Title

Effectiveness of Content – Based Instruction in Improving Students' Islamic Writing Ability in Islamic Boarding School of Al-Wahid Pape Sidenreng Rappang

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Bio-Profiles

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Abstract: This research is aimed at finding out: How is the effectiveness of Content - Based Instruction in improving the students' writing ability of the tenth year students. To achieve the goal of this study. The researcher did experimental research was used as a method in this study and research design used was a quasi experimental. The study was carried out in two classes, they are the experimental group and control group. The population of this research were the tenth class of Al-Wahid Pape in academic year 2018-2019. X MIA was chosen as the experimental group and X IIS were chosen as the control group. The instruments for collecting the data were writing test, questionnaire, and observation sheet. The data obtained through the test were analyzed qualitatively and quantitatively. Based on the result of the data analysis, the researcher finding shows that the students' writing ability of the experimental group has a significan different from the control group. The students could developing and generate their ideas by content-based instruction and make the students more enthusiastic in the writing activities. All students could understand and respond to the researcher' instructions and explanations. It is proved by the data that the mean score of the experimental group is higher than control group (76.18 > 60.32), and the t-test value is higher than t-table value (4.905 > 1.685). The result of this study indicates that the use of content-based instruction significantly improves the students writing ability. The researcher finding that the students' have positive attitude toward the use of content-based instruction. It is proved by the data from questionnaire that the students' mean score of attitude is 102.21, which is categorized as very high, and the data from observation sheet that the percentage of positive items is higher that negative items (89.3 > 53,9)

Keywords : *Content-based instruction, students' writing ability, students' attitude*.

Introduction

Writing is a skill, which is not only helpful in writing to English, but also useful to improve their writing ability, particularly the skill of writing journal article, but to the contribute the advance of related research-based knowledge. The ability to write occupies the last place in this order, but it does not mean that it is least important. Reading makes a full man, conference a ready man and writing an exact man" (Paris Bacon, 2013). It is an important tool, which enables man to communicate with others people in many ways.

These poor students come to think that "English" and "writing" are nothing but spelling and grammar. Students believe that a good writing is sometimes will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. The students not aware of the importance of writing ability in their learning. They often get low marks when doing the tests on writing ability and it affect their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Besides that, learning writing at high school has many problems at the present such as lack of experienced writing ability teacher and lack of time to study; the time for teaching writing ability is not enough for students to improve their ability. In addition, students do not know principles of writing. The facts above show that the students need more practicing in writing to improve their skills by helping to their teachers. The English teachers are expected to think and make some efforts in helping the students to enhance their writing ability (Robert Todd Caroll, 1990).

Teacher must give variation of teaching technique in writing class. So, the problems that students at high school usually have to face are the motivations for my research. I choose this topic because I want to investigate the difficulties in writing ability among students at high school and find out the problems they commonly make so that I can suggest solutions to improve their writing ability. Commonly teachers always have some problems in teaching writing. One of the problems faced by teachers in teaching writing is the students' lack of grammar mastery.

The English teachers in Islamic Boarding School Al-Wahid Pape in Kecamatan Panca Lautang also have the same problem in teaching writing. 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.

Using Content-Based Instruction in writing is very important to be implemented by the teachers in writing. Specially for writing islamic content. The EFL Learners' low creativity must be dealing with the teaching and learning process and considering the phenomenon above, to help the teachers in teaching writing to the EFL Learners, teachers may use an interesting method. One of alternative methods is Content-Based Instruction which is suggested to be applied in teaching writing. CBI is effective to teach English as a second language because with CBI, EFL learners can develop their writing as well as gain access to new concepts through meaningful content (Selamet Riadi Jaelani, 2017). Content-Based

Instruction (CBI) is a teaching method that emphasizes on content. Content here is related to the information or subject matter that is learned through language rather than language to convey it. The focus of a CBI lesson is on the topic or subject matter. It is one of the ways that can be used to improve EFL Learners' writing because it deals with the study that focuses on content. The teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (Krahnke in Richard : 2006). It concerns with how to write English Islamic text correctly. They do not understand well about grammar. It becomes the problem for the teachers to command the students to write in the class.

Literature Review

1. The components of Writing

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

1) Content

The content of writing should be clear enough for the readers so that the readers can understand the message and gain information in it. To have a good content of writing, its content should be well unified and completed. This term is usually knows unity and completeness which become the characteristics of the writing.

2) Organization

In organization of the writing concern with the way the writer arrangers and organize the ideas or the message the writing. There are many ways used the writers to organize or arrange the writing. This organization is mainly recognized as order: Chronological order (as when you trace the development of Lincolns religious views), order of importance (usually from least two most important ideas because this build to a climax and keeps your leaders interested), general to particular order (first the large problem) than over narrower aspects of it, questions to answer order (first some particular instance than the generalization you have derived from them) and so on.

3) Grammar/ Structure

It has great influence on the quality of writing. I order to have a good grammar in writing. The writes should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause, and article. The lack of good grammar will make the content of writing verge and can make understanding. Brown (1988: 34) states that the grammar is a system of rules governing the conventional and relationship of words in a sentence.

4) Vocabulary

The writer can't write anything if they have nothing to express. They should express the ideas in form or words or vocabulary. The lack of vocabulary make them fail to compose what they are going to say because they fell difficult it to choose the appropriate vocabulary. This will help the writers to compare the writing and also make readers easy to understand.

5) Mechanics

The use of mechanics in due to capitalization punctuation and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the write means to express definitely. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or message to the written material.

