IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY THROUGH CONTENT BASED APPROACH (CBA) AT X GRADE OF MAN PANYABUNGAN

A THESIS

Submitted to English Educational Study Program of State College for Islamic Studies (STAIN) Padangsidimpuan, as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English program

By:

ARNISYAH NASUTION
REG NO : 08 3400046

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PADANGSIDIMPUAN
2013

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(STAIN) PADANGSIDIMPUAN
2013

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Kepada Yth.

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di

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Assalamu 'alaikum Wr. Wb

      Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. ARNISYAH NST yang berjudul: "IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY THROUGH CONTENT BASED APPROACH (CBA) AT X GRADE OF MAN PANYABUNGAN", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

      Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqosah.

      Demikian kami sampaikan kepada Bapak atas perhatianya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

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Judul Skripsi : IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT THROUGH CONTENT BASED APPROACH (CBA) AT X GRADE OF MAN PANYABUNGAN

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Telah dapat diterima untuk memenuhi salah satu tugas dan syarat-syarat dalam memperoleh gelar sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tadris Bahasa Inggris jurusan Tarbiyah STAIN Padangsidimpuan.

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الرّحيم الرّحمن الله بسم

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Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

Padangsidimpuan, 05 Juni2013

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ABSTRACT

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Title   :IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY THROUGH CONTENT BASED APPROACH (CBA) AT TEN GRADE OF MAN PANYABUNGAN.

This studied was talked about improving students' writing descriptive textability throughcontent based approach. Most of students cannot write English well, because lack of vocabulary and comprehension about instruction, and English teachers don't have appropriate method and used media in teaching learning. So the general problem that was formulated in this research was "does content based approach can improve the students writing ability at X grade of Man Panyabungan?

This study aims at improving students' writing descriptive text ability through content based approach at X grade ofMan Panyabungan. The objective of this study is to explain the effectiveness at X grade of Man Panyabunganin improving students writing ability.This research was be done by using classroom action research as collaborative.They were planning action, action, observation and reflection. To solve the problem, the writer conducted classroom action research, by implementing content based approach on the picture and keyword. The writer applied two cycles in this research. Each cycle consist of two meetings. The participant of this study was one class consisted of 30 students.

The research result saw the progressive mean of the students. It was seen from the improvement mean score in pretest up to first cycle was 32.66 (6.66%) improved to 59,00 (60.00%). In second cycle improved to 70.66 (86.66%).The mean in the second cycle was higher than the first cycle.In conclusion, content based approach could improve students' writing ability at X grade of Man Panyabungan. Hopefully, the research result could be positive input for other researchers and teachers to conduct further research, particularly in writing issue.

Appendix 1

LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: MAN Panyabungan
Subject	: English
Topic	: A Bag
Class	: X3
Time	: 2 x 45 minutes
Meeting	: 1

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing descriptive text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

C. Indicator

1. Students are able to write descriptive text from the picture

2. Students are able to use appropriate sentence fluently and accurate in writing functional

3. Students are able to write a good rule in writing text

4. Students are able to write sentences according to the picture

D. Source /material : Text book, Media picture

E. Media : white board, writing paper from interne

F. Teaching Learning Activity

a. Opening

    1. Greeting

    2. Absent

    3. Motivation

    4. Brainstorming

b. Main Activity

    1. Explaining the aim of the research and content based approach to students.

    2. Preparing students for writing and in responding to writing

    3. Give topic appropriate with personal experience

    4. Giving learning material to students base on the picture by. The topic is about 'A bag'.

    5. Using Content based approach to students in learning process.

    6. Giving limited discussions time for students is 50 minutes to write a paragraph, each paragraph is 6 sentences.

    7. Monitoring every step that planning.

    8. Monitoring time allocation with the all activity is done.

    9. Preparing the solution if have the problem when the action is done.

    10. Collecting the student's discussion result.

c. Closing

    1. Concluding the lesson

    2. Reminding the students to learn at home.

G. Evaluation

The evaluation will be done by conducting writing task. the students are expected to write text suitable to the topic.

