**CHAPTER 1**

**INTRODUCTION**

1. **The Background of the Research**

Discussing about the meaning of writing, Gordon Rohman says that “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.”[[1]](#footnote-1) So **writing is very complex process. Writing is interpreted as a process or an activity that expresses ideas, thoughts experiences and knowledge into the form of notes using signs or symbols that are made systematically.**

In the context of foreign language, the meaning of writing is not only restricted by organizing words and ideas into sentences, but also understanding of how to translate words and sentences from L1 into foreign language well, making good sentences grammatically, and transferring ideas into readable text.

There is no doubt that writing is one of the most difficult skills for L2 or foreign language learners to master. The skills involved in writing are highly complex. “L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak”.[[2]](#footnote-2) Meanwhile in the other hand, in the English learning syllabus especially for Senior High School, students are required to be able to make various writing products.

Writing factual report text is the basis of writing skill that must be mastered by the ESL / EFL students in Senior High School. One of the most outstanding Senior High School ini Serang is MAN 2 Kota Serang. Not like other schools in general, MAN 2 Kota Serang adopted boarding school system for their students. Students stayed and studied for 24 hours in school area with a conductive and Islamic education atmosphere. While discussing about learning facilities, this school has adequate learning facilities form available projector in every classes until to adequate library having a lot of book collections.

But although the learning facilities are very adequate here, it does not rule out the possibility that there are some deficiencies in terms of human resources. There are some teachers who are still not skillful in giving learning materials, especially in English lessons, to the students well. This is evidenced when the writer doing teaching practice in this school, the writer found some teachers who still applied teacher centered learning until many students are still confused and unable to make factual report text correctly. They are unable to make meaningful sentence well, unable to arrange one word to another words, unable to sum up article they read and express their idea into writing form, and so on. Whereas at this level, students are required to be able to make various writing products. It indicates that writing is a very crucial activity and it takes a long time to master.

However, the need of writing is unavoidable. The demand of globalization era toward global knowledge is increased quickly. There have been obstacles faced by students especially in writing factual report either from internal or external factors. All of these obstacles are addressed to teacher ability to resolve. So teachers are required (in the context of writing skill improvement) to teach writing creatively and effectively using up-to-date teaching methods. Blythe Camenson stated that “ESL/EFL teachers, like all teachers, must be familiar with up-to-date teaching materials, classroom management methods, teaching methodology, lesson planning, and student evaluations.”[[3]](#footnote-3) It is intended that students can gain knowledge maximally.

Content Based Instruction (CBI) is one of up-to-date teaching method. CBI has been defined by Krahnke as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught”[[4]](#footnote-4). According to Stoller, “CBI requires students to synthesize facts and ideas from multiple sources as preparation for writing.”[[5]](#footnote-5) Thus, in this teaching method students are involved in participatory way to choose instructional material according to their lives, interests and backgrounds. This would enhance their involvement and thus interest to improve their communicative capacities in foreign language besides their subject knowledge.

CBI is a teaching method that is currently very appropriate to be used to overcome the problems of language learning, especially problems faced by ESL/EFL language learners in traditional foreign language classes. Stephen B assumes that :

learning a second language has been compared to learning to ride a bicycle, learning to play tennis, or learning to play a musical instrument. In spite of broad recognition that the best way to learn these skills is by *doing* them, not just by studying about them or performing exercises and drills, our traditional foreign language classes resemble music classes in which all of the learners' time is spent practicing scales and studying theory, and they are not permitted to play any real pieces until they are proficient enough to give a recital.[[6]](#footnote-6)

CBI offers a new concept in language learning which target language is not the main purpose in learning but as a medium of learning. The goal of CBI is to engage the learners directly with the material, by passing the language barrier. Duenas states that “high levels of competence can be reached in classrooms where the target language is a medium of communication rather than an object of analysis.”[[7]](#footnote-7) In other words, CBI focuses on communicating the content rather on how to communicate. In order to achieve this, the content must be engaging and relevant to the learners needs outside of the language classroom.

Finally, based on the background above, the writer would like to conduct an experimental research in students’ factual report text writing ability. And the writer would like to carry out the research under the title “The Effect of Content Based Instruction (CBI) towards Students’ Writing Skill on Factual Report Text” *(An* *Experimental Research on Senior High School Students in The State Islamic Senior High School (MAN) 2 Kota Serang).*

1. **The Identifications of the Problem**

Based on identification of the problem above, the writer draws the identifications of the problem as follow:

1. English teacher still uses conventional teaching method.
2. Students of the eleventh grade of MAN 2 Kota Serang were bored with conventional method in learning writing subject.
3. Students of the eleventh grade of MAN 2 Kota Serang need an interest and up-to date teaching method.
4. Students of the eleventh grade of MAN 2 Kota Serang have difficulties in English lesson especially in writing factual report text.
5. Students of the eleventh grade of MAN 2 Kota Serang are demanded and required to be able to make various writing products.
6. **The Limitations of the Problem**

To make this research more focused, the writer intends to formulate the limitations of the problems as follows:

1. The writer will focus on using Content Based Instruction (CBI) in teaching writing of factual report text.
2. The object of research is students of the eleventh grade of MAN 2 Kota Serang.
3. The research methodology that will be used in this research is Experimental Research.
4. **The Statements of the Problem**

To make this study more focused, the writer intends to formulate the statements of the problem as follows:

1. How is the students’ factual report writing skill at the eleventh grade of MAN 2 Kota Serang?
2. How is the effect of Content Based Instruction towards students’ factual report writing skill at the eleventh grade of MAN 2 Kota Serang?
3. **The Aims of the Research**

 Based on the statements of the problems above, the objectives of this research are as follows:

1. To know the students’ factual report writing skill at the eleventh grade of MAN 2 Kota Serang.
2. To know the effect of Content Based Instruction towards students’ factual report writing skill at the eleventh grade of MAN 2 Kota Serang.
3. **The Significance of the Research**

 Except these mentioned objectives above, the main purpose of this research is to examine, prove and obtain an overview related to the effect of the use of the Content Based Instruction Method (CBI) method towards students' writing skill, especially in writing factual report text.

 The result of this research theoretically is expected to give a contribution in enriching the insight about Content Based Instruction method on students’ writing skill on factual report in EFL class.

 While in practically, the result of this study is expected to contribute ideas related to problem solving faced by language teachers in improving students' writing skill.

1. **The Previous Researches**

 There were many researchers conducted a research through Content Based Instruction. The journal with the title *Content-Based Instruction in The Teaching of English as a Foreign Laguage[[8]](#footnote-8)* conducted by Fragoulis Iosif, as Professor in the School of Pedagogical and Technological Education Tutor, Hellenic Open University and *Research into the Integration of Content-Based Instruction into the ESP Classroom[[9]](#footnote-9)* conducted by Galina Kavaliauskiene, as Professor in Law University of Lithuania, are some examples of research discussing about Content Based Instruction.

Based on the previous researches above, the writer separated the similarity and the difference between this research and those previous researches. The similarity of those previous researches and this research is quite same, did the research with the same method (Content Based Instruction). Meanwhile, the differences of those previous researches and this research are, (a) The first previous study aims to link theory to practice, and to help English teachers maximize the full potential of Content-Based Instruction and project work. (b) And the second previous study aims to acquire various language skills through CBI and self-assessment of language skills compared with learning outcome.

Previous researches above only discuss theoretically about the practice of CBI itself and don’t focus on improving students’ writing skill. These are what distinguish between previous studies with research will be conducted by writer which is to improve EFL Students' writing skill on factual report text.

1. **The Systematization of the Writing**

 This paper systematically consists of five chapters which each chapter has its different explanation and function.

 Chapter I is introduction of research which consists of background of the study, identifications of the problem, limitations of the problem, statements of the problem, aims of research, significance of the research, previous research, and systematization of writing. In this chapter, writer will focus to identify general problems related to the students 'writing skills and provide a brief explanation of the CBI method which is considered to be a solution to improve students' writing skills.

