

# IMPLEMENTING CONTENT-BASED INSTRUCTION (CBI) METHOD IN DESCRIPTIVE WRITING SKILL: IMPACT ON STUDENTS' ACHIEVEMENT

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## Abstracts

Writing is very important because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. The purpose of this study was to show that the use of content-based teaching methods can improve writing skills. Students who have difficulty in writing 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 of time, place and allows the student to convey his thoughts, as without writing skills.

This research is based on classroom action research (CAR). The study was conducted on eleventh graders. It consists of 22 students. In this study the researchers used test, observation, documentation, and Field Notes to collect data. The study is carried out in two cycles. Each cycle consists of planning, action, observation and reflection.

The study's findings demonstrated that, after two cycles, the primary scores were (a) 63.90 for the pre-test, (b) 73.13 for the post-test 1, and (c) 78.54 for the post-test 2. In other words, post-test 1 outperforms the pre-test, and post-test 2 outperforms post-test 1. We can draw the conclusion that using content-based instruction can motivate pupils to write more.

**Keywords:** *Implementing Content Instruction (CBI), Descriptive Writing Skill, Students' Achievement.*

## A. Introduction

English is one of the most widely used languages in the world in this era of globalization, with the majority of people using it for communication. Conversely, English is regarded as a foreign language (EFL) in Indonesia. It has been added to the list of required subjects taught at educational institutions, with instruction beginning in junior high school and continuing through university. Actually, mastering the English language entails mastering its four foundational skills: speaking, listening, reading, and writing.

In order, writing is an essential form of communication and is used as a communication tool to connect people regardless of time and place. Good writing skills allow students to convey their thoughts and communicate their ideas so that they can be well understood by others. Therefore, writing is one of the most prominent skills that an English learner must master.

Furthermore, writing proficiency becomes critical since it impacts pupils' English language learning outcomes. However, one sign of a student's proficiency in the English language is their writing ability. For this reason, in order for English language learners to internalize the language, they must be able to write in English.

Although the importance of mastering writing skills is obvious, in fact, students' writing skills are far from satisfactory. Writing is considered the most difficult skill for second language learners to master (Richards, 2022). It can be called that because of the many problems and things that arise during the process of learning to teach writing in EFL classes such as; vocabulary, punctuation, grammar, and organization. In some situations, writing is used to give instructions or get things done, for example, receiving a message with a means of communication and complaining by mail.

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 approaches; 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 is referring 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 (David Nunan, 2002).

According to the notion, content-based teaching is preferred by researchers for a number of reasons, including the fact that it allows students to build their own knowledge during the process and places a strong emphasis on language-based subject learning. Students will also investigate ways to highlight how imaginative and creative learners are, as well as how they contribute to the learning process. It will be more engaging for students to complete writing exercises based on the teacher's provided content rather than sitting through the entire lecture. It facilitates them to establish the meaning and construction of sentences through a series of activities that lead to the achievement of their writing. In addition, students will find it easier to share ideas or correct with each other.

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 in writing related to the student's 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.

One linguistic skill, especially in English, is writing. Writing, in Trudy Wallace's opinion, is the result of multiple distinct activities that are extremely difficult to learn all at once. Taking notes, determining a main idea, outlining, drafting, and editing are some of these discrete tasks (Trudy, 2004).

According to Brown (Brown, 2001), writing is a way for someone to express themselves freely through words. Furthermore, Mike claims that although writing is mostly a cerebral activity, it does require the use of physical resources and instruments, such as word processors and pens and paper (Mike, 1999). Writing is, in theory, the attempt to create or duplicate written communications. Prior to writing, we must decide what to write; we ought to have a significant message to share (Mark, 2008).

It is true that the purpose of writing is to communicate with the reader through the use of traditional graphic elements like words, sentences, punctuation, and letters. Anything he says should be understandable to readers because he is a skilled writer. According to Hornby (2005), skill is "the ability to do something well." Stated differently, it is a skill meant for a beneficial and moral deed. Therefore, it may be concluded that a skill is a person's ability that they gain through a difficult procedure in order to perform a good and beneficial act.

The aforementioned remark leads one to the conclusion that writing is a productive language that demands the application of critical thinking and is a tool for communicating ideas. Since writing is a learning process, EFL students can learn how to write properly in addition to conveying and expressing their thoughts.

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 (Brinton, 1987).

