THE USE OF THEME-BASED TEACHING TO IMPROVE THE STUDENTS' WRITING SKILLS IN SMKN 5 SELAYAR

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ARTICLE INFO	ABSTRACT
	This research aims to find out the use of theme-based teaching in improving the students' writing skills in SMKN 5 SELAYAR. This research was pre-experimental research using quantitative design in analyzing the data. The instrument used was writing test which contain pre-test, treatments and post-test. The population was tenth grade of SMKN 5 SELAYAR students and the sample was X. FAR class that was selected by using purposive sampling technique. Based on the results of the research, it is found that the use of theme-based teaching can improve students' writing skills in terms of content, vocabulary and grammar in the form of descriptive text in class X FAR SMKN 5 SELAYAR. This is evidenced by the results of the students' scores. It can be seen from the average value of students that there is an increase of 21.1%. The pre-test was 67.03 which classified as good enough category and the post-test was 81.17 which classified as great category, the post-test score was higher than the pre-test. In addition, t-test value higher than the t- table value (12.415>1.699). It means that there is an improvement by using of theme-based teaching to improve the student' writing skills in descriptive text. *This is an open access article under the* <u>CC BY-SA</u> *license.*
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INTRODUCTION

English in Indonesia is a foreign language. It is taught in schools start from elementary school to university. It can only be learned for a limited time in school. As an English teacher, it is necessary to explore effective techniques, methods and approaches. In addition, teachers who play an important role must guide students to be creative in the classroom. If the strategy does not match the teaching situation, the teaching and learning process will not get success.

According to Pusparini (2013), there are basically four skills that students should have when learning English, namely speaking, listening, reading and also writing. Comparing with other skills, writing is judged to be a difficult and one of the hardest skill to master whether as the first and even as a foreign language (Zemach and Islam, 2005). The reason is because this writing skills pushs and promotes the students to produce "written products", which are

talking about the outcome of how think, designing, and revising processes which require special skills that everyone cannot develop easily and natural (Brown in Sesiorina, 2014).

Topic-based or theme-based is approach that teachers use to link learning activities to specific topics. According to Brown in Sesiorina (2014) stated that, topic-based differs from traditional language instruction because it is another way of structuring instruction about topics. As can be seen from the topic-based definition above, this style of teaching focuses on how students learn about a related topic in one sentence.

In principle, previous research has taken over subject teaching in the primary context. However, this research was conducted in an EFL setting at the secondary level, where English teachers employed topic-based instruction to teach descriptive writing. Additionally, subject-related courses are available for writing courses as skills are integrated. Based on Shih in Pusparini (2013) stated that, conventional wisdom holds that students should simply write. On the other hand, they listen to, discuss and read about a topic before writing a term paper. Therefore, topic-based instruction is used because through some skills, writing skills in this research, students should be thinking about all around topic.

This research will focus on descriptive teaching as one of the teaching genres taught in junior high schools. The teacher can help students develop themes by prompting them to provide a detailed description of a particular subject. Description means verbal visualization of humans, objects, appearances, landscapes, or events (Sulistyo et al, 2020). In this study, teachers focus on object descriptions based on the lesson plan from the English teacher on that school.

Considering from the background above, this research aims to find out "The Use of Theme-Based Teaching to Improving Students' Writing Skills in Smkn 5 Selayar"

RESEARCH METHOD

The researcher applied pre-experimental research with the quantitative design to analyze the data. The researcher conducted one group pretest-posttest design. The sample was selected by using purposive sampling method and the sample were 30 students of X. FAR class. The instrument used was writing test which start by giving pre-test, treatments and post-test. In analyzing the data, researcher used SPSS 25.

The result of post-test examined by considering some aspects. Based on Destager stated that the aspects in writing at least should be contain some aspects namely content, organization, vocabulary, grammar, and mechanic (Insani, 2020). In this case the researcher only focus on content, grammar and vocabulary.

Table 1. Aspects of Writing Skills

NO	ASPECT OF WRITING	CRITERIA	SCORE
1.	CONTENT	The substance of the writing, the idea express	40
2.	VOCABULARY	The selection of word that suitable with the content.	30
3.	GRAMMAR	The employment of grammatical form and syntactic patterns	30

(Destager in Insani, 2020)

Table 2. Classification of Students' Score

SCORE	91-100	76-90	61-75	51-60	<50
CLASSIFICATION	Excellent	Greate	Good	Fair	Poor

(Destager in Insani, 2020)

RESULT AND DISCUSSION

Based on the research finding, it can be seen that the use of theme-based teaching approach come up with the result below.

