IMPROVING STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH CONTENT BASED INSTRUCTION
(A Classroom Action Research for the Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year of 2016/2017)

THESIS
Submitted as a Partial Requirements for the Degree of Undergraduate in Islamic Education and Teacher Training Faculty

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Title: Improving Students’ Writing Ability in Descriptive Text Through Content Based Instruction (A Classroom Action Research for the Eighth Grade Students of SMP ‘A’rifuul Islam Surakarta in the Academic Year of 2016/2017)

I hereby declare that this thesis has already fulfilled the requirements to be submitted before The Board of Examiners (masayyarah) to gain the Undergraduate Degree in English Education Department.

Thank you for your attention.

Surakarta, January 2017
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RATIFICATION

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DEDICATION

This thesis is dedicated to:

- Her beloved father and mother, thanks for their prayer, care, and support for the researcher.
- Her beloved sister and brother who always support the researcher in her life.
- All of her family and her friends who give the researcher cheers in her life.
MOTTO

1. “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning” (Albert Einstein)

2. “It always seems impossible until it’s done” (Nelson Mandela)
PRONOUNCEMENT

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Here I state all statements, opinions, and analysis that I have written in the research study are my original work. I optimally conducted my own research study requirement of this college, except, some part which is taken from references and suggestions as the guidance for technical writing of the research study. If any claim related to analysis that I made persist in the future, I would be fully responsible for clarification.

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All praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Improving Students’ Writing Ability in Descriptive Text Through Content Based Instruction (A Classroom Action Research for the Eighth Grade of Students of SMP Ta’mirul Islam Surakarta in the Academic Year of 2016/2017)”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir Abdullah, S. Ag, M. Pd, as the Rector of State Islamic Institute of Surakarta. Thanks or giving permission for the researcher’s research.
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7. The researcher’s beloved parents, sister and brother who always pray and give support to her.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 3rd February 2017

The researcher

Sri Sadana
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Advisor : Dr. H. Giyoto, M. Hum.

Keywords : Writing, Descriptive Text, Content Based Instruction.

The objectives of this research are: (1) to know the implementation of Content Based Instruction to teach descriptive text to the VIII B students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017, (2) to explain the implementation of Content Based Instruction to teach descriptive text to the VIII B students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017.

The design of the research is Classroom Action Research. The research was conducted at SMP Ta’mirul Islam Surakarta in October until November 2016. The subjects of this research were the eighth grade students of SMP Ta’mirul Islam Surakarta in 2016/2017 academic year. It consists of 21 students. This classroom action research was conducted in two cycles. Each cycle consisted of four steps: plan, action, observation, and reflection. The data were collected from qualitative and quantitative. The qualitative data were collected by using field note and observation, and the quantitative data were collected by using test. These data was analyzed using mean to see the improvement of pre-test and cycle-test and to get a conclusion as the result of this research.

The research findings show that Content Based Instruction can improve students’ writing ability in descriptive text. By using Content Based Instruction the students can comprehend the material taught and the language all at once. Content Based Instruction gave the students steps to learn to make a descriptive text. The improvement of students’ writing ability also supported by the achievement of students’ test score. The main score of pre-test was 62.76, the main score of post-test 1 was 70.76, and the main score of post-test 2 was 81.48. It means that post-test 1 was higher than pre-test and post-test 2 was higher than post-test 1. It can be concluded that the implementation of Content Based Instruction can improve writing ability and increase motivation of the students.
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LIST OF ABBREVIATION

KTSP : Kurikulum Tingkat Satuan Pendidikan
CBI : Content Based Instruction
CAR : Classroom Action Research
ESL : English as Second Language
EFL : English as Foreign Language
KKM : Kriteria Ketuntasan Minimal
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A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university school.

Besides, English is an important subject in junior high school. English has become one of the subject final exams. The students should master English well. This matter is stated in the national education minister's regulation number 75 section 7 verse 7 year 2009 for national final exams of SMP/MTS and SMPLB include: Indonesian language, English, mathematics, natural science. It is clear that English is very important.

In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written (Harmer, 1998: 44). Those skills in English should be integrated well including
writing skill. Writing will help students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing involves transferring massages from our thoughts to form of flat surface (written form) using language. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. Writing is a system of markings with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

The reason for teaching writing to the students is because it belongs to the basic language skill in English as important as speaking, listening and reading. Besides, writing includes into the one of subject which is tested in final exam, the students should master English well because from the ideas above, writing is more complex than other skills. Sometimes the students could not express their ideas into oral form and prefer to make drafting in written. It shows that writing has important role.
Based on *Kurikulum Tingkat Satuan Pendidikan* 2006, learning writing in Junior High School is aimed at making the students able to express their idea in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth grades, it is limited on narrative, descriptive and recount. In writing descriptive texts, the eighth grade students are expected to be able to write a descriptive text. They should be able to make a sentence in the form of simple present tense and develop their idea into descriptive texts. The students should know the characteristics of the object, so it will be easier to construct a descriptive text.

The classroom action research was conducted in SMP Ta’mirul Islam Surakarta. There were some reasons why the researcher chooses SMP Ta’mirul Islam Surakarta such as; the researcher did teaching practice when she was semester 7 so she decided to choose this school, this school has a good administration and infrastructures in teaching learning process. SMP Ta’mirul Islam Surakarta has good facilities to support teaching learning process such as; a science laboratory, a computer laboratory, a multipurpose hall and library.

The second reason is the headmaster and the English teacher of SMP Ta’mirul Islam Surakarta allowed and supported the researcher to do a research in this school to know the students’ English problems and finding the solution to solve the students’ problems in writing ability. They also supported the research that can increase students’ English abilities. It
is hoped can improve the teaching and learning quality in SMP Ta’mirul Islam Surakarta.

SMP Ta’mirul Islam Surakarta had applied the criteria minimum of score. The minimum score was 70, but there were still some students could not achieve it. It could be proven by their score in the pre-test. Based on the problem above, the researcher decided to conduct a research in this school.

The researcher did an observation at SMP Ta’mirul Islam Surakarta. The researcher found problems that faced at class VIII B of SMP Ta’mirul Islam Surakarta. By the interview of the English teacher, there were some reasons why the researcher chooses writing skill for this research. Mrs. Tina shared that the writing ability of the students of VIII B class is low, the students got some problems in selecting appropriate vocabulary, organizing information, generating ideas, making grammatical sentence, punctuation, spelling and mechanics in writing. The explanation above is supported by the result of interview. The interview is conducted to know student’s opinion about writing skill. When they are asked about writing, most of them answer that writing is very difficult than other skills. They are difficult in using right grammars, making good paragraphs, lack of vocabularies, content and also punctuations.

There are many factual problems faced in the classroom. The teacher usually asks students to write certain topic without any correct guidance. They do not give an example how to make a good sentence with the right process in writing. The teacher also still uses traditional method
to teach the students. The teacher explained the material, he/she rare asks the students to discuss the material. The teacher gives little explanation but does not compare the text given to the other types in order to make the students deeply understand the material/topic. It is a reason to make the students feel bored and not interested when they receive the material.

Based on the problems arising in the classroom, the researcher wants to solve the problems by using Content Based Instruction (CBI). It refers to a teaching method that emphasizes learning a subject or content through language rather than learning about language (Fauziati, 2009: 190). Meanwhile, Richards (2001: 204) stated that content based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that the students will acquire, rather than around a linguistic or other type of syllabus.

Bases on the theories above, there were some reasons why the researcher chooses Content Based Instruction such as this method provides students to construct the information themselves based on the process of it and emphasizes learning a subject or content through language.

This research focuses on the problems that occur in the eighth grade students of SMP Ta’mirul Islam Surakarta. As the foreign language, the difficulties in teaching and learning English are in teacher and students, the problems such as the word pronunciation and the grammatical are difficult. There is a problem in the class, like the students are not active during the lesson. Based on the explanation above, the researcher wants to improve students’ skill in teaching and learning
process through Content Based Instruction. Then, the researcher conducts a research entitled *Improving Students’ Writing Ability in Descriptive Text Through Content Based Instruction (A Classroom Action Research for the Eighth Grade Students of SMP Ta’mirul Islam Surakarta in the Academic Year of 2016/2017)*.

B. Problem Statement

Based on the background of the study above, the problems of the study are as follows:

1. How is the implementation of Content Based Instruction to teach descriptive text to the VIII B students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017?

2. How is the improvement of students’ writing ability in descriptive text of VIII B students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017 after using Content Based Instruction?

C. Objectives of Research

In line with the problem statement above, the objective of the study are:

1. To know the implementation of using Content Based Instruction to teach descriptive text to the VIII B students of SMP Ta’mirul Islam Surakarta in academic year of 2016/2017.
2. To explain the improvement of students’ writing ability in descriptive text of VIII B students of SMP Ta’mirul Islam Surakarta in academic year of 2016/2017 after using Content Based Instruction.

D. Limitation of Research

In order to focus on the topic, the researcher makes the limitation of the study on this thesis. The researcher only focuses on students’ writing skill at the VIII B students of SMP Ta’mirul Islam Surakarta in academic year of 2016/2017 which is still low in writing, especially in descriptive text and they need an improvement for it. The researcher tried to improve the students’ writing ability by using content based instruction.

E. Benefits of Research

The result of the study is expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

1. Theoretical Benefits

   The researcher gets new experiences in teaching writing of English recount text in Junior High School. By this research, the researcher learns how to improve students’ skill especially in writing recount text using the best method and which one is more appropriate to the Junior High School students.

2. Practical benefits

   There are some functions from this research, such as:
a. For students

This research is expected to make the students improve their writing skill and know about the importance of writing.

b. For teacher

From this research, it is expected that the teachers will get more information about teaching writing skill.

c. For the researcher

It will be starting point using Content Based Instruction to improve students’ writing skill.

d. For the other researcher

This research hopefully can be the inspiration for the other researchers to develop their method.

F. Definition of Key Terms

In order to make this research understandable and to avoid ambiguity, the researcher presents some definitions of key terms as followings:

1. Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing (personal, literary, journalistic, business, etc) in several ways. The difference can be explained in the part and the purpose (Oshima, 1991:2).

2. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real message in appropriate manner (Harmer, 2004: 34).
3. Content Based Instruction (CBI) refers to a teaching method that emphasizes learning a subject or content through language rather than learning about language (Fauziati, 2009: 190)

4. Description is kind of writing used for presenting a verbal portrait of a person, or thing (Buscemi, 1990: 78)

G. The Previous Studies

There were many researchers conducting a research through Content Based Instruction. The research with the title Improving Students’ English Reading Comprehension Through Content Based Instruction (A Classroom Action Research in the Second Grade Students of Business English Department of Csv& TC, China in the Academic Year of 2010/2011) was conducted by Li Hui from English Education Department Graduate School of Sebelas Maret University and Improving Students’ Speaking Skill Achievement Through Content Based Instruction Approach (A Classroom Action Research at the Grade X AK Students of SMK Muhammadiyah Delanggu in 2012/2013 Academic Year) was conducted by Rochmandani from English Education Department Islamic Education and Teacher Training Faculty Graduate School of State Islamic Institute of Surakarta.

Based on the previous studies above, the researcher separated the similarity and the difference between this research and those previous studies. The similarity of those previous studies and this research is quite same, did the research with the same method (Content Based Instruction). Meanwhile, the differences of those previous studies and this research are the first previous study
used Content Based Instruction to improve students’ English reading comprehension and the second previous study used Content Based Instruction to improve students’ English speaking skill achievement, whereas in this research used Content Based Instruction to improve students’ writing skill.
CHAPTER II

REVIEW ON THE RELATED LITERATURE

This chapter provides theories related to the title of the research that focuses on improving students’ writing skill through CBI (Content Based Instructions). Review on the related literature provides a theoretical and conceptual frame of thinking that become a guidance of the research.

A. Review on Writing

In this review on writing, the researcher explained about the nature of writing, micro and macro skill of writing,

1. The Definition of Writing

Writing is the most difficult skill for the English learners as the second language to master. The difficulties are the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. From that, we know that writing is one of important complex communication form.

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing (personal, literary, journalistic, business, etc) in several ways. The difference can be explained in the part and the purpose (Oshima, 1991:2).

Oshima, Alice and Ann Hogue (1997:2) stated that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how are you going to say it. Then after you have finished writing, you read over
what you have written and make changes and corrections. From the statement above, we know that writing is never a one-step action. Writing is a process that has several steps.

Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Once again writing is used to help students perform a different kind of activity (in his case speaking and listening. Students need to be able to write to do these activities, but the activities do not teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real message in appropriate manner (Harmer, 2004: 34).

Elbow (in Brown 2001: 336) stated that writing is two-step process in which the writer figures out the meaning firstly, then he put it into language. Writing is consisting of two steps processing and producing. Writing is processing idea, information into graphic symbols which have to be arranged according to certain conversations to for, meaningful words, sentences, etc.

2. Micro Skills of Writing

Brown (2001: 242-243) stated that the following formats of micro-skills for writing production are enumerated:

a. Produce graphemes and orthographic patterns of English

b. Produce writing at an efficient rate of speed to suit the purpose
c. Produce an acceptable core of words and use word order patterns.

d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rule.

e. Use cohesive devices in written discourse.

Macro skills for writing production are to:

a. Use rhetorical form and conventions of written discourse

b. Appropriately accomplish the communicative function of written text according to form and purpose.

c. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Disguising between literal and implied meaning when writing.

e. Correctly convey culturally specific references in the context of written text.

f. Develop and use battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases, and synonym, soliciting per and instruction feedback, and using feedback for revising and editing.

Based on the theories above, it can be concluded macro and micro skills in writing are important part on writing production. In the writing production is on the way to communicate ideas using paragraph or text that the writer have to pays attention to the contents, vocabularies, grammar, spelling and organization of them.
3. The Purposes of writing

The specific explanation about the purpose of writing is proposed by McMahan et al (1996: 8), stated that written language is used for these following purposes:

a. To express the writer’s feeling.

b. To entertain the readers through aesthetical materials.

c. To persuade the readers about the writer’s opinions, concept, and ideas.

There are some writing goals defined by Hampton (1989):

a. Writers are independent when they are able to write without much assistance.

b. Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others.

c. Writers are fluent when they are able to write smoothly and easily as well as understandably.

d. Writers gain creativity when they can write their own ideas, not copying what has already been written.

4. The Process of Writing

Harmer (2004: 4) stated that writing process is the stages a writer goes through in order to produce something in final written form. There are four main elements in writing process:

a. Planning

When planning, the writers have to think about the three main issues. First, place they have to consider the purpose of their writing since this will influence
amongst other things not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Third, the writers have to consider the content structure of the piece – that is, how to sequence the facts, ideas, or argument which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

c. Editing (reflecting and revising)

Once writers have produced a draft, then they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move around or writer a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.
Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another readers’ reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But, the writer is now ready to send he written text to its intended audience.

B. The Review on Teaching Writing

1. The principles for teaching writing

Brown (2001: 56) stated that out of all these characteristics of the written word, along with micro skills, a number of specific principles for designing writing techniques emerge. The principle can be used by the teacher in academic writing.

Before teachers teach the student, especially in academic writing, they have to understand some principle that used designing writing techniques. So, the teacher can guide students to be a good writer based on the principles for designing writing.

Brown (2001: 45) stated that the principles for teaching writing are:

a. Incorporate practice for good writers

This the first guideline is sweeping. In a technique that has a writing goal in it, consider the various things that efficient writers do. For example, the writers should be:
1. Focus on a goal or main idea in writing.

2. Perceptively gauge their audience.

3. Spend some time planning to write.

4. Easily let their first idea flow onto the paper.

5. Follow a general organizational plan as they write.

6. Solicit and utilize feedback on their writing.

7. Revise their work willingly and efficiently.

8. Patiently make as many revisions as needed.

b. Balance process and product

   Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that the students are carefully led through appropriate stages in the process of composing.

c. Account for cultural / literary backgrounds

   Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students native traditions and those that the teacher trying to teach, teacher should help students to understand what it is, exactly, bring them to use the acceptable English rhetoric.

d. Connect reading and writing

   By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.
e. Provide as much authentic writing as possible

Writing can be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way add authenticity.

f. Emphasize stages of prewriting, drafting, and revising


1) Prewriting: stage encourages the generation of ideas, which can happen in numerous ways:
   a) Reading a passage.
   b) Skimming and / or scanning a passage.
   c) Conducting some outside research.
   d) Brainstorming.
   e) Listing.
   f) Clustering.
   g) Discussing a topic or question
   h) Instructor-initiated questions and probes
   i) Free writing.

2) The drafting and revising: stages are the core of process writing. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.
Several strategies and skills apply to the drafting/revising process in writing (Brown, 2001: 348):

a) Getting started.

b) Optimal monitoring of one’s writing,

c) Peer – reviewing for content,

d) Using the instructor’s feedback,

e) Editing for grammatical errors,

f) “Read aloud” technique,

g) Proofreading.

2. Scoring

Reid (1993: 235) stated that the evaluation using analytic method elaborate writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.

Table 2.1. The scoring of writing based on ESL

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>Excellent to very good Knowledgeable, substantive, development, of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Limited knowledge of subject,</td>
</tr>
<tr>
<td>Section</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Form/organization</td>
<td>20-18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas standout, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>12-10</td>
<td>Does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>Vocabulary/style</td>
<td>20-18</td>
<td>Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Little substance, inadequate development of topic.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td>12-9</td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>9-0</td>
<td>Does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Quality</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>17-14</td>
<td>Good to average</td>
<td>Adequate range, occasional errors of word/idiom from choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>Limited range, frequent errors of word/idiom form, choice, usage, meaning confused not obscured.</td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor</td>
<td>Essentially translation, little knowledge of English vocabulary. Idiom, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td>25-22</td>
<td>Excellent to very good</td>
<td>Effective, complex constructions, few errors of agreement, tense, number, word, order/function, articles, pronoun, preposition.</td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average</td>
<td>Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronouns, prepositions, but meaning seldom obscured.</td>
</tr>
<tr>
<td>17-11</td>
<td>Major problems in</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Rating</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
</tr>
<tr>
<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
</tbody>
</table>
2. **Very poor**

No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

From table 2.1 above, the researcher concludes that the criteria of scoring are:

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

### C. Descriptive Text

1. **The Definition of Descriptive Text**

Buscemi (1990: 78-79) stated that description is kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details information and to make vivid writing. In other words, it used to develop a picture of “what is look like” it seems that the interpretation
of the writer will color the result of the writing. It is because the writer does not only give the information itself, but also creates the certain image of the object.

Kane (2000: 352) stated that description is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

2. The generic structure of descriptive text.

Bima (2009: 153) states that descriptive text has the structure as follows:

a. Identification; identifying the phenomenon to be described.

b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. Language features:

a. Using attributive and identifying process.

b. Using adjective words.

c. Using simple present tense.

D. Content Based Instruction

1. The definition of Content Based Instruction

Richards (2001: 204) stated that content based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that the students will acquire, rather than around a linguistic or other type of syllabus. Content based instruction is an approach to English language learning that combines subject matter contents with language
skills. This approach can be employed to enable learners to master such content and communicate them to other people. There are two types of CBI, namely the content-driven program and the language-driven program. The former focuses on the contents of a particular subject matter as the basis of the learning activity organization, whereas the letter focuses on the language skills.

Crandal and Tucker (1996: 187) define Content based instruction (CBI) as an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language. Meanwhile, Brinton, Snow and Wesche (1989: vii), stated that CBI is the integration of content learning with language teaching aims. More specifically, it refers to concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material.

Richards (2006: 28) stated that content based instruction is based on the following assumption about language learning:

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- CBI better reflects learners’ needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills.
2. The process in the class

Nunan (2004: 132) stated that there are some simple activities in the class that using CBI in writing descriptive text.

a. First activity

The teacher writes down the words that agree with the topic in front of class. For example: dog, cat, rabbit, and bird. It means that the topic is about pets. Then, the teacher brings pictures to class. After that, the teacher asks the students to observe and discuss the pictures with their seatmate.

b. Main activity

To improve the writing skill, teacher asks the students to describe the animal.

c. Closing activity

Gathering the students, the teacher concludes the materials about descriptive text. Then, the teacher explains again the main points of the materials and asks the students if they find the difficulty.

3. The advantages of Content Based Instruction

Marsh (1297: 67), there are some advantages of content based instruction:

a. A way to support the learning of less widely used languages.

b. A way to increase awareness of the linguistic diversity of Europe
c. A way to encourage the development of intellectual skills.

d. A way to facilitate trans-regional and trans-national contact through languages other than a single dominant lingua franca.

e. Emphasis on the communicative function of language

f. The bringing together of parts of curricula as parts of whole.

