

IMPROVING WRITING SKILL THROUGH THEME-BASED

APPROACH

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Abstract

The problem is “how can the use of Theme-based Approach improve students’ writing skill?” and the objective of this research referring to the research problem is to improve the seventh grade students’ writing skill through Theme-Based Approach. The design of this research is classroom action research. The research subject is VII E class consisting of 36 students. The data are collected using interview, observation, test and instrument used is test items. In order to analyze the data students’ writing score-, percentage formula is used. Theme-Based Approach improved the students’ writing skill in two cycles percentage of students scored ≥ 70 was 63.8% in the first cycle, and it was 77.7% in the second cycle. Based on the research result, it can be concluded that Theme-Based Approach is able to improve writing skill at SMP Negeri 2 Bangorejo in the 2015 – 2016 academic year.

Key Word: Writing Skill, Theme-Based Approach

PENGGUNAAN THEME-BASED APPROACH UNTUK MENINGKATKAN KEMAMPUAN MENULIS

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Abstrak

Masalah penelitian ini adalah “Bagaimana penggunaan Theme-Based Approach dapat meningkatkan kemampuan menulis siswa kelas tujuh di SMP Negeri 2 Bangorejo pada tahun 2015/2016?” dan tujuan dari permasalahan ini untuk meningkatkan kemampuan menulis siswa kelas tujuh menggunakan Theme-Based Approach. Jenis penelitian ini menggunakan PTK. Subjek penelitian ini adalah kelas VII E terdiri dari 36 siswa. Pengumpulan data menggunakan wawancara, meneliti langsung. Menganalisis data menggunakan writing score dalam rumus persentase. ThemBased Approach meningkatkan kemampuan menulis siswa di siklus ke dua, presentase nilai ≥ 70 adalah 63.8% pada siklus pertama, dan menjadi 77.7% pada siklus ke 2. Berdasarkan hasil akhir dapat disimpulkan bahwa Theme-Based Approach dapat meningkatkan kemampuan menulis siswa di SMP Negeri 2 Bangorejo tahun ajaran 2015 – 2016.

Kata Kunci: Kemampuan Menulis, Theme-Based Approach

INTRODUCTION

The seventh grade students' of SMP Negeri 2 Bangorejo had a difficulty in writing skill might be caused by inappropriate strategies and activities conducted in the teaching of writing skill. Then the students' difficulties are grammar and vocabulary when they try to elaborate their ideas in written form. The other problem were students difficult to choose appropriate words when they write. Based on the condition above, the researcher wants to try a teaching technique to motivate the students and improve their writing skill in teaching writing English by using Theme-Based Approach and this research is entitled "**Improving the seventh grade students' writing skill through Theme-based Approach at SMP Negeri 2 Bangorejo in the 2015-2016 Academic Year.**"

RESEARCH METHOD

This research was intended to improve the writing skill by using Theme-Based Approach for the seventh grade student in SMP Negeri 2 Bangorejo. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N} 100\%$$

Where:

- E* : The percentage of students scored ≥ 75 in speaking ability
n : The number of the students achieving the minimum standard scores.
N : The total number of the students

(Ali, 1993:186)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. The steps in analyzing the data were as follows:

1. Scoring the result of the writing test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

THE RESULT OF THE RESEARCH

The test was administered after the second implementation of cycle I and it was followed by 36 students. In this research the target score of the students was ≥ 70 and it must be achieved by 75% of the students.

The Result of Writing Test in Cycle I

The Data Results	Percentage (%)
The students who got score ≥ 70	63,8%
The students who got score < 70	36,2%

Based on the result of writing test in Table above, it was found that the percentage of students who got score ≥ 70 was 63,8% and the percentage of students who got score < 70 was 36,2%. It means there were 23 of 36 students who got score ≥ 70 , and there were 13 of 36 students who got score < 70 in cycle I. There was improvement from 44.4% in the preliminary study up to 63.8% in cycle I, but the result of writing test could not reach the criteria of success that was 75%. As mentioned before, the cycle of this research was considered to be successful if 75% students got score ≥ 70 . It means that the action in cycle I was not successful yet and it was necessary to continue the action to cycle II.