2. Reason What is Content Based Instruction

Howatt (1984) notes that there are two versions of communicative approach: a strong version and a weak version. The weak version, which we illustrated in previous chapter, recognizes the importance of providing learners with opportunities to practice English for communicative purposes. For instance, we saw in the CLT (Communicative Language teaching) lesson we observed that students were provided with a great deal of practice in learning forms for a particular function. The strong version of communicative approach goes beyond giving students opportunities to practice communication. The strong versions assert that language is acquired through communication. The weak version could be described as "learning to use" English; the strong version entails "using English to learn it " (Howatt 1984 : 279) content based instruction, which we explore in this chapter, while there are may seem different at first glance, what they have in common is that they give the priority to communicating, over predetermined linguistic content, teaching through communication rather than for it.

Before we examine the three approaches in detail, two points need to be made, first some language educators might object to inclusion of content based, task based, and participatory approaches in a methods book, for they might be more comfortable calling these syllabus types. Nevertheless, others feel that a method designation is very appropriate. Snow (1991), for instance, characterizes content based instruction as a method with many faces, both to make a case for content based instruction as method of language teaching and to portray the great variety of forms and settings in which it takes place. in addition, Kumaravadivelu (1993) observes that term task is often used with reference to both content and methodology of language teaching. Second, some might question whether the three are different enough to be treated separately. For example, Skehan (1998) makes point that one could be regard much content based instruction.

a. Rationale of Content-Based Instruction

The special contribution of Content-Based Instruction (CBI) is that it is not exclusively a language program, but instead it integrates the learning of language with learning some other content. The content can be themes, I.e. some topic such as popular music or sports in which students are interested. Often, the content is academic subject matter (Brinthon, Snow and Wesche 2003). It has been observed that academic subjects provide natural content for language study. Such observation motivated the "language across the curriculum" movement for native English speakers in England, which was launched in 1970s to integrate the teaching of reading and writing into all other subject areas. In Canada, second language immersions programs, in which Anglophone children learn their academic subjects in French, have existed for many years. In the United States, CBI was begun to help English Language Learners (ELLs) in public schools. It had been found that when English language Learners were put in regular school classes with native speakers of English, some (ELLs) did not master either content or English. On the other hand, when these students studied English first, their study academic content was delayed. In order to prevent both problems, instructor teaches academic subject, such history or science, while also teaching language that related to content. In the European context, the name for the same instructional approach is Content and Language Integrated Learning (CLIL). Marsh defines CLIL as: any dual focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as medium and learning of non language content (Mars 2002:15).

Since CBI and CLIL are growing rapidly, it would be good to interject a note of caution here. The teaching of language to younger and younger learners has taken place around the world, partly because the governments are not satisfied with what is achieved in language study, and partly because the young learners' parents naturally want their children to have the opportunities in the life that knowledge of another language potentially affords. However, this drive to teach young learners an additional language needs to be carefully considered with regard to two important factors. First, it is important for children to establish literacy in their native language before learning to read and write another language. Second, it is important to draw on what is known about how children learn in order to develop a program that meets their needs (Cameron 2003; California State of Education 2010). It is not simply the case that the earlier the better when it comes to language instruction.

Brinton, Snow and Wesche (1989) defines and presents the rational for CBI first, the CBI removes the arbitrary distinction between language and content. The second reflects the interests and needs of the learners. Third, it takes account the eventual uses of the learners' will to make use of the second of foreign language. It exposes the learners to authentic materials and task. Fourth, it offers optimal conditions for the second language acquisition by exposing learners to meaningful, cognitively demanding language. Last, it provides pedagogical accommodation to learner proficiency levels and skills. 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 is not explicitly focused on language learning. Therefore, some students may feel confused or may even feel that they are not improving their language skills. The teacher should deal with this by including some from of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.

3. Development of Content-Based Instruction

Lesson planning and development serve invaluable function in the learning process. A well planned lesson acts as a guide to the teacher to streamline instructional activities. It helps to avoid deviation from the mainstream of the lesson therefore time is saved and planned activities accomplished within specified period of time. A possible way of developing a CBI lesson may follow a specific procedure lesson plan preparation is the first step. It follows as the following steps.

Choose a subject of interest to the learners. Find three or four suitable sources that deal with different aspects of the subject. This could be reference book, audio, and video of lesson/lectures or even realm people.

During the lesson, divide the class into small groups and assign each group small research they from new groups with students that used other information sources and share and compare their information. There should then be some products as the end result of this sharing of the information which could take the form of a group report or representation of some kind.

Research Method

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. This means that the researcher collects 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 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. In sampling process, the researcher used cluster random sampling 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.

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. 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.

Findings and Discussion

Table 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.

Table 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' pre test 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.

Table 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.

Table 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

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. 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. 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.

Table 5: The 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

Table 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.

Table 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.

Table 8: The t-Test Value of the Students' Posttest

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.

Table 9: the hypothesis testing

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

Table 9 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.

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 abiliy 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. Significant difference in writing achievement were found between learners who used free writing and those who were trained to use a content based instruction technique to brainstorm, generate and organize ideas as measured by the post test. It means that use of content based instruction technique proved to be a powerful way for improving students' ability to generate, visualize, and organize idea. It made the topic more structured. Content based instruction raised the good and average student performance on the performance of the lowest-performing learners as well. Learners were using of the content based instruction technique became faster and more efficient in generating and organizing ideas for the paragraphs and were able to generate more detailed ideas than learners who did not use the content based instruction technique.

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 away 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 used experimental method which the experimental class used CBI technique and the control class used modeling technique. The data was analyzed by the data using ANOVA or analysis of variance and Turkey test. The findings revealed that: (1) the CBI technique was effective in improving students' writing skill (2) the writing skill of the students having high IQ was better than that of those having low IQ; and (3) there was an interaction between teaching techniques and students' IQ. Therefore CBI technique was an effective technique to improve the students' writing skill.

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 centre. 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 centre. 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.

Conclusion

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.

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