In addition, Richard states that content-based learning refers to a second language teaching approach in which teaching is organized around the content or information that students will acquire. It is an approach to English learning that combines the content of the subject matter with language skills. Furthermore, Jinni

states that content-based teaching is able to provide good input to learners with an extensive supply of content material that matches the interests and needs of learners (Jiyoung Jinni, 2005).

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.

## **B. Method**

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 consists of 22 students. The researcher used one of the research methods to achieve target or object in writing skill, namely is classroom action research (CAR). In this research needs a collaborators, he is Mr. Desta Toto S, S.Pd.I as the English teacher.

This research conducted at SMK 1 Pekalongan. The subject of this study was XI accounting students in the first semester. This study was conducted in this class because most of the students have the lowest English proficiency especially in writing. The purpose of Classroom Action Research is to solve every problem and practice in improving teacher activities in professional development. Classroom Action research consists of a series of four activities carried out in a cycle, namely: (a) planning, (B) action, (c) observation, and (d) reflection. The cycle is shown as follows (Eileen Ferrance, 2000).

## **C. Result and Discussion**

The researcher achieved quite good results in Cycle 1. In order to ensure the improvement of students' writing skills through content-based teaching, the research proceeded to cycle 2. In Cycle 2, researchers conducted two meetings conducted on Thursday, November 23<sup>th</sup>2017 and Monday 27<sup>th</sup>2017.

### **1. Implementation of Content Based Instruction (CBI) Cycle I and Cycle II**

#### **a. Planning**

Based on the results of Cycle 1, researchers realized that there was an increase in students' writing skills, but still found some obstacles faced by students. To overcome the weaknesses that arise in Cycle 1, the researcher revised the writing teaching plan in Cycle 2 based on observations and reflections of the teaching learning process in the cycle.

By providing an explanation of the descriptive text, the researcher looks at the content in the first cycle. It seeks to continue studying the subject. They gained more experience in structuring descriptive paragraphs. Here, the researcher needs to get the student worksheets and exercises ready for cycle two of the post-test. The Cycle I Action Schedule.

Meeting	Day/Date	Time	Activities
1st	Tuesday, November 14 <sup>th</sup> , 2017	09.00-10.30	Giving the Treatment about descriptive text of Content Based Instruction
2nd	Tuesday, May 21 <sup>th</sup> , 2017	10.00-11.30	Doing action for giving post-test 1

The Schedule of Action in Cycle II

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

#### b. Acting

In the second cycle, researchers used the same writing method using Content Based Instruction, but with a different theme, the theme describes the artist. This cycle is carried out in two meetings.

##### *Opening*

Researchers opened the teaching and learning process by greeting students and checking student attendance lists and none of the students were absent from class that day

##### *Main Activity*

During the prior meeting, the researcher went over the material. The prior material is still retained by the students by memory. The researcher reviewed, then displayed an image. The features of the image must be identified by the students. Researchers provide worksheets to pupils so they can keep learning.

##### *Closing*

Before closing the teaching and learning process, the researcher examines the material and makes conclusions. Researchers close the teaching and learning process with a greeting.

*c. Observing*

The researcher held two sessions and used content-based instruction to teach writing during the second observation cycle. At both the first and second meetings, the researchers made an effort to make learning interesting and engaging by staying in touch with the students. From what was seen at this meeting, the children behaved well, paid attention to the researchers, and did not complain. During this meeting, the researcher gave them samples of images. The researcher then gave the students instructions to look at the image. They are shown the photo and some information about it by the person doing the investigation. The researchers next gave the students instructions on how to write a descriptive text. The atmosphere was solemn and serious. There was a solemn, serious vibe in the classroom.

*d. Reflecting*

It may be concluded that the researchers discovered some improvements in this cycle based on the outcomes of the observational learning process in the second cycle. The teaching and learning process is attracting the attention and motivation of the students more. When content-based instruction is used, students are more excited to attend classes. The intention, basic organization, and linguistic elements of descriptive writings become clearer to the pupils. They gain a deeper comprehension of the subject matter. Additionally, the average value of the post-test 2 findings indicated that their abilities in writing had improved. The obtained average score was 78.5. Significantly higher than the post-test I average score.