 Chapter II is theoretical framework. It consists of definition and importance of writing, purposes of writing, kinds of writing, assessing writing, definition of CBI, models of CBI, the features and effectiveness of CBI, approach of CBI in learning process, definition of factual report text, purposes of factual report, types of factual report and its language features of factual report text. Everything related to the theory of writing, the Content-Based Instruction and factual report text, will be discussed throughout in this chapter.

 Chapter III is Research Methodology. It consists of the research method, the place and time of research, population and sample, the research variables, instrument and technique of data collecting, technique of data analysis and hypothesis of statistic. Everything related to the method and object of research will be discussed in this chapter.

 Chapter IV is the result of conducted research. The writer will describe the data obtained during the research including theoretical score, empirical score, average, modus, median, variance, standard deviation, the percentage of achievement level of each research variable, frequency distribution table, histogram and polygon along with the explanation. Not to forget the author will also test the hypothesis with the results of the obtained data from research.

 Chapter V is closing. The writer will provide a concise answer to the formulation of the problem posed in chapter I and provide advice to the reader to take the habit of this research.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **The Theory of Writing**

In this part, researcher will explain the definition, purposes, kinds, genres of writing and scoring procedures for writing assessment completely accompanied with valid data and sources.

1. **The Definition of Writing**

Robert Lado stated, writing is “a partial representation units of language. Learning to write a foreign language is learning to put down the graphic symbols that represents the utterances one has in mind”.[[10]](#footnote-10) In line with Robert Lado, Axel also defined writing as “an desire to express idea, opinion, feeling, and experience in written form. on the other side writing is a complex process and as such contains element of mystery and surprise.”[[11]](#footnote-11) Writing involves thinking activity and then interpreting the result of thoughts into a writing form, it is what makes writing activity called as a complex process.

 Writing activity is important for humankind overall. Ann Brown and Raymond stated that “writing is important in our life and as a communicative act that transmit information and link people together”. [[12]](#footnote-12) Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of modern library.

11

 On this basis, Allah commands humans to write. The command of writing is revealed by Allah in the fourth verse of Al-Alaq which says,

"who teaches (human) with the mediator of Qalam (the pen)." (QS. Al-Alaq, 4)[[13]](#footnote-13).

 Even Allah SWT also swears in surah Al-Qolam, first verse which says,

"Nun, by Qalam (the pen) and what they write." (QS. Al-Qolam, 1)[[14]](#footnote-14).

 It can be summed up that writing activity is important for human life in many aspects, it can be evidenced by Allah's commandments above on humans to write.

1. **The Purposes of Writing**

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions, all quite different. But they’re all *writing.* They all have the basic purpose of getting ideas from one brain into another. According to Kate Grenville, there are three (3) of writing purposes:

1. Writing to entertain

 Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect, . . . , As readers, though, we know that they’re not really journals or letters, these are just devices the writer has used to make the writing more entertaining.

1. Writing to inform

 These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose, that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

1. Writing to persuade

 This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.[[15]](#footnote-15)

 In this research, researcher will ask students to write factual report text which the purpose of this writing is to inform / report about the content of the given article. So that they have to sum up information found in article and report it in writing form.

1. **The Kinds of Writing**

Naturally, there were so many types of writing. But here researcher tries to quote from “The Oxford, Essential Guide to Writing” book with the author, Thomas S. Cane. According to Thomas, writing is devided into four categories. They are Exposition, Description, Narration and Persuasion (Argumentation).

1. *Exposition* explains how things work an internal combustion engine. Ideas, a theory of economics. Facts of everyday life, how many people get divorced. History, why Custer attacked at the Little Big Horn. Controversial issues laden with feelings, abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.
2. *Description* deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.
3. The subject of *narration* is a series of related events, a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.
4. *Persuasion* seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument,* offering evidence or logical proof. Another form of persuasion is *satire,* which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence,* appealing to ideals and noble sentiments.[[16]](#footnote-16)

From all four kinds of writing, Factual report is part of exposition because factual report is a writing that has a purpose to provide information about something so that it can expand the knowledge of the reader.

1. **The Genres of Writing**

According to Brown, there are three (3) of the most common genres that language writer might produce, within and beyond the requirements of a curriculum, they are:

1. Academic Writing, includes: papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses, and dissertations.
2. Job-related Writing, includes: message (e.g. phone message), letters/emails, memos (e.g. interoffice), reports (e.g. job evaluations, project reports), schedules, labels, signs, advertisements, announcements, and manuals.
3. Personal Writing, includes: Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g. checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g. poetry, short stories)[[17]](#footnote-17).

From three (3) of the most common genres of writing, report text is included of academic writing because that writing report text is one of writing activities should be learned and mastered by students/ language learners in senior high school level.

1. **The Scoring Procedures for Writing Assessment**

Scoring is needed to know how students/language learners understand the material being taught. According to Brown, there are three (3) major approaches to scoring writing performance which are commonly used by test designers; *holistic, primary trait, and analytic scoring*.[[18]](#footnote-18) In the first method (holistic), single score is assigned to an essay, which represents a reader’s general overall assessment. Primary trait scoring is variation of the holistic method I that the achievement of the primary purpose, or trait, of an essay is the only factor rated. Analytic scoring breaks a test-taker’s written text down into a number of subcategories (Content, organization, vocabulary, language us, and mechanic) and give a separate rating for each.

For classroom instruction, holistic scoring provides little washback into the writer’s further of learning. Primary trait scoring focuses on the principle function of the text and therefore offers some feedback potential, but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. Classroom evaluation of learning is best served through Analytic scoring, in which as many as five major elements of writing are scored, thus enabling learners to home in on weakness and to capitalize on strengths.

From some of considerations above, researcher will take analytic scoring to assess students’ writing because of its features. Here are an analytic scoring scale that specify five major categories and description of five different levels designed by Jacobs.

|  |  |  |  |
| --- | --- | --- | --- |
| No | Level | Score | Criteria |
| 1 | Content | 30-27 | **Excellent to Very Good**: knowledge, substantive, through development of thesis, relevant to assigned topic. |
| 26-22 | **Good to Average**: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, butt lack detail. |
| 21-17 | **Fair to Poor**: limited knowledge of subject, little subject, inadequate development topic. |
| 16-13 | **Very Poor**: doesn’t show knowledge of subject, non-substantive, or not enough evaluate. |
| 2 | Organization | 20-18 | **Excellent to Very Good**: Expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive. |
| 17-14 | **Good to Average**: somewhat choppy, loosely organize but main ideas stand out, limited support, logical but complete sequencing.  |
| 13-10 | **Fair to Poor**: non-fluent, ideas confused or disconnected, lack logical, sequencing development. |
| 9-7 | **Very Poor**: doesn’t communicate, no organization, or not enough to evaluate.  |
| 3 | Vocabulary | 20-18 | **Excellent to Very Good**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. |
| 17-14 | **Good to Average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. |
| 13-10 | **Fair to Poor**: limited range, frequent errors of word/idiom for, choice, meaning confused or obscured. |
| 9-7 | **Very Poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate |
| 4 | Language Use | 25-22 | **Excellent to Very Good**: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions. |
| 21-18 | **Good to Average**: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. |
| 17-11 | **Fair to Poor**: major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured. |
| 10-5 | **Very Poor**: virtually no mastery of sentence construction rules, dominated by errors, doesn’t communication, or not enough to evaluate. |
| 5 | Mechanic | 5 | **Excellent to Very Good**: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| 4 | **Good to Average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |
| 3 | **Fair to Poor**: frequent errors of spelling, punctuations, capitalizations, paragraphing, poor hand writing, meaning confused or obscured. |
| 2 | **Very Poor**: no mastery of conventions, dominated by errors of spelling, punctuations, capitalizations, paragraphing, handwriting illegible or not enough to evaluate.[[19]](#footnote-19) |

1. **The Theory of Content Based Instruction (CBI)**

In this part, researcher will explain definition, models, features and approach of Content Based Instruction (CBI) completely accompanied with valid data and sources.

