CHAPTER I

INTRODUCTION

This chapter discusses the background, research questions, research objectives, the importance of research, and the scope of the study.

A. Background

Writing as one of the 4 basic skills is very difficult because it relates to facial expressions, inspiration, opinions, or feelings. Huy, Nguyen T (2015), created that there are many mistakes in the profession every day for students, this matter begins with the smaller emphasis on many students in writing (Nguyen Thanh Huy, 2015). But many high school students do not know the meaning of writing skills and the number of high school students who are successful in practicing writing is very small.

Writing is a skill that is not only useful in writing English, but is also useful for improving their writing skills, especially the skills of writing daily posts, but it can share participation for the development of knowledge based on relevant research. Writing skills are the last in this line, but that doesn't mean it really matters. Reading makes people perfect, being a man who is ready for meetings, and writing a man who is just right "(Paris Bacon, 2013) this is a meaningful tool that allows one to talk to others in many methods.

These poor students began to assume that “English” and “notes” were only pronunciation and language rules. Students believe that good notes often don't want to succeed, because they don't just recognize good notes with proper pronunciation and rules of language and so on. Students do not know the meaning

of writing skills in their upgrading. They often find small numbers when doing writing skills tests and this affects their practice results. In fact, students often have many basic mistakes in making notes regarding pronunciation, language rules, reading characteristics, and organization. Not only that, writing upgrading in high school currently has many obstacles such as the lack of experience of the writing teacher and the lack of duration for practicing; the duration for guiding writing skills is not enough for students to improve their abilities. Not only that, students have not yet recognized the principles of writing. The fact above proves that students need more to learn to write to improve their skills by helping teachers. English teachers are expected to make assumptions and make efforts to help students improve their writing skills (Robert Todd Carroll, 1990).

The teacher is obliged to share the alternative of guiding methods in the writing category. So, the problem that high school students generally experience is an impetus for my research. I chose this point because I wanted to investigate the difficulties in writing skills in the high school class and find out their common problems so that I can recommend solutions to improve their writing skills. In general, teachers always encounter obstacles in guiding writing. One of the problems experienced by teachers in guiding writing is the lack of students' language skills.

The English teacher at the Al-Wahid Pape Islamic Boarding School in Panca Lautang District also faces similar obstacles in guiding writing. While many students have little writing skills. This matter can be seen from the figure in general the number of students is 53 (Pre Monitoring) as well as for the

categorized national evaluation standards in general. This matter was also caused by several aspects found in the questionnaire. These factors are the first; the procedures used by the teacher in guiding writing were less attractive, the tools used by the teacher in writing upgrading were less diverse, the method of guiding writing was less attractive. Of course fun and interesting. One of the substitutes for an interesting procedure is a content based instruction upgrading.

The use of Content Based Instruction in writing means a lot to be carried out by the teacher in a recorded manner. Special for writing Islamic content. The low creativity of EFL learners must be related to how to practice guiding and by observing the above incident, to help teachers in guiding writing to EFL teaching participants, teachers can use interesting procedures. One of the substitute procedures is the Content based instructionInstruction which is recommended to be applied in teaching writing. CBI is efficient at directing English as a second language because with CBI, EFL teaching participants can improve their writing and gain access to the latest designs through meaningful content (Selamet Riadi Jaelani, 2017).Content Based Instruction (CBI) is a teaching procedure that emphasizes content. The content here relates to data or learning modules that are learned through the language of the language to convey it. The focus of upgrading the CBI is on points or lesson modules. This is one method that can be used to improve the writing skills of EFL teaching participants because it relates to content-centered courses. Teaching content or data in the language studied with little or no direct or accurate effort to guide the language itself in a separate way from the content being taught (Krahnke in Richard: 2006). This is related to how

to write English Islamic reading correctly. They do not understand the rules of language. This is a problem for teachers to instruct students to write in categories.

In teaching writing, English teacher should take some considerations to use any techniques to be applied in the classroom. Based on the explanation above as well, the writer is interested to investigate of how is the students' writing ability at the tenth year students of MA Al-Wahid Pape.

B. Problem Statement

There are still many students who have low capability in writing ability. It shows from the mean score of the students' grades was 53 (Pre-Observation) and according to national assessment standart, it classified into average. It is also caused by some factors that found from the questionnaire . Those factors are first; the methods used by the teacher in teaching writing are less interesting, the media used by the teacher in teaching writing lessvaried, the way in teaching writing is not interesting.It must be fun and interesting. one of alternative interesting method is content based instruction.

C. Research Question

In the line with the background, the research question was "how is the effectiveness of content - based instruction in improving the students' writing ability of the tenth year students of MA Al-Wahid Pape in academic year 2018/2019?"

D. Objectives of the Research

In relation to the problems statement above, the research objective was to reveal the effect of the integrating of the Content - Based Instruction in the level of the students' improvement of the writing ability.

E. Significances of the Research

It is hoped that the results of this research can be useful in a philosophical or practical way. In a theoretical way, this research is expected to help the progress of the teaching of his special language in writing. In an efficient way, this research is expected to (1) help students uncover problems in writing skills so that they are more active and motivated in writing upgrading, (2) So the data is based on how teachers cope with writing skills, (3). Improve writing skills, (4) so the data base for the next researchers who want to continue research on writing.

F. Operational Term of Research

Writing is a form of communication that allows students to pour out their feelings and ideas on paper, compile their insights and beliefs into definite reasons, and deliver meaning through well-constructed reading.

CBI is a teaching approach that is centered on upgrading the language through upgrading of a language. Although CBI is not current, there is increasing attention to CBI because it has been proven to be very efficient in the ESL and EFL programs on all earths.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is going to show to review of the studies, issues, theories or concept closely related to the research topic.

A. Previous Related Research Findings

Writing is one of the 4 most significant skills in the English language. There is some research that has been presented and reviewed by researchers to identify the actions and attention of students in practicing English in how to practice guiding. Most of the more efficient in teaching writing of some researchers, their findings are drawn in a brief way on the basis of this.

1. Flower and Hayes (2009) report that writing well is one of the most important and elementary skills that a person can have. Because communication is recorded at this time continues to be famous, such as in email, Facebook, Twitter, magazines, news messages, and others. Writing relates both cognitive (duty areas, distant memory and writing) and innovative ways. Cognitive allows us to create inspiration and organize it well. On the other hand, innovative ways are observed from current ideas and organized in a recorded manner.
2. Slamet Riadi Jaelani (2017). Daily. Viewing Platform Instructions Content for Guiding Writing is observed from the creativity of EFL teaching participants. He created that the Weather Content based instructionInstruction is more efficient than the Problem Platform Upgrading for directing writing to EFL Learners, EFL Learners who have great creativity have a better record

than the small creativity of The EFL Learner, there is disinterest between teaching procedures and EFL Learners creativity in teaching writing for EFL Learners.

3. Dwi Fita Heriawati, Konsisten Sulistio, Agus Shaleh (2014). Daily. Content Based applications in teaching writing really help students improve their writing skills. Students find it easier to organize their essays because they have sufficient insight into the topic. They created controlled CBA application and guided writing methods in an important way to increase students' attention in practicing English.

Based on the findings above, it proves that (3) researchers conducted research on writing but used a similar method, namely :(1) Flower and Hayes (2009). Writing relates both cognitive (duty areas, remote memory, and writing) to innovative ways. Using content-based research proves that the level of interest is very large. (2) Soraya Khan Extract (2005) uses the Selected Technique in his research to create that the writing method is controlled and guided in an important way to increase students' attention in practicing English as well as recent research. 3) Slamet Riadi Jaelani (2017) uses Content Based Instruction to Teach Writing View from the creativity of EFL teaching participants. The three researchers above created a method to improve their writing skills each and all the results from each research were increased, as a result the author could say that he wanted to record similar research on writing but he suggested a different method to help students improve it. Drafting. Therefore, in this research he wants to inform the

teaching of integrating speech forms and teaching writing that can help students improve their writing skills.