E. Rationale

Students of class VIII B of SMP Ta’mirul Islam Surakarta get several difficulties in make a good written text. They get difficulties in using correct grammar, lack of vocabularies, punctuations, generating ideas, and organization. It is caused by the teachers who still use a traditional method and the students have low motivation to write because they are lack knowledge about the importance of writing. Based on the problems above, content based instruction is a kind of approach that can be used as an alternative way to improve students’ writing skill. It provides chances to students to construct the information themselves based on the process of it.
F. Hypothesis

Based on the theories above, the researcher can make the hypothesis that Content Based Instruction can improve the students writing skill at class VIII B of SMP Ta’mirul Islam Surakarta.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher would like to elaborate research methodology involving research method, procedure of the research, the place and the time of study, the subject of the research, and technique of analyzing data.

A. Research Method

This research employs a classroom action research method. A classroom action research is applied by a teacher to solve educational problem in teaching learning process and involves multiple cycles.

Action research is a piece of descriptive research carried out by the teacher in his her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation (Kemmis and Mc. Taggart in Nunan, 1992: 18). Action research is a systematic process in which the teacher is a volunteer to do reflection, documentation and action to know more about the essence of the teaching. Action research focuses on the teaching learning process in the classroom. The general goals of this research are improvement and change. It should be any improvement and better change after action research is held.

From the definition above, the writer concludes that action research is a systematic study of attempts to overcome education problems or change things related to educational problem for improvement.
This action research is conducted to improve students’ writing skill in recount text by using Content Based Instruction (CBI). The reason of using CBI as the method is to improve students’ interest in teaching learning process. It also aims that the research gives a positive effect in changing the social and educational situation to the eighth grade students of SMP Ta’mirul Islam Surakarta, like giving a new method in teaching writing.

B. Procedure of the Research

On the basis of the models the procedure of classroom action research adapted from Kemmis and Mc. Taggart. Kemmis (1983) in Hopkins (1993:44) stated that action research is a form of self-reflection enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding or their practices; and (c) the situation in which these practices are carried out.

There are four steps in action research; they are planning, action, observation and reflection. The procedures of the action research in this research are:

1. Planning

In this step, the researcher is helped by a collaborator to prepare everything before the teaching learning process. The researcher and the collaborator prepare everything related to the action as follows:
a. Preparing the material and designing the steps in doing the action. The researcher helped by collaborator to design each cycle in two or three meetings.

b. Preparing teaching aids.

c. Preparing the instruments.

d. Making lesson plan.

e. Designing students’ worksheet.

f. Designing an observation sheet, etc.

2. Action

The researcher prepares some steps in action, they are:

a. Giving a pre-test.

b. Teaching writing using content based instruction.

c. Giving a post-test.

3. Observation

The researcher is helped by collaborator to observe all activities in teaching and learning process while Content Based Instruction is being carried out in teaching writing. The researcher is helped by collaborator to observe how the process of teaching-learning run. In this step, the researcher is helped by the teacher as collaborator to give some inputs, such as: valuate the teacher’s teaching, offer suggestion on the best way to teach, help the researcher to create students’ motivation in learning language and also give big contribution to every step of the research. Also the collaborator notes the events that happen in teaching-learning process.
4. Reflection

In this step, the researcher analyzes what have been going on in the classroom. If the researcher finds some unsolved difficulties during the teaching learning process, the researcher prepares the pre-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession stages. The researcher tries to formulate the conclusion of the previous steps. The result of the observation analyzed and evaluated. From these, it can be known whether the students’ writing skill improved or not. The researcher’s reflection has done by discussing it with the collaborator. From the result above, the next cycle can be resolved and designed.

In this study, the classroom action research was conducted to improve students’ writing skill in recount text. In this study, the researcher collaborates with the English teacher. The researcher implies the practical action by using Content Based Instruction. The effects of the action can be known after using Content Based Instruction in teaching writing recount text. The reflection shows whether Content Based Instruction can improve students’ writing recount text or not to be higher than before.

C. The Setting of the Study

The research is conducted for SMP Ta’mirul Islam Surakarta, Central Java. It is located at Dr. Wahidin street number 5, Tegalsari, Bumi, Laweyan, Surakarta, Central Java. SMP Ta’mirul Islam has three grades of classes, namely first grade, second grade, and third grade. First grade is class 7, second grade is
class 8 and third grade is class 9. Class 7 is divided into 5c classes, which is the named with the alphabet A to E. Class 8 and class 9 are divided into 4 classes, which is the named with the alphabet A to D. This research was carried out in October-November 2016 in academic year 2016/2017.

This research involves class VIII B grade students of SMP Ta’mirul Islam Surakarta. It consists of twenty one students. The VIII B class is located in the East Local at the first floor.

**D. The Subject of the Research**

The research subject is for the eighth grade students of VIII B of SMP Ta’mirul Islam Surakarta in academic year 2016/2017 that consist of 21 students, with 11 female and 10 male students. The object was determined purposively because the students’ skill in writing was still low. Most of them still have problem in grammar, vocabulary, mechanics, content and text organization. Therefore, the objective of action is to improve students’ writing skill by using Content Based Instruction.

Most students are from areas around several sub districts. The students usually go to school by bicycle or private/public transportation. The students’ personalities are very good. Based on the pre-observation in teaching English to eighth grade students of SMP Ta’mirul Islam Surakarta, the teacher and the researcher concludes that this class has problem in writing skill. The students are commonly not fluent or less productive, they often make some grammatical mistakes, they find it difficult to generate ideas and find it difficult to organized sentences. The teacher also has difficulties in how motivate the students to write
and provide an effective material. That is why the researcher conducts the classroom action research in order to solve the problems.

**E. Techniques of Collecting Data**

To get the result of the research, the researcher applied the data collecting techniques consisting of observation, interview and test.

1. Observation

Burns (1999:80) stated that observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topic are being investigated. In this step, the researcher describes the type of data collected and how to collect the data. The researcher did an observation by watching and noticing classroom events, happening, or interaction, either as a participant in the classroom or an observer of another teacher’s observation. In the observational technique, the researcher collected the data from observation, and field notes.

The researcher did the observation on November 1st, 2016 at class VIII B of SMP Ta’mirul Islam Surakarta. The researcher observed the students interaction and all activities in the class. Then, when the researcher applied the method, the observation had to include all of the activities which were occurred in VIII B during Content Based Instruction method applied. The activities were process in implementing Content Based Instruction method to improve writing ability in descriptive text, strength and weakness of the method, interaction of the students of VIII B. The result of this observation would be field note form.
2. Interview

Burns (1999:117) stated that interview is face to face personal interactions which generate data about research issue allow specific to be discussed from other people’s perspective. In this step, the researcher conducted an interview in the pre-research to the English teacher. In the pre research, the researcher made an interview in order to know what problems faced by students especially in learning writing. The researcher did interview on November 1st 2016 at SMP Ta’mirul Islam Surakarta.

3. Test

Brown (2004: 3) stated that test is a method of measuring someone’s knowledge, ability or performance in a given domain. The test would be given to the students to get score from students. The score would be used to know the improvement of students before and after get treatments using Content Based Instruction method in improving writing ability in descriptive text. By test, the researcher could measure the writing ability of VIII B students. The test consists of pre-test and post-test. Pre-test was conducted before the implementation of Content Based Instruction to improve students’ writing ability in descriptive text. Meanwhile, the post test is conducted to know the progress students’ writing ability of descriptive text. The researcher conducted tests consisting of test 1 and test 2. Test 2 was done after first cycle ends. The researcher implemented tests as the result of the research to know how far the improvement of the research by using Content Based Instruction for class VIII B of SMP Ta’mirul Islam Surakarta.
F. Techniques of Analyzing Data

To analyze the data, the researcher presented the result of the two cycles; qualitative and quantitative methods.

1. Qualitative Methods

The qualitative are analyzed by researcher using techniques which are suggested by Mc. Kernan (1996) in Burns (1999: 156) who gives several steps of constant comparative method that can be used to analyze the qualitative data:

a. Assembling the data

The first step is to assemble the data that the researcher had collected over the period of the research. The researcher used the data from the observation result that was field notes. The data was aimed to answer the problem statements, that was about implementation of the technique in the class and whether the strengths and weakness of implementing the technique. At this stage, broad pattern should begin to show up which can be compared and contrasted to use what fits together. By scanning the data, it begins to process of more detailed analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. In this stage, once there had been some overall examination of the data, categories or codes could be developed to identify
patterns more specifically. The researcher codes the field note into several
codes. The pre observation’s field notes that the researcher used
FN/PreOb/month/date/year as the data.

c. Comparing the data

Once the data have been categorized in some way, comparison can be made to see whether themes or patterns were repeated or developed across different data gathering techniques. In this step, the researcher gathered the data of field note based on the code given. After that, the researcher compared the data to know whether the data repeated or developed.

d. Building Interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of meaning of the data. In this step, the researcher described and discussed the findings of the researcher. After describing, categorizing, coding, and comparing the data, the researcher built the interpretations that the class situation was better than before implementing the technique. This stage demands creative thinking as it is concerned with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the Outcomes

The final stage, the researcher presented the implementation of the technique in the class, knowing the strengths and weaknesses of implementing the Content Based Instruction.
2. Quantitative Methods

Quantitative data could be counted, measure and reported in numerical form. The quantitative data was useful for describing concrete phenomena and for statistically analyzing results. The quantitative data gained from test.

a. Test

Brown (2004: 3) stated that test is a method of measuring someone’s knowledge, ability or performance in a given domain. The test would be given to the students to get score from students. The score would be used to know the improvement of students before and after get treatments using Content Based Instruction method in improving writing ability in recount text. By test, the researcher could measure the writing ability of VIII B students. The test would be conducted three times. Firstly, the pre-test would be done before the researcher applied CBI method. Secondly, the post-test 1 would be done when the researcher had done action using the method. Thirdly, the post test 2 would be given to the students after the researcher doing the action on second time. The researcher told the students to make a recount text, then asked the students to made the text on the answer sheets which given by the researcher. After that, the students had to submit their work. The researcher took the score from the students’ worksheets.

The data of how far the improvement in this research came from the tests, test cycle 1 and test cycle 2. The result of both analyzed to compare the mean score in each test to know the improvement students’
writing score. The improvement could be seen from the score in test cycle 2 that higher than the score in test 1. The mean of it calculated:

\[
\bar{y} = \frac{\Sigma y}{n} \\
\bar{x} = \frac{\Sigma x}{n}
\]

In which:
- \(\bar{x}\) = Means of pre-test score
- \(\Sigma x\) = The sum of the students’ pre-test score
- \(\bar{y}\) = Means of post-test score
- \(\Sigma y\) = The sum of students’ post-test score
- \(n\) = Numbers of sample

The researcher knew how far the improvement from analyzing the mean score of text cycle 1 and test cycle 2. The mean of both tests was also compared by the researcher using the standard minimum score. Then, the researcher found how many students passed and failed from the standard minimum score. The researcher made the percentages improvement of the students writing score that can calculate by using formula as follow:

\[
P = \frac{x}{N} \times 100\%
\]

- \(P\) = Percentages of students score improvement
- \(x\) = Number of students improves
- \(N\) = The sum all of students

Based on the formula score improvement, the researcher could make a conclusion whether the Content Based Instruction can improve the students’ writing skill. The researcher could know the differences between the students’ achievement before and after the research. Finally, by analyzing the result of the tests, it can be concluded that Content Based Instruction can improve writing skill or not.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. Research findings describe the activities conducted during the implementation of Content Based Instruction to improve students’ writing skill. Meanwhile, discussion answers the problem statement of the research as stated in chapter one. The descriptions are got from the teacher’s and collaborator’s field note, the result of interview to the students, and the result of test. The goal of this research was to improve students’ writing ability through Content Based Instruction for the eighth grade students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017.