H. Test Descriptive text (First meeting on the first cycle)

The instruction;

1. Write a paragraph based on the picture below correctly!
2. Write the paragraph in 6 sentences in 50 minutes!

Pictures: A Bag

The Indicator of Value

NO	Criteria	High score	Total score
1.	Grammar	25	25
2.	Vocabulary	25	25
3.	Mechanics	25	25
4.	Form	25	25
TOTAL SCORE		100	100

$$\frac{\text{High score x Criteria x 100}}{\text{Total score}} = 100$$

$$\frac{25 \text{ x } 4 \text{ x } 100}{100} = 100$$

Padangsidimpuan,   2013

Co-Teacher of MAN Panyabungan   **Teacher**

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NIP. 150429544   **NIM: 08 340 0046**

Headmaster of MAN Panyabungan

IRPANSYAH, S.Pd.MA
NIP. 19681111 199803 1 002

Test Descriptive text (First meeting on the first cycle)

The instruction;

1. Arrange the picture!

2. Write it in two paragraphs, each paragraph is 3 sentences minimally in 50 minutes!

Pictures: Go to school

The Indicator of Value

NO	Criteria	High score	Total score
1.	Grammar	25	25
2.	Vocabulary	25	25
3.	Mechanics	25	25
4.	Form	25	25
	TOTAL SCORE	100	100

High score x Criteria x 100 = 100
              Total score

25 x 4 x 100 = 100
100

Appendix 4

LESSON PLAN (Cycle 2)

Instructional Unit : Writing

School : MAN Panyabungan

Subject : English

Topic : Mountain

Class : X3

Time : 2 x 45 minutes

Meeting : 4 Four

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing functional text with using variety of writing ability with accurate, and acceptance to interact with near environment.

C. Indicator

a. Students are able to write text from the picture sequence

b. Students are able to use appropriate sentence fluently and accurate in writing functional

c. Students are able to write a good rule in writing text

d. Students are able to write text according to picture sequence

e. Students are able to use appropriate vocabulary in writing text

D. Source /material   : text book, picture sequence

E. Media   : white board, writing paper from internet.

F. Teaching Learning Activity

   a. Opening

      1. Greeting

      2. Absent

      3. Motivation

      4. Ask the students about the lesson last meeting.

   b. Main Activity

      1. Applied pictures in teaching writing

      2. Dividing the students in 7 groups, each group is 5 people, and total students are 35 person.

      3. Give topic appropriate with personal experience

      4. Motivate students to explore their writing ability and be more active in teaching learning process.

      5. The researcher gave the topic

      6. The teacher give information about the topic

      7. Preparing students for writing and responding to writing

      8. The teacher explanation again the rule of the writing

      9. The teacher asks to students to write text according to the picture

      10. The teacher gave comment about their sentences in the text.

G. Closing

      1. Concluding the lesson

      2. Reminding the students to learn at home.

H. Evaluation

The evaluation will be done by conducting writing task .the students are expected to write sentences in text suitable to the topic.

I. Test Descriptive text (Third meeting on the Second cycle)

The instruction:

1. Explain the picture and key word based on your own correctly!

2. Write in three paragraphs, each paragraph is 4 sentences minimally in 50 minutes!

Pictures: Mountain

1. It is a famous
2. High
3. Many three
4. Have animal

A. The Indicator of Value

NO	Criteria	High score	Total score
1.	Grammar	25	25
2.	Vocabulary	25	25
3.	Mechanics	25	25
4.	Form	25	25
	TOTAL SCORE	100	100