Table 3. Descriptive Statistics of Students' Mean Score

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	54	88	2011	67.03	6.478
Posttest	30	75	90	2435	81.17	4.691
Valid N (listwise)	30					

It is found that in pre-test the minimum score is 54 and the maximum score is 88 with the mean of the total score is 67.03 and the standard deviation is 6.478. Besides that, it is also found in post-test the minimum and maximum score are 75 and 90 with the mean of the total score is 81.17 and standard deviation is 4.691 which means higher than the pre-test.
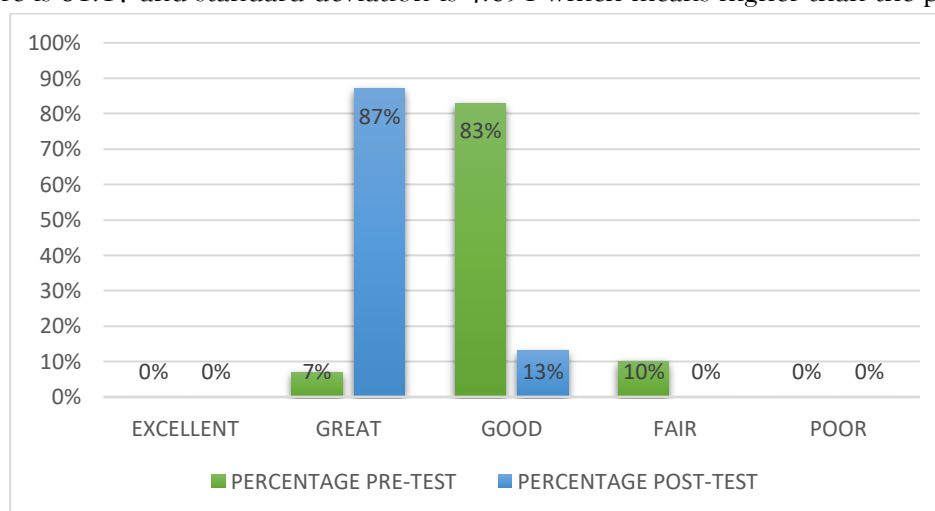

Chart 1. Students Score Percentage In Pre-Test And Post-Test

The bar chart above presents the frequency and percentage of students' writing result on the post-test of 30 students. As served on the table above, it can be seen that almost every of the students who were sampled were categorized as good or had fairly well writing skills in the pre-test. Then in the post-test there were many students who went up to the great level and some to the good level. In addition, there is a very small percentage that gets the fair category in the pre-test, which is 10% and does not exist in the post-test. There are no students who are in the excellent category, and poor before and after treatment. This means that the writing ability of students at the school increased significantly after being given treatment. To make it clearer, the researcher has presented the data in the form of a bar chart showing the results of classifying students' scores on the pre-test and post-test.

Table 4. Classification Table Of Students' Score In Pre-Test And Post-Test

SCORE	CLASSIFICATION	PRE-TEST		POST-TEST	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
91-100	EXCELLENT	0	0%	0	0%
76-90	GREAT	2	7%	26	87%
61-75	GOOD	25	83%	4	13%
51-60	FAIR	3	10%	0	0%
<50	POOR	0	0%	0	0%
	TOTAL	30	100%	30	100%

Moreover in testing the hypothesis, the researcher used SPSS 25 program to analyze the T-test and the result of testing is presented below.

Table 5. Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	posttest writing - pretest writing	14.133	6.235	1.138	11.805	16.462	12.415	29	.000

The researcher used the SPSS 25 program to analyze the T-test and based on the output table, the T-test results obtained a significant value of 0.000, where the value is smaller than the value of α 0.05. In addition, from the distribution table the value of T is at a significance value of 0.05 which means if df (degree of freedom) is 29 then the result from the data above is 29 = 2.045 in the T-value distribution table. To clarify the description, the researcher describes it in the table below.

Table 6. T-test and T-table of Students' Improvement

VARIABLE	T-TEST VALUE	T-TABLE VALUE
WRITING	12.415	2.045

The table showed that t-test value is higher than the t-table value (12.415>2.045). It means that there is an improvement by using of theme-based teaching to improve the student' writing skills in descriptive text. From these data, it can be concluded that Ho is rejected and Ha is accepted, which means that there is a significant student ability after being treated with theme-based teaching.

The hypothesis in this study is Ho and Ha state that Ho (Null Hypothesis) there is no significant difference in students' abilities in writing descriptive texts before and after being given treatment using theme-based learning while Ha (Alternative Hypothesis) there is a significant difference in students' abilities in writing descriptive text before and after being given treatment using theme-based teaching. The researcher used the SPSS 25 program to analyze the T-test and based on the output table, the T-test results obtained a significant value of 0.000, where the value is smaller than the value of α 0.05. In addition, from the distribution table the value of T is at a significance value of 0.05 which means if df (degree of freedom) is 29 then the result from the data above is 29 = 2.045 in the T-value distribution table. To clarify the description, the researcher describes it in the table below.

