AN UNDERGRADUATE THESIS

THE USE OF CONTENT BASED INSTRUCTION METHOD TO
IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT
SMK NEGERI 1 PEKALONGAN LAMPUNG TIMUR
IN ACADEMIC YEAR 2017/2018

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STATE ISLAMIC INSTITUTE OF METRO
1439H/2017M

THE USE OF CONTENT BASED INSTRUCTION METHOD TO

IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT

SMK NEGERI 1 PEKALONGAN LAMPUNG TIMUR

IN ACADEMIC YEAR 2017/2018

Presented as a Partial Fulfillment of the Requirement

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in English Education Department

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STATE ISLAMIC INSTITUTE OF METRO

1439H/2017M

**THE USE OF CONTENT BASED INSTRUCTION METHOD TO
IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT
SMK NEGERI 1 PEKALONGAN LAMPUNG TIMUR
IN ACADEMIC YEAR 2017/2018**

ABSTRACT

By:

EMA PUSPITA SARI

The purpose of this research is to show that the use of Content Based Instruction Method to improve writing skill. The student of SMKN 1 Pekalongan have difficulties in writing skill are still unable to compose a paragraph. Meanwhile, writing has an essential form of communication and is used as a means of communication to connect people regardless time, places and enables students to convey their thoughts, because without writing skill

This research applied the classroom action research (CAR). This research was conducted at the eleventh graders of SMKN 1 Pekalongan in academic year 2017/2018. It consists of 22 students. In this research the researcher used test, observation, documentation, and field note to collect the data. This research was done in two cycles. Each cycle consist of planning, acting, observing, and reflecting.

The result of this research show that, from two cycle, the main score of (a) pre-test was 63.90, (b) the main score of post-test 1 was 73.13, and (c) the main score of post-test 2 was 78.54. It means that post-test 1 was higher than pre-test and post-test 2 was higher than post-test 1. It can be concluded that the implementation of Content Based Instruction can improve writing skill motivation of the students.

Key Word: Writing skill, Content Based Instruction Method

**PENGGUNAAN METODE PENGAJARAN BERBASIS KONTEN UNTUK
MENINGKATKAN KEMAMPUA MENULIS SISWA
PADA KELAS XI SMKN 1 PEKALONGAN
TAHUN AJARAN 2017/2018**

ABSTRAK

Oleh:

EMA PUSPITA SARI

Tujuan dari penelitian ini adalah untuk menggunakan Metode Berbasis Konten untuk meningkatkan kemampuan menulis. Mahasiswa SMKN 1 Pekalongan mengalami kesulitan dalam menulis keterampilan yang masih belum dapat membuat sebuah paragraf. Sementara itu, menulis memiliki bentuk komunikasi yang penting dan digunakan sebagai alat komunikasi untuk menghubungkan orang tanpa memandang waktu, tempat dan memungkinkan siswa menyampaikan pemikirannya, karena tanpa kemampuan menulis.

Penelitian ini menggunakan penelitian tindakan kelas (classroom action research / CAR). Penelitian ini dilakukan pada siswa kelas XI SMKN 1 Pekalongan pada tahun akademik 2017/2018. Terdiri dari 22 siswa. Dalam penelitian ini peneliti menggunakan uji, observasi, dokumentasi, dan catatan lapangan untuk mengumpulkan data. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, akting, pengamatan, dan refleksi.

Skor utama (a) pre-test adalah 63,90, (b) skor utama post-test 1 adalah 73,13 , dan (c) skor utama post-test 2 adalah 78,54. Artinya post-test 2 lebih tinggi dari post-test 1. Dapat disimpulkan bahwa implementasi Content Instruction dapat meningkatkan motivasi kemampuan belajar menulis siswa.

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APPROVAL PAGE

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To be discussed in the thesis (Munaqosyah) in Tarbiyah and Teaching Training Faculty of State Islamic Institute (IAIN) of Metro.

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NOTA DINAS

Nomor   :

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Perihal   : **Mohon dimunaqosyahkan Skripsi**

             Saudari Ema Puspita Sari

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                          Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Assalamualaikum Wr.Wb.

        Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : THE USE OF CONTENT BASED INSTRUCTION METHOD TO IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMK NEGERI 1 PEKALONGAN

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                      Metro, Januari 2018

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Ema Puspita Sari

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
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State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Ema Puspita Sari

Students Number : 13107137

Title   : THE USE OF CONTENT BASED INSTRUCTION METHOD TO IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMK NEGERI 1 PEKALONGAN

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, January 2018

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name   : Ema Puspita Sari

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This undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, Desember 10, 2017

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RATIFICATION PAGE

No: B-0460/In.28.1/D/PP.00.9/01./2018

An Undergraduated Thesis entitled: THE USE OF CONTENT BASED INSTRUCTION METHOD TO IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMK NEGERI 1 PEKALONGAN IN ACADEMIC YEAR 2017/2018, written by Ema Puspita Sari, student number 13107137, English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday , January 22th, 2018 at 14.00-16.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag

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The Dean of Tarbiyah and Teacher Training Faculty,
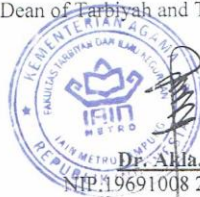
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MOTTO

وَإِذَا فَرَغْتَ فَٱنصَبْ ﴿٧﴾ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٥﴾ فَإِنَّ

So, verily, with every difficulty, there is relief.

Verily with every difficulty there is relief.

Therefore, when thou art free (from thine immediate task), still labour hard.

(Al-Insyirah 5-7)

"Always be yourself and never be anyone else''

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved father Mr. Seni Atmoro and my beloved mother Mrs. Narsih

My beloved brother Zazuli And Evando Fitriansyah

My beloved friend Eka Yuliana

My alma mater IAIN Metro

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of his life, that the researcher finally could complete this undergraduate thesis entitled "The Use of Content Based Instruction to Improve Students' Writing Skill Among The Eleventh Graders at SMKN 1 Pekalongan in Academic Year 207/2018". Realizing that this undergraduate thesis would not be able accomplished without any helps and support from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgements her gratitude.

The researcher can not stand alone, there were many persons who contributed their meaningful hand in accomplishing her undergraduate thesis that the researcher could not mention on by one, her big thanks to:

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2. Ahmad Subhan Roza, M.Pd as the Head of The English Education Department

3. Dr. Mahrus As'ad, M.Ag as the First Advisor

4. Trisna Dinillah Harya, M.Pd as the Second Advisor

5. The lecturers of the IAIN METRO

6. Desa Toto Sugianto, S.Pd.I as the teacher of SMKN 1 Pekalongan and the student of SKN 1 Pekalongan

7. My parent Mr. Seni Atmoro and Mrs. Narsih, the angel who are never tired to empower her spirit.

Finally, the researcher welcome any suggestion and critic for the improvement this undergraduate thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro, 11 Januari 2018
The writer

Ema Puspita Sari
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BAB 1

INTRODUCTION

A. Background of The Study

In this globalization era, English is one of the most popular languages in the world, where most of people use English as a means of communication. Meanwhile, in Indonesia, English is considered as a foreign language (EFL). It has been introduced to educational instutions which is learnt from Junior High School up to University level as a compulsory subject to learn. In fact, master English language means acquiring four basic skills of language such as listening, speaking, reading, and writing skills.

Writing is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. In order word, writing is an essential form of communication and is used as a means of communication to connect people regardless time and places. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be well perceived by others. Hence, writing is one of the most prominent skills which must be mastered by the English language learners.

In addition, writing skill is important because it determines students' success in learning English. On the other hand, writing skill is one of the indicators which can be used to measure students' English ability. Therefore,

students of English as a foreign language are required to be able to write in English to internalize the English language that they learn.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory. Writing is considered as the most difficult skill to be mastered by the second language learners.[1] It could be called so since there are many problems and matters arise during the teaching and learning process of writing in the EFL classroom such as; vocabulary, punctuation, grammar, and organization. In some situations, writing is used to give instructions or to get things done, for example, to receive a massage by tool communication and to complain about by letters.

In teaching writing activity, the teacher should have various activities to improve the class atmosphere and to motivate the students' willingness to write something. The teacher is the center of attention early in the lesson, when the topic is introduced and when any essential language needs to be revised and corrected. In good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.

There are many learning approach; strategy, method and technique that connect to real world and authentic problems and issues that could be employed in teaching the writing skills. Content Based Instruction was one of them. It goes beyond generating students' interest. Content Based Instruction

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[1]Richards J. C. & Renandya W. A, *Methodology in language teaching: An anthology of current practice*, (Cambridge: Cambridge University Press, 2002), p.303

is refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes. It provides a rich context for language classroom, allowing the teacher to present and explain specific language features.[2] Based on the theories above, there were some reasons why the researcher chooses Content Based Instruction such as this method provides students to construct the information themselves based on the process of it and emphasizes learning a subject or content through language. Besides, the student will explore to emphasize the creativity and imagination of thinking learners and their contribution to the learning process. Instead of sitting in the whole lesson to learn writing by accomplishing an instruction based on content that teacher given will be more interest for them. It facilitates them to construct sentence meanings and constructions through the series of activities leading to the accomplishment of their writing. In addition, the student will share ideas or correct one another more easily.

Using Content Based Instruction in teaching writing is one way that can improve writing skill of vocational high school. It is suitable activity that can build motivation and make students interest. Because sometimes, students have less ideas to write something and still lack in grammatical. So, Content Based Instruction will help them to deliver or build their skill in writing.

This study investigates the students' writing skill by using Content Based Instruction. Content Based Instruction is singled out to ameliorate their talent

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[2]David Nunan, *Second Language Teaching and Learning,* (Canada: Heinle and Heinle Publishers, 2002), p. 20

in writing related to the students real activity. The students' problems of SMKN 1 PEKALONGAN that are commonly faced in writing such as: they seemed to have no idea about English writing. Most of them applied the grammatical rules of their native language to English writing, did not have sufficient vocabulary, did not know English writing conventions and could not organize their writing. Those problems made the students passive and low motivation. To know the students performance in writing, the researcher holds the pre-survey in SMKN 1 Pekalongan which show in the table below:

Table 1

The Pre-survey Data of Students' Writing Mastery at The Eleventh Graders of SMKN 1 Pekalongan.

No	Value	Category	Number	Percentage
1	>76	Passed	6	27.2%
2	<76	Failed	16	72.8%
Number			**22**	**100%**

It can be know that pre survey result at the eleventh graders of SMK Negeri 1 Pekalongan, only 27.2% the students who passed of writing subject, and 72.8 % the students failed. The highest grade is 77 and the lowest grade is 45 with the MAC *(Minimum Achievement Criteria) is* 76. The researcher assumes that it caused students' writing is still low and they feel English are difficult lesson.

Based on the phenomena above, the researcher proposes investigate of this study as the title : THE USE OF CONTENT BASED INSTRUCTION METHOD TO IMPROVE WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMK NEGERI 1 PEKALONGAN LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018.

B. Problem Identification

Based on the background above, the writer is able to identify the problem as follow:

1. Most of the students of SMK Negeri 1 Pekalongan at the eleventh graders still have low in writing skill.

2. Most of the students of SMK Negeri 1 Pekalongan at the eleventh graders are still unable to compose a paragraph.

3. Most of the students of SMK Negeri 1 Pekalongan at the eleventh graders still lack grammar and vocabulary.

C. Problem Limitation

In this research, the writer limited of the research on number two, they are still unable to compose a paragraph and this research focus on only by using Content Based Instruction Method at the eleventh graders student of SMKN 1 Pekalongan.