1. **The Definition of CBI**

Content-Based Instruction (CBI) has become increasingly popular in English language education programs worldwide. It is regarded as an effective way to engage students with content sources, while at the same time improving language abilities.

 Stoller considers that “CBI is ‘an umbrella term’ for approaches that combine language and content learning aims even if there are differences in the emphasis placed on language and content.”[[20]](#footnote-20) Content-based instruction (CBI), is also defined by Brinton, Snow, and Wesche, as “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material”[[21]](#footnote-21)

 Germain Masureur states that “Content-Based Instruction is a method of teaching language which focuses on learning about something in the target language, rather than learning about the target language itself”[[22]](#footnote-22). In the same line with Germain M, Duenas states that “Content-based instruction (CBI) is the practice of teaching English for ELLs through cross-curricular content areas. Content-based instruction principles are linked to the assumption that the focus of instruction should be on the subject matter and not on the language form.”[[23]](#footnote-23)

 Stephen B assumes that the best way to learn a second language is by doing them, not just by studying about them. He considers that learning a second language is like learning to ride bicycle, learning to play tennis or learning to play a musical instrument.[[24]](#footnote-24)

 From all statements above we can conclude that CBI assumes that the target language is not the main purpose in learning but as a medium of learning. The goal of CBI is to engage the learners with the material, by passing the language barrier.

1. **The Models of CBI**

Commonly, the experts formulate that there are 3 models of CBI agreed altogether. Germain Mesureur stated that:

There are three recognized models in CBI, namely *sheltered, adjunct and theme-based.* The first two models are mostly followed in ESL contexts, usually employed to support foreign students who are registered in programs other than language programs, and to help them better follow the classes delivered in the second language.

The sheltered model uses two teachers in the same class, one to teach the content in the target language, the second teacher being an ESL specialist who will assist the students in understanding the content, as well as lead any part of the course which may be more directly language-related. In the adjunct CBI model, content classes are taught by an ESL teacher, but the themes covered in these programs are directly linked to the students’ major.

The third model, theme−based, is chiefly used in EFL environments as an alternative method to teaching the language. Essentially, in a CBI class, the instructor teaches The Content, in English. . . A CBI theme will normally last an entire term, although some lower level classes might require coverage of two or sometimes three themes per term, in order to avoid having to resort to material which may be too complex.[[25]](#footnote-25)

In line with Germain, Stephen B also stated that there are three (3) of the most common models of CBI, implemented by increasing numbers of second and foreign language educators worldwide, include *sheltered content courses, adjunct courses, theme-based.*

The term *sheltered content*, once an erudite term used in second language acquisition, has become a mantra in many public school systems in the United States (especially in California) that encompasses specially designed math, science, history, English, and social studies courses for K-12 second language learners. In a sheltered class, the teacher uses special methods and techniques to "shelter subject matter," i.e., make the content more accessible to second language learners. In this general sense, all the authors in this volume use sheltered methods and techniques in their foreign language classrooms.

*Adjunct courses* have appeared in many secondary and postsecondary settings as a means of connecting English as a Second Language (ESL) classes, often offered in a language institute on or near campus, to content classes in the regular academic program. Several authors of the chapters that follow, especially in FLAC, use a variation of the adjunct model to make connections between the study of a foreign language and the study of a particular subject matter. Just as sheltered content approaches can make connections that stimulate students' interest, adjunct courses can enhance students' self-confidence with a feeling of using the new language to accomplish real tasks.

*Theme-based approaches*, which have existed for a long time in foreign language education, are often supplementary activities that interrupt the systematic study of grammar with readings and activities on topics such as food, music, dating, and the family. In CBI, these kinds of themes often take on a central role in the curriculum. The content modules described by several of the contributors are, in a sense, expansions of the theme-based concept, but in these cases the entire course is designed around in-depth study of topics such as a country's economy, political system, family structure, or the role of women in the society. Instead of being add-ons to a course based on the study of grammar, the study of grammar in these courses becomes linked to, defined by, and dependent upon the topics.[[26]](#footnote-26)

From statements above, writer assumes that Theme Based Approach is the most appropriate model of CBI that can be applied in language classes considering English in Indonesia is learned foreign language.

1. **The Features and the Effectiveness of CBI**

Content-based instruction method is considered as one of the most effective methods of teaching foreign language especially English. CBI method helps students develop both BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). This is what makes CBI becomes one of popular methods in English language education programs worldwide.

 According to Grabe and Stoller, at least there are seven (7) features of Content-Based Instruction :

1. In content-based classrooms, students are exposed to a considerable amount of language while learning content.
2. CBI supports contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments.
3. Students in CBI classes have increased opportunities to use the content knowledge and expertise that they bring to class. The use of coherently developed content resources allows students to call on their own prior knowledge to learn additional language and content material.
4. CBI itself promises to generate increased motivation among students; in Content-based classrooms, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation.
5. CBI supports, in a natural way, such learning approaches as --- cooperative learning, apprenticeship learning, experiential learning, and project-based learning.
6. CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences. Because additional subtopics and issues can be incorporated into the course, teachers have many opportunities to adjust the class to complement the interests and needs of both teacher and student.
7. CBI lends itself to student-centered classroom activities; in Content-based classrooms, students have opportunities to exercise choices and preferences in terms of specific content and learning activities.[[27]](#footnote-27)

In line with Grabe, Duri found that “the CBI course is *fun* and helps them to *learn with less pain*, and the CBI-based curriculum makes the second language something that they couldn’t help but to learn”[[28]](#footnote-28). Thus, the increase in motivation and enjoyment that CBI offers has given students a more positive attitude toward learning the second language in general and enrollment in many CBI programs has increased.

1. **The Approach of Content Based Instruction (CBI)**

Content Based Instruction (CBI) is kind of Cooperative learning which integrates language and subject matters learning. Students are offered opportunities for practicing more and using the target language with less pressure; moreover, a cooperative learning context provides students with self-confidence and with a starting point for higher work and cognitive demands.

 Acording to Grabe and Stoller “CBI supports, in a natural way, such learning approaches as --- cooperative learning, apprenticeship learning, experiential learning, and project-based learning”[[29]](#footnote-29). In this case, researcher will adopts project Based Instruction approach as language learning approach. This is caused Content based instruction is integrated with Project Based Learning in its application.

 Alan and Stoller formulate practical guide for the sequencing of project activities which teachers can use to maximize the potential benefits of project work.

|  |  |  |
| --- | --- | --- |
| **Steps** | **Activities** | **Descriptions** |
| Step 1 | The students and the teacher agree on a theme for the project | This stage includes choosing the project topic, generating interest and helping students develop a sense of commitment, responsibility and ownership towards the project. Topic is chosen after a conversation and negotiation between the teacher and the students. |
| Step 2 | The students and the teacher determine the final outcome of the project | The students and the teacher determine a) the final outcome of the project (e.g. board display, brochure, newspaper, theatrical performance), and b) the audience for the project (e.g. classmates, parents, wider community). |
| Step 3 | The students and the teacher structure the project | The students and the teacher agree on information that needs to be gathered, compiled and analyzed, ways and sources of data collection, student roles, and timing for the project. |
| Step 4 | The teacher prepares the students for the demands of the information gathering | The teacher determines the language demands of the information gathering stage, and structures instruction activities to prepare students for the data gathering tasks and the presentation of the final outcome (step 7). If. for example, the students will write formal letters to the local authorities to gather information, the teacher prepares activities about the format and language of such letters. |
| Step 5 | The students gather information | After having practiced the language needed for gathering information, the students collect the information (e.g. using sources such as the World Wide Web or the school library). |
| Step 6 | The students compile and analyze the information | The students work in groups, identifying and organizing the useful information for the completion of the project. |
| Step 7 | The students present the final outcome | The students present the final project outcome, on the basis of what has been decided in step 2. |
| Step 8 | The students evaluate the project | The students reflect on the language and the subject matter acquired during the process, and make recommendations regarding future projects. The teacher provides students with feedback concerning language and content learning.[[30]](#footnote-30) |

1. **The Theory of Factual Report Text**

In this part, researcher will explain definition, structure, sentence structure and language features of Factual Report completely accompanied with valid data and sources.