B. Some Pertinent Ideas

1. The concept of Writing

a. Definition of writing

Writing is meant to fill the gap that exist between the ability to press the ideas, feelings, opinion in Indonesia, and the ability to express the same things in written form in English.

There are some definitions of writing which stated by some experts, as follows:

1) Rivers Wilgahave (1907: 9) states that writing is an interesting and challenging experience that allows students to indulge in fantasy; they have chosen to create their own while attracting all those outside our immediate environment a resource of their imagination and self-expression.
2) Byrne (1990) reports that writing is the creation of graphic icons to create words in a speech queue that are arranged in a special queue and linked together by a special method.
3) Nunan (1991) reports that writing is an environmental way, and professional writing is often obtained because it is the last language.
4) Bell and Burnaby (1984) report that writing is an extreme activity, with good language skills at the level of speech (grammatical), form, and graph creation and combining data into coherent and coherent paragraphs or reading.

5) Richard (1996) reports that how to write provides opportunities for students to justify their writing through analytical self-expression so that this way of writing can run well and be successful, this matter wants to motivate students to write. Generates a willingness to write about a want-to-want arrangement that targets writing activity.
6) 6) Longman (1997: 2) reports that writing is a developmental activity. It means that when you first wrote something you had considered what you wanted to say and how you wanted to say it. After that, after you end writing, you read again. You have written and made changes and emendations. Therefore, writing does not have the chance to become one. Action stage; this is a method that has several stages.
7) Chitravelu (1997: 136) reports that writing is an interpersonal communication system that uses signs that appear as graphic icons on the terrain, such as paper and cloth.

b. The Usefulness of Writing

As expressed by Hairston (1996: 2) as follow there are some usefulness of writing:

1) Writing is a tool for creating. We trigger our assumptions with the act of writing and using the data views we have in mind at the base of our consciousness.
2) Writing creates current ideas by helping us bond and view bonds.

3) Writing helps us organize our desires and clarify designs by writing thoughts that we can rank in a coherent form.
4) Writing thoughts allows us to distance ourselves from them and evaluate them.
5) Writing helps us absorb and cook data when we better write about the points we are learning.
6) Writing subjects makes us actively practice from cool data learners.

AracelicHindalgoet.al. (1995: 211) added that there are some the objectives of writing as follows:

1) To help students with a lot of library material, such as medical newspapers, posts, the origin of the problem.
2) Helping students observe lecturers and write efficiently.
3) To help students analyze and interpret the data correctly and correctly.
4) Helping students assess and make augmentation of the data presented.

c. Components of Writing

Jacobs in Suryan (2008: 7) states that there are five main components of writing, there are:

1) Content

The contents of the notes must be quite real for the reader so that the reader can master the notes and get the data in them. To have a good note, the contents must be well organized and complete. This designation generally understands the unity as well as the whole that becomes the identity of the record.

2) Organization

In organizing the arrangement associated with the author's method of arranging and arranging thoughts or notes in the note. There are many methods authors use to organize notes. This body is primarily known as a queue: Chain lines (the kind when you track the progress of Lincoln's religious thought), queues of needs (generally of at least 2 thoughts count because they get to the top and keep your bosses hooked), normal to special queue (the beginning of the big deal) from a view that is smaller than her, the problem of responding to the queue (the beginning of some special illustration of the abstraction you get from her) and the next.

3) Grammar/ Structure

It has a big impact on the quality of the records. I ordered good language rules in writing. The compilation must pay close attention to the use of grammatical provisions in terms of tenses, prepositions, conjunctions, clauses, and posts. The lack of good language rules will make the contents of the notes solid and can create descriptions. Brown (1988: 34) reports that grammar is a system of provisions that regulates conventional and speech bonds in a word.

4) Vocabulary

Authors can't write anything if they have nothing to say. They are obliged to say inspiration in form or speech or vocabulary. The lack of speech vocabulary made them unable to tell what they wanted to say because they had trouble sorting out the appropriate vocabulary. This subject is meant to help the author to synchronize the notes and also make it easier for the reader to understand them.

5) Mechanics

The use of mechanics in asset graphs because of their proper reading and pronunciation. This view is very meaningful because it focuses the reader on mastering or directly identifying what is meant by expressing in a certain way from the note. The use of a profitable method in writing will make it easier for the reader to share inspiration or delivery notes to the recorded module.

d. Types of Writing

Chitravelu in Wahyuni (2008: 6) says the types of writing are:

1) Narration (story, autobiography, science fiction) contains a sequence of events together with characters and setting.
2) Descriptions (details of people, place, things, concepts, etc.) is a detailed account of physical attributes are well as qualities of a person a thing or a place.
3) Exposition (explanation, factual, information, instruction, etc.) is presentation of fact, information, and explanation of things as they are.
4) Persuasion (advertisement, political essays, brochures, etc.). Contains the writers point of view and statement to convince the reader to agree with and/ or accent it (view point).
5) Argumentation (Opinion, discussions, evaluation) is a discursive essay contains a preposition and evidence of proof.

e. The Characteristics of Good Writing

We can easily master the content of the reading, whether the use of parts of speech is correct, and if the contents of the notes are real. There are some

characteristics of a good record, Nunun (1992: 32) argues that a successful record is the next:

1) Understand the letter making method
2) Understand and obey the rules of pronunciation and reading characteristics
3) Using a system of language rules to deliver the desired meaning
4) Organizing content as paragraph level and complete reading
5) Polishing and revising one's early efforts
6) Sorting out a suitable style for one audience

f. The Process of Writing

Observe many people quoting pens or leaning against the PC and creating perfect notes on the initial experiment. The majority of authors spend a lot of time assuming the time before they write and after that go through a series of steps while they write. The end product is often the result of some careful refinement. It takes grit and expertise to write well. Good formulation is more than just using the correct language rules. It is a way of assuming, designing, checking, and revising.

The following steps, which develop through the process, may help students become better writer

Step one: Prewriting

(Thinking about your topic)

↓

Step two: Planning

(Organizing your material)

↓

Step three: Drafting

(Using your ideas and plans to write a first draft)

↓

Step four: Revising

(Improving the focus, content, and organization)

↓

Step five: Editing

(Checking grammar, spelling, capitalization, punctuation, and word choice)

(Haryadi and Zamsani, 1996)

1) Step one : Prewriting

For many people, the hardest part of writing is getting started. The writes are usually to find a main topic in the first try. Prewriting is a technique that can be used to generate ideas. The following are types of prewriting which can help the writer figure out what to say or write.

(a) Brainstorming: is a procedure used to create various inspirations about a point in a flash and automatic way. To switch minds, see the next steps:

(1) Start with broad points

(2) Record as many federations as you can in 10 minutes

(3) Add more items to your notes by responding to the what, how, if, why and whom issues.

(4) Group items on chime notes

(5) Cross out the items that do not belong

(b) Clustering: is a visual way of generating ideas. This technique uses circles and lines to connect the ideas. To cluster follow these steps :

(1) Write down your topic in the center of a blank page and draw a circle around it.

(2) Think about your topic and write down any ideas that appear in your mind on circle around the main circle.

(3) Connect your ideas to the center word with a line.

(4) Think about each of the new ideas and write down more related ideas in.

(5) Circle around them.

(6) Connect is completed; promote the topic that is most likely to be the one with the most connected circles.

2) Step two : Planning

The next step is to prepare some planning. On this stage the process of writing a good headline is to organize the ideas. Propose an informal outline of ideas that you have generated from pre-writing. It will help to consolidate the writers because they are planning a paragraph.