D. Problem Formulation

Can Content Based Instruction improve the students' writing skill at the eleventh graders student of SMKN 1 Pekalongan ?

E. Objective of The Research

The objective of this research is to improve the students' writing skill by using Content Based Instruction Method of SMK Negeri 1 Pekalongan.

F. Benefits of The Research

Hopefully, in this research paper will give contribution for:

a. For the teacher

The teachers can apply content based instruction method in writing skill. Content based instruction can be an alternative method to solve students' problem in writing.

b. For the students

They are expected to have better written by using English. If they can write correct in English, the reader can read more easily. Besides, it can be useful for them to find a better job in the future.

c. For other researcher

By doing this research, the researcher gets a valuable experience which can be used for conducting a better action research in future. Besides, it is also hoped that this research can enrich the knowledge for the readers.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Writing skill

1. Definition of Writing Skills

Writing is one skill in language, especially English. According to Trudy Wallace, writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing"[3]

Brown states that writing is a process of creating words whereby someone free from what he think, feel, and perceive.[4]

Moreover, Mike states that Writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors.[5]

In principle, to write means to try to produce or reproduce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey.[6]

It is true that the aim of writing is to convey a message to a reader using a conventional graphic system, such as letters, punctuation, words

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[3] Trudy Wallace and Herbert Walberg, *Teaching Speaking, Listening and Writing,* (Germany: University of Kassel, 2004), p.15.
[4] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (San Francisco: Longman, 2001), p. 337
[5] Mike Sharples, *How We Write,* (New York: University of London, 1999), p.10.
[6] Mark Tredinnick*, Writing Well*, (New York : Cambridge University Press, 2008), p.8.

or sentence. As a good writer, whatever he writes should be understood by a reader.

Skill is "the ability to do something well."[7] In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Based on the statement above, it can be conclude that writing skill is a productive of a language which requires critical thinking process and is used as a means of communication to aspire someone's thoughts. Students of EFL can learn about writing in order to be able to be a good writer as well as convey and express their ideas as it is a learning process.

2. **The Kinds of Writing Skill**

The kinds of writing are:

a. Description

Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often. Description also about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

1) The generic structure of descriptive text.

- Identification ; identifying the phenomenon to be described.

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[7] A S Hornby, *Oxford Advanced Learner's Dictionary, Six Edition* p. 1255.

- Description : describing the phenomenon in parts, qualities, or/and characteristics.[8]

2) Language features:

Beside genre structure, descriptive text also has language futures (lexical grammatical). The following are the language features of descriptive text:

- Focus on specific participants: a particular class or thing, person, or place (e.g. queen Elizabeth, the times, bus) rather than generalized participants (e.g. the royal family, newspaper, public, transportation)

- Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as taste, smell, appear, look, is, am, are, etc.)

- Use of simple present tense.

- Frequent use of classifier in nominal group (e.g. one of…,many of…, etc)

- The following is the example of descriptive text.[9]

Text organization

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[8] Susan Anker, *Real Writing*, (New York: United States of America, 2010), p.155.
[9] http://descriptivetext83.blogspot.com/search/label/Definition (January, 20th 2017)

General classification	Borobudur is a Hindu-Buddhist temple built in the 9th century under the Sailendra dynasty of Java. it is located near Magelang on the island of Java, Indonesia
Description	Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well known all over the word. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m(150 ft) high and consists of eight step like stone terraces, one of top of the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief; the upper three are circular. Each with circular of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8km of passages and stairways. The design of Borobudur, a temple mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, rededicated as an Indonesia nation monument in 1983, is a valuable treasure for Indonesia people.

From the example descriptive text, it can be seen that the organization of the text consists of two parts: they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described (Borobudur). In other hand, description tells the Borobudur more clearly (such as parts and its characteristics).

b. Argumentation

A piece of writing is categorized as "argumentative" if it contains statements that serve the function of supporting other statement.

In argumentation presents claims and organizes evidence to argue in support of the claims.

c. Narration

Narration is the form of writing used to relate story of acts or events. Narratives entertain and engage the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, past tense.[10]

d. Recount

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy).Recount writing is organized by setting, events in chronological order and a concluding statement.[11]

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[10]*Ibid.,* p. 3.
[11] Carroll Robert, *Student Success Guide Writing Skills,*(Sacramento: United States and International Copyright Law, 2013), p.8.

e. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and instructional material.[12]

To evaluation using analytic method elaborate writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.[13]

Table 2

The scoring of writing based on ESL

	Random	General classification & description
C O N T E N T	27 – 30 22 – 26 17 – 21 13 – 16	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic Average to good: some knowledge of subject, mostly relevant to the topic but lack detail Poor to fair: limited knowledge of subject, inadequate development of topic Very poor: does not show knowledge, not pertinent to topic
O R G A N I Z A T I O N	18 – 20 15 – 17 10 – 14 7 – 9	Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear Very poor: does not communicate, no organization, not enough to evaluate

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[12]Hugh Cory, *Advanced Writing, (*New York: Oxford University Press, 2005), p.122.

[13] Joy m Reid, *teaching ESL writing, prentice hall regents*,(united state of America) ,p. 236

V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
G R A M M A R	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M A C H A N I C	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[14]

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[14] Joy m Reid, teaching ESL writing, prentice hall regents, united state of America ,p. 236

3. The Problems of Teaching Writing Skill at the eleventh graders of SMKN 1 Pekalongan.

The individual with writing difficulties may have one or more of the following problems:

a. Poor handwriting/ writing illegibly

   1) Does not follow lines on a paper

   2) Mixes capital and lower case letters inappropriately

b. Poor spelling skills

   1) Spells phonetically and cannot remember patterns

   2) Reverses letters in spelling

c. Difficulty with copying or completing work on a printed page

   1) Difficulty in copying from board

   2) Difficulty in copying from a book or other printed material [15]

d. May have problems with grammar, syntax and organization

   1) Demonstrates inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization)

   2) Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect o disassociated)

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[15] Aragon Jimenez, *Undergraduate Work An Analysis of The Writing Skill Difficulties of The English Composition Students at The Foreign Language,* (San Salvador: France,2013), p. 9

3) Does not have all parts of a well organized paragraph (Topic sentence and supporting sentences)

4) The student are still unable to compose a paragraph.

e. Demonstrates writing skills inconsistent with verbal abilities

1) Writes short and/or simple essays even though he can verbalize more complex thought

2) Can verbalize answers to tests but written answers are wrong, left blank or incomplete

B. The Concept of Content Based Instruction Method

1. Definition of Content Based Instruction Method

According to Brinton, content based instruction is the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material.[16]

Moreover, Richard states that content based learning is refers to an approach to second language teaching in which teaching is organized around the content or information that the students will acquire. It is an approach to English language learning that combines subject matter contents with language skills.[17]

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[16] Brinton, Snow, and Wesche, *Content Based Second Language Instruction, (*New York: Newbury House, 1989), p.7

[17] *Ibid.*, *Approaches and Methods in Language Teaching,* p.204

Furthermore, Jinni states that content based instruction is capable of providing such good input to learners with its extensive supply of content materials that befit learner interests and needs.[18]

Based on the theories defined by the experts above, it can be concluded that content based instruction is one of the methods in teaching second language. It can serve several purposes because it has a rich context for the language classrooms. It is to prepare students to acquire the language while using the context of any subject matter so that the students learn the language by using it within the specific context. Keeping students motivated and interest are two important factors underlying content based instruction.

2. **The Principles of Content Based Instruction Method**

Here are principles of content based instruction as follows:

a. Transitions

Themes are the central ideas that organize major curricular units; they are chosen to be appropriate to student needs and interests, institutional expectations, program resources, and teacher abilities and interests. Normally a class explores more than one theme in a given term or semester.

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[18] Jiyoung Jinni, *Principles of Content-Theme-Based Approach in EFL Education,* (Korea: Kyung Hee University), December 2005, Vol.2, No.2, p.145

b. Topics

Topic are the subunits of content which explore more specific aspects of the theme. They are selected to complement student interests, content resources, teacher preferences, and larger curricular objectives. In general, topics should be organized to generate maximum coherence for the theme unit and to provide opportunities to explore both content and language. A given theme, unit will evolve differently depending on the specific topics selected for exploration. For example, a teacher could choose to develop a theme with president of Indonesian and then the student explore their idea with mention Ir. Soekarno, BJ. Habibibie etc.

c. Task

Task the basic units of instruction through which content based instruction approach is realized day-to-day, are the instructional activities and techniques utilized for content, language, and strategy instruction in language classrooms (e.g., activities for teaching vocabulary, language structure, discourse organization, communicative Interaction, study skills, academic language skills).

d. Texts

Texts defined in a broad sense, are content resources (written and aural) which drive the basic planning of theme units.

Text selection will depend on a number of criteria: Student interest, relevance, and instructional appropriateness provide a first set of guidelines for determining text selection; format appeal, length, coherence, connection to other materials, accessibility, availability, and cost represent secondary criteria.[19]

3. **The Use of Content Based Instruction To Improve The Writing Skill**

Content based instruction is a method to make students more active in learning process and easy to understand. This is possible because content based instruction combines the power of creativity, critical thinking in their content and writings, which are arranged in the text to make information more easily absorbed by the students to write.

Text makes it more understandable, and makes it easier to follow and remember. For a method, content based instruction can be applied as a tool of education and able to convey information effectively and efficiently. Thus, content based instruction can use in English classroom because it can help the students to explore their idea more easily.

It similarity with Nunan statement in his book: Content based instruction refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes. First, it provides a rich context for language classroom,

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[19] Fredricka L. Stoller, *Approach to Content-Based Instruction, (Perspectives on curriculum planning.Annual Review of Applied Linguistics,2004),* p.4

allowing the teacher to present and explain specific language features. In conclusion, it can be said that CBI is a significant method in second language acquisition that is designed to provide second language learners instruction in content and language.[20]

Based on the statement above, content based instruction not only can help students to improve their writing, but also in other language skill. In addition, content based instruction provide scaffolding so that students experience success in their writing. Students transfer specific elements directly into text-only writing.

4. The Steps of Content Based Instruction

Here are steeps of teaching writing skill through content based instruction:

a. The teacher began the lesson by interacting with them in conversation. After the teacher felt that the students were ready to accept the material.

The teacher continued to introduce and give short explanation about the descriptive text.

b. The teacher give example write down on the whiteboard about the different topic like pets, room and flowers, then ask the student to explore their idea about kind of them on the whiteboard.

c. The Teacher showing a picture about different topic and ask to the student to choose the picture.

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[20] David Nunan**,** *Task-based Language Teaching*, (Cambridge: Cambridge University Press, 2004), p.20.

d. After that, asked the students to construct a descriptive text with some clues to guide them make a descriptive text. The students still allowed to use dictionaries to help them found the meaning, but they must use their own dictionary.

e. In this time, the teacher asked them to make a group so that they can easily share their idea and opinion in order to accomplish the assignment.

f. While the students did the exercise, the researcher explained again the purpose of the descriptive text, the generic structure of descriptive text, and the language feature of descriptive text to the students, to make them deeply understood about the material. The researcher walked around the class to help the students that found difficulty and checked how far they were.

g. After finish, the teacher called one group which consists of six to seven members to come forward. They were asked to showing their topic in written text one by one in front of the class.[21]

With the findings, it can be inferred that content based instruction method has been proven to improve not only the students' writing skill but also the students' will inspire and motivate passive students in this activities. Therefore, it is suggested that English teachers apply this method as one of the alternatives that can be used in teaching writing skill.