1. **The Definition of Factual Report**

Factual Report or Information Report is a factual text that provides information different phenomena in our life. It is used as a way to gain better understanding of different phenomena.[[31]](#footnote-31) A Factual report gives detail view about the discussed topic, it doesn’t contain personal views because all information explained based on systematic observation and fact.

The purpose of Factual Report itself is to provide an information to the reader about something generally. Usually factual Report text explains something related to the nature phenomena, human creations and social in our environment such as: planets, solar system, mammals, plants, countries, cities, cultures, transportations etc. And factual report text is scientific because it presents facts as a result of research or observation.

1. **Generic Structure of an Information/Factual Report**
2. General Classification, also known as Introductory paragraph. It introduces the topic/subject.
3. Body paragraph (Description), a series of paragraph that provide detailed information of the topic.
4. Paragraph 1 (description)
5. Paragraph 2 (description)
6. Paragraph 3 (description)

Factual reports do not have and ending or conclusion but rounds off with statement that summarizes the contents of report.

1. Glossary: it is placed in the end of the information report. It defines all the technical terms of words used in the report. It is optional.
2. Bibliography: it is list of books, journals, magazines or websites used in the report. It is optional.[[32]](#footnote-32)

Here is the Example of Factual Report text divided by its generic structure by the tittle CHEETAHS.

|  |  |
| --- | --- |
| **GENERIC STRUCTURE** | **TEXT** |
| General Classification / Introductory paragraph | Cheetahs are considered as the world's fastest land animals. The word cheetah comes from Sanskrit word “Citrakayah” which means spotted or variegated body. Cheetahs can be found in most parts of Africa, Southern Asia and Middle East. |
| Description | Cheetahs have lean and tall body unlike leopards. Even though cheetahs are often mistaken as leopards but their features are totally different. One of the distinguishing marks of cheetahs is their teardrop shaped line on each side of their nose that extends from corner of its eyes to its mouth. |
| Description | Their muscular and powerful bodies are ideal for fast and short runs. They have bendy flexible backs that aid them in running. Cheetahs are designed for speed and can run up to 45 miles/hour. Cheetahs' feet are like running shoes and have grips and spikes to dig into the ground. During the sprint only one foot touches the ground. |
| Description | Even though cheetahs belong to the cat family but their claws are semiretractable unlike any one of the cats. Cheetahs are carnivores and eat animals like gazelle, small antelopes, hares etc. They use their long and heavy tails as a stabilizer and single-mindedly pursue their intended prey. Once the cheetah has pounced, It knocks its victim off balance and grips it by the throat as it falls. However, due to their weak jaws and small teeth, cheetahs are not as effective in killing their preys as quickly as lions and leopards. Female cheetahs give birth to an average of three young ones that they rear by themselves. Once fully grown, the animals usually live alone, though males sometimes form small groups. Most cheetahs live about twelve to fifteen years. |
| Closing Statement | Cheetahs are now an endangered species and many conservationists are trying to help protect the habitats of these interesting creatures. |
| Glossary: | ConservationistEndangeredSemi-retractableCarnivoresRear |
| Bibliography | **Smith, Roff (2012) Cheetahs on edge, National Geographic, November 2012 www. Cheetah.org Locomotion dynamics of hunting in wild cheetahs 2013, www.nature.com** |

1. **Sentence Structure of Factual Report**

Factual Report has some sentence structures generally used in writing, such as:

1. Use of present tense such as: live, run, is, are, etc.

Example: Cheetahs are now an endangered species and many conservationists are trying to help protect the habitats of these interesting creatures.

1. Use of passive voice such as: it is eaten, are designed, was written, etc.

Example: Cheetahs are designed for speed and can run up to 45 miles/hour.

1. Use of words which generalize: all, many, none, most, etc.

Example: Most cheetahs live about twelve to fifteen years.

1. Use of relation verbs such as: have, consists of, is made up of, creates, indicates, etc.

Example: Cheetahs have lean and tall body unlike leopards.

1. Use of technical vocabulary relevant to the subject.

Example: They use their long and heavy tails as a stabilizer and single-mindedly pursue their intended prey.

1. Use of descriptive but factual language such as: color, shape, size, habits, behaviors, etc.

Example: Female cheetahs give birth to an average of three young ones that they rear by themselves. (habits)[[33]](#footnote-33)

1. **Language Features of a Factual Report**

Text structure:

1. General Classification.

In Factual Report text usually the writer gives general classification related to things because the purpose of the factual report itself is to provide information to the reader using facts and valid datas

1. Technical Classification.

In the description or body paragraph, usually the presented information will be classified technically with the aim that the given information can be understood comprehensively

1. Qualities/description of phenomenon.

Mostly, the main content of factual report is the nature phenomenon, human creations and social in environment.

1. Closing statement

Closing statement generally is a summary or conclusion from whole description.

1. Glossary. (optional)

it is placed in the end of the information report. It defines all the technical terms of words used in the report. It is optional.

1. Bibliography (optional)

it is list of books, journals, magazines or websites used in the report. It is optional

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **The Research Method**

 In this research, the researcher will use Quantitative Research with Quasi-experiment type to determine the effect of CBI method. Researcher uses a Quasi-experiment to analyze the use of CBI teaching method in writing factual report. For collecting data, the researcher will use pure research of analytical-nomological. Analytical-nomological is “one in which the data are collected through an experiment, and yield quantitative data which are subjected to statistical analysis”.[[34]](#footnote-34) Researcher has discussed it in chapter 2.

 The characteristic of quasi-experiment has both pre- and posttests and experimental and control groups, but no random assignment of subjects.[[35]](#footnote-35) Experimental research is particularly concerned with the issue of external validity and the formal experiment which is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population. In the other hand, it is the characteristic of the quasi-experiment that the counterbalancing was introduced to provide a kind of equation just because such random assignment was not possible.[[36]](#footnote-36)

38

 This teaching and learning activity is designed to teach writing skill to the students by using CBI as method towards an experimental group. Then the last result will be analyzed and compared using statistical calculation.

1. **The Place and Time of the Research**

The researcher conducted the research at MAN 2 Kota Serang. The reason why the researcher chose this high school because:

1. MAN 2 Kota Serang is one of top and outstanding Senior High Schools in Serang city even in Banten Province.
2. MAN 2 Kota Serang is determined as a role model for Islamic Senior High School in Banten because of its high standard and quality in the educational field. The researcher hopes, if this research is successful then it will be possible for CBI method can be adopted and applied in language teaching in various schools, especially in Banten province.
3. Not like others Senior High School, MAN 2 Kota Serang adopted boarding school system for their students.
4. MAN 2 Kota Serang is the school where the researcher did the teaching practice program (PPLK) last month. So the teachers and students of MAN 2 are quite familiar with the researcher.
5. The researcher has received permission from the English teacher and Principal of MAN 2 Kota Serang to conduct research related to CBI method

And for the time, the researcher conducted the research from April, 27 2018 to May, 09 2018.

1. **The Population and Sample**

In quantitative research, “population is defined as the generalization region consisting of objects / subjects that have certain qualities and characteristics set by the researchers to be studied and drawn conclusions then. While the sample is part of that population”.[[37]](#footnote-37)

In this research, the population will be taken from the eleventh-grade students of MAN 2 Kota Serang which total number are 272 students. While for sample, it involves 2 classes from 9 classes overall, one (1) experimental class and (1) control class which each class consists of 20 sample of students, Thus total samples will be researched are 40 students.

Considering the heterogeneous population, Simple Random Sampling is the most suitable sampling technique that researchers can use in conducting this research. This is because "the collecting of sample members from the population is carried out randomly without pay attention of the strata in the population”.[[38]](#footnote-38) It would be very difficult for the researcher to generalize the strata in the population first because it will need very long time which will result in lagging of students in english subject.