## 2. Interpretation and Learning Result at Cycle I and Cycle II

Total	1384 (Cycle 1)	1609 (Cycle II)	Increased
Average score	62,90	73,13	

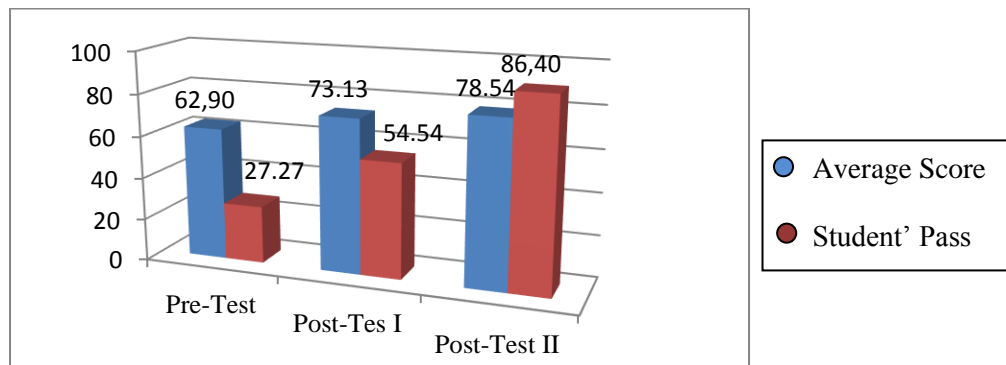
The highest score of Pre-test students is 77 and Post-test I is 79. We know the progress score is 2. And the average Pre-test student is 63 and Post-test I is 73.13. There is an increase of 15 points. Then the presentation of students who passed the Pre-test by 27.27% and Post-test by 54.54% progress by 27.27%. Post-test Result 1 is higher than Pretest result. Students are motivated to write. They are motivated because they can get information and other knowledge from a given text. They can write longer stories than ever before

## 3. Interpretation and Learning Result at Cycle I and II

Total	1609 (Cycle 1)	1727 (Cycle II)	Increased
Average score	73,13	78,5	

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



It is clear from the discussion of Cycles I and II that using the CBI technique can help students become better writers. Pre-test progress averages 62.90, post-test I averages 73.13, and post-test II averages 78.54. The percentage of students who passed the pre-test, post-test I, and post-test II increased, as did the average score.

In this case, SMKN 1 Pekalongan students have low writing skills. Thus, researchers must be more creative so that students are more active in the learning process, especially in writing. That is the reason why researchers chose CBI as a method to improve students' writing skills because this technique seems to be a good way in the learning process.

In addition, researchers used a CBI that contains several measures to improve students' writing skills. Researchers made several groups consisting of 5 students in each group. The researcher explained the descriptive text to the leader of each group and asked them to look for clues what they got in each group. In the final learning process, students are asked to create a descriptive text based on the topic. This activity is carried out until the end of the meeting. After cycle I, and Cycle II students' writing skills increased because the researchers used the CBI method.

#### D. Conclusion

The researchers came to the conclusion that Cycle II outcomes were better than Cycle I based on the discussion in the preceding chapter. This suggests that the activities taken by the students enhance their performance and grades. Students can comprehend both the language and the subject matter being taught simultaneously when content-based learning is used. Students are given the

methods to study and produce descriptive texts through content-based instruction. Based on where students sit, researchers divide up the class into groups for instruction and learning in the classroom. Each group has two or three pupils in it. Teachers help students understand the content they are teaching by offering advice and helpful strategies.

Through instruction, kids are able to understand the English content. After treatment, children are given an assignment. Students work together as a group to complete the tasks. The groups' assignment was to review the supplied photos and search for suggestions or keywords. After that, they organize the key terms into coherent phrases. The students then compose a succinct descriptive paragraph using the sentences.

Once they received training, they displayed their artwork. When it comes to writing, the majority of students are better at organizing their work, selecting relevant vocabulary, creating cohesive sentences, and applying suitable writing techniques, grammar, and spelling. The motivation and frame of mind of pupils receiving English instruction, particularly in relation to writing constructively.

Examining the average result on the writing ability test revealed that, yes, using content-based instruction in vocational writing learning did improve students' writing abilities. Following application of the plan, there was annotated rise in the total number of teenagers. The test results demonstrate progress in each cycle. After increasing to 73.13 in post-test I and 78.5 in post-test II from the pre-test score of 62.90. This shows that the average score for Cycle 2 exceeds than the average score for Cycle 1, and the average score for Cycle 1 is higher than the pre-test.

The researchers came to the conclusion that content-based learning can help students in Class XI accounting at SMKN 1 Pekalongan in the academic year 2017–2018 write more descriptive texts. This conclusion was based on the research data mentioned above.

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