**CHAPTER I**

**INTRODUCTION**

**1.1 Background of the Study**

In english, there are 4 things to be learned. Such as reading, speaking, listening and writing. The difficulties becomes clearer if the students' language skills are still low, especially for those who learn English as a foreign language. When students write, they must find and use the right dictions to express their ideas. In writing, the authors need to use tense, vocabulary, proper grammar to make sentences and have a good relationship with each other so that the paragraph or text they write will be readable.

Some types of texts can be used in teaching writing English at the Junior High School level; such as recounts, narratives, procedures, descriptive, news, reports, analytical expositions, etc. Among the types of text, the author focuses on writing descritive texts. As one of the language skills taught in Junior High School, writing descriptive text needs more attention because students get some difficulty in mastering descriptive texts. When students write descriptive text, they must have the imagination to get ideas, writing skills. Descriptive text is a text that has purpose to describe a particular things, person or place.

According to Renandya (2002:303), difficulties in writing occur because when student wants to compose writing, he must be able to produce and organize ideas using vocabulary choices, sentences, and paragraph organization and make the ideas readable and can be understood by readers.

Harmer (2004, p.22) states "When we write texts we have a number of linguistic techniques we have to ensure that our prose is united." Using good techniques, approaches and media such as ICTs, drawings, etc., teachers can help students improve their writing achievements. One approach that teachers can apply is Theme-Based Approach. Cameron (2001: 181) states that, theme-based teaching can include one, two or more lessons a week, or even weeks.

This means that theme-based approach can be integrated in other materials. Curtain and Dahlberg (2000) assert that effective language teaching is built on topics and contexts relevant to learners. These activities and topics are linked by the content. This approach makes it easy for children to understand the material because all children are part of the material context and topics that are interconnected with each other. By applying a theme-based approach in teaching writing, especially writing descriptive texts, it allows students to develop their ideas through writing.

Many benefits can be gained from the implementation of the theme-based approach. Bringing meaning to language learning and especially its content is considered to be very helpful in the learning process. Therefore Themes-Based Approach is helpful for communicative stretching as well. Theme-Based Approach Implementation provides students with understanding of the content of what they learn. This is in line with the Portland Public School Language and Language Bulletin Report which reports that Theme-Based Approach offers students the opportunity to connect what they know and what they learn and ultimately present various content learning activities.

**1.2 Research Question**

The research question aimed at the factors that investigated:

“How do the teachers improve students writing the descriptive text using theme-based approach?”

**1.3 The Research Purpose**

The research has the aim to find out whether theme based approach can improve students’ writing skill in descriptive text.

**1.4 The Assumptions**

The assumptions related to the topic are as follows:

1. The author believes that by applying the right methods can influence and develop students' writing skills.
2. The author believes that the influence a theme-based approach can improve students' writing skills.

**1.5 The Hypothesis**

A hypothesis is an explanation, tentative and unsure of itself, for specific phenomena about which you have questions. According to (Creswell, Research Design:Qualitative, Quantitative and Mixed Method Approaches, 2003), Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable. They are numeric estimates of population values based on data collective from sample.

Based on the definition above, the writer’s hypotheses are:

Ho : There is no significant effect of theme based approach on students’ writing skill in descriptive text.

Ha : There is a significant effect of theme based approach on students’ writing skill in descriptive text.

* 1. **Researh Methodology**

The research methodology consists of resea**r**ch design, setting and participant and data collection.This study uses quantitative method.First, in this study the data analyzed are numerical and gathered from students’ scores, where scores are obtained by using test. It is in accordance with the characteristic of quantitative study from Kothari (2004) who said the quantitative research was based on measurement of quantity or amount which was presented in form of numerical data.In addition, Creswell (2009) stated “quantitative research is a means for testing objective theories by examining the relationship among variables”.

1. **Research Design**

The research design used in this study is quantitative data pre-experimental study. The resercher try to colculate the data from Junior High School in Garut.

1. **Setting and Participant**

This study investigate at Junior High School in Garut and the participants are 30 of the students’ in Junior High School in Garut.

1. **Data Collection**

In this study the writer applies a quantitative research by using tests.

1. **Test**

In this study, the test will be administered to the participants of the study pre-test and post-test. The test will be coming from writing test frame work purpose . Writing test will be conducted in processing pre-test and post-test. The pre-test will given in the first meeting to find out students’ writing ability before treatment, and the post-test is a test given after the treatment. Both pre-test and post-test required students to make a descriptive composition of about 100 words.

1. **Treatment**

The researchers conducted a pre-test of the treatment group in August 2018. The researcher used the pre-test in order to find out the students’ prior knowledge of Descriptive text. In the pre-test, the researcher used written text. The sample for this study was 30 second-grade students in a junior high school in Garut.

**1.7 The Significance of Research**

The results of the study are expected to contribute the following:

1. To provide information about one of the teaching methods of English specifically on writing skills.
2. To make a meaningful contribution to English teachers so that they are aware of the role of the theme-based approach in student writing skills.
3. To provide solutions for students on writing descriptive text smoothly and correctly.
4. As a reference for further investigation.

**1.8 The Definition of Terminologies**

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The terminologies are as follows :

1. Writing is a form of comunication to deliver throught or to express feeling through written form (Harmer J. , 2001).
2. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. (Linda Gerot, 1994)
3. Theme-Based Teaching is assumed as the appropriate approach to implement in teaching English to young learners. This approach has the same idea with Curriculum 2013 about integrating the teaching and learning activities under one theme with the kintention of enabling students to acquire in-depth study of the content. (”What are thematic’’, 2012)