High score x Criteria x 100 = 100
        Total score

25 x 4 x 100 = 100
100

Padangsidimpuan,   2013

Co-Teacher of MAN Panyabungan   **Teacher**

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Appendix 5

Students' Writing Ability Score in the Pretest Meeting

No	Students Name	Grammar	Vocabulary	Mechanic	Form	Score
1	Alfian Syahri	15	15	5	5	40
2	Anni hamidah	15	5	15	15	50
3	Ahmad Juanda	5	5	5	15	30
4	Arianto nst	5	5	5	5	20
5	Aslamiah	5	5	5	5	20
6	Dwi irna hasanah	15	15	15	5	50
7	Diah nita azhari	15	15	15	5	50
8	Dani safitri	15	5	5	5	30
9	Metti herawati	15	15	5	5	40
10	Miftahul Rizqi	15	15	15	15	60
11	Nur Hamidah nst	5	5	5	15	30
12	Nur Ainun	5	5	5	5	20
13	Nur halimah	15	5	5	5	30
14	PepinPurnama	5	5	5	5	20
15	Rizki hanifah	5	5	5	5	20
16	Rusyda aulia	15	15	15	15	60
17	Sity Kholijah	15	5	5	5	30
18	Sity aminah	5	5	5	5	20
19	Sity wardani	5	5	5	5	20
20	Syahril hafiz	5	15	15	5	30
21	Syaiful Bahri	5	5	5	5	20
22	Saripuddin Lubis	5	5	5	5	20
23	Tutri hayati	5	5	5	5	20
24	Tika rahmadani	5	5	5	5	20
25	Urip saputra	5	5	5	5	20
26	Ummu kalsum	5	5	5	5	20
27	Wildan syaputra	5	5	5	5	20
28	Wardatul wakiah	15	15	15	5	50
29	Yennita sari	5	5	5	5	20
30	Zul Fadli Srg	15	15	5	5	40
	Total					980
	Mean					32,66

Appendix 6

Students' Writing Ability Score in First Meeting

No	Students Name	Grammar	Vocabulary	Mechanic	Form	Score
1	Alfian Syahri	15	15	15	25	70
2	Anni hamidah	15	5	25	15	60
3	Ahmad Juanda	15	5	15	15	50
4	Arianto nst	5	5	5	5	20
5	Aslamiah	5	5	5	15	30
6	Dwi irna hasanah	15	15	15	15	60
7	Diah nita azhari	15	15	25	25	80
8	Dani safitri	15	15	15	25	70
9	Metti herawati	15	5	15	15	50
10	Miftahul Rizqi	15	15	25	25	80
11	Nur Hamidah nst	15	5	15	15	50
12	Nur Ainun	15	15	15	15	60
13	Nur halimah	15	5	15	15	50
14	PepinPurnama	5	5	5	5	20
15	Rizki hanifah	5	15	15	15	50
16	Rusyda aulia	15	15	15	25	70
17	Sity Kholijah	5	5	5	5	20
18	Sity aminah	5	15	15	15	50
19	Sity wardani	5	5	15	5	30
20	Syahril hafiz	15	15	15	15	50
21	Syaiful Bahri	5	5	5	5	20
22	Saripuddin Lubis	15	15	15	15	50
23	Tika hayati	5	5	5	5	20
24	Tika rahmadani	5	5	5	5	20
25	Urip saputra	5	5	5	5	20
26	Ummu kalsum	5	5	15	15	40
27	Wildan syaputra	15	15	15	15	60
28	Wardatul wakiah	15	5	15	15	50
29	Yennita sari	5	5	15	15	50
30	Zul Fadli Srg	15	15	15	15	60
	Total					1410
	Mean					47,00

Appendix 7

Students' Writing Ability Score in the Second Meeting

No	Students Name	Grammar	Vocabulary	Mechanic	Form	Score
1	Alfian Syahri	15	15	15	25	70
2	Anni hamidah	15	15	25	15	70
3	Ahmad Juanda	25	15	15	15	70
4	Arianto nst	15	15	5	15	40
5	Aslamiah	15	15	15	5	50
6	Dwi irna hasanah	15	15	15	5	50
7	Diah nita azhari	25	15	25	25	80
8	Dani safitri	15	15	15	25	70
9	Metti herawati	15	15	15	15	60
10	Miftahul Rizqi	25	15	25	25	80
11	Nur Hamidah nst	15	15	15	15	60
12	Nur Ainun	15	15	15	15	60
13	Nur halimah	15	15	15	15	60
14	PepinPurnama	15	15	15	5	50
15	Rizki hanifah	15	15	15	15	50
16	Rusyda aulia	25	15	15	25	80
17	Sity Kholijah	5	5	5	15	20
18	Sity aminah	15	15	15	15	60
19	Sity wardani	15	51	15	15	60
20	Syahril hafiz	15	15	15	15	60
21	Syaiful Bahri	5	5	5	15	30
22	Saripuddin Lubis	15	15	15	15	60
23	Tika hayati	15	15	15	5	50
24	Tika rahmadani	5	15	15	15	50
25	Urip saputra	5	5	5	15	30
26	Ummu kalsum	5	15	15	15	50
27	Wildan syaputra	15	15	15	15	60
28	Wardatul wakiah	15	15	15	15	60
29	Yennita sari	15	15	15	5	50
30	Zul Fadli Srg	15	15	15	15	60
	Total					1770
	Mean					59,00