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[21] Sri Sadana, *Undergraduate Thesis Improving Students' Writing Ability In Descriptive Text Through Content Based Instruction,* (Surakarta: IAIN Surakarta, 2016), p. 26

5. **Action Hypothesis**

       Based on the theories and the assumption above, the researcher purpose the hypothesis as follows: Using Content Based Instruction can improve the students' writing skill among the Eleventh graders of SMKN 1 Pekalongan in academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Object of the Research

The object of this research is improving the students' writing skill by content based instruction at the eleventh graders of SMKN 1 Pekalongan in academic year 2017/2018. This total consist of 22 students.

The researcher used one of the research method to achieve target or object in writing skill, namely is classroom action research (CAR). In this research needs a collabolator, he is Mr. Desta Toto S, S.Pd.Ias the English teacher.

This research will conduct at SMKN 1 Pekalongan. The subject of this research is student of XI Accounting in the first semester. This research conducted in this class because most of the students is lowest English ability especially in writing.

B. Research Setting

The place of this research, which is located Jl. PasarBengkokSidodadi31A ,KecamatanPekalongan, KabupatenLampung Timur. This class consist of 22 students. It is one of school which has not been implemented content based instruction yet.

C. Subject of Research

The subject of the research is the student of XI Accountingthe eleventh graders at SMKN 1 Pekalongan Lampung Timur, the total of students is 22 students.

D. The Procedure of Research

According to Yogesh, research is considered to be the more formal, systematic, intensive processof carrying on the scientific methods of analysis. It involves a more systematic structure of investigation,usually resulting in some sort of formal record of procedures and a report of results or conclusions.[22]

According to Ernest, action researchis presented as a cyclical, repetitive process of inquirythatguides teacher preparation and instruction: look, think and act.[23]

According to Ary, action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.[24]

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[22]Yogesh Kumar Sing, *Fundamental Research Methodology and Statistics* (New Delhi: Mahatma Gandhi University, 2006), p. 3

[23]Ernest T. Stringer, *Intregating Teaching, Learning, and Action Research* , (United States of America: Lois McFadyen& Sheila, Inc, 2010),p.1

[24]DonalAry, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth, Cengange Learning, 2010), p. 541

According to McNiff, action research is a name given to particular way of researching us own learning.[25]It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

The aim of Classroom Action Research is to solve any problem and practice in increasing teachers activities on development of profession.

Classroom Action Research consists of the sequences of four activities which is conducted in cycle, they are: (a) planning, (b) action, (c) observation, and (d) reflection. The cycles are showed as follow:[26]
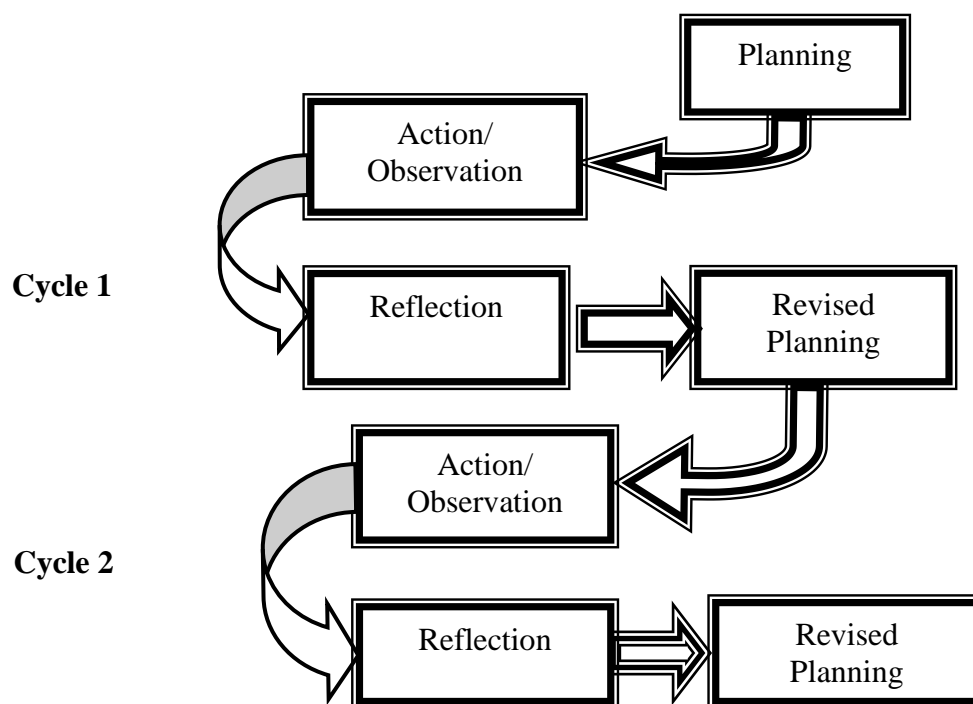
Figure.1 'The Action Research Spiral' (Eileen Ferrance 2000:9)

[25]McNiff, Jean Whitehead, *Action Research: Principles and Practice*,(London and New York, 2002), Second Edition, P. 15

[26]Eileen Ferrance, *Action Research*, (New York: Brown University, 2000), p.9

1. **Cycle I**

There are the four activities in each meeting of cycle I such as planning, action, observation and reflection.

a. **Planning**

Planning is the first of Classroom Action Research. It is prepared before do the action. In this step, the researcher explains about what, why, when, where, who, and how the action is conducted.

1) The researcher identifies the problem and finds the problem solving

2) The researcher explains the reason why the research have to do

3) The researcher makes lesson plan

4) The researcher prepares the material and the method of teaching

5) The researcher prepares the source of learning

6) The researcher prepares format to observe

7) The researcher prepares format to evaluate the student achieving after teaching learning process

b. **Action**

Doing action was the second step in activity. It is implementation in a planning about action in the class. Without the action, the planning just imagination that never can be real. In this phase, the researcher applied the planning of method and scenario learning as follows:

1) The teacher writes down the words that agree with the topic in front of class. For example: pets, It means that the topic is

aboutdog, cat, rabbit, and bird. Then, the teacher brings different pictures to class and After that, the teacher asks the students to observe anddiscuss the pictures with their seatmate.

2) In teaching and learning process in the classroom, the researcher created groups of the students based on their seat. Every group consisted of 2-3 students.

3) Giving score of student's performance personally and observed the problem faced in class. So, it can be references to improve the action in next meeting.

4) Giving guide and task to the student for next meeting.

c. **Observation**

In this step, the researcher observes the process of teaching learning by using format observation. The important things in process of teaching learning are noted by researcher.

d. **Reflection**

Reflection is the last step in this research. The researcher analyses and discusses the result of observation during teaching learning process, such as the weakness and the strength of the action in this step. The researcher used the data from evaluation to make in improvement for the second cycle, the researcher decides that the next cycle focus on the weakness in the first cycle.

2. **Cycle II**

Here, the researcher will compare the score of pre-test and post-test in reflecting. The researcher reviews and reflects on the activities of students and teacher performance whether it is positive or negative, the second cycle is enough or need the next cycle to get the best result.

E. **Data Collection Technique**

The data was collected by using methods as follows:

1. **Test**

In this research, researcher uses test as the instrument. Test is some questions or exercises that used to measure the skill, knowledge, intelligent, capability. The tests was divided into two parts, pre-test and post-test where the material is different.

a. Pre-test

Pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

Post-test will given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

2. **Observation**

The researcher uses observation to get data about students and teacher activities in learning process. The researcher notes their activities in learning process in the class.

3. **Documentation**

Documentation is method that used to get data information from written sources or documents like books, magazines, internet and report. The researcher used this method to get the data about the sum of teachers, official employed and students at SMKN 1 Pekalongan.

4. **Field Note**

It would be used to note finding and improvement during action step in each cycle. The guideline of the field notes encompassed:

a. Observation towards the students: Observe the students' activity and Observe the student's cooperation in their group.

b. Observation towards the teacher' way of teaching

F. **Data Analysis Technique**

Data analysis have conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. The researcher used the formula to get pre-test and post-test below as follow :[27]

$$\overline{x} = \sum \frac{x}{n}$$

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[27]DonalAry, *Introduction to Research in Education, Eighth Edition*, p. 108

Note:

$\bar{x}$ = Mean

$\sum$ = Sum of

X = Raw Score

N = The Number of object

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle, and then to knew the percentage of improving score in student learning activities, the researcher would use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100$$

Note :

P = Percentage

$\sum X$ = Total Score of the student

N = Total of the student

G. Indicator of the Success

This research would be success of finish if 75% of the students get score ≥ 76 in writing skill, and there was significant improvement in the students learning activity which occur until the last cycle with the minimum achievement criteria (MAC) is 76.

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of Research Location

1. The Brief History of SMKN 1 Pekalongan

   Since 2013 SMKN 1 Pekalongan has been being active in the education process in East Lampung. To catch the goals, it needs high dedication of all elements such as: the headmaster, teachers, administration officers, students' parent and the society.

   a. Vision and Mission of SMKN 1 Pekalongan

      1) Realization of high quality vocational school with the mastery of science and technology and devoted to the omnipotent god.

      2) Providing skilled middle-aged professionals, professionals and able toincrease employment in the field of automotive and agribusiness and finance with excellent service.

      3) To realize thve vision and mission of eastern Lampung district, covering excellent school programs both general and vocational primary schools.

      4) To realize the vision and mission of the education office, the youth and sport of the eastern Lampung district, and to support the decentralization of education in the eastern district of Lampung.

b. The Students in SMKN 1 Pekalongan

The total of the students in SMKN 1 Pekalongan from academic year 2013/2014 until 2016/2017 are 414 students.