A. Research Findings

The research finding is taking from what happened in teaching and learning process during the research. This research consisted of two cycles with a test after each cycle was done. The researcher conducted the test to know the condition of students’ writing skill after implementing the action.

The implementation of the research was conducted collaboratively with the English teacher of SMP Ta’mirul Islam Surakarta, Mrs. Tina. This research began when the researcher realized that the students had some problems in English especially in writing. It was based on the preliminary interview to them that most of them said that writing was difficult. From that problem, the
researcher did preliminary observation. It was done on November 1st, 2016 to the students of class VIII B SMP Ta’mirul Islam Surakarta. The choice of class was based on their low achievement of writing among other classes. The preliminary observation was done in order to know the problems that they faced.

Based on then interview, the students faced some difficulties in structuring grammatical sentences, selecting appropriate language, organizing information, generating ideas, spelling and punctuation. It was supported by the interview with the teacher. She said that the students writing achievement still low. The teacher still used traditional method to teach student. The traditional method is like the teacher explained the material in front of class and asked the students to discuss the topic. It is a reason for students to feel bored and not interested to receive the material.

Before implementing the action in cycle 1 and then cycle 2, the researcher had conducted a pre-test to know the students prior knowledge. In this pre-test the researcher found that the students’ writing skill is low. The score of the pre-test in average class was only 62.76. The students got difficulties in using right grammar, lack of vocabularies, making good paragraph, content and punctuations.

Considering the causes of the problems, the researcher decided to use content based instruction that was never applied before in teaching descriptive text writing to the eighth grade students of SMP Ta’mirul Islam Surakarta. The researcher believed that content based instruction was useful way to help the
students to improve their writing skill. In more details, the procedures of the research are presented as follows:

1. Pre Research

a. Observation

The researcher conducted the pre-observation in class VIII B of SMP Ta’mirul Islam Surakarta to know the condition of English teaching learning before the action research was done. In this step, the researcher found that the students had low motivation in English lesson especially in writing. Although the teacher often gave them writing exercises, students’ interest in writing is still low. Mostly, students made a noise when the teacher was explaining in front of class. Then, the students looked bored when the teacher was delivering the material. It caused by the teacher just gave the students an assignment from students’ exercise book (LKS).

b. Interview

The researcher conducted the interview to know how far the students’ writing skill. To get more accurate information about the problems that faced by the students, the researcher interviewed the English teacher. Based on the interview, the researcher knew that the students writing skill was low. The English teacher too often used the students’ exercise book to teach English daily. When the researcher asked about writing descriptive text, mostly students still confused.
c. Pre-test

The researcher conducted the pre-test to make sure that the students writing skill in VIII B still low and need to be improved. The aims of pre-test are given to know the students competence in writing skill.

The pre-test was conducted on Tuesday, 8\textsuperscript{th} November 2016. The researcher entered the class, for the beginning meeting, the researcher introduced to the students. The researcher explained about descriptive text. The researcher gave a picture and asked the students to do an assignment for the pre-test. The assignment was to describe Fatin Sidqia Lubis.

The result of the pre-test was not far from the English teacher said. Most of students got difficulties in using right grammar, vocabularies, content and punctuations. Only few students could get the passing grade. More detail score is showed in following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
<th>PRE-TEST</th>
<th>KKM</th>
<th>PASSED/FAILED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alisa NurFadillah</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>Dania AsinaIshtihar</td>
<td>72</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>3.</td>
<td>FayraDizaBerliansyah</td>
<td>62</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>SyarifahMar’atus S.</td>
<td>59</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>Hana Rahmaningtyas H</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>6.</td>
<td>TridaAyu Salma Antari</td>
<td>62</td>
<td>70</td>
<td>F</td>
</tr>
</tbody>
</table>

Table: 4.1 The Students Pre-test Score
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Score</th>
<th>Grade</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Erika Hindratama Putri</td>
<td>55</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>Ismi Wafda Maulidya</td>
<td>61</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>Amanda Zurlinda</td>
<td>55</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>Rima Nurlabansa</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>Salsa Amalia Husna</td>
<td>65</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>Haidar Daffa Aulia Haq</td>
<td>75</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>13</td>
<td>M. Fawwas Yumna F</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>M. Habib Hari Moskti</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>M. Majid Athaillah</td>
<td>70</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>16</td>
<td>Faqih Almasyhari</td>
<td>60</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>17</td>
<td>Andi Setiawan</td>
<td>59</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>18</td>
<td>M. Taufiq Awarisga</td>
<td>62</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>19</td>
<td>Yusuf Maulana GQ</td>
<td>55</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>20</td>
<td>Faiq Fajar Satri T</td>
<td>66</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>21</td>
<td>M. Hamdan Yufari</td>
<td>65</td>
<td>70</td>
<td>F</td>
</tr>
</tbody>
</table>

Jumlah: 1318
Mean: 62.76

Number of students passed KKM: 3
Number of students failed KKM: 19

In which:

KKM = Standard minimum score/ passing grade (70)
P = The students that can pass the passing grade (≥70)
F = The students that failed the passing grade (≤70)
2. Cycle 1

The researcher did several steps in conducting a classroom action research. In cycle 1, the researcher did three meetings which are conducted in November 12th, 15th and 19th 2016.

a. Planning

After finding the problems by the pre-observation, interview, and pre-test, the researcher made a plan to teach writing class in cycle 1. The researcher planned to teach them using content based instruction to solve the students’ problems. The researcher believes that content based instruction can improve the students’ writing skill.

The researcher prepared the research instruments based on the syllabus and consulted the plans with the English teacher. Before implementing the action, the researcher planned everything related to the action in first cycle. They were as follows:

1) Constructing lesson plan and designing the step in doing the action. Each lesson plan consisted of three part, they were opening, main activity, and closing. In first cycle, the researcher planned two meetings.

2) Preparing the materials, exercise, and students’ worksheets as worksheets’ post-test cycle 1. The researcher took some descriptive text from internet as an assignment for students.
3) Preparing book to take a note all activities during the teaching learning process in the class. The researcher also prepared camera to make documentations in teaching learning.

b. Implementing the action

The action plan was implemented by the researcher. Meanwhile, the real teacher was a collaborator. She helped the researcher in observing during the teaching and learning process happened in the classroom.

1) The first meeting (Saturday, November 12th 2016)

a) Opening

The first meeting in cycle 1 was conducted on Saturday, November 12th 2016 started from 07.00 to 08.20. For the beginning in first meeting, the researcher greeted the students and checked students’ attendance list. The researcher did not introduce herself because it had done in the pre-test. The researcher started the teaching with some pre-activities such as told a brief about the content based instruction to the students.

b) Main Activity

The researcher gave explanation about descriptive text such as gave the definition and purpose of descriptive text, explained the generic structure of descriptive text, also told about what tense that used in descriptive text, simple present tense. After explained the materials, the researcher asked the students if any questions or not, none students rose the hand so the activity could continue. After that, the researcher gave them picture and asked to describe the picture.
They did exercise with their seatmate. They discussed with each other. Then, the researcher with the students discussed about the exercise. Every group had to present the result of their work.

c) Closing

Before closing the teaching learning process, the researcher reviewed about the characteristics of descriptive text again briefly and made conclusion. The researcher also asked the students about their difficulty, most of them got difficulties in grammar, vocabularies, spelling and punctuation. Then, the researcher closed the teaching learning process with greeting

2) The second meeting (Tuesday, November 15\textsuperscript{th} 2016)

a) Opening

The researcher opened the class by greeted them and checked their attendance. The researcher asked their condition. Then, she reviewed the material of descriptive text. Some questions were given to the students to remind their knowledge of descriptive text, the students answered enthusiastically.

b) Main activity

The researcher reviewed material in the previous meeting. The students were still memorized about the previous material. After reviewing, the researcher showed a picture. The students have to mention the characteristic of the picture. The researcher continued the lesson by providing students’ worksheet. Then, asked the students to do the assignment as treatment in cycle 1. The worksheet asked the students to
make a paragraph of descriptive text. During this session, the researcher walk around the class to helped the students that found difficulty. Theme in first cycle was describing about a popular person and for this treatment the researcher provided a picture about for example Bambang Pamungkas, so it means that the students describe about Bambang Pamungkas. The class was rather noisy but it could handle. After finishing the exercise, the researcher discussing their work and asked the students to submit their worksheet in teacher’s desk. Then, the activity continued to closing.

c) Closing

Before closing the teaching learning process, the researcher reviewed material and made conclusion. The researcher closed the teaching learning process with greeting.

3) The third meeting (Saturday, November 19th 2016)

In the third meeting cycle 1, the researcher used to conduct post-test cycle 1. It was aimed to know the improvement of students writing skill after they got the treatment. The themes for the test still same as the treatment, describing a popular person with the title “Andik Vermansyah”. The students had to construct a descriptive text in their worksheet.

a) Opening

The researcher opened the class by greeted them and checked their attendance. There were some responds from students; happy, sad, annoy, etc. then, reviewed the material of descriptive text.
b) Main Activity

After opening, the researched reviewed the previous material. Then, the next activity was giving the students worksheet and told them to do it by themselves. They did not allow asking to their classmate. The students had to construct a descriptive text used the following clues in their each worksheet. The students had to finish it before bells rang.

c) Closing

After all students finished work the post-test 1, they collected their own worksheet on teacher’s desk. The researcher asked the students if there are difficult questions and informed to them that next meeting, they would get descriptive text again with different theme. The next activity was closing, the meeting ended with greeting.

c. Observing

Observing is an important aspect in classroom action research because it tells the researcher activity during a cycle. The purpose of the observation was to know all students activities in the class and the condition of the class. The observation was done simultaneously when teaching learning process happened. The result of the observation was explained bellow:

1) First Meeting

In the first meeting, the students were very enthusiastic. When the researcher entered the class, the students looked very happy because they found a new teacher. Almost students in the class paid attention about the explanation and followed the teaching and learning process
well. The researcher explained about descriptive text. Then, the researcher asked the students to discuss and tried to make a simple descriptive text with their seatmate.