1. **The Research Variables**

 According to Sugiono, “research variable is basically everything in any forms of which is determined by the researcher to be studied so that will be obtained information about it, then drawn the conclusion”.[[39]](#footnote-39) Thus without clear research variables, the conducted research will be not valid and reliable.

 David adds “a variable, as the term itself suggests, is anything which doesn’t remain constant. In this case, it includes language proficiency, aptitude, motivation and so on.”[[40]](#footnote-40) In this research, there are two variables included, which are: Content based Instruction as (X) variable or Independent variable and writing skill as (Y) variable or dependent variable.

1. **The Research Instruments**
2. **Lesson Plan**

The lesson plan is the plan of learning activities prepared by the teacher before implementing the learning activities in the class compiled completely and systematically. The Implementation of the lesson plan is elaborated from the syllabus to direct the learning activities of the students in reaching elementary competences.

the function of the lesson plan itself is to provide guidance for the teachers in order that the learning activities can be implemented systematically and the implementation of learning runs effectively as planned. The sheet of leson plan is attached in appendix.

1. **Scoring Sheet**

Scoring sheet is used by researcher to know how the ability of students in writing. After giving test to the students, the researcher will measure and score the result of students’ writing with the purpose to analyze the test given by researcher. Here researcher try to make scoring sheet interpreted from analytic scoring scale designed by Jacobs.

The scoring sheet of writing test

Name : ………………

Class : ………………

**The Criteria of Students’ Score**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Proficiency Description** | **Criteria** | **Total** |
| Excellent to Very Good | Good to Average | Fair to Poor | Very Poor |
| **1** | **Content** | 30-27 | 26-22 | 21-17 | 16-13 |  |
| **2** | **Organization** | 20-18 | 17-14 | 13-10 | 9-7 |  |
| **3** | **Vocabulary** | 20-18 | 17-14 | 13-10 | 9-7 |  |
| **4** | **Language Use** | 25-22 | 21-18 | 17-11 | 10-5 |  |
| **5** | **Mechanic** | 5 | 4 | 3 | 2 |  |
| **Total** |  |
| **Letter**  | **Score** | **Description** |
| A | 83 – 99 | Very Good |
| B | 63 – 82 | Good |
| C | 43 – 62 | Enough |
| D | 26 – 42 | Less |
| E  | 16 – 25 | Low |

1. **The Technique of Collecting Data**

For collecting the data, the researcher will use test (pre-test and post-test).

1. **Pre-test**

Before applying the CBI method in teaching writing, the researcher will conduct the pre-test both experimental and control classes. This step is conducted to know the students’ writing skill before conducting the research and as measurement between two classes. The writer will give students equal text related to subject matter based on the syllabus and lesson plan for the student of eleventh-grade. The researcher will instruct them to do the exercises on the given paper which is related in improving students' writing skills.

1. **Post-test**

Both experimental and control classes will face the posttest. The aim of conducting the posttest is to know the students’ writing skill between experimental and control classes with different treatment. During the research, the control class only receives the traditional teaching writing while the experimental class receives treatment of CBI method in learning writing. The test instruction will be same with the pretest but has different content. After scoring the test both two classes will be analyzed and calculated.

1. **The Technique of Data Analysis**

 To analysis data, the researcher uses T-test. “T-test is one of the statistical tests used to test the truth or the falsity of the null hypothesis which states that between 2 samples taken randomly from the same population, there is no significant difference”.[[41]](#footnote-41) “The T-test is one of the comparative analysis techniques used to test the truth, whether there is a difference between two or more variables under investigation”.[[42]](#footnote-42) T-test is the most frequently used measure in second language research when comparing mean scores for two groups. It supposed to know whether experimental versus control class when taking the same test has the same score or not.

 The analyzed data is acquired from the test and observation. The researcher analyzes the data based on the collected score data of pretest and posttest of experimental class and control class. In the other hand, the researcher also analyzes the score of students learning activity which written on the sheet of students’ observation.

 Because that this research uses the small sample (less than 30 students) which is not related to each others, so the researcher will use t-test formula[[43]](#footnote-43), which the steps are:

1. Determining mean of variable x1 by formula :

$$M\_{1}\_{= \frac{\sum\_{}^{}X\_{1}}{N\_{1}}}$$

1. Determining mean of variable x2 by formula :

$$M\_{2= \frac{\sum\_{}^{}X\_{2}}{N\_{2}}}$$

1. Determining score deviation of variable x1 by formula :

$$x\_{1= X\_{1- M\_{1}}}$$

1. Determining score deviation of variable x2 by formula :

$$x\_{2= X\_{2- M\_{2}}}$$

1. Making quadrant $X\_{1}$, then summed it and obtained $\sum\_{}^{}X\_{1^{2}}$
2. Making quadrant $X\_{2}$, then summed it and obtained $\sum\_{}^{}X\_{2^{2}}$
3. Determining $t°$ by formula :

$$t= \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}x\_{1}^{2}+\sum\_{}^{}x\_{2}^{2}}{N\_{1}+N\_{2}-2}\right) \left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$$

1. Giving interpretation towards $t°$
2. Summing up

Notes :

$M\_{1}$ = Mean score of the experimental class

$M\_{2}$ = Mean score of the control class

$\sum\_{}^{}x\_{1}^{2}$ = Sum of square deviation score in experiment class

$\sum\_{}^{}x\_{2}^{2}$ = Sum of square deviation score in control class

$N\_{1}$ = Number of students of experiment class

$N\_{2}$ = Number of students of control class

$2$ = Constant number

df = Degree of Freedom (df = $N\_{1}+N\_{2}-2$)

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Description of The Data**

As researcher has revealed in chapter I about the objectives of this research, there are 2 objectives of this research, which are; to know the students’ factual report writing skill at the eleventh grade and to know the effect of CBI towards students’ factual report writing ability at the eleventh grade.

About research place and time, the research is held in MAN 2 Kota Serang from April, 27 2018 until May, 09 2018 with involving 2 classes, one class as experiment class and other as control class which each class has been drawn 20 students as a sample. Then the total of whole sample are 40 students. X ($X\_{1 }and X\_{2})$ variable is represented as data or score derived from Experimental Class, while Y ($Y\_{1 }and Y\_{2})$ variable is represented as data or score derived from Control Class.

For getting valid data, this research uses t-test (pre-test and post-test) as its instrument. Pre-test is given before treatment and one other is given after treatment. In this chapter also will be presented the results of pre-test and post-test score of the experimental class and control class. To make it easier for reader to understand about the obtained data, some data are made in the form of tables and graphs. From here we can conclude whether the CBI method has an impact in improving students writing or not after all data are calculated using the t-test formula.

47

1. **Analyzing of The Obtained Data**

Here are the result of pre-test and post-tests scores of students in experimental class. To find out its changes, the researcher compiled the results of the score into the table as below:

*Table 4.1*

*The Result of Pre-Test and Post-Test scores in Experimental Class*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Name** | **Pre-Test** | **Post-Test** |
| 1 | ANN | 71 | 89 |
| 2 | AR | 85 | 89 |
| 3 | AT | 71 | 77 |
| 4 | AZS | 93 | 97 |
| 5 | BP | 82 | 94 |
| 6 | BR | 94 | 98 |
| 7 | CU | 68 | 85 |
| 8 | DFR | 95 | 95 |
| 9 | DHY | 80 | 82 |
| 10 | DK | 90 | 94 |
| 11 | FAP | 78 | 77 |
| 12 | FS | 85 | 98 |
| 13 | HHS | 88 | 90 |
| 14 | IVZ | 79 | 86 |
| 15 | KAK | 76 | 91 |
| 16 | NF | 79 | 84 |
| 17 | NZK | 76 | 88 |
| 18 | SDA | 88 | 75 |
| 19 | SM | 86 | 87 |
| 20 | TIH | 69 | 88 |

To make it easier for the reader to see the difference of scores of pre-test and post-test, the data from the table above is converted into the graphic form.