3) Step three : Drafting

After doing the necessary prewriting and planning process, the third step is drafting. When writing a first draft, using it as a guide of ideas generated from prewriting and organizational plan developed in informal lines. In the process of this writing, write attention to two things:

(a) Starting your point

When writing an English paragraph, the most of important things that need to do decide the main point. It should be written in one sentence, called the topic sentence.

(b) Support your point

After starting points in the topic sentence written clearly, the authors need to support them by giving reasons, facts and examples to the reader.

4) Step four: Revising

Revising is a look back, when revising the article, the author can augment new ideas or more specific support, eliminating irrelevant sentence, and rearranging ideas for improving the organization.

5) Step five: Editing

When editing paragraphs, it should check again to make sure the grammar, spelling, capitalization, and punctuation are correct.

g) Resume

Based on the findings of research and some related ideas, researchers concluded that writing is an important aspect in learning English. The more students' writing ability the easier their writing skills will be. Therefore, the writing process must be more attractive to them. So, every day the students are interested in writing compositions.

2) Reason What is Content Based Instruction

Howatt (1984) claims that there are two versions of the communicative approach: strong version and versions weak. Weak version, which we illustrate in the previous chapter, recognizes the importance of providing the opportunity for students to practice English for communicative purposes. For example, we saw in the lesson CLT (Communicative Language Teaching) we observed that students are given plenty of exercise in the form of learning for a particular function. The strong version of the Communicative approach more than provide the opportunity

for students to practice communication. The strong version asserts that the language is acquired through communication. The weak version can be described as "learning to use" English; the strong version require "use English to learn it" (Howatt 1984: 279) instruction based content, which we explore in this chapter, although it may look different at first glance, what they have is that they give priority to communicate, more than predetermined linguistic content, teaching through communication rather than for it.

Before we examine in detail the three approaches, there are two things that need to be made, first some language educators may object to enter a content-based approach, based tasks, and participatory in method books, because they may be more comfortable calling this type of syllabus. However, others feel that the method designation is very appropriate. Snow (1991), for example, characterizes the content-based instruction as a method with many faces, either to make a case for content based an instruction as language teaching methods and to describe the various forms and settings where it occurs. Additionally, Kumaravadivelu (1993) observed that the term task is often used with reference to the content and methodology of language teaching.

Second, some people may question whether all three are different enough to be treated separately. For example, Skehan (1998) suggests that one can perceive a lot of content-based instruction.

a. Rationale of Content-Based Instruction

Using content from the other disciplines is not a new idea in language courses. Over the years, specialized language courses have handled content

relevant to a particular profession or academic discipline. So for one thing, the content of language courses for airline pilots is different from that of computer technicians. This is regularly thought of as teaching language for a specific purpose. In an academic environment, It Might can be called language teaching for academic purposes. Other examples of programs that use specific language content to teach language to adults are programs that teach workplace literacy for adult immigrants and competency-based programs, which serve the same population. Previously, adult learners studied in their workplace to read and write about content related to what they needed in their work environment, for example, could read technical manuals. In competency-based teaching, adults learn language skills by learning important "coping with life" or "survival" skills, such as filling out job applications or using the telephone.

The particular contribution of Content-Based Instruction (CBI) is that it is not exclusively a language program, but rather integrates language learning by studying some other content. Its contents can be a theme, i.e. some topics such as popular music or sports that students are interested in. Often, the content is academic subject matter (Brinthon, Snow and Wesche 2003).It has been observed that the academic subjects provide a natural content for language study. The observation was motivating the movement "language across the curriculum" for native speakers of English in the UK, which was launched in 1970 to integrate the teaching of reading and writing to all fields of other subjects. In Canada, the second language immersion program, where children Anglophone learn their academic subjects in French, has existed for years. In the United States, CBI was

started to assist English Language Learners (ELL) in public schools. It has been found that when English learners are placed in regular school classes with native English speakers, some (ELL) do not master the content or English. On the other hand, when these students learn English for the first time, the academic content of their studies is delayed. To avoid both these problems, the instructors teach academic subjects, such as history or science, while also teaching the language associated with the content.

In the European context, the same instructional approach is called Content and Language Integrated Learning (CLIL). Marsh defines CLIL as: any dual focused educational context in which an additional language, therefore typically not the first language of the involved learners, is used as a medium for learning and non-language content (Mars 2002: 15).

As CBI and CLIL are growing rapidly, it is best to note a note of caution here. Language teaching to younger and younger learners is happening all over the world, partly because governments are dissatisfied with what is being achieved in language studies, and partly because parents of young learners naturally want their children to have a chance at life that knowledge of other languages has the potential to provide. However, the urge to teach these young learners an additional language needs to be carefully considered in light of two important factors. First, it is important for children to build literacy in their mother tongue before learning to read and write another language. Secondly, it is important to attract what is known about how children learn to develop programs that meet their needs

(Cameron 2003; California State of Education, 2010). It is not only the case that the earlier the better in terms of language teaching.

Naturally, when students study an academic subject in another language, they will need a lot of assistance in understanding the text of the subject matter and in learning to use the academic language associated with that subject. Therefore, teachers must have clear language goals as well as content learning objectives for their lessons. Sherries underlines this point using the language of mathematics as an example.

For example, in planning to teach the concept of quadratic equations, a teacher might come up with the following possible outcome statements: students will be able to solve quadratic equations, discuss different methods for solving the same quadratic equation, and write summaries of each method. Solve, discuss, and write are descriptive verbs that determine whether a particular outcome addresses the content area-specific knowledge and language function skills. Solving quadratic equations describes the results of content, whereas discussing and writing about the methods used to solve quadratic equations describes language results related to content (Sherries: 2008).

Certainly, considering the verb in purpose is only the first step. CBI teachers must pay attention to language objectives which include the vocabulary, structure, and organization of discourse. We'll see how this applies by observing the following lesson.

Brinton, Snow and Wesche (1989) claim and present the first rational of CBI, CBI eliminates arbitrary differences between language and content. The

second reflects the interests and needs of students. Third, it takes into account the final use of the learner's desire to use a second foreign language. It exposes learners to authentic materials and assignments. Fourth, it offers optimal conditions for second language acquisition by exposing learners to language that is meaningful and cognitively demanding. Finally, it provides pedagogical accommodation for the level of proficiency and skill of the learner. Based on explanation above the application of CBI as an approach in the classroom are needed to fulfill the students experiences in learning about the content of the material which is serve by the teacher.

b. Potential Problems of Using Content- Based Instruction Approach

CBI does not explicitly focus on language learning. Therefore, some students may feel confused or feel that their language skill does not improve. Teachers should address this by including some of the follow-up exercises that focus on language to help draw attention to linguistic features in the material and consolidate difficult vocabulary or grammar points.

Especially in first language classes, excessive use of students' mother tongue during this part of the lesson can be a problem. Because lessons do not explicitly focus on language practice, students find it easier and faster to use their native language. The teacher should share the reasons with students and explain the benefits of using the target language instead of their mother tongue. It is difficult to find sources of information and texts that the lower level can understand. Also sharing information in the target language can cause great difficulty. Possible ways of dealing with this at a lower level are to use the target

language to share information and the final product, or have the text in the target to use the target language, but allow students to get to the final product in their native language. So, the teacher needs to think more and more to solve the problem above. For example explain to the students about the rationale of CBI and their application in Indonesia. Because only few School implicate the CBI in the classroom learning.

c. The Role of Teacher in CBI Lesson

The success of learning English is determined by the role played by the teacher. The role of the teacher influences and directs the activities of students in relation to context. According to Stryker and Leaver (1993), teachers have the following role in CBI learning:

1. They must have knowledge of the subject matter and be able to obtain that knowledge from students.
2. The teacher is responsible for selecting and adapting authentic materials for use in the classroom.
3. The teacher must create a class that is truly learner-centered.
4. Teachers must prioritize context and comprehensiveness in their planning and presentation.
5. Teachers must contextualize their learning using content as their starting point.

d. The Role of Materials in CBI Lesson

The material is very important during the process of learning English. They play an important role in the development and practice of CBI. The same

material must have certain characteristics as listed below with reference to Stryker and Leaver (1993).