DISCUSSION
a. Using theme-based teaching to improve writing skills

It is said that five components in writing are content, organization, grammar, vocabulary and mechanics Husna and Rozimela (2013). In this case theme-based teaching approach was applied in improving students' writing skills in terms of content, vocabulary and grammar. By taking a look at the difference between the students' average or mean score in the pre-test and the post-test it can be deduced that applying this approach can be one of the effective alternative way to improve students' writing skills.

According to the table 4.5, it denotes that using theme-based teaching approach in writing class especially in writing descriptive text is successful produce an improvement in students' writing content, vocabulary and grammar. That is proved from the mean score that significantly getting higher after the treatments were done.

There is the improvement of students' writing skills. According to the tables provided, it proves the differences among the mean or average score of the pre-test and the post-test after establishing treatment that the mean of pre-test is 67.03 and the mean of post-test is 81.17. After analyzing the result of those tests, it has gotten 21.1% of the students' progression. That shows that by applying this approach is good to use in teaching and learning process. It was happening only because theme-based teaching provides the effective way for

students to be more focus and more creative through the theme and suitable for writing process application. The students could be got more ideas regarding to the topic they have got. According to Cameron in Rahmawati (2014) state that theme-based teaching approach goes together with the learners authentically learn. In this case TBT provides many related activities that allow students who generally have great enthusiasm to participate active in the educational activities. Moreover Fajriah (2020) stated that there are at least there indicators to reveal the students activeness in the classroom during the teaching and learning process, they are: 1. Attention of students in class; 2. Students submit questions to the teacher; 3. Students understand the material; and 4. Students collect assignments from the teacher. It was seen from how students actively work in group even individually where they submit the writing task and they present their result of group discussion.

The progression of the students' writing skills had already known in pursuance of the steps of pre-experiment research with the one group pretest-posttest design through some steps of pre-test, some treatments and post-test (Sugiyono, 2016). Everything starts from when students are given a test called a pre-test and then the researcher gives some treatment. After that the students were given back a test called post-test which is given to students after the treatment was finished, this treatment is conducted through several meetings in class. All these stages are carried out naturally without students realizing that they are being given a test so that students feel more enjoy and are not burdened. Post-test is used to determine the improvement of students' writing skills in class. This test also functions whether the treatment is effective or not using this theme-based approach. To see its effectiveness, if the post-test results show a higher value than the previous pre-test, then the treatment by using this approach is effective and successful. The results of this post-test were used to show that in fact there was an improvement in students' writing skills in this study. It can be conclude by seeing the t-table that shows the significant improvements for the students who have got treatments.

b. Students' score classification of pre-test and post-test

The classification of students' scores in the table 4.4 give a simple but clear description in case of how many of the students got excellent, great, good, fair and poor score. There was the different between the students' score before using and after using the treatments by applying theme-based teaching approach. It can be seen from the table 4.4. In pre-test 10% students were in the fair category, 83% in good enough category and 7% got in the great category. After the treatments done, many students leveled up to great category which is around 87%, followed by 13% in good enough category which is better than the pre-test. Lastly, there is no students who is categorized as fair level in post-test.

According to the result of students' progression on the table, the researcher finds that by applying theme-based was successful in improving the student' writing skills. This approach allowed the students to work in group and discuss with their group mate about the topic that is going to be describe in terms of descriptive text. They shared some ideas, classified and

drafted it until the result is ready to be presented. Based on Harmer stated that writing should be taught through cyclical process, namely planning, drafting, editing, and final version (Wening, 2016). They could also give some comments and opinions to be added, so every students have to taking at least giving contribution during the discussion. The approach applied has assisted the students in class to become more active in integrating the ideas through the topic discussed. Brown stated that the theme-based instruction model is arranged around the topics or themes (Mutiara and Rahman, 2019)

There is a little obstacle in defining the topic because they have not seen some kind of topic like that but it can be solved because the students are excited with one topic about family. Fortunately, this research took place at the same time as the descriptive text material they were studying. The students had learned to write descriptive text during two meetings before the researcher entered the class. They have learned about how to describe a place and after that the researcher enters the class to do treatments by teaching descriptive text material using a theme-based approach with selected topics about family. Through this way, students are also learned how to work in group in order to achieve the goal. During approximately four meetings doing treatments, students looked enthusiastic about learning either in groups or individually.

CONCLUSION

It can be concluded that after applying the theme-based teaching can improve writing skills of the students in terms of content, vocabulary and grammar in writing descriptive text in class X FAR SMKN 5 Selayar. This is evidenced by the results of the students' scores. It is shown from the mean or average score of the students that there is an increase of 21.1%. The students' pre-test was gotten 67.03, that score categorized as good enough category and the students' post-test was gotten 81.17 which categorized as great category, the post-test score shows higher score than the pre-test. In addition, the hypothesis testing is evidenced by t-test value, where the t-test score is higher than the t- table score (12.415>1.699). That means, there is an improvement in students' writing skills by using the theme-based teaching to improve the student' writing skills in writing descriptive text.

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