Appendix 8

Students' Writing Ability Score in the Third Meeting

No	Students Name	Grammar	Vocabulary	Mechanic	Form	Score
1	Alfian Syahri	25	25	15	15	80
2	Anni hamidah	25	25	15	15	80
3	Ahmad Juanda	15	15	25	15	80
4	Arianto nst	5	15	15	15	50
5	Aslamiah	15	15	15	15	60
6	Dwi irna hasanah	25	25	15	15	80
7	Diah nita azhari	25	15	25	25	90
8	Dani safitri	15	25	15	25	80
9	Metti herawati	15	25	15	15	70
10	Miftahul Rizqi	25	25	15	25	80
11	Nur Hamidah nst	15	15	15	15	60
12	Nur Ainun	15	15	15	25	60
13	Nur halimah	15	15	15	25	70
14	PepinPurnama	1	15	15	15	50
15	Rizki hanifah	15	15	15	15	60
16	Rusyda aulia	25	15	25	25	90
17	Sity Kholijah	15	15	5	15	50
18	Sity aminah	15	15	15	25	70
19	Sity wardani	15	15	15	15	60
20	Syahril hafiz	15	25	5	25	70
21	Syaiful Bahri	15	15	5	15	50
22	Saripuddin Lubis	15	15	15	15	60
23	Tika hayati	15	15	5	15	50
24	Tika rahmadani	15	5	15	15	50
25	Urip saputra	5	15	5	15	50
26	Ummu kalsum	15	15	15	15	60
27	Wildan syaputra	15	15	15	15	60
28	Wardatul wakiah	15	15	15	25	70
29	Yennita sari	5	15	15	15	50
30	Zul Fadli Srg	25	15	15	25	80
	Total					2.000
	Mean					66,66

Appendix 9

Students' Writing Ability Score in Four Meeting

No	Students Name	Grammar	Vocabulary	Mechanic	Form	Score
1	Alfian Syahri	15	15	15	25	80
2	Anni hamidah	15	15	25	15	70
3	Ahmad Juanda	15	25	15	15	70
4	Arianto nst	5	15	5	15	40
5	Aslamiah	15	15	25	15	70
6	Dwi irna hasanah	15	15	25	15	70
7	Diah nita azhari	15	25	25	25	90
8	Dani safitri	15	25	25	25	90
9	Metti herawati	25	25	15	25	90
10	Miftahul Rizqi	25	15	25	25	90
11	Nur Hamidah nst	25	15	15	25	80
12	Nur Ainun	25	15	15	25	80
13	Nur halimah	15	25	15	15	70
14	PepinPurnama	15	15	5	15	50
15	Rizki hanifah	15	25	15	15	70
16	Rusyda aulia	25	15	15	25	80
17	Sity Kholijah	15	15	15	25	70
18	Sity aminah	25	25	15	15	80
19	Sity wardani	15	25	15	15	70
20	Syahril hafiz	25	25	15	25	90
21	Syaiful Bahri	5	15	15	15	50
22	Saripuddin Lubis	15	15	15	15	60
23	Tika hayati	15	15	15	15	60
24	Tika rahmadani	15	15	15	15	60
25	Urip saputra	15	15	5	15	50
26	Ummu kalsum	15	15	25	15	70
27	Wildan syaputra	15	15	25	15	70
28	Wardatul wakiah	25	15	15	15	70
29	Yennita sari	25	15	15	15	70
30	Zul Fadli Srg	25	15	15	25	80
	Total					2120
	Mean					70,66