2) Second Meeting

In the second meeting, the students of class VIII B participated actively in the researcher’s class. The researcher reviewed the material and asked the students to try made a short descriptive text individually. Some of them got difficulties in vocabularies and could not translate some words. Then, the researcher helped them and allowed them to open their dictionary or discuss with their friends. During the discussion the students become noisy, but they were active.

3) Third Meeting

In the third meeting, the researcher gave post-test 1 to the students in order to know the students’ writing improvement after they got the treatment. The researcher asked the students to make a descriptive text in this case the describing about a popular person. During the students did the test, they looked very serious. Some of them seemed getting difficulties and getting ease. The main difficulty faced by the students is about vocabulary and how to organize the text. They did not know the meaning of some words and organized the text correctly. So, the researcher allowed them to open dictionaries and explained about the way how to organize the text briefly. However, they must do by themselves, they could not ask to their friends and they had to use their own dictionary.
d. Reflecting

In this stage, the researcher analyzed the result in cycle one and made reflection to evaluate the teaching learning process which was helped by the collaborator. They were being noisy, did not have pretension to compete with other students, and they got difficulties in vocabularies using right grammar and punctuation, but the researcher found the students’ progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action. The result of students’ writing comprehension in cycle 1 showed in the following table:

**Table: 4.2 The Students Post Test 1 Score**

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
<th>PRE-TEST</th>
<th>POST-TEST 1</th>
<th>KKM</th>
<th>PASSED/ FAILED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alisa NurFadillah</td>
<td>60</td>
<td>68</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>Dania AsinaIshtihar</td>
<td>72</td>
<td>79</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>3.</td>
<td>FayraDizaBerliansyah</td>
<td>62</td>
<td>70</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>4.</td>
<td>SyarifahMar’atus S.</td>
<td>59</td>
<td>63</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>Hana Rahmaningtyas H</td>
<td>60</td>
<td>70</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>6.</td>
<td>TridaAyu Salma A.</td>
<td>62</td>
<td>70</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>7.</td>
<td>Erika HindratamaPutri</td>
<td>56</td>
<td>65</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>8.</td>
<td>IsmiWafdaMaulidya</td>
<td>61</td>
<td>74</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>9.</td>
<td>Amanda Zurlinda</td>
<td>69</td>
<td>77</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>10.</td>
<td>Rima Nurlabansa</td>
<td>60</td>
<td>68</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td>11.</td>
<td>Salsa AmaliaHusna</td>
<td>65</td>
<td>72</td>
<td>70</td>
<td>P</td>
</tr>
</tbody>
</table>
There were some positive and negative results from cycle 1:

1) Positive Result

Besides the improvement in their product of writing, there were also some improvements in the students’ attitude toward writing. In teaching learning process conducted in cycle 1, the students were some motivated in writing. They were motivated because they can get the other information and knowledge from text given. By the teaching learning process, there was also
improvement of students’ writing skill in generating the ideas. The students could write the longer story than before.

Based on the observation and evaluation, the researcher was helped by the teaching found some effects by using Content Based Instruction toward the students’ writing skill. It could be seen from this students mean score table:

**Table: 4.3 Mean Comparison between Pre-Test and Post-Test 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Pre-test</th>
<th>Post-test Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Total score</td>
<td>1318</td>
<td>1486</td>
</tr>
<tr>
<td>2.</td>
<td>Mean</td>
<td>62.76</td>
<td>70.76</td>
</tr>
</tbody>
</table>

2) Negative result

Although their score improves, but, in this cycle, the researcher still found some lack of the students in writing a text. They had difficulties in vocabulary mastery. It was indicated by the fact that some of them did not know several words. They found the difficulty to write a paragraph of descriptive text. Then, the students also faced difficulty in mechanic. They sometime used inappropriate words and punctuation in their text. Sometimes, the students tended to make noise during the teaching learning process. Their score of test still low even there was improvement.

3. Cycle 2

The researcher had reached good enough result in cycle 1. To make sure the improvement of students’ writing skill through Content Based Instruction, the research continued to cycle 2. In cycle 2, the researcher did two meeting which
are conducted on Tuesday, November 22\textsuperscript{th} 2016 and Saturday, November 26\textsuperscript{th} 2016.

a. Planning

Based on the result of cycle 1, the researcher realized that there were improvements of the students’ writing skill, but still found some problems that faced by the students. To solve the weakness emerged in cycle 1, the researcher made a revised plan to teach writing in cycle 2 based on the observation and reflection from teaching learning process in cycle 1.

The researcher reviewed the material in the first cycle by explain about descriptive text: the purpose of descriptive text, the generic structure of descriptive text, and the language feature of descriptive text. It aimed to remain students to the material. Then, the students got some materials of present tense in this cycle because in the previous cycle they were still lack of language use. They got more exercises in construct a paragraph of descriptive text. Here the researcher should prepare the students’ exercise and students’ worksheet for post-test cycle 2.

b. Implementing the Action

1) The first meeting (Tuesday, November 22\textsuperscript{th} 2016)

In the second cycle, the researcher used the same technique writing using Content Based Instruction, but with the different theme, the theme was describing about place. This cycle was conduct in two meetings.
a) Opening

The researcher opened the teaching learning process by greeted the students and checked students’ attendance list and no one student absent in the class that day. The researcher did some flashback about the descriptive text materials which have been discussed in the previous meeting. Then, the researcher made a review about descriptive text by guiding the students to answer the questions. The students looked happy that day and responded enthusiastically.

b) Main activity

After receiving the previous lesson, the researcher continued the lesson by providing students’ worksheet. After that, asked the students to construct a descriptive text with some clues to guide them make a descriptive text. The students still allowed to use dictionaries to help them found the meaning, but they must use their own dictionary. While the students did the exercise, the researcher explained again the purpose of the descriptive text, the generic structure of descriptive text, and the language feature of descriptive text to the students, to make them deeply understood about the material. The researcher walked around the class to help the students that found difficulty and checked how far they were. Theme in second cycle was different from first cycle. In this cycle, the theme was describing about place, and for this treatment, the researcher gave exercise to the students about school.

After finishing the exercise, the students had to collect their worksheet in the teacher desk in front of class. After all of students finished the exercise and submitted their worksheet, the researcher continued to close the activity.
c) Closing

Ten minutes before end of this meeting, the summarized the material that day, asked the students got difficult or not. The researcher also reminded that next week the students would have test (post-test cycle 2). The end of class closed by said *hamdalah* and goodbye.

2) The second meeting (Saturday, November 26th 2016.)

a) Opening

As usual, the researcher entered the class, greeted and checked the students’ attendance. No one is absent for that day. The researcher continued by reviewed the materials and explained briefly.

b) Main activity

The lesson continued by giving the students worksheet and answer sheet. The task asked the students to describe a place. For this post-test, they described about their school/SMP Ta’mirul Islam Surakarta. The researcher asked the students to do the test individually, they are not allowed to open dictionary. During the test, the researcher walked around the class to control them. The researcher told the students that they did not be allowed to cheat.

c) Closing

Ten minutes before end of this meeting, the students had to submit their answer sheet. The researcher said that there was the last meeting she joined their class. The researcher said sorry if there were so many mistakes that she did during
teaching learning process. In the end of meeting, the researcher said thanks and goodbye.

c. Observing

1) The first meeting

The collaborator observed during the implementation of cycle 2. The observation result of this meeting seemed enjoyable, the students did not make noisy, the students paid attention to the researcher and the activity run well. In this meeting, the researcher gave them example of picture. Then, the researcher asked the students to observe the picture. The researcher showed and gave them a text about the picture. After that, the researcher asked the students to try make a descriptive text.

2) The second meeting

In the second meeting, the researcher designed post-test 2 to know the improvement students’ writing skill after the second cycle was applied. The collaborator thought that students did the test seriously because the researcher did not allow them to cheat and to use dictionary. The atmosphere in the class was serious and quiet at that time. The students were busy with their test independently. They did the test individually. The researcher expected that their results of post-test 2 would be better than post-test 1.

d. Reflecting

In the cycle 2, the researcher found some improvements. The students were more motivated and interested in teaching learning process. The students were more enthusiastic in joining the class with content based instruction.
The students got better understanding about goal, generic structure, and language feature in descriptive text. They got better understanding about the materials. Moreover, the mean score of post-test 2 results showed the improvement of their skill in writing. The mean score reached was 81.48. It is much better that the mean score of post-test 1. To show more details about improvement of the students’ writing score, can be explained from this table:

**Table 4.4 The Comparison Students Score between Post-Test 1 and Post-Test 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
<th>POST TEST 1</th>
<th>POST TEST 2</th>
<th>KKM</th>
<th>PASSED/ FAILED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alisa NurFadillah</td>
<td>68</td>
<td>82</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>2.</td>
<td>Dania AsinaIshtihar</td>
<td>79</td>
<td>85</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>3.</td>
<td>FayraDizaBerliansyah</td>
<td>70</td>
<td>80</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>4.</td>
<td>SyarifahMar’atus S.</td>
<td>63</td>
<td>80</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>5.</td>
<td>Hana Rahmaningtyas H</td>
<td>70</td>
<td>86</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>6.</td>
<td>TridaAyu Salma Antari</td>
<td>70</td>
<td>82</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>7.</td>
<td>Erika HindratamaPutri</td>
<td>65</td>
<td>80</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>8.</td>
<td>IsmiWafdaMaulidya</td>
<td>74</td>
<td>84</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>9.</td>
<td>Amanda Zurlinda</td>
<td>77</td>
<td>80</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>10.</td>
<td>Rima Nurlabansa</td>
<td>68</td>
<td>87</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>11.</td>
<td>Salsa AmaliaHusna</td>
<td>72</td>
<td>85</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>12.</td>
<td>HaidarDaffaAuliaHaq</td>
<td>82</td>
<td>96</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>13.</td>
<td>M. FawwasYumna F</td>
<td>70</td>
<td>81</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Result</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>14.</td>
<td>M. Habib Hari Moskti</td>
<td>67</td>
<td>87</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>15.</td>
<td>M. Majid Athaillah</td>
<td>79</td>
<td>90</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>16.</td>
<td>Faqih Almasyhari</td>
<td>64</td>
<td>83</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>17.</td>
<td>Andi Setiawan</td>
<td>68</td>
<td>61</td>
<td>70</td>
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<tr>
<td>18.</td>
<td>M. Taufiq Awarisga</td>
<td>75</td>
<td>85</td>
<td>70</td>
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<tr>
<td>19.</td>
<td>Yusuf Maulana GQ</td>
<td>62</td>
<td>70</td>
<td>70</td>
<td>P</td>
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<tr>
<td>20.</td>
<td>Faiq Fajar Satri T</td>
<td>74</td>
<td>80</td>
<td>70</td>
<td>P</td>
</tr>
<tr>
<td>21.</td>
<td>M. Hamdan Yufari</td>
<td>69</td>
<td>67</td>
<td>70</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>1486</td>
<td>1711</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>70.76</td>
<td>81.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the test showed the improvement of the students’ writing skill in descriptive text. It could be seen from the mean score between post-test 1 and post-test 2 where the mean score in post-test cycle 1 was 70.76 and mean score of post-test cycle 2 was 81.48.