1. The material must contain the subject matter of the course.
2. The material must be authentic - as used in the teaching of the native language.
3. Examples should be drawn from regalia and experiences of real life and contemporary issues from newspapers, magazines, radio and TV.
4. The material must contain linguistic implications for adopting texts and enhancing understanding.

e. Reason for Incorporating CBI into ESL Class

There are at least four reasons for incorporating content into English as a second language (ESL) class (Chamot and O'malley, 1994):

1. Content gives students the opportunity to develop essential knowledge in different subject areas.
2. Students are able to practice the language functions and skills needed to understand, discuss, read, and read about the concepts developed.
3. Many students show greater motivation when they learn content than when they learn a language.

Finally the content provides a context for teaching students learning strategies.

f. Course Objectives Based on Content-Based Instruction

The objectives in any course in the classroom serve very important purposes in the learning process. Taba (1996) identified reasons that warrant writing goals in any course. Objectives serve as guiding decisions about content selection and learning experiences and also provide criteria for what to teach and

how to teach it. They also help teachers to choose from a wide range of knowledge areas in a variety of disciplines that are realistically required for some valid outcome.

g. Development of Content-Based Instruction

Lesson planning and development has a very valuable function in the learning process. A well-planned lesson acts as a guide for the teacher to streamline instructional activities. This helps to avoid deviations from the mainstream of learning so that time can be saved and planned activities completed within a certain timeframe. Possible ways to develop CBI lessons can follow the specific procedure for lesson plan preparation is the first step. This follows as the following steps.

Choose a subject that is of interest to students. Find three or four suitable sources that deal with various aspects of the subject. These can be reference books, audios, and video lessons / lectures or even people in the real world.

During the lesson, divide the class into small groups and assign each of their small research groups from the new group with students who use other sources of information and share and compare their information. So there must be some product as a result of sharing this information which can be in the form of a group report or some kind of representation.

C. Conceptual Framework

In this case, the writer focuses the research on the components of writing. They are the content/supporting idea, sentence structure, vocabulary, and mechanics (spelling and punctuation mark). The success in learning writing is the

students should be able to write and understand what they have written. The researcher concludes a technique in writing is using integrating the teaching of structure and the teaching of writing technique. The researcher formulated the diagram underlying the theoretical framework as follows:

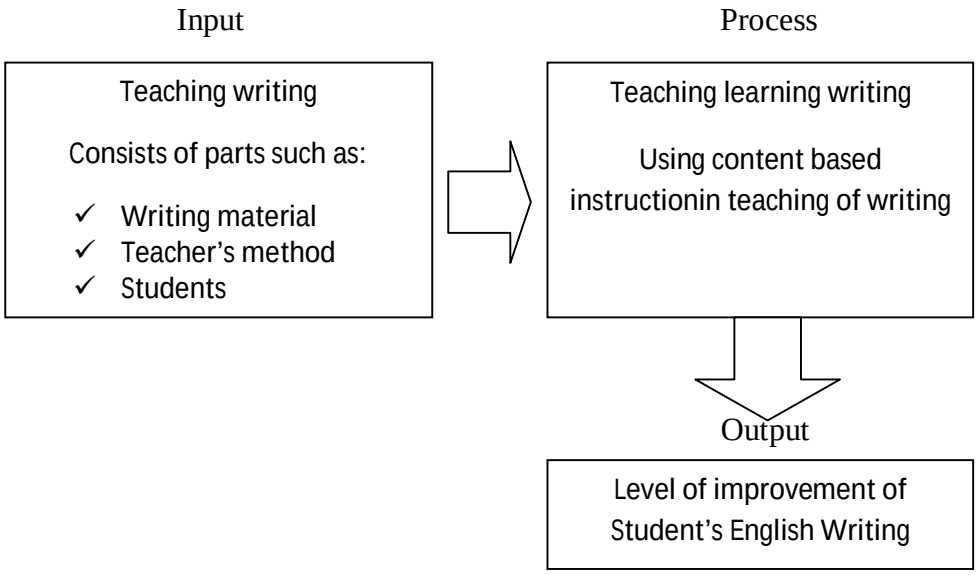


Figure II-1. Conceptual Framework

Refer to the conceptual framework above, there are three variables in it namely input, process, and output. They integrate each other in a process or calculating analysis data.

Input refers to the materials that the researcher has applied in the classroom for the teaching of writing. The process refers to activity in English language in learning process through integrating the teaching ofContent-Based Instruction and the teaching of writing method.

D. Research Hypothesis

Based on the previous related literature and the problem statement above, the researcher tries to put some forward by hypothesis follow:

Null hypothesis (Ho): There is no significant difference between the students writing achievement before and after the treatment using integrating between the Content-Based Instruction and the teaching writing method.

Alternative hypothesis (H1): There is significant difference between the students writing achievement before and after the treatment using integrating between the Content-Based Instruction and the teaching writing method.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variable and operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. The Research Design

In this research, the researcher applied a quasi-experimental study with non-equivalent control group design. Quasi experiments are defined as experiments that have treatment, impact measurement, and experimental units but do not use random assignments to create comparisons in order to infer changes caused by treatment (Cook & Campbell, 1979). The design does not have strict restrictions on randomization, and at the same time can control the threats of validity. There are two types of the quasi-experiment; one of them is non-equivalent control group design. Non-equivalent group means that sometimes a researcher needs a particular type of participant or they only have access to a certain group of participants. The researcher gathers the participants in a group that cannot or should not be divided up, or more simply, the researcher cannot randomly assign the participants. This non-equivalent group is defined as an experiment where existing groups are not divided. The design is presented as follow:

E: O1 X O2

C: O1 X O2

(Gay, 1981: 227)

Where:

E : Experimental Group

C : Control Group

O1 : Pretest

O2 : Posttest

X1 : Teaching writing with content based instruction

X2 : Teaching writing by using old method

B. Variable and Operational Definition

1. Research variables

There are two variables in this research, namely: dependent variable and independent variable. Dependent variable is the students' writing ability and independent variable is the teaching structure.

2. Operational Definition of Terms

Writing : the skill that students must achieve after a period of time

Ability : skill or capability or competence to do something

Teaching structure: teaching verbs, adverbs, noun phrase, etc.

C. Population and Sample

1. Population

The population of this research is the tenth year students of Madrasah Aliyah Ponpes Al-Wahid Pape in academic year 2018/2019. There are two classes of the tenth grade that school, namely: X MIA and X IIS. Every class has 20 and 19 students. Therefore, the number of population was 39 students.

2. Sample

The researcher used cluster random sampling in sampling process because the researcher considered that the populations were heterogenic members. In addition, the numbers of students of tenth year of Madrasah Aliyah Ponpes Al-Wahid Pape. The sample of this research took X MIA as experimental class with 20 students and X IIS as control class with 19 students.

D. Instrument of the Research

The instrument for the data collection used in this research is writing story materials are followed by test used to measure the students' achievement in writing ability.

E. Procedure of Collecting Data

The procedure of collecting data divided into two steps, namely pretest and posttest. The data from pre-test were taken before the treatment, while the data from the post-test were taken after the students join the treatment for three times.