Table 3

Total of Students SMKN 1 Pekalongan

No.	Data	Course	Classroom	Student Male	Student Female	Jumlah Total
1	Class X	Accounting	2	1	61	62
		Otomotive	2	51	-	51
		Breeder	2	36	18	54
		Total				167
2	Class XI	Accounting	2	9	60	69
		Otomotive	2	54	-	54
		Breeder	1	18	12	30
		Total				153
3	Class XII	Accounting	1	9	25	34
		Otomotive	1	31	-	31
		Breeder	1	17	12	29
		Total				94

Source: Observation of SMKN 1 Pekalongan

c. The Structural Organization of SMKN 1 Pekalongan

The structural organization of SMKN 1 Pekalonganas follows:

Figure. 2

The Organization Structure of SMKN 1 Pekalongan

HEADMASTER OF SMKN 1 PEKALONGAN Martin Indra, S.T

THE HEAD OFADMINISTRATION STAFF ReksonMarpaung		THE HEAD OF COMITEE SCHOOL Tukasno, MM

THE VICE PRINCIPAL OF CURRICULUM SusiloHandoko, S.E	THE VICE PRINCIPAL OF STUDENT M. Darkani, S.Pd	THE VICE PRINCIPAL OF INFRASTRUCTURE Zainudin, BA	THE VICE PRINCIPAL OF PUBLIC RELATIONSHIP M. Darkani, S.Pd

BOARD OF COUNSELOR
- Chief of Library
- Chief of Science Laboratory
- Chief of Computer Laboratory
- OSIS
- Scout and Sport
- School Medical Unit (UKS)
- Guidance & Counseling
- Religious Affair

TEACHER

STUDENT

d. The Facilities in SMKN 1 Pekalongan

In order to support teacher and students, there are some facilities in SMKN 1 Pekalongan East Lampung, namely: Teachers' Room, Practice' Room, Computer Laboratory Unit, Library Unit, Classroom, Mosque, Football Field, Volley Field, Tennis Field, Field of Ceremony Flag, Students Activities Room, UKS, Headmaster and Management Room, Kitchen, Canteen, Warehouse, Teacher's Parking Area, Student's Parking Area, and Security Guard Office.

e. The Condition of Teacher and Staff

The researcher have gotten the data about the condition of the teachers and staffs through observation. The whole official employees of SMKN 1 Pekalongan is 33. It has explained briefly on the data below:

Table 4

Teachers' Educational Background

TEACHERS EDUCATIONAL BACKGROUND		
D2	S1	S2
1	28	4

f. The Description of Building

SMKN 1 Pekalongan has many units of building. It has explained briefly on the figure below :

Figure.3

X Accounting B	X Accounting A	XI Breeder	X Breeder B	X Breeder A

XII Breeder

X Automotive B

X Automotive A

XI Accounting B

XI Accounting A

Canteen

Mosque

Teacher's Room

Laboratory

XII Automotive

XI Automotive B

Koperasi

Library

XI Automotive A

U

B ← → T

S
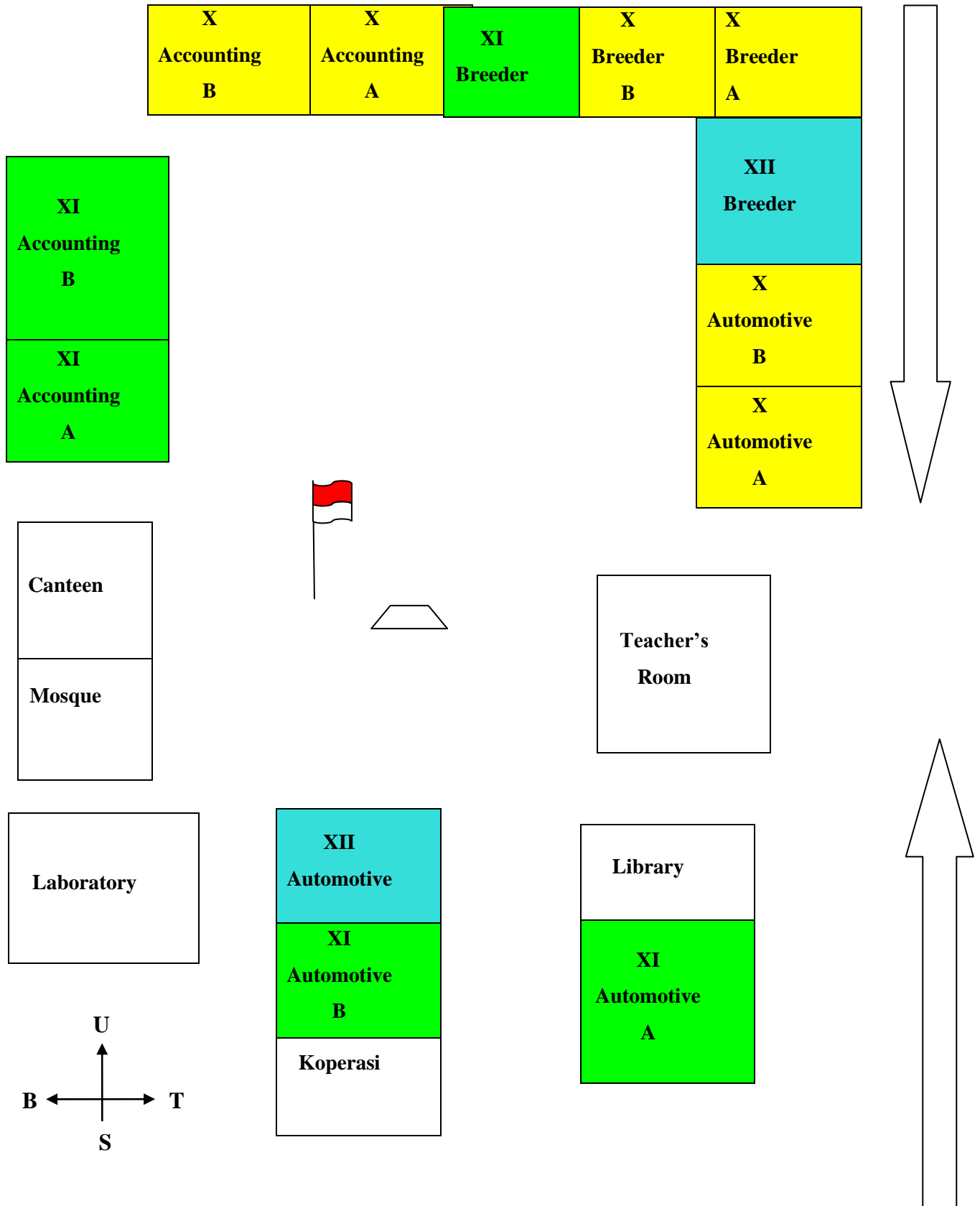
B. General Description of Research Data

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

The pre-test was conducted on Tuesday, 18[th]June 2017. The researcher entered the class, for the beginning meeting, the researcher introduced to the students. The researcher explained about descriptive text. The researcher gave a picture and asked the students to do an assignment for the pre test. The assignment was to describe "My Family".

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

Table 5

The Result of Pre-Test at the Eleventh Graders of SMKN 1 Pekalongan

no	Name	Aspect of Scoring					Total	Complete/ Incomplete
		Co	Or	Vo	Gr	Mc		
1.	A1	24	15	18	10	5	77	Complete
2.	A2	26	17	10	9	3	65	Incomplete
3.	A3	23	18	14	19	3	77	Complete
4.	A4	13	16	12	5	4	50	Incomplete
5.	A5	23	13	14	11	4	65	Incomplete

6.	A6	18	15	14	6	4	57	Incomplete
7.	A6	28	18	14	11	5	76	Complete
8.	A7	17	8	12	5	3	45	Incomplete
9.	A8	26	19	14	13	4	76	Complete
10.	A9	17	20	11	11	3	62	Incomplete
11.	A10	27	19	15	12	5	77	Complete
12.	A11	28	18	14	11	5	76	Complete
13.	A12	17	14	11	12	4	58	Incomplete
14.	A13	17	18	11	5	3	54	Incomplete
15.	A14	22	13	17	14	3	70	Incomplete
16.	A15	21	12	7	16	4	60	Incomplete
17.	A16	17	14	11	13	4	59	Incomplete
18.	A17	26	17	10	9	3	65	Incomplete
19.	A19	15	15	11	11	3	55	Incomplete
20.	A20	18	13	11	10	4	56	Incomplete
21.	A21	15	15	11	11	3	55	Incomplete
22.	A22	16	9	11	10	4	50	Incomplete
Total							**1384**	
Averange							**62,9**	

	0	Incomplete
The Highest Score	**77**	
The Lowest Score	**45**	

Table 6
The Criteria of Learning Result of Pre -Test

No	Value	Frequcy	Percentage	Interpretatin
1	>76	6	27.2%	Complete
2	<76	16	72.8%	Incomplete
Number		**22 Students**	**100%**	

can be know that pre survey result at the eleventh graders of SMK Negeri

1 Pekalongan, only 27.2% the students who completeof writing subject,

and 72.8%   the students incomplete. The highest grade is 77 and the

lowest grade is 45with the MAC *(Minimum Achievement Criteria) is* 76.

Figure 4

Graph of Students' Pre-test of SMKN 1 Pekalongan
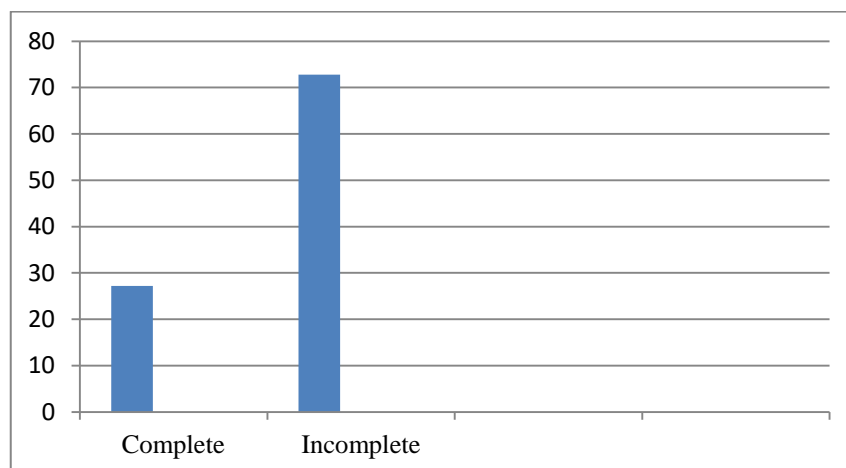
1. Cycle 1

The researcher did several steps in conducting a classroom action research.In cycle 1 consist of planing, action, observing, and reflecting, the researcher did two meetings which are conducted in November 14th and 21th 2017.

a. Planning

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

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

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

2) Preparing the materials, exercise, and students' worksheets as worksheetspost-test cycle 1. The researcher took some descriptive text from internet as anassignment for students.

3) Preparing book to take a note all activities during the teaching learning processin the class. The researcher also prepared camera to take documentations inteaching learning.

Table 7
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time	Activities
1st	Tuesday, November14th, 2017	09.00-10.30	Giving the Treatment about descriptive text of Content Based Instruction
2nd	Tuesday, May 21th, 2017	10.00-11.30	Doing action for giving post test 1

b. Acting

The action plan was implemented by the researcher. Meanwhile, the realteacher was a collaborator.

1) Opening

     For the beginning in first meeting, theresearcher greeted the students and checked students' attendance list.Theresearcher started the teaching with some pre-activities such as told a brief aboutthe content based instruction to the students.

2) Main Activity

     The researcher gave explanation about descriptive text such as gave thedefinition and purpose of descriptive text, explained the generic structure ofdescriptive text, also told about what tense that used in descriptive text, simplepresent tense. After explained the materials, the researcher asked the students ifany questions or not, none students rose the hand so the activity could continue.