The result score of post-test 2 was higher than post-test 1. It almost can be said that their scores was improve. It was happened because the students had already had good background knowledge related to the topic which the researcher gave in the post-test 2. Furthermore, the implementation of Content Based Instruction helped the students in writing descriptive text.
The researcher also found the positive and negative results from cycle 2:

1) Positive results
   a) The students are more interested and motivated in English so they are more confident in English subject.
   b) The students can get wider knowledge.
   c) The students can get other information that can be transferred to other subjects.

2) Negative results
   From the data analysis, the researcher and the collaborator found a problem. It was about students’ handwriting. There were few students still wrote without using right capital letter and punctuations. In the first sentence, they had to use the capital letter, but they forgot to use it. While in the other hand, they had not to use the capital letter, but they use it. It was caused of their fashionable handwriting. They did not pay attention to the right rule of writing.

   From the explanation above, the researcher concludes that content based instruction can improve students’ writing skill in descriptive text. By implementing content based instruction, the students also have better understanding about generic structure and language feature in descriptive text especially the usage of simple present tense and how to organize the text.

B. Discussion

   Based on the data which gathered from the results of pre research, observation, interview, the pre-test, and post-test the researcher concluded several findings that answer the problem statement of the research as stated in chapter one that is the achievement of the students. In this process, the researcher identified
some factors causing the writing ability of the students VIII B was low. The causes came from the students and the teacher. For the students of VIII B, writing is the most difficult skill than the others. There are some difficulties faced by the students were in using right grammar, lack of vocabularies, content, punctuations, and sentence structure. They also had low motivation in English lesson, especially in writing a text. The teacher does not implement a method giving chance for the students to be active writers in the classroom. Therefore, the students lack of time to practice writing.

Based on the explanation above, the teacher should use an appropriate method to improve students’ writing skill. A method which makes the students learn writing better is Content Based Instruction (CBI). Content Based Instruction can be defined as a method teaching and learning which taught the content material through language. By using Content Based Instruction, the students acquire the content of the material and the language.

1. The implementation of Content Based Instruction

Content Based Instruction provided some teaching techniques in classroom. The researcher used one of the techniques. It was cooperative learning technique. By using Content Based Instruction the students can comprehend the material taught and the language all at once. Content Based Instruction gave steps to learn and to make a descriptive text to the students.

In teaching and learning process in the classroom, the researcher created groups of the students based on their seat. Every group consisted of 2-3 students. Teacher provided guides and strategies to assist the students in
comprehending material being taught. The activities enabled students to comprehend the material through English. When the students got treatment, they were given an assignment. The students worked together with the groups to finish the exercise. The groups had to search key words or clues of the picture which given to them. After that, they arranged the key words into good sentences. Afterwards, the students made a short descriptive text from the sentences. After finishing the exercise, they delivered the result of their work.

2. The improvement of students’ writing ability

Before the research conducted in VIII B class, the students are passive when teaching and learning process. They only listened to what the teacher said. They do not have ideas to share with the others. By implementing Content Based Instruction, the students are free to share their ideas in the class.

From the analysis of the mean score of the writing ability test, it can be concluded that the use of Content Based Instruction in teaching and learning writing of Junior High School does improve the students’ writing ability. The improvement of the writing ability can be seen from the students score. The improvement were in the ability of making content, choosing appropriate words in vocabulary, making correct sentences of grammatical use. The improvement of the students’ writing score from the mean score of post-test in cycle one and cycle two can be seen below:
Table: 4.5 Comparing score of pre-test, post-test 1, and post-test 2

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test in cycle 1</th>
<th>Post-test in cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.76</td>
<td>70.76</td>
<td>81.48</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be summarized that students’ writing ability improved. From the pre-test score was 62.76 increased to 70.76 in post-test 1 and it became 81.48 in post-test 2. It means that the implementation of Content Based Instruction can improve students’ writing ability.
A. Conclusion

Based on the discussion in the previous chapter, the researcher concludes the research result. The researcher drew some conclusions of this research result. First, the implementation of Content Based Instruction provided some teaching techniques in classroom. The researcher used one of the techniques. It was cooperative learning technique. By using Content Based Instruction the students can comprehend the material taught and the language all at once. Content Based Instruction gave steps to learn and to make a descriptive text to the students. In teaching and learning process in the classroom, the researcher created groups of the students based on their seat. Every group consisted of 2-3 students. Teacher provided guides and strategies to assist the students in comprehending material being taught.

The activities enabled students to comprehend the material through English. When the students got treatment, they were given an assignment. The students worked together with the groups to finish the exercise. The groups had to search key words or clues of the picture which given to them. After that, they arranged the key words into good sentences. Afterwards, the students made a short descriptive text from the sentences. After finishing the exercise, they delivered the result of their work. Most students can write better writing including organizing ideas, using appropriate vocabulary, using correct grammatical sentences, using correct
spelling, punctuations and mechanics. The students’ motivation and attitude toward English lesson especially in writing get better. It can conclude that the implementation of Content Based Instruction (CBI) can improve writing skill in descriptive text to VIII B grade students of SMP Ta’mirul Islam Surakarta in academic year of 2016/2017.

Second, it is about the improvement of students’ writing ability after implementation the Content Based Instruction method. Before the research conducted in VIII B class, the students are passive when teaching and learning process. They only listened to what the teacher said. They do not have ideas to share with the others. By implementing Content Based Instruction, the students are free to share their ideas in the class.

From the analysis of the mean score of the writing ability test, it can be concluded that the use of Content Based Instruction in teaching and learning writing of Junior High School does improve the students’ writing ability. The percentage of students had significant improvements after implementing the method. The improvement can be seen from the result of test in each cycle. From the pre-test score was 62.76 increased to 70.76 in post-test 1 and it became 81.48 in post-test 2. It means that the mean score of cycle 2 was better than cycle 1, and the mean score of cycle 1 was better than pre-test.

Based on the data above, the researcher concluded that Content Based Instruction can improve students’ writing ability in descriptive text for VIII B grade students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017.
B. Implication

The result of the research findings shows that Content Based Instruction (CBI) can improve students’ writing ability in descriptive text for VIII B grade students of SMP Ta’mirul Islam Surakarta in the academic year of 2016/2017. The improvement is achieved by the students. The students can generate the ideas and develop their writing skill. They get better understanding about the generic structure, the language features and the text organizer of descriptive text. The implementation of Content Based Instruction can motivate and give wider knowledge to the students.

C. Suggestions

In the end of this chapter, the researcher would like to give some suggestions related to this research. Hopefully, the suggestions will be useful for those who are willing to improve the ability in writing including English teachers, students, and other researchers.

1. The Teacher

For the teachers who teach English Junior High School and other subjects, the teachers can use Content Based Instruction as the teaching method. The teachers can use Content Based Instruction as an alternative method to increase the students’ achievement. By using Content Based Instruction, the teacher can easily create an interesting and comfortable atmosphere in the classroom, so the students will not feel bored with the teaching and learning process.
2. The Students

The researcher suggests the students to study English hard and try to use it in their activities and to solve their problems in studying. The researcher hopes that the students will be active in composing writing such as send their writing to school magazine as training media to improve their writing ability and self-confidence. One of the ways to improve their writing ability and grow their motivation and self-confidence in studying English is Content Based Instruction. By using this method, it is hoped the students involve actively in English class and practice the English frequently.

3. The Other Researchers

This research studies the implementation of the use of Content Based Instruction to improve students’ writing ability. It is expected for other researchers that the result of this study can be used as additional reference for further research conducted in the future to create a better teaching and learning process that Content Based Instruction can be applied to improve students’ writing ability. Besides, the researcher knows that there are still some weaknesses in applying it. The researcher hopes some suggestions from other researchers to improve and make it better.
BIBLIOGRAPHY


Kurikulum Tingkat Satuan Pendidikan for SMP and MTs 2006


## SILABUS PEMBELAJARAN

Sekolah : SMP Ta’mirul Islam Surakarta  
Kelas : VIII ( Delapan )  
Mata Pelajaran : BAHASA INGGRIS  
Semester : 1 (Satu)  
Standar Kompetensi : Menulis

### 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar | 1. Teks fungsional pendek berupa :  
- Undangan  
- Pengumuman  
- Pesan Singkat  
2. Tata Bahasa  
- Kalimat sederhana - mengundang | 1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas  
2. Pengukatan kembali kosakata dan tata bahasa terkait jenis teks fungsional  
2. Meyusun kata menjadi teks fungsional yang bermakna.  
3. Menulis teks fungsional pendek | Tes tulis  
Tes tulis | 1. Complete the following sentence / text using suitable word / words  
2. Arrange the word into good sentences.  
3. Write simple sentences based on the situation given  
4. Write an invitation | 4 x 40 menit | 1. Buku teks yang relevan  
2. Contoh undangan, pengumuman, SMS  
3. Gambar yang relevan |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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<tr>
<td>------------------</td>
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<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| sekitar dalam teks berbentuk descriptive dan recount | - Simpel present tense  
- Simpel past tense  
- past cont tense | descriptive dan recount yang ditulis di kelas. | Teknik | Bentuk Instrumen | Contoh Instrumen | |

- **Karakter siswa yang diharapkan**: Dapat dipercaya (Trustworthines)  
  Rasa hormat dan perhatian (respect)  
  Tekun (diligence)
Surakarta, Juli 2011

Mengetahui:

Kepala Sekolah

Drs. Bandung Gunadi

NIP/NRK

Guru Mata Pelajaran,

Tina Handayani, S. Pd

NIP/NRK
List of Interview Questions for Pre-Research

Questions for Teacher:

1. Bagaimana kondisi anak kelas 8B saat pelajaran berlangsung, Bu?
2. Bagaimana dengan nilai mereka? Apakah semua murid mampu melampaui KKM?
3. Bagaimana masalah dalam kemampuan menulis?

