

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses some issues related to the topics of the research. They are background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research and scope of the research.

### **1.1 Background of the Research**

Writing competence is a part of the syllabus in the teaching English. Many students are able to speak English well, but they are not always able to write it well without systematic training. It is difficult for students because it requires thinking which is always complicated and hard.

Writing is a combination of process and product (Sokolik, 2003) in Linse (2005:98). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. In addition, Wingersky, et al (1999:4) stated that writing is a process through which you discover, organize, and communicate your thoughts to a reader. When people write, people have only words and punctuation to form the message and the writing process gives a chance to compose, draft, rethink, and redraft to control the outcome of the writing. Based on the statement above, writing refers to the act of elaborating, creating the ideas in written form, the message that they write must be

comprehensible to readers because they have only words and punctuation when they produce a writing.

According to the curriculum of junior high school (KTSP 2006), the target of writing that must be given to the students of junior high school is they are able to produce short functional text and short essay in the form of procedure, descriptive, narrative, recount, and report text. Short Functional Text is a short text that has particular meaning and purpose, and can be used in our daily life, and short essay is a simple text. It means that all the students of junior high school learn writing. According to curriculum, one of the students' writing materials in junior high school is descriptive text.

Based on the interview with the English teacher in SMP Negeri 2 Bangorejo, there are five classes for the seventh grade still have problem in writing ability. The English teacher gave a previous score in writing of VII E to gain the supporting data. However, the score that given by the teacher is the general score which is combined with others skills. Based on the previous score is given from the English teacher, the score of the students' writing skill test in SMP Negeri 2 Bangorejo which is very low. The average score of the test result of students' writing achievement was 64.8, it did not achieve the target score that was 70.

According to the English teacher, the problems in writing English of the seventh grade students in SMP Negeri 2 Bangorejo 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. They usually took

more time to begin write a text. In fact, the students spent much time to find words in a dictionary.

Based on the interview of the English teacher, he used lecture method in teaching learning process. However, it made students not interested and motivated to learn. According to Hisyam, Bermawy, Sekar (2008: 93) this method was bored and make students not active, also monotonous. In the teaching learning process, some of students still passive in class and they did not participate in learning English. However, the teacher has strived for the students to memorize the verb regular and irregular to add the students' vocabularies. And also teacher made summary of the sentences to improve the students' grammatical. But, almost all of the students in the class didn't interest to memorize it.

Based on the reasons, it is important to choose teaching technique to motivate the students and improve their writing skill in teaching writing English. Yang (2009:162) explains that the theme-based instruction is usually considered within the model of content-based instruction. As the name suggests, the curriculum of this approach is organized around themes or topics which contextualize the elements of the target language that are presented to learners. Many of these themes can be derived from the subject matter contents that the students are learning in the different stages of their education. Stoller & Grabe (1997:81) suggest that theme-based language instruction lies close to the language-driven end of the continuum. Thus, teachers extract language activities which follow the content material. It is through this method that Brinton et al (2003:203) believe learners will develop the mastery of

vocabulary, grammar, paragraph structure, communication skills and types and styles of writing skills.

Related to the problems above, conducted the classroom action research (CAR) entitled : “Improving students’ writing skill through Theme-Based Approach at SMP Negeri 2 Bangorejo in the 2015/2016 Academic Year”. This approach is expected to be able to solve the problems concerned with the students’ writing skill.

### **1.2 Problem of the Research**

Based on the background of the research, the problem could be formulated as follows : How can the use of Theme-Based Approach improve the seventh grade students’ writing skill at SMP Negeri 2 Bangorejo in the 2015/2016 academic year ?

### **1.3 Objective of the Research**

The objective of the research is to improve the seventh grade students’ writing skill through Theme-Based Approach at SMP Negeri 2 Bangorejo in the 2015/2016 academic year.

### **1.4 Operational Definition of the Term**

The operational definition of the terms is to avoid misunderstanding of the concept used in this research. They are as follows :

### **1.4.1 Theme-Based Approach**

Theme-Based Approach in this research is an approach for teaching by organizing around the themes. Themes here are organized by the teacher. Meanwhile the sub-themes are organized and determined by the students. Teacher plans the lesson in way that a series of activities and tasks are related to a particular theme, for examples, Indonesian foods, travelling around the world, the Olympics games, etc.

### **1.4.2 Writing Skill**

Writing skill in this research means the ability of students to write a short paragraph of descriptive text. Moreover, components used to score the students' writing skill are focused on vocabulary, grammar, mechanic and organizational skills.

## **1.5 Significance of the Research**

The result of this research is expected to give contribution to the English teacher, the seventh grade students of SMP Negeri 2 Bangorejo, and the future researchers.

For the English teacher, the result of the research may be useful as input or consideration to apply the Theme-Based Approach in teaching writing to improve the students' writing skill.

For the students, the actions given to the students are useful to provide writing exercise by using Theme-Based Approach to increase their writing skill.

For future researchers, the result of the research is expected to be useful as a reference to conduct the same research design to improve the students' writing skill by using Theme-Based Approach.

### **1.6 Scope of the Research**

The research is conducted to the seventh grade students at SMP Negeri 2 Bangorejo in the 2015/2016 Academic Year. This research design is Classroom Action Research with Theme-Based Approach to improve the students' writing skill.