Based on the observation checklist in cycle I, in the first meeting there were 19 of 36 students (52.7%) who active in the class and there were 17 of 36 students (47.2%) who passive in the class. Meanwhile in the second meeting there were 24 of 36 students (66.6%) who active in the class and there were 12 of 36 students (33.3%) who passive in the class.

The Result of Writing Test in Cycle 2

The Data Results	Percentage (%)
The students who got score ≥ 70	77.7%
The students who got score < 70	22.3%

Based on the result of writing test in Table above, it was found that the percentage of students who got score ≥ 70 was 77.7% and the percentage of students who got score < 70 was 22.3%. It means that there were 28 of 36 students who got score ≥ 70 , and there were 8 of 36 students who got score < 70 in cycle II. So, the target percentage of the research that was 75% of the students got ≥ 70 has been achieved.

There was improvement from 63.8% in cycle I up to 77.7% in cycle II. This research was successful and the teaching writing skill through Theme-based Approach could reach the criteria of success. So, the action was stopped, and it is unnecessary to continue the action into the next cycle because more than 75% of the students could achieve the target score.

Based on the observation checklist in cycle II, in the first meeting there were 26 of 36 students (72.3%) who active in the class and there were 10 of 36 students (27.7%) who passive in the class. Meanwhile in the second meeting there were 30 of 36 students (83.3%) who active in the class and there were 6 of 36 students (16.7%) who passive in the class.

DISCUSSION

Based on the result of writing test in cycle I was 63.8% of the students got score ≥ 70 . It means that they are failed or did not achieved the target score. And there was 36.2% of the students who got score < 70 . Thus, the students did not achieve the target score. As the result, the action was continuing in cycle II. The result of observation checklist in cycle I, in the first meeting there were 19 of 36 students (52.7%) who active in the class and there were 17 of 36 students (47.2%) who passive in the class. Meanwhile in the second meeting there were 24 of 36 students (66.6%) who active in the class and there were 12 of 36 students (33.3%) who passive in the class. In could be said that the observing in the cycle I was not success because could not achieve 75%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

In the cycle II indicated that the students' writing skill increased after the use of theme-based approach in teaching writing. There was 77.7% of the students who got score ≥ 70 are success, it means that most of the students achieve the target score. observation checklist in cycle II, in the first meeting there were 26 of 36 students (72.3%) who active in the class and there were 10 of 36 students (27.7%) who passive in the class. Meanwhile in the second meeting there were 30 of 36 students (83.3%) who active in the class and there were 6 of 36 students (16.7%) who passive in the class. In could be said that the observing in the cycle II was success because more than 75% of the students active in teaching learning activities.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the writing test and the discussions in the previous chapter, the conclusion of this research is Theme-Based Approach could improve the seventh grade students' writing skill at SMP Negeri 2 Bangorejo in the 2015/2016 academic year. So, the problem faced by the seventh grade students of VII E class at SMP Negeri 2 Bangorejo in writing skill could be solved through Theme-Based Approach.

Suggestion

In this result of classroom actions research the researcher wants to give the following suggestions for the English teacher, the students, and the other researchers.

1. The English Teacher

The English teacher is suggested to use theme-based approach as an alternative in teaching English to improve the students' writing achievement not only for descriptive text but also other genres of text.

2. The Students

The students are suggested to use theme-based approach in writing since it can be used as a guide to generate and organize their ideas in writing a text. In addition, theme-based approach gives them a chance to develop their ideas and feelings in increasing their motivation to write.

3. The Other Researchers

For the other researchers are suggested to complete the activity of theme-based approach which is didn't do in this research in teaching learning process such as give the students chance to choose the theme, because in this research the theme was chosen by the researcher and English teacher as the collaborators.

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