Question for the students:

1. Apakah adik suka mata pelajaran Bahasa Inggris?
2. Di dalam mata pelajaran Bahasa Inggris ada 4 skill atau 4 kemampuan yaitu listening, speaking, reading dan writing. Dari keempat skill tersebut apa yang paling susah?
3. Menurut adik writing itu termasuk susah atau gampang?
4. Bu guru kalau menyampaikan materi di depan kelas gimana?
The results of the interview on pre-research

Nama : Bu Tina Handayani
Profesi : Guru Bahasa Inggris
Hari/Tanggal : Saturday, November 5th 2016
Tempat : Kantor Guru

Interview between researcher and teacher:


T : “Walaikumsalam. Oh iya mba mari silahkan masuk.”

R : “Begini, bu saya mau minta ijin njenengan buat penelitian di kelas bu Tina buat skripsi saya. Apakah bisa, Bu?”

T : “Mbak udah minta ijin, Pak Amri?”

R : “Sudah, Bu. Kemarin saya sudah bertemu pak Amri di ruang TU untuk memberikan surat ijin penelitiannya dan kata pak Amri saya diperbolehkan untuk melakukan penelitian di kelas Bu Tina.”

T : “Oh iya sudah kalau gitu, mbak. Judul skripsinya apa ya mbak kalau boleh tau?”
R : “Improving Students’ Writing Ability in Descriptive Text Through Content Based Instruction, Bu.

T : “Oh jadi penelitiannya mbak PTK tentang writing ya?”

R : “Iya, Bu. Saya ingin mencoba meneliti tentang writing murid muridnya, Bu. Menurut Ibu kalau untuk writing murid di Ta’mirul gimana, Bu?”


R : “Oh begitu ya, Bu. Kalau begitu terima kasih atas waktunya, ya Bu Tina.”

T : “Iya mbak sama-sama. Nanti kalau ada yang ditanyakan lagi bisa sms atau langsung datang ke kantor saja, mbak.”

R : “Iya, Bu. Terima kasih banyak, Bu.”
The result of interview on pre-research

Interview between the researcher and the student:

R :“Pagi, dek. Lagi istirahat ya? Maaf mbak ganggu bentar, boleh?”
S :“Boleh, mbak. Ada apa ya mbak?”
R :“Kenalin dulu nama aku Dana. Kamu siapa namanya?”
S :“Nama aku Dania, mbak.”
R :“Dania, mbak mau tanya ya. Kamu suka pelajaran bahasa inggirs ngga?”
S :“Suka mbak tapi kadang susah.”
R :“Emang susahnya yang gimana dek?”
S :“Yang rumus-rumusnya itu lho mbak. Aku gak ngerti. Sama cara bacanya gitu juga aku gak ngerti mbak. Susah.”
R :“Oh gitu. Tapi kalau menurut kamu lebih susah praktek percakapan, membaca, mendengarkan atau nulis, dek?”
S :“Semuanya susah mbak haha. Tapi yang paling susah menurutku kalau disuruh menulis mbak. Soalnya kadang bingung mau pake present atau past tense gitu mbak.”
R :“Iya memang itu ada rumusnya, dek. Bu guru kalau ngjar kayak gimana, dek?”
S :“Bu guru kalau ngajar ya jelasin terus suruh ngerjain tugas mbak. Kalau nggak ya ngerjain yang di LKS mbak.”
R :“Oh gitu ya dek, makasih ya infonya.”
S :“Sama-sama mbak.”

Note:

R : Reseacher
T : Teacher
List of Interview Questions after Research

Questions for the students:

1. Bagaimana rasanya setelah saya mengajar kalian dengan metode CBI?
2. Apakah kalian suka suka dengan metode mengajar saya?
3. Apa kekurangan dari cara mengajar saya?
The result of interview after research

The result of interview after research between researcher and students:

R : “Siang, dek. Maaf ya aku ganggu bentar. Mau tanya boleh?”

S1 : “Iya, miss. Ada apa ya, miss?”

R : “Kemarin saya sudah mengajar kelas kalian dengan cara saya. Menurut kalian gimana?”

S1 : “Saya suka, Miss. Sekarang saya jadi bisa dikit-dikit nulis karangan Bahasa Inggris."

R : “Jadi kamu suka cara ngajar saya?”

S1 : “Iya, Miss. Suka.”

R : “Terus menurut kalian kekurangan saya pas ngajar apa?”

S1 : “Gambarnya cuma kurang besar, miss. Sama waktunya kurang lama. Miss dana udah nggak ngajar lagi to?”

R : “Udah enggak, dek hehe. Kalau menurut kamu gimana, dik?”

S2 : “Apanya, Miss?”

R : “Gimana cara ngajar saya di kelas?”

S2 : “Sekarang saya jadi suka bahasa inggris, Miss.”

R : “Kalian suka nggak pas saya ngajar kelas kalian kemarin?”

S1 : “Sukalah, Miss.”

S2 : “Seri, Miss.”

R : “Ok, kalau gitu makasih ya.”

S : “Iya Miss. Sama sama, Miss.”

Note:
R : Researcher
S1 : Student 1
S2 : Student 2

FIELD NOTE

Code : FN/preOb/Okt/29th/2016
Title : Pre-Observation
Researcher : Sri Sadana
Place : VIII B classroom
Time : 07.00 – 08.20 am, Saturday, October 29th 2016

The researcher went to SMP Ta’mirul Islam Surakarta to observe English teaching and learning process. The researcher would meet the headmaster of SMP Ta’mirul Islam Surakarta, but he did not there. So, the researcher meet Mr. Amri as the the representative of the headmaster of the school. Mr. Amri told me to sit and then asked me “Ada yang bisa saya bantu, mbak?”. The researcher introduced herself and explained her purpose. The researcher requested the admission to do research in SMP Ta’mirul Islam Surakarta. Mr. Amri asked me what the research about and which the class. Then, the researcher answered that the researcher would be classroom action research and the class was eighth grade. Then, Mr. Amri said “Oh, iya mbak kemarin saya sudah bilang sama Bapak Kepala, katanya boleh jadi mbak bisa langsung menemui Miss Tina sebagai guru pengampu di kantor lokal barat, mbak.” The researcher thanked to Mr. Amri and looked for Mrs. Tina.
First, the researcher met Mrs. Tina and greeted her. The researcher explained her purpose to Mrs. Tina. Then, Mrs. Tina allowed the researcher to conduct research in her class. She invited the researcher to join her class today. She permitted the researcher to observe the condition teaching and learning in VIII B class.
The researcher gave the students of VIII B a pre-test. This test was to know the students’ writing ability in descriptive text. Before the pre-test started, the researcher opened the class by saying Assalamualaikum wr.wb. The researcher introduced herself as a new teacher to them. The researcher explained her purpose and her plans to the students that she will do a research in their class to fulfill her thesis. After that, the researcher explained to the students about the pre-test and the purpose of the pre-test. Then, the researcher gave them a paper and asked them to do their pre-test. The researcher gave them an instruction to make a descriptive text. When the bell was ringing, the researcher asked the students to submit their assignment. The researcher said thank you and closed the class by saying Wassalamualaikum wr.wb.
The researcher entered the class with the collaborator. The researcher opened the teaching and learning process by greeted the students “Assalamualaikum, how are you students?” the researcher asked. The students answered, “Walaikumsalam, I am fine. Thank you. How about you?” Then the researcher answered, “I am fine too, thank you.” After that, the researcher checked students’ attendance. After checked the students’ attendance, the researcher asked the students “Do you know about descriptive text?” The students answered “Yes, I do Miss.” All of them knew descriptive text. Then, the researcher asked about generic structure. Most of them answered that they knew the generic structure of descriptive. The researcher also asked them about language features of descriptive text, but they can not answered it. “Have you ever made a short descriptive text?” asked the researcher. The students could not answer. Then, the researcher repeated the question in Indonesia, “Sudah pernah buat teks deskr iptif ?” “Sudah pernah tapi lupa, Miss” answered the students spontaneously. In fact, they were still confused about using right grammar to make a descriptive text.
Before the researcher explained about the material, the researcher asked the students what picture is. The researcher gave them some questions while she pointed in to the part of the picture. The researcher explained about descriptive text. After finished, the researcher gave them an assignment and they had to work with their seatmate. They had to discussed to construct the picture which given to them. Some students had understood about the material, but there were some students still confused about the material. So, the researcher tried to explain and help them.

When the bell was ringing, the researcher closed the teaching and learning process by saying hamdalah.
FIELD NOTE


Title : The second meeting in cycle 1

Researcher : Sri Sadana

Place : VIII B classroom

Time : 08.20 – 09.40 a.m., Tuesday, November 15th 2016

The second meeting was held on Tuesday. It started at 08.20 to 09.40 a.m. The researcher entered to VIII B class. The researcher opened the class by greeting and checking attendance the students. In the second meeting, the researcher reviewed the previous material. Then, the researcher gave them a picture like previous meeting. The researcher asked the students to make a short descriptive text individually. The class was rather noisy, but the researcher could handle it. After finished the exercise, the researcher reviewed the material and asked the students to submit their work. The researcher closed the class by saying hamdalah together.
FIELD NOTE


Title : Post-test in cycle 1

Researcher : Sri Sadana

Place : VIII B classroom

Time : 07.00 – 08.20 a.m., Saturday, November 19th 2016

The researcher opened the class by saying Assalamualaikum. Then, she explained what they would to do today. The researcher gave the students a paper and a picture. The theme for post-test 1 was a popular person. The researcher gave an instruction to the students to make a simple descriptive text individually. They could not use dictionary to help them. After finished the exercise, the time was up. The researcher asked the students to submit their work and said thank you for their participation. She closed the class by saying hamdalah together.
The researcher entered to VIII B class. She opened the class by saying *Assalamualaikum*. Then, the researcher greeted the students and checked the student’s attendance. The researcher reviewed about descriptive text and the ways to make a good descriptive text. the, the researcher taught them about present tense. Afterwards, the researcher reminded the students of VIII B about using right punctuation in a sentence. The researcher gave them an example and asked them to make a descriptive text. After finished, the researcher asked the students
to submit their worksheet. The researcher also reminded the students to prepare for the next meeting. Then, the researcher closed the class by saying thank you and Wassalamualikum.
FIELD NOTE

Code : FN/Ob5/Nov/26th/2016

Title : Post-test 2 in cycle 2

Researcher : Sri Sadana

Place : VIII B classroom

Time : 07.00 – 08.20 a.m., Saturday, November 26th 2016

Today, the researcher would give the students post-test 2. Before that, the researcher reviewed a previous material. Then, she gave them a piece of paper and gave them a picture. The researcher gave them instruction that they had to do the test individually. They could not open dictionary to help them. Ten minutes before the class ended, the researcher asked the students to submit their worksheet. Then, the researcher said that there was last meeting for the researcher to be their teacher. The researcher did apologize if she had many mistakes that have done while teaching and learning process. Then, the researcher said thank you to the students of VIII B. After that, the researcher closed the teaching and learning process.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

I. Identitas
   1. Sekolah : SMP Ta’mirul Islam Surakarta
   2. Mata pelajaran : Bahasa Inggris
   3. Jenis Teks : Descriptive Text
   4. Kelas/semester : VIII / I
   5. Skill : Writing
   6. Waktu : 2 x 40 menit

II. Standar Kompetensi
   1. Menulis
      Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive text.

III. Kompetensi Dasar
   1. Mengungkapkan makna dan langkah retorika dalam esei pendek teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive text.