*Graphic 4.1*

*The difference of Pre-Test and Post-Test score result in Experimental**Class*

The graphic above tells us scores from 20 students in experimental class which the highest score in pre-test is 95 and the highest score in post-test is 98. While for the lowest score in pre-test is 68, while the lowest score in post-test is 75. It implies that there is an increase in students’ writing skill after they are given a treatment using Content Based Instruction method.

Determining frequency distribution of pre-test score ($X\_{1}$)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68 | 69 | 71 | 71 | 76 | 76 | 78 | 79 | 79 | 80 |
| 82 | 85 | 85 | 86 | 88 | 88 | 90 | 93 | 94 | 95 |

*Table 4.2*

*Frequency Distribution of pre-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **F** | $$X$$ | $$X^{2}$$ | **F**$(X^{2}$**)** |
| 68 | 1 | 68 | 4624 | 4624 |
| 69 | 1 | 69 | 4761 | 4761 |
| 71 | 2 | 142 | 20164 | 40328 |
| 76 | 2 | 152 | 23104 | 46208 |
| 78 | 1 | 78 | 6084 | 6084 |
| 79 | 2 | 158 | 24964 | 49928 |
| 80 | 1 | 80 | 6400 | 6400 |
| 82 | 1 | 82 | 6724 | 6724 |
| 85 | 2 | 170 | 28900 | 57800 |
| 86 | 1 | 86 | 7396 | 7396 |
| 88 | 2 | 176 | 30976 | 61952 |
| 90 | 1 | 90 | 8100 | 8100 |
| 93 | 1 | 93 | 8649 | 8649 |
| 94 | 1 | 94 | 8836 | 8836 |
| 95 | 1 | 95 | 9025 | 9025 |
|  | N = 20 | $\sum\_{}^{}X$ = 1633 | $\sum\_{}^{}X^{2}$ = 198707 | $\sum\_{}^{}F\left(X^{2}\right)= $326815 |

Determining Mean of variable $X\_{1}$ (Pre-test) using formula

 $MX\_{1}$ = $\frac{\sum\_{}^{}X\_{1}}{N\_{1}}$

 = $\frac{1633}{20}$

 = 81.65

Then, the average score of pre-test in experimental class students is 81.65

Determining frequency distribution of post-test score ($X\_{2}$)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75 | 77 | 77 | 82 | 84 | 85 | 86 | 87 | 88 | 88 |
| 89 | 89 | 90 | 91 | 94 | 94 | 95 | 97 | 98 | 98 |

*Table 4.3*

*Frequency Distribution of post-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **F** | $$X$$ | $$X^{2}$$ | **F**$(X^{2}$**)** |
| 75 | 1 | 75 | 5625 | 5625 |
| 77 | 2 | 154 | 23716 | 47432 |
| 82 | 1 | 82 | 6724 | 6724 |
| 84 | 1 | 84 | 7056 | 7056 |
| 85 | 1 | 85 | 7225 | 7225 |
| 86 | 1 | 86 | 7396 | 7396 |
| 87 | 1 | 87 | 7569 | 7569 |
| 88 | 2 | 176 | 30976 | 61952 |
| 89 | 2 | 178 | 31684 | 63368 |
| 90 | 1 | 90 | 8100 | 8100 |
| 91 | 1 | 91 | 9281 | 9281 |
| 94 | 2 | 188 | 35344 | 70688 |
| 95 | 1 | 95 | 9025 | 9025 |
| 97 | 1 | 97 | 9409 | 9409 |
| 98 | 2 | 196 | 38416 | 76832 |
|  | N = 20 | $\sum\_{}^{}X$ = 1764  | $\sum\_{}^{}X^{2}$ = 237546 | $\sum\_{}^{}F\left(X^{2}\right)= $397682 |

Determining Mean of variable $X\_{2}$ (Post-test) using formula:

 $MX\_{2}$ = $\frac{\sum\_{}^{}X\_{2}}{N\_{2}}$

 = $\frac{1764}{20}$

= 88.2

Then, the average score of post-test in experimental class students is 88.2

After obtaining the average score of pre-test and post-test, the next step is determining the different score from pre-test and post-test using formula:

MX = $MX\_{2}$ - $MX\_{1}$

 = 88.2 – 81.65

 = 6.55

It can be concluded that there is an increase of average score of 6.55 points in the experimental class after being given treatment using Content Based Instruction method.

*Table 4.4*

*The Result of Pre-Test and Post-Test scores in Control Class*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Name** | **Pre-Test** | **Post-Test** |
| 1 | AEP | 52 | 63 |
| 2 | AFM | 60 | 65 |
| 3 | AH | 86 | 77 |
| 4 | AR | 81 | 70 |
| 5 | AY | 67 | 63 |
| 6 | AYSP | 61 | 76 |
| 7 | BAN | 68 | 75 |
| 8 | DRK | 78 | 73 |
| 9 | FDK | 74 | 87 |
| 10 | IAR | 90 | 94 |
| 11 | IFR | 78 | 81 |
| 12 | KFA | 70 | 92 |
| 13 | MRR | 83 | 79 |
| 14 | NEA | 88 | 79 |
| 15 | NNA | 90 | 71 |
| 16 | REN | 70 | 82 |
| 17 | QAF | 71 | 76 |
| 18 | TAS | 81 | 72 |
| 19 | W | 70 | 71 |
| 20 | ZAR | 71 | 70 |

To make it easier for the reader to see the difference of scores of pre-test and post-test, the data from the table above is converted into the graphic form.

*Graphic 4.2*

*The difference of Pre-Test and Post-Test score result in Control Class*

The graphic above tells us scores from 20 students in control class which the highest score in pre-test is 90 and the highest score in post-test is 94. While for the lowest score in pre-test is 52, while the lowest score in post-test is 63. It implies that there is a little bit increase in students’ writing skill after they are given a treatment without using Content Based Instruction method.

Determining frequency distribution of pre-test score ($Y\_{1}$)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52 | 60 | 61 | 67 | 68 | 70 | 70 | 70 | 71 | 71 |
| 74 | 78 | 78 | 81 | 81 | 83 | 86 | 88 | 90 | 90 |

 *Table 4.5*

*Frequency Distribution of pre-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **F** | $$X$$ | $$X^{2}$$ | **F**$(X^{2}$**)** |
| 52 | 1 | 52 | 2704 | 2704 |
| 60 | 1 | 60 | 3600 | 3600 |
| 61 | 1 | 61 | 3721 | 3721 |
| 67 | 1 | 67 | 4489 | 4489 |
| 68 | 1 | 68 | 4624 | 4624 |
| 70 | 3 | 210 | 44100 | 132300 |
| 71 | 2 | 142 | 20164 | 40328 |
| 74 | 1 | 74 | 5476 | 5476 |
| 78 | 2 | 156 | 24336 | 48672 |
| 81 | 2 | 162 | 26244 | 52488 |
| 83 | 1 | 83 | 6889 | 6889 |
| 86 | 1 | 86 | 7396 | 7396 |
| 88 | 1 | 88 | 7744 | 7744 |
| 90 | 2 | 180 | 32400 | 64800 |
|  | N = 20 | $\sum\_{}^{}X$ = 1489 | $\sum\_{}^{}X^{2}$ = 193887 | $\sum\_{}^{}F\left(X^{2}\right)= $385231 |

Determining Mean of variable $Y\_{1}$ (Pre-test) using formula:

 $MY\_{1}$ = $\frac{\sum\_{}^{}X\_{1}}{N\_{1}}$

 = $\frac{1489}{20}$

 = 74.45

Then, the average score of pre-test in control class students is 75.8

Determining frequency distribution of post-test score ($Y\_{2}$)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63 | 63 | 65 | 70 | 70 | 71 | 71 | 72 | 73 | 75 |
| 76 | 76 | 77 | 79 | 79 | 81 | 82 | 87 | 92 | 94 |