1. Pre-Test

For the first meeting, both groups – experiment and controlled group were given a pretest. It was about pictures, Islamic picture for experiment class and Non-Islamic picture for controlled class. Based on the pictures the students write a story about 150 – 200 words into a descriptive text for 60 minutes.

The procedure can be seen below:

a. Researcher explained how to do test.

b. Researcher distributed the test.

c. Students did the test and controlled by the researcher.

d. Researcher collected the students' answers.

2. Treatment

In the treatment, the researcher teach writing while teach structure for experimental group in helping the students to build their ideas for 3 x 45 minutes.

a) In information – gap activities; students complete the descriptive by using words in the box.

The procedure can be seen below:

1) Researcher give pre-writing

2) Students are given a handout (task)

3) Students do the task and controlled by the researcher

4) Students confirm the right answers

b) In writing activities; students write their own descriptive text. They must pay attention to generic structure and main ideas of their paragraphs.

The procedure can be seen below:

1) Researcher give pre-writing
2) Researcher explain how to do the task
3) Students give some titles and each student choose one of the titles then write his/her descriptive text

c) In jumbled text activities; students rearrange an incorrect order text into a correct order text.

Treatment for control group; students are taught through conventional way.

The procedure can be seen below:

1) Researcher give pre writing
2) Students are given handout
3) Students do the task (write a descriptive text)

3. Post-Test

For the last meeting, the students are given post-test. The material and the procedure of post-test are the same as the material and the procedure of the pre-test.

F. Technique of Data Analysis

To analyze the data collected through the text, the writer was using descriptive and inferential statistic. To find out the students writing ability in writing a good essay, it will view from the five components: content, organization, vocabulary, language use and mechanics. To measure the skill of each component of a good writing, the researcher referred to ESL composition profile of Jacobs et. al in Sitti Rahma (2008) as follow:

Tabel III-1 the score classifies based on the five components observed:

Category	Score	Criteria
CONTENT	25-21	**EXCELLENT TO VERY GOOD:** knowledgeable • substantive •thorough development of thesis • relevant to assigned topic
	20-16	**GOOD TO AVERAGE:** some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	15-11	**FAIR TO POOR:** limited knowledge of subject • little substance •inadequate development of topic
	10-0	**VERY POOR:** does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate
ORGANIZATION	25-21	**EXCELLENT TO VERY GOOD:** fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	20-16	**GOOD TO AVERAGE:** somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	15-11	**FAIR TO POOR:** non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	10-0	**VERY POOR:** does not communicate • no organization • OR not enough to evaluate
LANGUAGE USE	25-21	**EXCELLENT TO VERY GOOD:** effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions
	20-16	**GOOD TO AVERAGE:** effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions <u>but meaning seldom obscured</u>
	15-11	**FAIR TO POOR:** major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or

		fragments, run-ons, deletions • meaning confused or obscured
	10-0	**VERY POOR:** virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
VOCABULARY	15-13	**EXCELLENT TO VERY GOOD:** sophisticated range •effective word/idiom choice and usage • word for mastery • appropriate register
	12-10	**GOOD TO AVERAGE:** adequate range • occasional errors of effective word/idiom form, choice, usage butmeaning not obscured
	9-7	**FAIR TO POOR:** limited range • frequent errors of effective word/idiom form, choice, usage • meaning confused or obscured
	6-0	**VERY POOR:** essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
MECHANICS	10	**EXCELLENT TO VERY GOOD:** demonstrates masteryof conventions • few errors of spelling, punctuation, capitalization, paragraphing
	9-8	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	7-6	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	5-0	**VERY POOR:** no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

ESL Composition Profile (Jacobs *et al*, 1981, in Weigle, 2002; Boardman & Freedenberg, 2002).

The data were classified into five classifications by referring the scoring system as follows:

The Table III-2. Scoring classification of writing

No.	Classification	Score
1.	Very good	86-100
2.	Good	71–85
3.	Average	56–70
4.	Poor	41–55
5.	Very poor	0–40

(Depdiknas, 2006:38)

1. Finding the gain score based on the raw score of five components in writing:

$$Score = \frac{Skor\ Perolehan\ Siswa}{Skor\ Maksimal} X\ 100$$

(Depdiknas, 2003)

Finding the percentages of five components in writing for experimental and control group:

$$\% = \frac{F}{N} \cdot 100$$

Where: % = Percentage

F = Frequency

N = Total of respondents

(Burhan, 1987:346)

2. Finding the mean score of pretest and posttest for both groups. The researcher was used the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = The mean score

$\sum X$ = The sum of all score

N = The number of subject (students)

(Gay, 1981: 298)

3. Finding the difference of the mean score between the pretest and posttest by calculating the value of test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}\right]\left[\frac{1}{n_1}+\frac{1}{n_2}\right]}}$$

(Sugiyono, 2006: 135)

Where:

$\overline{X_1}$ = Mean score of experimental group

$\overline{X_2}$ = Mean score of control group

S_1^2 = The variant of experimental group

S_2^2 = The variant of control group

n_1 = The number of subject of experimental group

n_2 = The number of subject of control group

G. Criteria of Testing Hypothesis

The statistical hypothesis in this research as follows:

Ho: μ1 > μ2 |

H_1 : μ1 > μ2

Where: **μ1** is experimental group and **μ2** is control group

To test the hypothesis, the researcher used **α 0.05** level of significance for independent sample.

The formula of degrees of freedom **(*df*)** is **(n_1 + n_2 – 2)**.

a. If t-table value is higher than t-test value, Ho (Null Hypothesis) is accepted and H_1 (Alternative Hypothesis) is rejected. Based on the application of t - formula above that t - table value is higher than t - test value. It means that null hypothesis (Ho) of pretest is accepted and the alternative hypothesis (H_1) of pretest is rejected. It means that the result is not statistically significant.

b. If t-test is value is higher than t-table value, H_a (Alternative Hypothesis) is accepted. It means that the writing ability of the students who are taught by Content – Based Instruction is better than those who are taught by using old method or a conventional one (printed book).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussion of the findings. The findings are in line with the problem statements stated in the introductory part. In the discussion section, arguments and further interpretation of the findings are given.

A. Findings

The data of these findings were analyzed by using some formulas.

1. The Students' Ability to write Descriptive

This part shows the general description of students' score in both the experimental group and the control group.

a. The Pre-Test Score

1) Score of the Experimental Group and Control Group

Table IV-1 the frequency and Percentage Score of The Experimental Group and Control Group.

No.	Score	Classification	Experimental Group		Control Group	
			F	%	F	%
1.	86 – 100	Very Good	-	-	-	-
2.	71 – 85	Good	2	10.0	3	15.8
3.	56 – 70	Fair	7	35.0	4	21.1
4.	41 – 55	Poor	10	50.0	10	52.6

5.	< 40	Very Poor	1	5.0	2	10.5
Total			20	100	19	100

The table above shows the students' pre-test scores of the experimental group and the control group. The test was given in the first meeting before giving any treatment. The pre-test score in experimental group shows that there were 2 (10.0%) of students got good, 7 (35.0%) of students got fair, 10 (50.0%) of students got poor, and 1 (5.0%) of student got very poor.

Based on the percentage above, it indicates that the students' writing ability before being treatment is still low, it showed by the result of pre-test, where there were 18 (90.0%) of students' got fair, poor and very poor classification.

The students' pre-test scores of the control group shows that there were 3 (15.8 %) of students got good, 4 (21.1%) of students got fair, 10 (52.6%) of students got poor, and 2 (10.5%) of student got very poor classification. The percentage indicates that the result of pre-test in control group is low. Hence, it can be concluded that the pre-test scores of the experimental group and the control group appeared to be equivalent.