3) Closing

     Before closing the teaching learning process, the researcher reviewedabout the characteristics of descriptive text again briefly and made conclusion.Then, theresearcher closed the teaching learning process with greeting.After that, the researcher gave them picture and asked to describe the picture.They did exercise with their seatmate. They discussed with each other. Then, theresearcher with the students discussed about the exercise. Every group had topresent the result of their work.

c. Observing

In observation, the researcher had two meetings in cycle 1 for teaching writing. Inthe first meeting, the researcher gave treatment material about Descriptive text for the students. Then, in the second meeting, the researcher gave post test 1 to students. After looking in the end of cycle 1, there was result thatthe student's activities increased from the second meeting. The student's score also increased from the averange in pre-test 63 and the averange test in the end of cycle 1 was but it was73,13not fulfill MAC (*Minimum Achievement Criteria).*

Table 8

The Student's Result at Cycle 1

No	Name	Aspect of Scoring					Total	Complete/ Incomplete
		Co	Or	Vo	Gr	Mc		
1.	A1	24	17	20	10	5	79	Complete
2.	A2	26	17	12	9	3	67	Incomplete
3.	A3	25	18	14	19	3	79	Complete
4.	A4	25	16	12	13	4	70	Incomplete
5.	A5	25	20	17	12	4	78	Complete
6.	A6	24	17	1	6	4	65	Incomplete

				4				
7.	A6	28	18	14	11	5	76	Complete
8.	A7	25	19	12	5	3	64	Incomplete
9.	A8	26	19	14	13	4	76	Complete
10.	A9	26	20	16	11	5	78	Complete
11.	A10	28	19	15	12	5	79	Complete
12.	A11	28	18	14	13	5	78	Complete
13.	A12	22	18	11	12	4	67	Incomplete
14.	A13	23	18	11	15	3	70	Incomplete
15.	A14	22	18	17	16	3	77	Complete
16.	A15	26	17	12	16	4	75	Incomplete
17.	A16	25	16	11	13	4	69	Incomplete
18.	A17	26	17	15	16	3	77	Complete
19.	A19	25	18	14	15	4	76	Complete
20.	A20	25	17	13	14	4	70	Incomplete
2	A	2			1		6	

1.	2 1	4	1 5	1 1	3	3	3	Incomplete
2 2.	A 2 2	2 6	1 8	1 3	1 4	4	7 6	Complete
Total							**1 6 0 9**	Incomplete
Averange							**7 3, 1 3**	
The Highest Score							**7 9**	
The Lowest Score							**6 3**	

Table 9
The Criteria of Learning Result of Post–Test 1

No	Value	Frequency	Percentage	Interpretation
1	>76	10	45.4%	Incomplete
2	<76	12	54.6%	Complete
The Number he		**22 Students**	**100%**	

e

table above showed that the result of post test I can not fulfill the

MAC *(Minimum Achievement Criteria)* where there 45, 4% of

students (10) who incomplete and only 54, 6% (12 students) who

were complete. So, it was not fulfill MMC.

Figure 5

Graph of Students' Post-test 1 of SMKN 1 Pekalongan
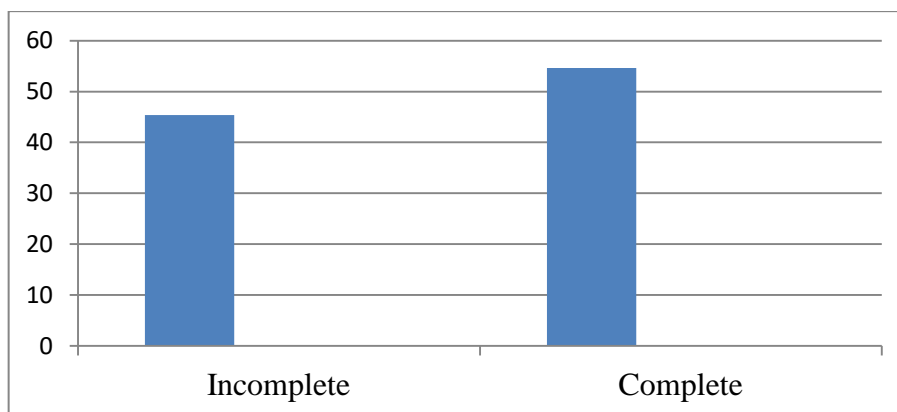
Table 10

The Researcher's Activity of Cycle I

No.	Aspect of the Research	Good	Fair Good	Not Good
1	Preparing the lesson	✓		
2	Preparing the material	✓		
3	Class opening ability	✓		
4	Informing the objective oflearning		✓	
5	Explaining the material uses CBI as a method		✓	
6	Guiding the students to follow the lesson		✓	
7	Concluding the result of learning		✓	
8	Class closing ability	✓		

d. Reflecting

In this stage, the researcher analyzed the result in cycle one and madereflection to evaluate the teaching learning process which was helped by thecollaborator. They were being noisy, did not have pretension to compete withother students, and they got difficulties in vocabularies using right grammar andpunctuation, but the researcher found the students' progress in writing skill.Observation result showed that there were some improvements achieved by thestudents after doing the action.

Reinforcement in teaching method, practice by content based instruction is needed in the next cycle to make good atmosphere in the class so that the students follow the lesson and the learning process become more enjoy and fun. It should be done to resolve the student's problem in writing skill.

2. Cycle II

The researcher had reached good enough result in cycle 1. To make surethe improvement of students' writing skill through Content Based Instruction, theresearch continued to cycle 2. In cycle 2, the researcher did two meeting whichare conducted on Thursday, November 23[th]2017 and Monday 27[th]2017.

a. Planning

Based on the result of cycle 1, the researcher realized that there wereimprovements of the students' writing skill, but still found some problems thatfaced by the students. To solve the weakness emerged in cycle 1, the researchermade a revised plan to teach writing in cycle 2 based on the observation andreflection from teaching learning process in cycle.

The researcher reviewed the material in the first cycle by explain aboutdescriptive text. It aimed to remainstudents to the material.They got more exercises in construct a paragraph of descriptive text.Here theresearcher should prepare the students' exercise and students' worksheet for posttestcycle 2.

Table 11

The Scedule of Action in Cycle II

Meeting	Day/Date	Time	Activities
1st	Thursday, November 23th 2017	09.00-10.30	Giving the Treatment about descriptive text of Content Based Instruction
2nd	Monday, November 27th 2017.	10.00-11.30	Doing action for giving post test 2

b. A

cting

In the second cycle, the researcher used the same method writing using Content Based Instruction, but with the different

theme, the theme was describing about artist. This cycle was conduct in two meetings.

1) Opening

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

2) Main Activity

The researcher reviewed material in the previous meeting. The students were still memorized about the previous material. After reviewing, the researcher showed a picture. The students have to mention the characteristic of the picture. The researcher continued the lesson by providing students' worksheet. Then, asked the students to do the assignment as treatment in cycle I . The worksheet asked the students to make a paragraph of descriptive text. During this session, the researcher walk around the class to helped the students that found difficulty. Theme in first cycle was describing about a pets and for this treatment the researcher

provided a picture about popular person for example RizkyNazar, so it means that the students describe about RizkyNazar. The class was rather noisy but it could handle. After finishing the exercise, the researcher discussing their work and asked the students to submit their worksheet in teacher's desk. Then, the activity continued to closing.

3) Closing

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

c. Observing

In observation, the researcher presented two meetings in cycle II, The researcher used Content Based Instruction as method for teaching writing. In the first meeting and second meeting the researcher tried to make the lesson enjoy and active by keeping interaction with the students.Theobservation result of this meeting seemed enjoy, the students did not make noisy,the students paid attention to the researcher and the activity run well. In thismeeting, the researcher gave them example of picture. Then, the researcher askedthe students to observe the picture. The researcher showed and gave them a textabout the picture. After that, the researcher asked the students to try made adescriptive text.The atmosphere in the class wasserious and quiet at that time.

The students were busy with their testindependently. The
researcher expected that theirresults of post-test 2 would be better
that post-test 1.

Table 12

The Researcher's Activity of Cycle II

No.	Aspect of the Research	Good	Fair Good	Not Good
1	Preparing the lesson	✓		
2	Preparing the material	✓		
3	Class opening ability	✓		
4	Informing the objective oflearning	✓		
5	Explaining the material uses CBI as a method	✓		
6	Guiding the students to follow the lesson	✓		
7	Concluding the result of learning	✓		
8	Class closing ability	✓		

Based on the table that prepared to submit the data in cycle
II, it can be seen that planning of the learning got the Good
category. So, there was the improving from the activity of the
teacher in cycle II.

Table 13

The Student's Result at Cycle II

N o	N a m e	Aspect of Scoring					T o t a l	Complete/ Incomplete
		C o	O r	V o	G r	M c		
1 .	A 1	2 3	1 9	1 5	1 8	5	8 2	Complete
2 .	A 2	2 6	1 8	1 4	1 6	5	7 9	Complete
3 .	A 3	2 6	1 8	1 8	1 7	4	8 3	Complete
4 .	A 4	2 7	1 3	1 3	1 8	5	7 5	Incomplet e
5 .	A 5	2 5	2 0	1 7	1 3	4	7 9	Complete
6 .	A 6	2 5	1 9	1 3	1 8	5	7 5	Incomplete
7 .	A 6	2 8	1 8	1 4	1 3	5	7 8	Complete
8 .	A 7	2 7	1 2	1 4	1 8	5	7 6	Complete
9 .	A 8	2 6	1 9	1 6	1 3	4	7 8	Complete
1 0 .	A 9	2 6	2 0	1 6	1 4	5	8 0	Complete
1 1 .	A 1 0	2 8	1 9	1 5	1 3	4	7 9	Complete
1 2	A 1	2	1	1	1	5	7	Complete

.	1	8	8	4	4		9	
13.	A12	22	16	15	18	4	77	Complete
14.	A13	25	18	15	15	3	74	Incomplete
15.	A14	22	18	17	16	3	77	Complete
16.	A15	26	17	15	16	4	77	Complete
17.	A16	24	17	15	18	4	78	Complete
18.	A17	26	17	15	15	4	77	Complete
19.	A19	26	18	15	17	4	80	Complete
20.	A20	24	20	14	22	4	81	Complete
21.	A21	27	20	19	15	4	80	Complete
22.	A22	26	20	13	14	4	79	Complete
Total							**1727**	Complete
Averange							**78,5**	
The Highest Score							**83**	
The Lowest Score							**76**	

Table 14

The Criteria of Learning Result of Post–Test 1I

No	Value	Frequency	Percentage	Interpretation
1	>76	3	13.6%	Incomplete
2	<76	19	86.4%	Complete
Number		**22 Students**	**100%**	

hetable above showed that the result of post test can fulfill the MAC *(Minimum Achievement Criteria)* where the students (19) who were complete and (3) who were incomplete. The result of post test showed that the lowest score was 76 and highest score was 83. The average score of post test was 78, 5. It showed that they were successful in instructional activities.

Figure 6

Graph of Students' Post-test 1I of SMKN 1 Pekalongan
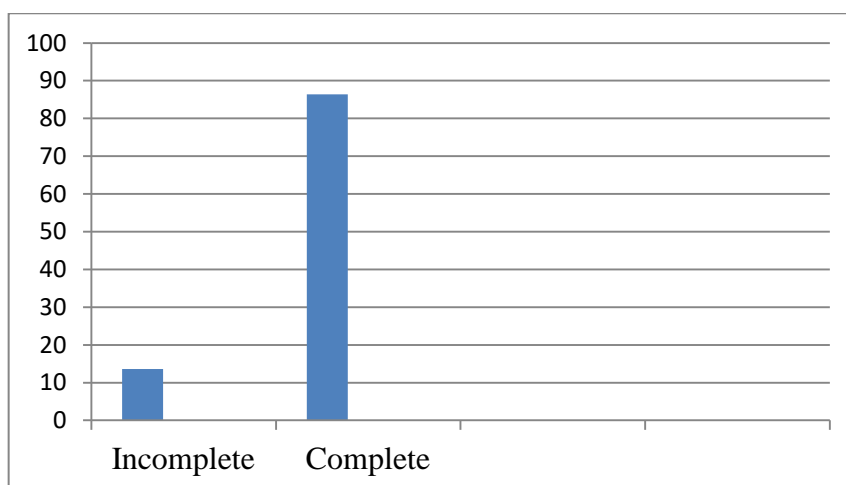
d. Reflecting

Based on the result of observation learning process in cycle
II, it can be said that in this cycle, the researcher found some
improvements. The students were more motivated and interested
in teaching learning process. The students were more enthusiastic
in joining the class with content based instruction. The students
got better understanding about goal, generic structure, and
language feature in descriptive text. They got better
understanding about the materials. Moreover, the mean score of
post-test 2 results showed the improvement of their skill in
writing. The mean score reached was 78.5. It is much better that
the mean score of post-test I.