IV. Indikator
   a. Siswa dapat mengungkapkan fungsi teks dalam bentuk descriptive text.
   b. Siswa dapat mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
   c. Siswa dapat menyusun kalimat menjadi teks bermakna dalam bentuk descriptive.

V. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   a. Mengungkapkan fungsi teks dalam bentuk descriptive.
   b. Mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
   c. Menyusun kalimat menjadi teks bermakna dalam bentuk descriptive.
VI. Karakter siswa yang diharapkan:

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligent)

VII. Materi Pembelajaran

Descriptive Text

❖ Definition

Descriptive text is to describe a particular person, place or thing. The purpose of descriptive text is to describe something or someone specifically.

❖ Generic Structure

a. Identification → identifying the object to be described.
   
b. Description → describing the object in parts, qualities, or characteristics.

❖ The Language Feature

a. Using simple present tense (waktu sekarang / saat ini)

Verbal: **Jamak** → I, you, we, they : S + V1

Ex: (+) I work hard at home.

(-) I do not work hard at home.

(?) Do I work hard at home?

**Tunggal** → He, She, It : S + V1 + s/es

Ex: (+) He plays tennis.

(-) He does not play tennis.

(?) Does he play tennis?

Nominal: S + to be (is, am, are)

Ex: He is my brother.

I am a student.

b. Using adjective (kata sifat)

Adjective is words that used to explain noun or pronoun.

Example: good, happy, long, bad, red, sad
c. Using relating verb

Relating verbs are words like is, be, have, seem, appear, etc.

Ex: My name is Sinta.

I have a long tail.

VIII. Metode Pembelajaran

Metode: Content Based Instruction

IX. Langkah-langkah Pembelajaran

Pertemuan 1

a. Kegiatan Awal
   - Salam dan tegur sapa
   - Mengabsen siswa

b. Kegiatan Inti
   - Eksplorasi
     ➢ Menjelaskan materi tentang descriptive text.
   - Elaborasi
     ➢ Guru menyediakan gambar sebagai media pembelajaran.
     ➢ Guru meminta siswa bersama-sama mengidentifikasi contoh descriptive text yang telah diberikan.
     ➢ Guru memberikan pertanyaan yang berhubungan dengan gambar tersebuh.
     ➢ Guru menjelaskan mengenai teks deskriptif melalui gambar tersebut.
     ➢ Guru memberikan tugas kepada siswa untuk menyusun dan menulis sebuah descriptive text.
   - Konfirmasi
     ➢ Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
     ➢ Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan penutup
   ➢ Menutup pelajaran
Salam

Pertemuan 2

a. Kegiatan Awal
   - Salam dan tegur sapa
   - Mengabsen siswa

b. Kegiatan Inti
   - Eksplorasi
     - Menjelaskan kembali tentang descriptive text seperti pertemuan sebelumnya.
   - Elaborasi
     - Guru membagi siswa menjadi beberapa kelompok berdasarkan tempat duduknya yang terdiri dari 2-3 orang.
     - Guru menyediakan dan memeberikan gambar sebagai media pembelajaran.
     - Guru menyuruh siswa bersama-sama mengidentifikasi gambar yang telah diberikan.
     - Guru memberikan pertanyaan-pertanyaan terkait karakteristik descriptive text pada gambar yang telah diberikan.
     - Guru memberikan tugas kelompok kepada siswa untuk menyusun dan menulis sebuah description text bersama teman sebangku.
   - Konfirmasi
     - Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
     - Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan penutup
   - Menutup pelajaran
   - Salam
Pertemuan 3

a. Kegiatan Awal
   - Salam dan tegur sapa
   - Mengabsen siswa

b. Kegiatan Inti
   - Eksplorasi
     ➢ Menjelaskan kembali dan memberi pertanyaan pertanyaan mengenai pembahasan pada pertemuan sebelumnya.
   - Elaborasi
     ➢ Guru memberikangambar kepada siswa.
     ➢ Guru memberitugas individu kepada siswa untuk menyusun dan menulis sebuah descriptive text.
   - Konfirmasi
     ➢ Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
     ➢ Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan penutup
   ➢ Menutup pelajaran
   ➢ Salam

X. Sumber Belajar
   1. English Activities for Junior High School Grade VIII
   2. Contoh gambar dari internet.

XI. Media Pembelajaran
   ➢ White board
   ➢ Board marker.

XII. Penilaian
   ➢ Teknik: Writing test
➢ Bentuk: Teks tulis
➢ Instrument: Write a descriptive text!

XIII. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Elements</th>
<th>Score</th>
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<tbody>
<tr>
<td>Content</td>
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</tr>
<tr>
<td>Organization</td>
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</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Grammar</td>
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</tr>
<tr>
<td>Mechanic</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

XIV. Standar Penilaian

<table>
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<th>Score</th>
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<td>Excellent</td>
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<tr>
<td>Good</td>
<td>79 – 88</td>
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<tr>
<td>Fair</td>
<td>66 – 78</td>
</tr>
<tr>
<td>Poor</td>
<td>46 – 65</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0 – 45</td>
</tr>
</tbody>
</table>

Surakarta, November 2016

Guru Pamong Praktikan

Tina Handayani, S.Pd Sri Sadana
NIM. 123221288
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

I. Identitas
    Sekolah : SMP Ta’mirul Islam Surakarta
    Mata pelajaran: Bahasa Inggris
    Jenis Teks : Descriptive Text
    Kelas/semester: VIII / I
    Skill : Writing
    Waktu : 2 x 40 menit

II. Standar Kompetensi
    1. Menulis
        Mengungkapkan makna dalam teks tulis fungsional dan esei pendek
        sederhana berbentuk descriptive text.

III. Kompetensi Dasar
    1. Mengungkapkan makna dan langkah retorika dalam esei pendek teks
        sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar
        dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks
        berbentuk descriptive text.

IV. Indikator
    a. Siswa dapat mengungkapkan fungsi teks dalam bentuk descriptive.
    b. Siswa dapat mengetahui unsur-unsur yang terdapat dalam teks berbentuk
descriptive.
    c. Siswa dapat menyusun kalimat menjadi teks bermakna dalam bentuk
        descriptive.

V. Tujuan Pembelajaran
    Pada akhir pembelajaran, siswa dapat:
    a. Mengungkapkan fungsi teks dalam bentuk descriptive.
    b. Mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
    c. Menyusun kalimat menjadi teks bermakna dalam bentuk descriptive
VI. Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligent)

VII. Materi Pembelajaran

DESCRIPTIVE TEXT

❖ Definition
Descriptive text is to describe a particular person, place or thing. The purpose of descriptive text is to describe something or someone specifically

❖ Generic Structure
  a. Identification → identifying the object to be described.
  b. Description → describing the object in parts, qualities, or characteristics.

❖ The Language Feature
  a. Using simple present tense (waktu sekarang / saat ini)

Verbal: Jamak → I, you, we, they : S + V1
   Ex: ( + ) I work hard at home.
   ( - ) I do not work hard at home.
   ( ? ) Do I work hard at home?

Tunggal → He, She, It : S + V1 + s/es
   Ex: ( + ) He plays tennis.
   ( - ) He does not play tennis.
   ( ? ) Does he play tennis?

Nominal: S + to be (is, am, are)
   Ex: He is my brother.
   I am a student.

b. Using adjective (kata sifat)
   Adjective is words that used to explain noun or pronoun.
Example: good, happy, long, bad, red, sad

c. Using relating verb

Relating verbs are words like is, be, have, seem, appear, etc.

Ex: My name is Sinta.

I have a long tail.

VIII. Metode Pembelajaran

Metode: Content Based Instruction

IX. Langkah-langkah Pembelajaran

Pertemuan 4

a. Kegiatan Awal
   - Salam dan tegur sapa
   - Mengabsen siswa

b. Kegiatan Inti
   - Eksplorasi
     ➢ Guru mengingatkan kembali materi tentang descriptive text secara singkat.
     ➢ Memberikan contoh tentang descriptive text.
   - Elaborasi
     ➢ Guru menyuruh siswa mengidentifikasi contoh descriptive text yang telah diberikan.
     ➢ Guru memberikan pertanyaan-pertanyaan tentang karakteristik yang ada pada gambar yang telah diberikan.
     ➢ Guru memberikan tugas kepada siswa untuk menyusun dan menulis sebuah descriptive text.
   - Konfirmasi
     ➢ Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
     ➢ Guru bersama siswa menyimpulkan materi yang telah dibahas.
c. Kegiatan penutup
  - Menutup pelajaran
  - Salam

**Pertemuan 5**

a. Kegiatan Awal

- Salam dan berdoa bersama
- Mengabsen siswa

b. Kegiatan Inti

- Eksplorasi
  - Guru memberi pertanyaan-pertanyaan mengenai pembahasan pada pertemuan sebelumnya.

- Elaborasi
  - Guru memberikan tugas individu kepada siswa untuk menyusun dan menulis sebuah descriptive text.

- Konfirmasi
  - Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
  - Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan penutup
  - Menutup pelajaran
  - Salam

**X. Sumber Belajar**

1. English Activities for Junior High School Grade VIII

**XI. Media Pembelajaran**

- White board
- Board marker.

**XII. Penilaian**

- Teknik: Writing test
- Bentuk: Teks tulis
- Instrument: Write a descriptive text!
XIII. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Elements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>20</td>
</tr>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Language Use</td>
<td>20</td>
</tr>
<tr>
<td>Mechanic</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

XIV. Standar Penilaian

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>18 – 20</td>
</tr>
<tr>
<td>Good</td>
<td>16 – 17</td>
</tr>
<tr>
<td>Average</td>
<td>10 – 15</td>
</tr>
<tr>
<td>Poor</td>
<td>7 – 9</td>
</tr>
</tbody>
</table>

Surakarta, November 2016

Guru Pamong

Praktikan

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Sri Sadana

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