*Table 4.6*

*Frequency Distribution of post-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **F** | $$X$$ | $$X^{2}$$ | **F**$(X^{2}$**)** |
| 63 | 2 | 126 | 15876 | 31752 |
| 65 | 1 | 65 | 4225 | 4225 |
| 70 | 2 | 140 | 19600 | 39200 |
| 71 | 2 | 142 | 20164 | 40328 |
| 72 | 1 | 72 | 5184 | 5184 |
| 73 | 1 | 73 | 5329 | 5329 |
| 75 | 1 | 75 | 5625 | 5625 |
| 76 | 2 | 152 | 23104 | 46208 |
| 77 | 1 | 77 | 5929 | 5929 |
| 79 | 2 | 158 | 24964 | 49928 |
| 81 | 1 | 81 | 6561 | 6561 |
| 82 | 1 | 82 | 6724 | 6724 |
| 87 | 1 | 87 | 7569 | 7569 |
| 92 | 1 | 92 | 8464 | 8464 |
| 94 | 1 | 94 | 8836 | 8836 |
|  | N = 20 | $\sum\_{}^{}X$ = 1516 | $\sum\_{}^{}X^{2}$ = 168154 | $\sum\_{}^{}F\left(X^{2}\right)= $271862 |

Determining Mean of variable $Y\_{2}$ (Post-test) using formula:

 $MY\_{2}$ = $\frac{\sum\_{}^{}X\_{2}}{N\_{2}}$

 = $\frac{1516}{20}$

 = 75.8

Then, the average score of post-test in control class students is 75.8

After obtaining the average score of pre-test and post-test, the next step is determining the different score from pre-test and post-test using formula:

MY = $MY\_{2}$ - $MY\_{1}$

 = 75.8 – 74.45

 = 1.35

It can be concluded that there is a little increase of average score of 1.35 points in the control class without being given treatment using Content Based Instruction method.

To simplify the calculation using t-test formula, then all the obtained data are entered into the table to find out the total number of results from the pre-test and post-test scores. If the result has been acquired it will be easy for researcher to determine the mean, standard deviation, and standard error that will be summed afterward using the t-test formula.

*Table 4.7*

*The calculation result of post-test at the experimental class (*$X\_{1}$*) and the control class (*$X\_{2}$*)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Post-test score** | $$x\_{1}$$ | $$x\_{2}$$ | $$x\_{1}^{2}$$ | $$x\_{2}^{2}$$ |
| $$X\_{1}$$ | $$X\_{2}$$ |
| 1 | 89 | 63 | 0.8 | -12.8 | 0.64 | 163.84 |
| 2 | 89 | 65 | 0.8 | -10.8 | 0.64 | 116.64 |
| 3 | 77 | 77 | -11.2 | 1.2 | 125.44 | 1.44 |
| 4 | 97 | 70 | 8.8 | -5.8 | 77.44 | 33.64 |
| 5 | 94 | 63 | 5.8 | -12.8 | 33.64 | 163.84 |
| 6 | 98 | 76 | 9.8 | 0.2 | 96.04 | 0.04 |
| 7 | 85 | 75 | -3.2 | -0.8 | 10.24 | 0.64 |
| 8 | 95 | 73 | 6.8 | -2.8 | 46.24 | 7.84 |
| 9 | 82 | 87 | -6.2 | 11.2 | 38.44 | 125.44 |
| 10 | 94 | 94 | 5.8 | 18.2 | 33.64 | 331.24 |
| 11 | 77 | 81 | -11.2 | 5.2 | 125.44 | 27.04 |
| 12 | 98 | 92 | 9.8 | 16.2 | 96.04 | 262.44 |
| 13 | 90 | 79 | 1.8 | 3.2 | 3.24 | 10.24 |
| 14 | 86 | 79 | -2.2 | 3.2 | 4.84 | 10.24 |
| 15 | 91 | 71 | 2.8 | -4.8 | 7.84 | 23.04 |
| 16 | 84 | 82 | -4.2 | 6.2 | 17.64 | 38.44 |
| 17 | 88 | 76 | -0.2 | 0.2 | 0.04 | 0.04 |
| 18 | 75 | 72 | -13.2 | -3.8 | 174.24 | 14.44 |
| 19 | 87 | 71 | -1.2 | -4.8 | 1.44 | 23.04 |
| 20 | 88 | 70 | -0.2 | -5.8 | 0.04 | 33.64 |
|  | ∑1764 | ∑1516 |  |  | ∑893.2 | ∑1387.2 |

Note :

$X\_{1}$ = Score of Post-test (Experimental Class)

$X\_{2}$ = Score of Post-test (Control Class)

$x\_{1}$  = $X\_{1}$- $M $(Mean $X\_{2}$)

$x\_{2}$  = $X\_{2}$ - $M$ (Mean $Y\_{2}$)

$x\_{1}^{2}$ = The squared mark from $x\_{1}$

$x\_{2}^{2}$    = The squared mark from $x\_{2}$

 ∑$X\_{1}$ = 1764, ∑$X\_{2}$ = 1516, ∑$x\_{1}^{2}$ = 893.2, ∑$x\_{2}^{2}$ = 1387.2, N = 20

After all needed data are collected, all data are calculated using t-test formula which its steps as follow :

1. Determining mean of variable $X\_{1}$ :

$M\_{1}$ = $\frac{\sum\_{}^{}X\_{1}}{N\_{1}}$

 = $\frac{1764}{20}$

= 88.2

1. Determining mean of variable $X\_{2}$ :

$M\_{2}$ = $\frac{\sum\_{}^{}X\_{2}}{N\_{2}}$

 = $\frac{1516}{20}$

= 75.8

1. Determining Deviation Standard of variable $X\_{1}$ :

 $DS\_{1}$ = $\frac{\sqrt{\sum\_{}^{}x\_{1}^{2}}}{N}$

 = $\frac{\sqrt{893.2}}{20}$

= $\sqrt{44.66}$

= 6.68

1. Determining Deviation Standard of variable $X\_{2}$ :

 $DS\_{2}$ = $\frac{\sqrt{\sum\_{}^{}x\_{2}^{2}}}{N}$

 = $\frac{\sqrt{1387.2}}{20}$

= $\sqrt{69.36}$

= 8.32

1. After getting deviation standard, next we determine Error Standard (ES) derived from deviation standard of variable $X\_{1}$ and $X\_{2}$

$ES\_{M\_{1}}$ = $\frac{DS\_{1}}{\sqrt{N\_{1-1}}}$ = $\frac{6.68}{\sqrt{20-1}}$ = $\frac{6.68}{19}$ = 0.35

$ES\_{M\_{2}}$ = $\frac{DS\_{2}}{\sqrt{N\_{2-1}}}$ = $\frac{8.32}{\sqrt{20-1}}$ = $\frac{8.32}{19}$ = 0.43

1. Determining the different of Error Standard of variable $X\_{1}$ and $X\_{2}$

$ES\_{M\_{1}}$ - $ES\_{M\_{2}}$ = $\sqrt{ES\_{M\_{1^{2}}}}+ES\_{M\_{2^{2}}}$= $\sqrt{0.35^{2}} $+$0.43^{2}$

 = $\sqrt{0.12} $+ 0.18 = $\sqrt{0.3}$ = 0.547

1. Determining $t\_{°}$ (t observation)

$t\_{°} = \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}x\_{1}^{2}+\sum\_{}^{}x\_{2}^{2}}{N\_{1}+N\_{2}-2}\right) \left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$ = $\frac{88.2 -75.8}{\sqrt{\left(\frac{893.2 +1387.2}{20+20-2}\right) \left(\frac{20+20}{20. 20}\right)}}$

 = $\frac{12.4}{\sqrt{\left(\frac{2280.4}{38}\right) \left(\frac{40}{400}\right)}}$ = $\frac{12.4}{\sqrt{\left(60.01\right) \left(0.1\right)}}=\frac{12.4}{\sqrt{6.001}}$ = $\frac{12.4}{2.449}$ =5.06

After all data is calculated using the t-test formula, then it is obtained the result that $t\_{°}$ ( t observation) is **5.06**

1. Determining $t\_{t}$ (t table) at a significance level of 5% and 1%

Df = ($N\_{1}$ + $N\_{2}$) – 2

 = (20 + 20) – 2

 = 38

by df (degree of freedom) of 38, we consult with the mark t-table, both at the 5% significance level and at the 1% significance level. So the obtained results are:

1. At significance 5%, $t\_{t}$ (t table) = 1.68
2. At significance 1%, $t\_{t}$ (t table) = 2.43
3. **Testing of The Hypothesis**

The data obtained from experimental class and control class are calculated with the assumption as follow :

If $t\_{0}> t\_{t}$ : the alternative hypothesis is accepted. It means there is significant effect of teaching writing using Content Based Instruction method than without using Content Based Instruction method. If $t\_{0}< t\_{t}$ : null hypothesis is acceped. It means there is no significant effect of teaching writing using Content Based Instruction method than without it.