2) The Mean Score and Standard Deviation of Students' Pre-test

After calculating the result of the students pre-test, the mean score and standard deviation of the experimental group and control group are presented in Table 4.2 below.

Table IV-2 the Mean Score and standard deviation of students' pretest

Groups	N	Mean	Standard Deviation
Experimental	20	53.55	8.74
Control	19	54.37	11.31

The table above shows that the mean score of the students' pretest in experimental group is 53.55 and standard deviation is 8.74, it is categorized as fair classification based on the frequency and percentage score. Meanwhile, the mean score of the students' pre-test in control group is 54.37 and standard deviation is 11.31, it is also categorized as fair classification. It means that prior ability experimental group and control group are in the same level before treatment. Both of them have low ability in writing.

3) The t-Test Value of Students' Pre-test

To know the significant difference between the result of students' mean score of the experimental and the control group on pretest, the researcher used t-test (test significance). The result is showed on the table below.

Table IV-3 the t-Test Value of the Students' Pretest

Test	t-Test Value	Df	t-Table Value
Pretest	0.049	40	1.994

After calculating the students score of the two groups before treatment, the researcher found that the t-table value (1.994) was higher that t-test value (0.049) by level of significant 0.05 and degree of freedom (Df) 40. It indicated that there was not different between the pretest and post-test of the two groups statistically.

b. Treatment

1) Experimental Group

In this research the researcher conducted three meetings for applied treatment.

Table IV-4 the Treatments of Experimental Group

Meeting	**Content**	**Method**	**Students activity**
1st	Complete text by using Islamic word	Using CBI	Active 14 Enthusiastically 20 Interest 20 Pay attention 9 Time management 17
2nd	Generic Structure	Using CBI	Active 18 Enthusiastically 23 Interest 23 Pay attention 8 Time management 9
3rd	Jumble text	Using CBI	Active 20 Enthusiastically 20

			Interest 20 Pay attention 0 Time management 3

a) The First Meeting

The schedule of MIA class started at 08.30 – 10.30 a.m. as the experimental group, the researcher applied Islamic picture in every meeting. The first meeting, the researcher prepared the class, like: prayed together, said greeting to the students, checked the attendance list and all students were presented in the first meeting.

Before the researcher explained about Islamic picture, the researcher gave them a question about this technique to know the students' knowledge about the technique that used in English subject. All of students did know about this technique, and then the researcher began to explain that Islamic picture, component of writing and descriptive text. But before the researcher gave them some vocabularies about Islamic words, the researcher applied in the classroom firstly.

The researcher divided some group to make easy to the students, then the researcher gave the students topic about "What is the Islamic Writing?". The researcher asked the students to make descriptive text about the topic given with their groups; sometimes the researcher helped the students if they did not know to connect main branches to the central topic. After every group made a descriptive

text based on the Islamic pictures by using words in the box, then every student had to develop their ideas about the topic to make a descriptive text.

The researcher also did observation the students' activity in learning writing by Islamic pictures, it showed that there were 16 the students active during in writing process, 20 students enthusiastically, 20 students interested in English, 4 students were passive and did not pay attention and 4 students could not complete their assignments.

b) The Second Meeting

In the second meeting, in this meeting the students write a descriptive text again and pay attention to generic structure and main ideas of their paragraphs. The researcher explained how to do the task and continued the treatment by giving pre-writing with different topic. In this meeting the researcher did not divide some group but asked them to make individually because they had learnt in the first meeting.

c) The Third Meeting

In the third meeting, the researcher had same activity with the jumbled text activities. The students rearrange an incorrect order text into a correct order text. In this second meeting, the students did the task by writing descriptive text.

At the third meeting, The researcher observed the students activity in learning writing by using descriptive text based on Islamic writing, it showed that there were 20 the students active during in writing process, 20 students enthusiastically, 20 students interested in English, 0 students were passive and did not pay attention and 0 students could not complete their assignment according to

the time given. Based on the observation, it showed that there were improvements until the last meeting.

2) Control Group

In this research the researcher did three meetings in X IIS class for apply free writing as a control group by using conventional way.

Table IV-5The Treatments of Control Group:

Meeting	**Content**	**Method**	**Students Activity**
1st	Complete text by using Islamic word	Using Free Writing	Active 11 Enthusiastically 16 Interest 15 Pay attention 9 Time management 17
2nd	Generic Structure	Using Free Writing	Active 12 Enthusiastically 18 Interest 21 Pay attention 10 Time management 17
3rd	Jumble text	Using Free Writing	Active 15 Enthusiastically 17 Interest 17 Pay attention 0 Time management 9

b. The Post-Test Scores

1) Score of the Experimental Group and Control Group

Table 4.6 reports the students' post-test scores of the experimental group and the control group. The experimental group has 20 students and the control group has 19 students' as the sample.

Table IV-6 the frequency and Percentage Score of the Experimental Group and Control Group:

No.	Score	Classification	Experimental Group		Control Group	
			F	%	F	%
1.	86 – 100	Very Good	1	4.5	-	-
2.	71 – 85	Good	15	77.3	5	26.3
3.	56 – 70	Fair	3	13.6	6	31.6
4.	41 – 55	Poor	1	4.5	8	42.1
5.	< 40	Very Poor	-	-	-	-
Total			20	100	19	100

The above table showed the score classification of students' post-test in writing ability. The post -test score in experimental group showed that there were 1 (4.5 %) of students got very good, 15 (77.3%) of students got good, 3 (13.6 %) of students got fair, and 1 (4.5%) of student got poor and no students' got very poor classification.

Based on the data in experimental group in the table above, it indicates after being treated by using content based instruction, their writing ability improved and felled into desired level. There are 18 (81.8 %) of students got very good and good classification, only 4 (18.2 %) of them got fair and poor. It means that there was an improvement of their writing ability after treatment by using content based instruction.

The post-test in control group shows that 0 (0%) of students got very good, 5 (26.3 %) of students got good, 6 (31.6%) of students got fair, 8 (42.1%) of students got poor and 0 (0%) or no students got very poor classification. Based on the percentage in the table above. It is known that the students writing ability in post-test falls into undesired classification.

Therefore, it can be seen that the experimental group has higher significant score than the control group.

2) The Mean Score and Standard Deviation of Students' Post Test

Table IV-7 The Mean Score and Standard Deviation of Students' Post-test:

Groups	N	Mean	Standard Deviation
Experimental	20	76.18	7.20
Control	19	60.32	11.31

Based the data above, it is clear that the mean scores obtained by the students are different. The data shows that after being treatment by using content based instruction the mean score of the students post-test in the experimental group improves into 76.18 which is categorized as good classification. While the

mean score of the students' posttest in control group is 60.32 which is categorized as fair classification.

The result of post-test shows that the score of the students' writing ability in post-test of both groups get improvement, but the improvement ability of the experimental group is higher than the control group.

3) The t-Test Value of Students' Posttest

The mean score of the two groups as the result of post-test then the researcher analyzed by using t-test formula to see whether there is significant difference of students' writing ability between the experimental group and the control group after giving the treatment. The researcher found that the calculation of t-test value as follows:

Table IV-8 the t-Test Value of the Students' Post-test:

Test	t-Test Value	Df	t -Table Value
Posttest	4.905	37	1.685

After calculating the students' score of the two groups after treatment, the researcher found that t-test value (4.905) was higher than t-table value (1.685) with level significance of 0.05 and degree of freedom of 37. It means that there is a significance difference between the students who were taught by using content based instruction and the students' who were taught by using free writing.

a. Data based on Observation Sheet

The data collected through observation sheet. It was aimed to know the students attitude during the writing instruction. There are 4 items consisting of three positive and two negative items will be observed, namely:

1. Students active during in writing process
2. Students join the instruction enthusiastically
3. Students show their interests in writing English
4. Students are passive and do not pay attention to the instruction
5. Students cannot complete their writing assignments according to the time given

1) Data of Students Activity in Observation Sheet

a) The First Meeting

In this activity the researcher observed the students activity during the treatment process through observation sheet. The analysis result of the student's attitude toward the use of content based instruction from the observation sheet can be seen in the following tables.