C. Interpretation

1. Interpretation and Learning Result at Cycle I

Table 14

The Improving of Students Score at Pre-Test and Post-Test I

No	Name	Score (Pre-Test)	Score (Post-Test I)	Explanation
1.	A1	77	79	Increased
2.	A2	65	67	Increased
3.	A3	77	79	Increased
4.	A4	50	70	Increased

5.	A5	65	78	Increased
6.	A6	57	65	Increased
7.	A6	76	76	Increased
8.	A7	45	64	Increased
9.	A8	76	76	Increased
10.	A9	62	78	Increased
11.	A10	77	79	Increased
12.	A11	76	78	Increased
13.	A12	58	67	Increased
14.	A13	54	70	Increased
15.	A14	70	77	Increased
16.	A15	60	75	Increased
17.	A16	59	69	Increased
18.	A17	65	77	Increased
19.	A19	55	76	Increased
20	A20	56	70	Increase

.				d
21.	A21	55	63	Increased
22.	A22	50	76	Increased
Total		1384	1609	Increased
Average score		62,90	73,13	

Based on the table above, it can be seen that the students Pre-test the highest score was 77 and Post-test I was 79. We know the progress score was 2. And average of the students Pre-test was 63 and Post-test I, it was 73, 13. There was improved 15 point. Then the presentation of the students that pass in Pre-test was 27, 27% and Post-test was 54, 54% the progress was 27, 27%. The result of Post-test 1 was higher that the result of Pre-test.

The students were some motivated in writing. They were motivated because they can get the other information and knowledge from text given. They could write the longer story than before

2. Interpretation and Learning Result at Cycle II

Table 15

The Improving of Students Score at Post-Test I and Post-Test II

No	Name	Score (Post-Test I)	Score (Post-Test II)	Explanation
1.	A1	79	82	Increased
2.	A2	67	79	Increased

3.	A3	79	83	Increased
4.	A4	70	76	Increased
5.	A5	78	79	Increased
6.	A6	65	76	Increased
7.	A6	76	78	Increased
8.	A7	64	76	Increased
9.	A8	76	78	Increased
10.	A9	78	80	Increased
11.	A10	79	79	Constant
12.	A11	78	79	Increased
13.	A12	67	77	Increased
14.	A13	70	76	Increased
15.	A14	77	77	Constant
16.	A15	75	77	Increased
17.	A16	69	78	Increased
18.	A17	77	77	Constant
19.	A19	76	80	Increased
20.	A20	70	81	Increased
21.	A21	63	80	Increased
22.	A22	76	79	Increased

| Total | 1609 | 1727 | Increase |
| Average score | 73,13 | 78,5 | d |

3. Comparison of Pre-test, Post-test I, and Post-test II

To know the comparison andan improving of students' average score in writing skillof Pre-test, Post-test I and Post-test II it showed on the table and chart below:

Table 15

The Comparison of Pre-test, Post-test I, and Post-test II

Pre-Test	Post-Test I	Post-Test II
63,90	73,13	78,54
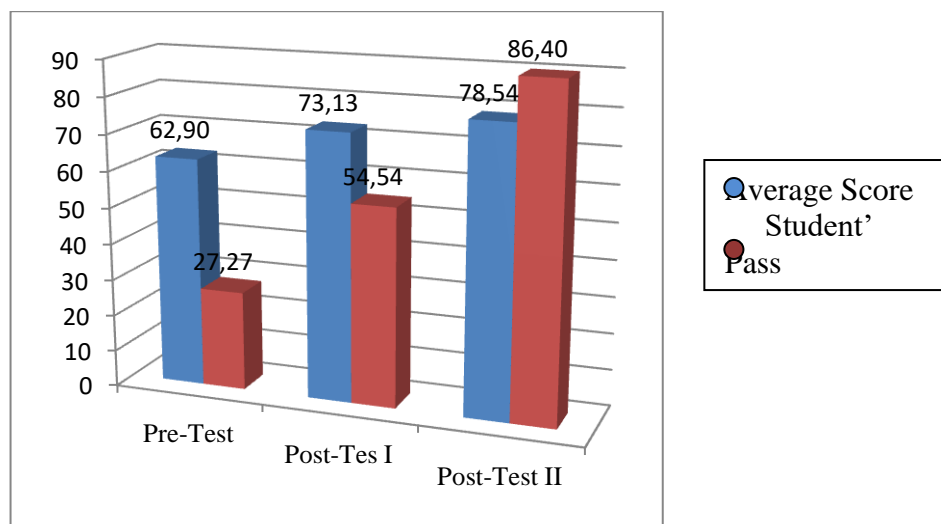
D. DISCUSSION

Based on the explanation of cycle I and cycle II, it could be inferred that the use of CBImethod could improve the students' writing skill. There was a progress average score from pre-test was 62.90 , post-test I was 73.13 and become 78.54 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMKN 1 Pekalongan have low skill in writing. So, the researcher have to be more creative to make students more active in learning process especially in writing. It was the reason why the researcher choose CBI as method to improve the students' writing skill because this technique seems to be good way in learning process.

Moreover, the researcher used a CBI contained of some steps in order to improve the students' writing skill. The researcher made some groups consist of 5 students in each groups. The researcher explained the descriptive text to the leader of each groups and asked them to seacrh the clues what they got in each groups. In the last of learning process, the students asked to make a descriptive text based on the topic. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing skill improve because the researcher used CBI as a method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the researcher concludes that the result in cycle II became better than cycle I, it means that the action improved the students to get better achievement and better score. By using ContentBased Instruction the students can comprehend the material taught and thelanguage all at once. Content Based Instruction gave steps to learn and tomake a descriptive text to the students. In teaching and learning process inthe classroom, the researcher created groups of the students based on theirseat. Every group consisted of 2-3 students. Teacher provided guides andstrategies to assist the students in comprehending material being taught.

The activities enabled students to comprehend the material throughEnglish. When the students got treatment, they were given an assignment.The students worked together with the groups to finish the exercise. Thegroups had to search key words or clues of the picture which given tothem. After that, they arranged the key words into good sentences.Afterwards, the students made a short descriptive text from the sentences.

After finishing the exercise, they delivered the result of their work. Most students can write better writing including organizing ideas, using appropriate vocabulary, using correct grammatical sentences, using correct spelling,

punctuations and mechanics. The students' motivation and attitude toward English lesson especially in writing get better.

From the analysis of the mean score of the writing skill test, it can be concluded that the use of Content Based Instruction in teaching and learning writing of Vocational High School does improve the students' writing skill. The percentage of students had significant improvements after implementing the method. The improvement can be seen from the result of test in each cycle. From the pre-test score was 62.90 increased to 73.13 in post-test 1 and it became 78.5 in post-test II. It means that the mean score of cycle 2 was better than cycle 1, and the mean score of cycle 1 was better than pre-test.

Based on the data above, the researcher concluded that Content Based Instruction can improve students' writing skill in descriptive text for XI Accounting graders of SMKN 1 Pekalongan in academic year of 2017/2018.

B. **Suggestions**

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

1. For Institutional

The institution should distribute the support book, such as magazine, book story, picture, dictionary etc. The institution also should provide

some text books to be read by students, in order to improve their knowledge.

2. The Teacher

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

3. The Students

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

4. For other researcher

By doing this research, the researcher gets a valuable experience which can be used for conducting a better action research in future.

Besides, it is also hoped that this research can enrich the knowledge for the readers.

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APPENDICES

SILABUS PEMBELAJARAN

Nama Sekolah   : SMKN 1 Pekalongan
Mata Pelajaran   : Bahasa Inggris
Standar Kompetensi   : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
Kelas / Semester   : XI / I

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
2.2. Mengungkapkan makna dalam bentuk teks tulis Fungsional pendek Sederhana dengan Menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.	1. Teks fungsional pendek berupa: -Undangan -Pengumuman - Pesan Singkat 2. Tata Bahasa - Kalimat sederhana - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca	• Bersahabat • Komunikatif, • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja keras • Disiplin • Senang membaca • Religius • Santun	• Mandiri • Kreatif • Berani mengambil risiko • Berorientasi pada tindakan • Kepemimpinan • Kerja keras • Jujur • Disiplin • Inovatif	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek. 2. Meyusun kata menjadi teks fungsional yang bermakna. 3. Menulis teks fungsional pendek	Tes tertulis	2x 45	1. Buku teks yang relevan 2. Contoh undangan, pengumuman , SMS 3. Gambar yang Relevan
2.3. Mengungkapkan makna dan langkah retorika dalam esei pendek	1. Teks Essai Berbentuk			1. Menulis kalimat yang berdasarkan yang terkait jenis	1. Melengkapi rumpang teks essai pendek	Tes tertulis	2x 45	1. Buku teks yang relevan

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	*descriptive* dan *recount* 2. Ciri kebahasaan teks *descriptive* dan *recount* 3. Tata bahasa - Simpel present tense - Simpel past tense - past cont tense		• Tanggung jawab Kerjasama • Pantang menyerah • Komitmen • Realistis • Rasa Ingin tahu • Komunikatif • Motivasi kuat untuk sukses	teks descriptive dan recount gambar/realia. 2. Menyusun teks descriptif dan recount yang terpadu. 3. Membuat draft teks descriptive dan recount secara mandiri. 4. Mengekspos teks descriptive dan recount yang ditulis di kelas.	berbentuk *descriptive.* 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive dan recount.* 3. Menulis teks essai dalam bentuk *descriptive dan recount* .			2. Gambar terkait tema/topik 3. Benda-benda sekitar

(RPP)

Satuan Pendidikan : SMKN 1 Pekalongan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Alokasi Waktu : (2x25 menit)

Tema : Animals

A. STANDAR KOMPETENSI

1. Menulis Mengungkapkan makna dalam teks tulis fungsional dan esay pendek sederhana berbentuk *descriptive text.*

B. KOMPETENSI DASAR

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

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat mengungkapkan fungsi teks dalam bentuk descriptive.
2. Siswa dapat mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
3. Siswa dapat menyusun kalimat menjadi teks bermakna dalam bentuk descriptive.

D. TUJUAN PEMBELAJARAN

1. Mengungkapkan fungsi teks dalam bentuk descriptive.
2. Mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
3. Menyusun kalimat menjadi teks bermakna dalam bentuk descriptive

E. MATERI PEMBELAJARAN

DESCRIPTIVE TEXT

a. Kemampuan memahami defnisi : Descriptive Text

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

b. Kemampuan mengenali generic structure

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

c. Kemampuan mengenali dan menggunakan tata bahasa (generic structure)

- ➢ Using simple present tense (waktu sekarang / saat ini)

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

Ex: (+) I work hard at home.

(-) I do not work hard at home.

(?) Do I work hard at home ?

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

Ex: (+) He plays tennis.

(-) He does not play tennis.
(?) Does he play tennis ?

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

Ex: He is my brother.

I am a student.

- ➢ Using adjective (kata sifat)

Adjective is words that used to explain noun or pronoun.