 From the result of calculation above, it is obtained that the mark of $t\_{o} (t observation)$ is **5.06**, the degree of freedom (df) is **38**. $t\_{t} ( t table)$ in the 5% significance level is **1.68** while $t\_{t} ( t table)$ in the 1% significance level is **2.43**. Afterward the researcher compared the data with $t\_{t}$ (t table) both at the 5% significance level and at the 1% significance level. Therefore $t\_{o }:t\_{t}$ = 5.06 > 1,68 in the 5% significance level and $t\_{o}:t\_{t}$ = 5.06 > 2.43 in the 1% significance level.

 The statistic hypothesis states that if $t\_{o}$ is higher than $t\_{t}$, it shows that $H\_{a}$(alternative hypothesis) is accepted and $H\_{o}$(null hypothesis) is rejected. It means that there is an effect of teaching writing using Content Based Instruction method.

1. **Interpretation of The Data**

Based on the results of the analysis above, it can be concluded that the use of Content Based Instruction (CBI) method can improve students' writing skills rather than not using CBI method in its learning process. It can be proved from the average score of post-test of students in the experimental class 88.2 is greater than the average score of pre-test of students in the same class 81.65. There is an increase of average score of 6.55 points in the experimental class after being given treatment using Content Based Instruction method.

When Content Based Instruction method is applied to students in the 11th grade IPA 4 (Experimental Class) MAN 2 Kota Serang in teaching writing, students become more motivated because in Content-based classrooms, students have opportunities to exercise choices and preferences in terms of specific content and learning activities. The lesson becomes more fun because the main discussion is not the subject of the language itself but the subject matter or content area. CBI assumes that the target language is not the main purpose in learning but as a medium of learning.

Different thing occurred when giving teaching writing to students at the 11th IPA 5 (Control Class) MAN 2 Kota Serang. Students in this class are taught without using CBI method. So that, students feel depressed and less interested because the main focus in learning process is the target language (English) itself.

From here it can be concluded that the use of Content Based Instruction method in teaching and learning process can improve the skill of students, especially in writing skills. Because the goal of CBI is to engage the learners with the material, by passing the language barrier. So teaching will become more interesting and fun.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the result of research conducted towards 40 samples (consist of 20 students in the experimental class and 20 students in the control class) about the effect of Content Based Instruction (CBI) towards students’ writing skill on factual report text, then it can be concluded that :

1. The students' factual report writing skill at the eleventh grade of MAN 2 Kota Serang is good enough after being taught using CBI method. The average score of post-test they get is 88.2. They have already understood about the definition and the purpose of factual report text. They are also able to classify the Introductory Paragraph, the body paragraph and the closing statement. However, after being taught using CBI method, students become understand and finally can make the factual report correctly.
2. CBI method has effect towards improving students' writing skill especially on writing factual report text. From the calculation result using T-test formula above, it is obtained that the mark of $t\_{o}$ (observation) is higher than $t\_{t}$ (table). $t\_{o }:t\_{t}$ = 5.06 > 1,68 in the 5% significance level and $t\_{o}:t\_{t}$ = 5.06 > 2.43 in the 1% significance level. It shows that $H\_{a}$(alternative hypothesis) is accepted and $H\_{o}$(null hypothesis) is rejected.. It means that CBI Method can be used by teachers as a powerful and recommended alternative method in improving students skill especially in writing skill.

66

1. **Suggestion**

After conducting research about the effect of Content Based Instruction (CBI) towards students' writing skill on factual report text, the researcher would like to give some suggestion such as:

1. For The Teachers

Teachers may use the CBI method as an effective and innovative teaching method to improve their students' writing skills. But it would be better if CBI method is combined with other teaching methods, so that the achievement in learning will be more maximal.

1. For Other Researchers

Researchers can use the research that has been formulated in this paper as a reference for conducting and developing further research. But it would be better if the researcher uses other references such as from books, international journals and other studies in order that the obtained data will be more valid and credible.

1. For The Headmasters

The Headmasters should regularly conduct training for teachers in schools, especially training how to teach effectively, interactively and interesting using up-to-date teaching methods so that the knowledge can be delivered maximally to the students

1. For The Students

Students should be more eager in studying, not just in the school but wherever they are. Students do not get stuck with the lessons they get in the class, but students also have to be more creative looking for various sources of learning, such as in the school library, on the internet etc.

1. For The School Committee

The school committee has an important role in improving the quality of education and teaching in the school. All school policies must be made based on the needs, aspirations, views, and demands of society in order that for the expected education can be achieved.

1. For The Ministry of The Education and Culture (Kemendikbud)

The Ministry of Education and Culture should be aggressive socializing the use of K13/Kurtilas to all educational institutions in Indonesia properly. Because until now there are many educational institutions and educators who have not applied kurtilas in their learning activities. This is due to many factors, one of them is due to lack of understanding of educators to apply this new curriculum in teaching and learning activities.

1. For The Ministry of Religious (Kemenag)

In Indonesia, The Ministry of Religious also has an important role in the educational sector. The Ministry of Religious must continuously enforce the education of character to all educational institutions, so that students are not only smart in thinking but also can be a mature person in behaving.

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APPENDIXES

**Indonesia Tourism Destination**

As the largest archipelago country in the world and possessing a tropical climate, Indonesia has a lot of very beautiful and charming tourist destinations, such as Kute beach in Bali, gili trawangan Island in Lombok, Borobudur temple, and Raja ampat. The popularity of these all tourist destinations even reahes to the international level.

So no wonder, Indonesia was crowned as 'Destination of the Year' in the event of the 28th Annual TTG Travel Awards 2017, in Bangkok, Thailand, (28/09/2017) by beating the toughest player, Thailand. The natural wealth, the diverse cultural heritages and warm people make Tourists fall in love and interested to visit Indonesia.

In another event, Wonderful Indonesia's tourism video entitled "The Journey of a Wonderful World" became the first winner in the category of World Tourism Video Competition of 2017 East Asia and Pacific Region, held in China, September 15th, 2017. Not only that, in the term of popular halal tourism destination in the world, Indonesia is in second rank after Malaysia.

The potential of Indonesia tourism destination is very large. Nature tourism, religious tourism, historic places tourism, even cultural tourism, can be found in Indonesia. These all potentials must be maximized so that positive impacts can be felt by all the people of Indonesia and Indonesia can be more known around the world.

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**RAILINK**

Soekarno-Hatta Air Port Rail or commonly called by RAILINK is one of the newest public transportation owned by Indonesia. Railink uses electric power as its driving force and it can run at maximum speed of 80 km / hour.

 Railink was first launched on January 21, 2018 and inaugurated by the President of Indonesia, Joko Widodo. During the trial period, Railink passengers were charged Rp. 30.000, -, but currently passengers have already charged normal rate Rp. 70.000, -.

 Railink consists of 6 carriages with a total of carrying capacity of 272 passengers. Facilities obtained by passengers include free wiffi, charging USB port, AC and comfortable seat. For the distance of Railink itself takes about 57 minutes from Manggarai station to Soetta Airport.

 Although this public transportation is fairly new, but the enthusiasm of Indonesian people is quite big, this is evidenced by the number of passengers who continue to use this transportation every day. With the presence of Railink, it is expected to facilitate the public who want to go to the Soetta Airport. And besides soetta airport can be more integrated with other public transportation.

**DOCUMENTATION**

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