Table IV-10 the Percentage Result of Observation Sheet of the Experimental Group for the 1st Meeting:

No.	Positive Items	F	%	Negative Items	F	%
1	Students active during in writing process	14	58.3	Students are passive and do not pay attention to the instruction	9	37.5
2	Students join theinstruction enthusiastically	20	83.3	Students cannot complete their writing assignments according	17	70.8

				to the time given		
3	Students show their interests in writing English	20	83.3			
Average			74.97	Average		72.9

The table above shows us that the average percentage of students is positive items is higher than in negative item (74,97> 72.9), it means that the students have good responses toward the use of content based instruction in writing from the first meeting. There were 14 students (58.3%) showed that the students active in writing, 20 students (83.3%) showed that joint the technique enthusiastically, and 20 students (83.3%) showed their interest in writing English. But there 9 students (37.5%) still passive and do not pay attention to the instruction process and 17 students (70.8%) could not complete their assignments according to the time given.

b) The Second Meeting

Table IV-11 The Percentage Result of Observation Sheet of the Experimental Group for the 2nd Meeting:

No.	Positive Items	F	%	Negative Items	F	%
1	Students active during in writing process	18	78.3	Students are passive and do not pay attention to the instruction	8	34.8
2	Students join theinstruction	20	100	Students cannot complete their writing	9	39.1

	enthusiastically			assignments according to the time given		
3	Students show their interests in writing English	20	100			
Average			92.8	Average	73.9	

The data in the table above shows that at the second meeting the students also showed their positive attitude in learning writing by using content based instruction. It showed by the data that average percentage of the students in positive item is higher than in negative item (92.8 > 73.9). There were 18 students (78.3%) showed that they active in writing process, 20 students (100%) showed that students join the instruction enthusiastically and 20 students (100%) showed their interests in writing English. Besides that there were 8 students (34.8%) were passive and do not pay attention to the instruction and 9 students (39.1%) could not complete their writing assignments according to the time given.

c) The Third Meeting

Table IV-12 The Percentage Result of Observation Sheet of the Experimental Group for the 3rd Meeting:

No.	**Positive Items**	**F**	**%**	**Negative Items**	**F**	**%**
1	Students active during in writing process	20	100	Students are passive and do not pay attention to the instruction	0	0
2	Students join the instruction enthusiastically	20	100	Students cannot complete their writing assignments according to the time given	3	15

3	Students show their interests in writing English	20	100		
Average			100	Average	15

At the third meeting, the students' responses increase. It showed by the data above that that average percentage of the students in positive item increases from 92.8 % to 100%, there were 20 students (100%) showed that they active in writing process, 20 students (100%) showed that students join the instruction enthusiastically and 23 students (100%) showed their interests in writing English. Although there were 3 students (15%) could not complete their writing assignments according to the time given.

Table IV-13 The Recapitulation of the Percentage Result of Observation Sheet of the Experimental Group:

Meeting	**Positive Items**			**%**	**Negative Items**		**%**
1st	14	20	20	74.97	9	17	72.9
2nd	18	20	20	92.8	8	9	73.9
3rd	20	20	20	100	0	3	15
Average				**89.3**	**Average**		**53.9**

Notes:

Positive items

1 : Students active during in writing process

2 : Students join the instruction enthusiastically

3 : Students show their interests in writing English

Negative items

1 : Students are passive and do not pay attention to the instruction

2 : Students cannot complete their writing assignments according to the time given

Form the table above, it can be seen a high-rise improvement of students' positive attitude. The result of observational sheet shows that the average percentages of the positive items always increase in every meeting.

The average percentages of negative items more and more descend in every meeting. From 72.9 % at the first meeting, becomes 15% at the last meeting. The recapitulation of the percentage result of observational sheet of the experimental group shows that the average for positive items is higher than negative items (89.3 > 53.9). From those finding it can be concluded that most of the students showed positive attitude toward the use of content based instruction in writing English.

2) The Hypothesis testing

It was used to prove whether the hypothesis proposed by the researcher accepted or not. The researcher used t-test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 and degree freedom (df) N1 + N2 – 2 = 37. The result was showed in the following table:

Table IV-14: the hypothesis testing

Test	t-test value	t-test table
Pre-test	0,050	1,994
Post-test	4.905	1,685

Table 4.6 showed that after calculating the t-test for student pre-test and post-test, the result of statistical showed that t-table values were greater than t-test value. It indicated that in post-test and pre-test the null hypothesis (Ho) was rejected and the alternative hypotheses (H1) were accepted. It's mean that there was significant difference between the students who are learning writing by using content based instruction and who were not learning writing by using CBI.

B. Discussion

This section presents the discussion of the finding data that presented in the previous section based on the related theory. The discussion of this research is about using content based instruction technique to improve the students writing ability and the students' attitude through content based instruction.

1. The Use of Content Based Instruction in Teaching Writing

This part discussed the effectiveness the use of content based instruction to improve the students' writing ability. The researcher successfully collected the data. This research used a quasi-experimental. It was carried out in two classes, they are the experimental group and control group with different treatment. The experimental group focused the use content based instruction and the control group used free writing in treatment process.

According Sugiyono (2007) stated that research variables are things that shape what is defined by the researches to be studied in order to obtain information about it, and the conclusion drawn on next. According to Sugiyono

(2014) operational definition is the determination of the constants or properties to be studied so as to be a variable that can be measured. In this research operational variable , namely: a.) Content based instruction is an effort to enrich the material which is used in English learning process with a creative method using symbols, words, colors, or images used to represent words, ideas, tasks, or other items linked to arranged around a central key word or idea. b) The students writing ability is the ability of the students at Madrasah Aliyah Pondok Pesantren Al-Wahid Pape Sidenreng Rappang based on the basic competences in the curriculum that is to compose a text in instructional discourse, particularly in descriptive text. c) The students' attitude is the attitude of Agribusiness students' at Madrasah Aliyah Pondok Pesantren Al-Wahid Pape Sidenreng Rappang toward the use content based instruction.

According to Sukmadinata (2010), population is large groups and regions which become the scope of our study. The population of this research was the students' of Madrasah Aliyah Pondok Pesantren Al-Wahid Pape Sidenreng Rappang in academic year 2018/2019. The researcher used purposive sampling technique.

In collecting the data, this research used three kinds of instruments, namely writing test and observation checklist. Sugiyono (2015) stated that research instrument is a measuring instrument such as tests, interview guides and observation guidelines used by researchers to collect data in a study. The purpose of this instruments, namely: 1) writing test is to find out the students' prior knowledge and the initial ability before being treated using the content based

instruction and to know how far there ability or achievement improves after being treated using the material, 2) Observation checklist is a list of things that an observer is going to look at when observing a class. Naegle (2002) stated that another good way to identify strengths and weakness in students' work is to utilize observation. It is used to know the students' activities during the teaching and learning process and to monitor the interaction between students' and teacher in the classroom.

This research applied some procedures in collecting data, namely: test consist of pre-test, treatment and post-test, questionnaire and observation checklist. The test analyzed quantitative and qualitative approach.

