, 3(6), 77-85.
- Yugandhar, Dr. K. (2016) . Content-theme-based instruction to increase the quality of EFL class. *International Journal on Studies in English Language and Literature (IJSELL)*, 8(4), 86 -90.