Ex: good, happy, long, bad, red, sad

F. METODE PEMBELAJARAN

Metode: Content Based Instruction

G. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat : Marker, with board, picture and paper.
2. Sumber Belajar : Buku "English for SMK (Angkasa)".

H. LANGKAH-LANGKAH PEMBELAJARAN

1. **Kegiatan Pendahuluan (5 Menit)**

   ➢ Guru mengawali proses pembelajaran dengan salam.

   ➢ Guru meminta ketua kelas untuk memimpin doa sebelum proses pembelajaran dimulai.

   ➢ Guru menanyakan kabar siswa.

   ➢ Guru memeriksa absen para siswa.

2. **Kegiatan Inti (20 Menit)**

   Eksplorasi

   ➢ Menjelaskan materi tentang descriptive text.

   Elaborasi

   ➢ Guru menyediakan gambar sebagai media pembelajaran.

   ➢ Guru meminta siswa bersama-sama mengidentifikasi contoh descriptive text yang telah diberikan.

   ➢ Guru memberikan pertanyaan yang berhubungan dengan gambar tersebut.

   ➢ Guru menjelaskan mengenai teks deskriptif melalui gambar tersebut.

   ➢ Guru memberikan tugas kepada siswa untuk menyusun dan menulis sebuah descriptive text.

   Konfirmasi

   ➢ Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.

   ➢ Guru bersama siswa menyimpulkan materi yang telah dibahas.

   Kegiatan penutup

   ➢ Menutup pelajaran

   ➢ Salam

I. **Penilaian Hasil Pembelajaran**

```
Prambanan Temple  →  Identification  →  What is her name?

Descriptions  →  How many leg?
             →  What is the favorite food ?
             →  Where do they live?
```

Theme :

- Cat
- Bird
- Elephant

Pekalongan, 10 Oktober 2017

Guru Bahasa Inggris   **Peneliti**

Desta Toto S, S.Pd.I   **Ema Puspita Sari**
                                           St. ID 13107137

Rencana Pelaksanaan Pembelajaran II

(RPP)

Satuan Pendidikan : SMKN 1 Pekalongan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/1

Alokasi Waktu   : (2x30 menit)

Tema   : Person

A. STANDAR KOMPETENSI

1. Menulis Mengungkapkan makna dalam teks tulis fungsional dan esay pendek sederhana berbentuk *descriptive text.*

B. KOMPETENSI DASAR

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

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat mengungkapkan fungsi teks dalam bentuk descriptive.
2. Siswa dapat mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
3. Siswa dapat menyusun kalimat menjadi teks bermakna dalam bentuk descriptive.

D. TUJUAN PEMBELAJARAN

1. Mengungkapkan fungsi teks dalam bentuk descriptive.
2. Mengetahui unsur-unsur yang terdapat dalam teks berbentuk descriptive.
3. Menyusun kalimat menjadi teks bermakna dalam bentuk descriptive

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DESCRIPTIVE TEXT

a.   Kemampuan memahami defnisi : Descriptive Text

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➢ Description → describing the object in parts, qualities, or characteristics.

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➢ Using simple present tense (waktu sekarang / saat ini)

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Ex: (+) I work hard at home.

(-) I do not work hard at home.

(?) Do I work hard at home ?

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

Ex: He is my brother.

I am a student.

➢ Using adjective (kata sifat)

Adjective is words that used to explain noun or pronoun.

Ex: good, happy, long, bad, red, sad

F. METODE PEMBELAJARAN

Metode: Content Based Instruction

G. Media/Alat, Bahan, dan Sumber Belajar

3.   Media/Alat   : Marker, with board, picture and paper.

4.   Sumber Belajar   : Buku "English for SMK (Angkasa)".

H. LANGKAH-LANGKAH PEMBELAJARAN

1.   **Kegiatan Pendahuluan (5 Menit)**

➢ Guru mengawali proses pembelajaran dengan salam.

➢ Guru meminta ketua kelas untuk memimpin doa sebelum proses pembelajaran dimulai.

➢ Guru menanyakan kabar siswa.

➢ Guru memeriksa absen para siswa.

2.   **Kegiatan Inti (20 Menit)**

Eksplorasi

➢ Menjelaskan kembali dan memberi pertanyaan pertanyaan mengenai pembahasan pada pertemuan sebelumnya.

Elaborasi

➢ Guru membagi siswa menjadi beberapa kelompok berdasarkan tempat duduknya yang terdiri dari 2-3 orang.

➢ Guru menyediakan dan memeberikan gambar sebagai media pembelajaran.

➢ Guru menyuruh siswa bersama-sama mengidentifikasi gambar yang telah diberikan.

➢ Guru memberikan pertanyaan-pertanyaan terkait karakteristik descriptive text pada gambar yang telah diberikan.

➢ Guru memberikan tugas kelompok kepada siswa untuk menyusun dan menulis sebuahdescriptive text bersama teman sebangku.
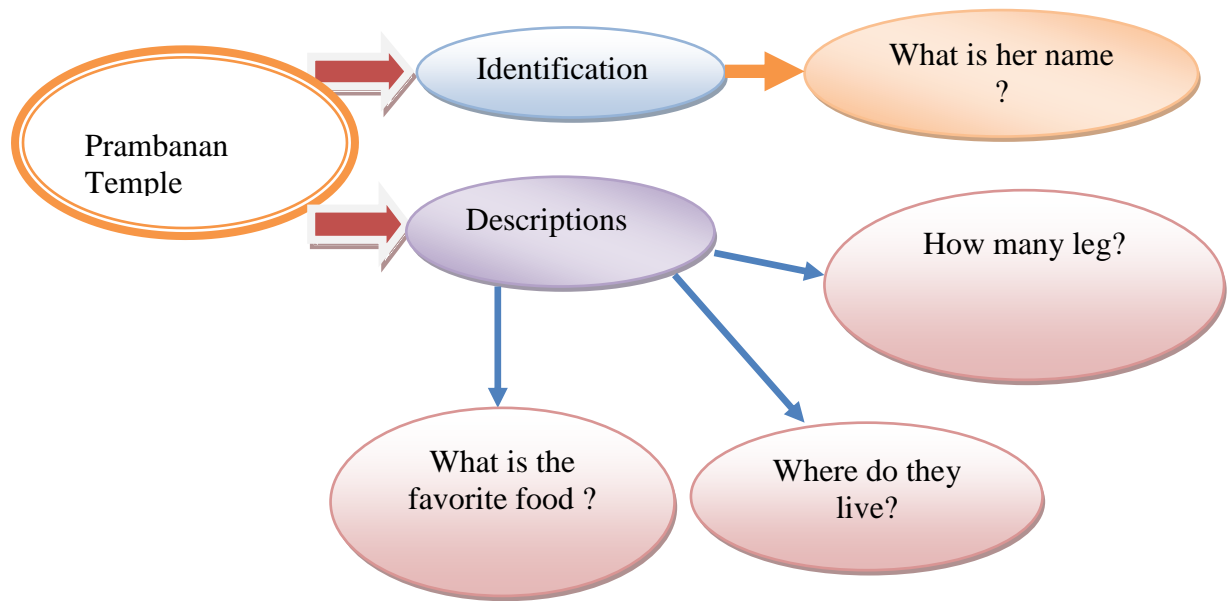
Konfirmasi

➢ Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.

➢ Guru bersama siswa menyimpulkan materi yang telah dibahas.

Kegiatan penutup

➢ Menutup pelajaran

➢ Salam

I. Penilaian Hasil Pembelajaran
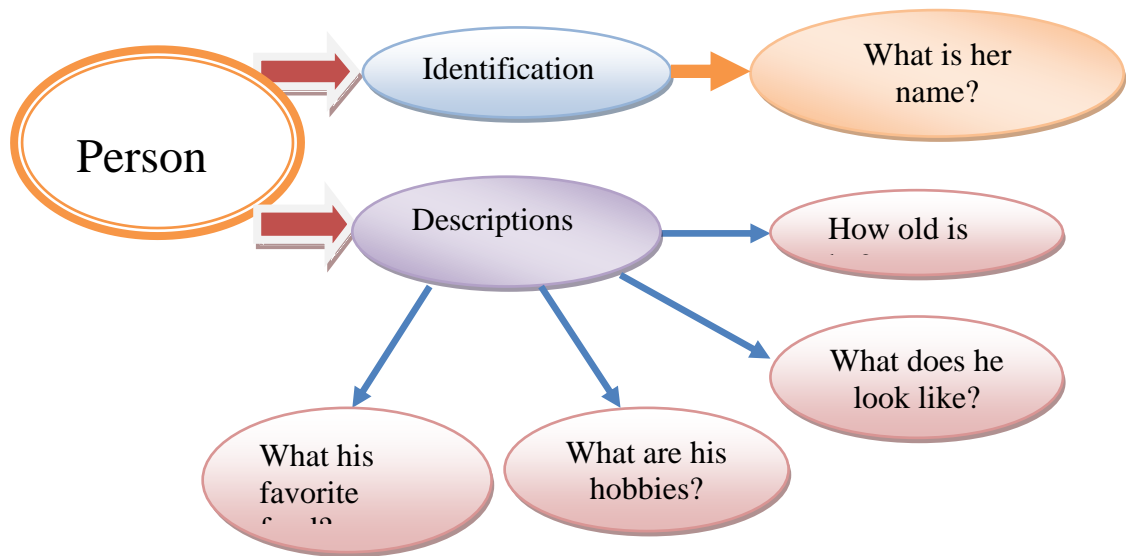
Theme :

- ➢ Natasha Wilona
- ➢ Irish Bella
- ➢ Verrel Bramamsta

Pekalongan, 10 Oktober 2017

Guru Bahasa Inggris **Peneliti**

Desta Toto S, S.Pd.I **Ema Puspita Sari**
St. ID 13107137

Pre- Test

Name :

Class   :

Direction   :

     a. Write your name in your answer sheet

     b. Choose one of the following topics below!