Based on the data that the students' score gained in post-test for the experimental group, it showed that there are 1 student (4.5%) was classified very good, 17 students (77.3%) of students got good, 3 (13.6 %) of students got fair, and 1 (4.5%) of student got poor and no students' got very poor classification. According to Jacob's analytic scale for rating writing test. The students' must fulfill the five significant components in writing as pointed out. They are content, organization, vocabulary, language use, and mechanics.

In the experimental teaching, it indicate based on the result of pre-test and post-test, the post-test scores is higher than pre-test score. The mean score of the test had proven it, where mean of pre-test of control class: 54.37 and mean of post-test 60.32, Meanwhile, the experimental class: 54.52 and mean of post-test: 76.18. It means the researcher concluded there was different significance between experimental group and control group. The Data was clear enough that the

research hypothesis is accepted, where the writing ability of the students who are taught by using content based instruction is better than those who are taught by using free writing.

Moreover, based on the result of t-test statistical analysis at level of significance 0.05 with the degree of freedom (Df) $n_1 + n_2 - 2 = 37$, the researcher found that the t-test value is higher than t-table value ($4.905 > 1.685$).

From these calculations, it can be inferred that there was different of students' scores before and after getting the treatment. Furthermore based on the table, and standard also happened in post-test result.

An important comparison in writing outcomes was found between instructional participants who used free writing and those who were trained to use the content platform instruction method to switch minds, create and organize ideas as measured by the post test. This means that the use of tested content platform teaching methods is an effective method for increasing students' skills in creating, visualizing, and arranging inspiration. It makes the points more organized. Instruction with the content platform increases the abilities of good students and in general the abilities of the lowest performing teaching participants. Teaching participants who use the instructional method with the content platform are quicker and more efficient in creating and organizing ideas for paragraphs and are able to create more detailed inspiration from teaching participants who do not use the content platform instruction method.

This research supported the previous researchers, for example Nikhilkumar (2016) proved that teaching through content based instruction

technique was more effective than the traditional method. According Mukhliza (2017) his research entitled “The Use of Content based instruction as a way to Improve Students’ Ability in Writing Narrative Text” The researcher collected the data using pre and post-tests, experimental teaching and questionnaire as instruments. The researcher found that 1. Applying content based instruction technique in writing narrative text give improvement students’ to created ideas, focus on organization in text, and lets the students to group the concept and compare it, 2. The experimental class mean scores of post-test: 74,07 and control class mean score of post-test 58,4. It means the researcher concluded there was significant difference between experimental class and control class. It mean, the content based instruction method an effective method be applied in writing, besides the student active in the class, activity in content based instruction also created students had impact on imagination and memory, 3. Students had positive responds towards the content based instruction as a way to improve student ability in writing narrative text.

Adi (2015) in his journal entitled “The Effectiveness of Content based instruction in Improving Students’ Writing Skill Viewed from Their IQ". This research uses a research method where the research category uses the CBI method and the supervision category uses the modeling method. Analysis of information using ANOVA or version analysis and Turkish trials. The research results prove that: (1) the CBI method is efficient in increasing the writing skills of students (2) the writing skills of students with large IQs are better than students with small IQs; and (3) there is an interaction between the guiding method and the students'

Intelligence Quotient (IQ). Therefore, the CBI method is an efficient method to improve students' writing skills.

Based on some previous researchers above found that content based instruction is a common technique in the English teaching-learning process. Content based instruction involves writing down a central idea and thinking up new and related ideas which radiate out from the center.

It was a good technique that helped our memory because it enables us to arrange the facts and ideas. CBI knowledge which helped us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas. This research supported by some theories, like Kotob, Styger and Richardson (2016) content based instruction is a technique for delivering effective and creative thinking. The technique helps in arranging and presenting research concepts visually around a central key word or ideas. According Buzan (2010) states that: “Content based instruction is an easy way to place information to brain and take information out from brain. Content based instruction is creative and effective way to write and will map your mind by a simple way”.

In conclusion, content based instruction is a common technique in the English teaching-learning process. Content based instruction involves writing down a central idea and thinking up new and related ideas which radiate out from the center. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Meanwhile, during this research the researcher not only found the functions of content based instruction but also a problem faced

during the treatment. The researcher found that the use of content based instruction takes too much time for the students finish their maps. But this problem can be solved by paying attention to the time management. The teacher should always remind the students about time and the students must on time in finishing their project.

2. The Students' Attitude toward the Use of Content based instruction

Nairne (2009) argued that attitude as a positive or negative evaluation or belief about something which may affect one's behavior. Furthermore, Kim (2011) stated attitude is a mental focus consists of thoughts, beliefs, and emotion (feelings), all of which will result in some kind of behavior. Behavior, then reflect all the qualities of attitude.

Regarding those theories, the researcher also analyzed the students' attitude in learning process. At the beginning, the researcher realized that some of students usually have bored when learning writing, they do not have positive attitude in learning process, but after the researcher gave treatment. The result of the findings showed that students' in Madrasah Aliyah Pondok Pesantren Al-Wahid Pape mostly showed their positive attitude in learning writing process by using CBI. It was proved by the data of observation checklist. The result showed that all of students' were categorized very high. It indicated that by using content based instruction can get many advantages, as follows:

a. Improve their writing ability
b. The students can be more focus on writing
c. Makes them feel relax

d. Gives them wider ideas to be written

e. Motivate them to write

f. Improve their self-confidence

The data from questionnaire above was also supported by the data from the observation checklist. It shows that the students showed positive attitude during the teaching and learning process. There was more and more increase in every meeting.

At the first meeting the percentage of positive items was 74.97%. There were 9 students were passive and 15 students could not complete their assignment according to the time given. But the last meeting it significantly changed, the percentage of positive items was 100%, although there was 3 students could not complete their assignment but 0% was passive or did not pay attention to the instruction.

The data from pre-test and post-test and the data from observation checklist have a strong relation. It is proved by the fact that the students' score improve from pre-test to post-test after getting treatment using content based instruction and the improvement was supported by the students positive attitude that was showed by the data from observation checklist.

The researcher found that almost all students felt that the content based instruction technique an effective to be implemented in teaching writing descriptive text. Teacher should consider using the method in learning process especially in writing subject.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion regarding to the findings for the improvement of writing ability to students' of Madrasah Aliyah Pondok Pesantren Al-Wahid Pape Sidenreng Rappang in the academic year 2018-2019 and their attitude toward the use of content based instruction. The researcher also tries to give suggestion for some significant matter that is related to the discussion of this thesis, especially for the teacher and the student.

A. Conclusion

Based on the finding and discussion result in chapter IV, the researcher can conclude as the following explanations:

1. Applying CBI technique in writing descriptive text give improvement students' to create ideas, focus on organization in text.
2. The experimental group means scores of post-test: 76.10 and control group mean score of post-test 60.32. The researcher concluded there is significant difference between experimental group and control groups. It means, the content based instruction method an effective method be applied in writing, beside the student active in the class, activity in content-based instruction also created student have impact on imagination and memory and effort have been to solve the problem in this research.
3. The students' showed their positive attitude towards the content-based instruction as a way to improve students' ability in writing. The student felt that the technique helped them in improving their writing. This can be proved

by the students' mean score of attitude from observation that was 100% and it is categorized as very high level. And the data from observation that the percentage of positive items was higher than negative items.

B. Suggestion

To improve the students' ability in English writing, the researcher gives some suggestions as follows:

1. The English teacher can use the content based instruction as an alternative technique that can be applied in teaching writing because it is suitable to develop students' writing at any education level.
2. The English teacher should be creative to manage the material in teaching English to the students' by using content based instruction.
3. Content-based instruction technique not only can be applied in writing but also the other skill, such as: speaking, reading, and listening.
4. In applying this technique, the teacher should give a special attention to all students.

For the next researchers, it is suggested to conduct a research about the weakness of content-based instruction found in this research namely time management.

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