        1. My brother/sister

        2. My father

        3. My friend

     c. Write a descriptive text based on the topic you have chose

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Score:

Content	Organization	Vocabulary	Grammar	Mechanics	Total

Post- Test I

Name :

Class :

Direction   :

   a. **Write your name in your answer sheet**
   b. **Choose one of the following topics below!**
       1. **Natasha Willona**
       2. **Verell Bramamstya**
       3. **Irish Bella**
   c. **Write a descriptive text based on the topic you have chosen**

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Score:

Content	Organization	Vocabulary	Grammar	Mechanics	Total

Post- Test II

Name :

Class :

Direction   :

      d. **Write your name in your answer sheet**
      e. **Choose one of the following topics below!**
          4. **Prambanan Temple**
          5. **Borobudur Temple**
          6. **Sariringgung Beach**
      f. **Write a descriptive text based on the topic you have chosen**

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Score:

Conte nt	Organizati on	Vocabula ry	Gramm ar	Mechani cs	Tot al

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Subject : **English**
Class : **XI^{E}**
Material : **Descriptive Text**

No.	Name	Aspect of Scoring					Total
		Co	**Or**	**Vo**	**Gr**	**Mc**	
1.	A1						
2.	A2						
3.	A3						
4.	A4						
5.	A5						
6.	A6						
7.	A6						
8.	A7						
9.	A8						
10.	A9						
11.	A10						
12.	A11						
13.	A12						
14.	A13						
15.	A14						
16.	A15						
17.	A16						
18.	A17						
19.	A19						
20.	A20						
21.	A21						
22.	A22						
Total							
Averange							
The Highest Score							
The Lowest Score							

Note: Co : Content
Or : Organization
Vo : Vocabulary
Gr : Grammar
Mc : Mechanics

Collaborator   **Researcher**

<u>Desta Toto S, S.Pd.I</u>   **<u>Ema Puspita Sari</u>**
St. ID 13107137

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Subject : **English**
Class : **XI**[E]
Material : **Descriptive Text**

No.	Name	Aspect of Scoring					Total
		Co	**Or**	**Vo**	**Gr**	**Mc**	
1.	A1						
2.	A2						
3.	A3						
4.	A4						
5.	A5						
6.	A6						
7.	A6						
8.	A7						
9.	A8						
10.	A9						
11.	A10						
12.	A11						
13.	A12						
14.	A13						
15.	A14						
16.	A15						
17.	A16						
18.	A17						
19.	A19						
20.	A20						
21.	A21						
22.	A22						
Total							
Averange							
The Highest Score							
The Lowest Score							

Note: Co : Content
       Or : Organization
       Vo : Vocabulary
       Gr : Grammar
       Mc : Mechanics

Collaborator   **Researcher**

Desta Toto   **Ema Puspita Sari**
                                     St. ID 13107137

Field Note

Title : Pre-Test

Place : XI Accounting B

Time : 08.00 – 09.30 am, Tuesday, 18th June 2017

      The researcher gave the students of XI Accounting B a pre-test. This test was to know the students" writing skill in descriptive text. Before the pre-test started, the researcher opened the class by saying *Assalamualaikum wr.wb.* The researcher introduced herself as a new teacher to them. The researcher explained her purpose and her plans to the students that she will do a research in their class to fulfill her thesis. After that, the researcher explained to the students about the pre-test and the purpose of the pre-test. Then, the researcher gave them a paper and asked them to do their pre-test. The researcher gave them an instruction to make a descriptive text. When the bell was ringing, the researcher asked the students to submit their assignment. The researcher said thank you and closed the class by saying *Wassalamualaikum wr.wb.*

Field Note

Cycle   : 1
Meeting   : I
Time   : 09.00-10.30, Tuesday, November 14th, 2017

The researcher entered the class with the collaborator. The researcher opened the teaching and learning process by greeted the students "*Assalamualaikum*, how are you students?" the researcher asked. The students answered, "*Walaikumsalam,* I am fine. Thank you. How about you?" Then the researcher answered, "I am fine too, thank you." After that, the researcher checked students" attendance. After checked the students" attendance list, the researcher asked the students "Do you know about descriptive text?" The students answered "Yes, I know Miss." All of them knew descriptive text. Then, the researcher asked about generic structure. Most of them answered that they knew the generic structure of descriptive. The researcher also asked them about language features of descriptive text, but they can not answered it. "Have you ever made a short descriptive text?" asked the researcher. The students could not answer. Then, the researcher repeated the question in Indonesia, "Sudah pernah buat teks deskriptif ?" "Sudah pernah tapi lupa, Miss" answered the students spontaneously. In fact, they were still confused about using right grammar to make a descriptive text.

Before the researcher explained about the material, the researcher asked the students what picture is. The researcher gave them some questions while she pointed in to the part of the picture. The researcher explained about descriptive text. After finished, the researcher gave them an assignment and they had to work with their seatmate. They had to discussed to construct the picture which given to them. Some students had understood about the material, but there were some students still confused about the material. So, the researcher tried to explain and help them. When the bell was ringing, the researcher closed the teaching and learning process by saying *hamdalah*

Field Note

Cycle   **: 1**
Meeting   **: Post Test**
Time   **: 10.00-11.30, Tuesday, May 21th, 2017**

        The researcher opened the class by saying *Assalamualaikum.* Then, she explained what they would to do today. The researcher gave the students a paper and a picture. The theme for post-test 1 was a pets. The researcher gave an instruction to the students to make a simple descriptive text individually. They could not use dictionary to help them. After finished the exercise, the time was up. The researcher asked the students to submit their work and said thank you for their participation. She closed the class by saying *hamdalah* together.

Field Note

Cycle   : II
Meeting   : 1
Time   : 09.00-10.30, Thursday, November 23th 2017

The researcher entered to XI Accounting B class. She opened the class by saying *Assalamualaikum.* Then, the researcher greeted the students and checked the student"s attendance. The researcher reviewed about descriptive text and the ways to make a good descriptive text. the, the researcher taught them about present tense. Afterwards, the researcher reminded the students of XI Accounting B about using right punctuation in a sentence. The researcher gave them an example and asked them to make a descriptive text. After finished, the researcher asked the students to submit their worksheet. The researcher also reminded the students to prepare for the next meeting. Then, the researcher closed the class by saying thank you and *Wassalamualikum.*

Field Note

Cycle : II
Meeting : Post Test II
Time : 10.00-11.30, November 27th 2017.

Today, the researcher would give the students post-test II. Before that, the researcher reviewed a previous material. Then, she gave them a piece of paper and gave them a picture. The researcher gave them instruction that they had to do the test by a group, each group consist of 3-4 student. They could not open dictionary to help them. Ten minutes before the class ended, the researcher asked the students to submit their worksheet. Then, the researcher said that there was last meeting for the researcher to be their teacher. The researcher did apologize if she had many mistakes that have done while teaching and learning process. Then, the researcher said thank you to the students of XI Accounting B. After that, the researcher closed the teaching and learning process.

The Students' Attendance List at the Eleventh Graders of SMKN 1 Pekalongan

No	Students Name					
1	A1					
2	A2					
3	A3					
4	A4					
5	A5					
6	A6					
7	A7					
8	A8					
9	A9					
10	A10					
11	A11					
12	A12					
13	A13					
14	A14					
15	A15					
16	A16					
17	A17					
18	A18					
19	A19					
20	A20					
21	A21					
22	A22					

The scoring criteria

	Random	General classification & description
C O N T E N T	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 – 16	Very poor: does not show knowledge, not pertinent to topic
O R G A N I Z A T I O N	18 – 20	Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
G R A M M A R	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate

M **A** **C** **H** **A** **N** **I** **C**	5 4 3 2	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[28]

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[28] Joy m Reid, teaching ESL writing, prentice hall regents, united state of America ,p. 236

POST TEST II

1. **Natasha Wilona**

2. **Varel Bramastya**

3. **Irish Bela**

POST TEST 1

1. **Elephant**

2. **Cat**

3. **Rabbit**

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Telp.(0725) 41507 Fax. (0725) 47296Email: tarbiyah.iain@metrouniv.ac.idwebsite:www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Ema Puspita Sari **Jurusan / Prodi** : Tarbiyah / TBI
NPM : 13107137 **Semester / T A** : X / 2017-2018

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
I	Kamis, 28/1-17	✓	Revise ch. IV	
II.	Kamis, 9/1-18	✓	Revise the using of cardinal number.	
III.	Senin, 8/1-18	✓	- Revise table. 3 - Revise figure. 3 - Please check more your collocation! - Please use the correct collocation.	
IV.	Selasa, 9/1-18	✓	- Acc ch. IV continue to 1st Advisor.	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roza,M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP.19830511 2009 12 2 004

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Telp.(0725) 41507 Fax. (0725) 47296Email: tarbiyah.iain@metrouniv.ac.idwebsite.www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ema Puspita Sari   **Jurusan / Prodi** : Tarbiyah / TBI
NPM : 13107137   **Semester / T A** : IX / 2017

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1.	Kamis 28/12-17.	✓	Revise ch. IV.	
2	Kamis 4/1-18.	✓	Revise the using of cardinal number.	
3.	Senin 8/1-18	✓	– Revise table 3 – Revise Figure.3 – please check more your collocation! Please use the correct collocation !	

Mengetahui :
Ketua Jurusan Tadris Bahasa Inggris   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 2008011014   NIP. 19830511 2009 12 2 004

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Ema Puspitasari   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13107137   **Semester / T A** : IX / 2017

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
4.	Selasa 9/1 -18	✓	Acc ch-IV Continue to 1st Advisor	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 2009 12 2 004

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ema Puspita Sari   **Jurusan / Prodi** : Tarbiyah / TBI
NPM : 13107137   **Semester / T A** : IX / 2017

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
I	Kamis, 16 Oktober 2017	✓	*(tulisan tangan)*	
II	Jum'at, 17 Oktober 2017	✓	Revise RPP point a,b dan c.	
III	Selasa, 21 Oktober 2017	✓	Acc Apd.	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris   Dosen Pembimbing I

Ahmad Subhan Roza,M.Pd   **Dr. Mahrus As'ad, M.Ag**
NIP. 19750610 2008011014   NIP. 19611221 199303 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ema Puspita Sari   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13107137   **Semester / T A**   : IX / 2017

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
I		✓	Reuse grammar	
II	Senin / 23/10-17	✓	Ace APD	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 2008011014   NIP. 19830511 2009 12 2 004

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Ema Puspita Sari   **Jurusan / Prodi** : Tarbiyah / TBI
NPM : 13107137   **Semester / T A** : IX / 2017

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
I.	Selasa, 18/4 17	✓	- Revise Cover	
II.	Jum'at, 28/4 17	✓	- Revise Table of content	
III.	Selasa, 02/5 17	✓	- Revise Table of contents	
IV.	Jum'at, 05/5 17	✓	- Revise ch - II	
V.	Senin, 08/05 17	✓	- Revise Table of content - Revise ch - II	
V.	Kamis, 11/05 17	✓	Acc, diseminarkan.	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roza,M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199303 1 001

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NPM : 13107137   **Semester / T A**   : IX / 2017

NO	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang di konsultasikan	Tanda Tangan
I	$23/3$ - 17		✓	Revise ch. I	
2.	$27/3$ - 17		✓	- Revise problem limitation should based on the problem Identification. - Revise problem formulation	
3.	$3/9$ - 17		✓	Acc ch. I Continue to ch. II	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roza,M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 2009 12 2 004

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Nama : Ema Puspita Sari   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13107137   **Semester / T A** : IX / 2017

NO	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang di konsultasikan	Tanda Tangan
1	Kamis 9/5 -17		✓	Revise the language write a good language based on the grammar	
2	Selasa 30/5 -17		✓	Revise ch. II	
3.	Jum'at 09/6 -17		✓	Acc ch. II. please continue to ch. III	
5.	Senin, 12/6 -17		✓	Revise grammar	
6.	Jum'at, 27/7 -17		✓	Make clear of procedure	
7.	Jum'at, 18/8 -17		✓	Revise the using of sufixs!	
8.	Senin, 9/9 -17		✓	Acc ch. III continue to 1st Advisor.	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris   Dosen Pembimbing II

Ahmad Subhan Roza,M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 2008011014   NIP. 19830511 2009 12 2 004

CURRICULUM VITAE

EmaPuspita Sari was born on April 18th , 1996 in a peaceful village namely GondangRejo, Pekalongan East Lampung. She is the second daughter from a good couple Mr. SeniAtmoro and Mrs. Narsih.

She began her study at SD N 3 GondangRejo on 2001. Then, she continue her study to SMP N 2 Pekalongan and graduated in 2010. In the same year she entered SMA UtamaWacana Metro and graduated in 2013.

 Then, after she has graduated from SMA, she decided to master English on State Institute for Islamic Studies (IAIN) of Metro at English study program (TBI). During his study in IAIN, she also joined with the JuraiSiwo English Club (JS-EC)