Affendix 10

The Result of Students' Writing Ability Score in All Meeting

No	Students Name	Pretest	First Meeting	Second Meeting	Third Meeting	Fourth Meeting
1	Alfian Syahri	40	70	70	80	80
2	Anni hamidah	50	60	70	80	70
3	Ahmad Juanda	30	50	70	80	70
4	Arianto nst	20	20	40	50	40
5	Aslamiah	20	30	50	60	70
6	Dwi irna hasanah	50	60	50	80	70
7	Diah nita azhari	50	80	80	90	90
8	Dani safitri	30	70	70	80	90
9	Metti herawati	40	50	60	70	90
10	Miftahul Rizqi	60	80	80	80	90
11	Nur Hamidah nst	30	50	60	60	80
12	Nur Ainun	20	60	60	60	80
13	Nur halimah	30	50	60	70	70
14	PepinPurnama	20	20	50	50	50
15	Rizki hanifah	20	50	50	60	70
16	Rusyda aulia	60	70	80	90	80
17	Sity Kholijah	30	20	20	50	70
18	Sity aminah	20	50	60	70	80
19	Sity wardani	20	30	60	60	70
20	Syahril hafiz	30	50	60	70	90
21	Syaiful Bahri	20	20	30	50	50
22	Saripuddin Lubis	20	50	60	60	60
23	Tutri hayati	20	20	50	60	60
24	Tika rahmadani	20	20	50	50	60
25	Urip saputra	20	20	30	50	50
26	Ummu kalsum	20	40	50	60	70
27	Wildan syaputra	20	60	60	60	70
28	Wardatul wakiah	50	50	60	70	70
29	Yennita sari	20	50	50	60	70
30	Zul Fadli Srg	40	60	60	80	80
	Total	920	1410	1770	2.000	2120
	Mean	32,66	47,00	59,00	66,66	70,66

Affendix 11

a. The result of students complete study Percentage in Writing Ability

$$P = \frac{\sum thestudents' completestudy}{\sum students} \times 100\%$$

1. Pretest $\qquad = \dfrac{2}{30}$ x 100% = 6,66%

2. First Meeting $\qquad = \dfrac{10}{30}$ x 100% = 33,33%

3. Second Meeting $\qquad = \dfrac{18}{30}$ x 100% = 60,00%

4. Third Meeting $\qquad = \dfrac{22}{30}$ x 100% = 73,33%

5. Fourth Meeting $\qquad = \dfrac{26}{30}$ x 100% = 86,66%

b. The Result Comparative of Students Means percentage in Writing Ability

1. Pretest $\qquad$ = 32.66 (6,66%)

2. First Cycle

   Mean $\qquad = \dfrac{1770}{30} \times 100\% = 59,00$

   Percentage $\qquad = \dfrac{18}{30} \times 100\% = 60,00\%$

3. Second cycle

   Mean $\qquad = \dfrac{2120}{30} \times 100\% = 70,66$

   Percentage $\qquad = \dfrac{26}{30} \times 100\% = 86,66\%$

So the comparative the students means percentage writing ability in first and second cycles improved there was 59,00 (60,00%). In second cycle improved to 70.66 (86,66%).

Appendix 13

Indicators List of Classroom Procedures in First Cycle

Physic appearance and written	Checklist Y	N
Dressing cleanly and neatly	✓	
Standing and writing face to students	✓	
Energetic and enthusiastic	✓	
Writing and explaining integrated	✓	
Writing is nice and readable	✓	
Procedures		
Explaining targeted language context	✓	
Explaining the intended text criteria to be produced and giving props and document	✓	
Asking students to prepare oral performance draft	✓	
Asking students to execute the performance in the class and evaluating directly	✓	
Material		
Learning objectives are explained	✓	
Related to the student experience		✓
Benefit of it to be learned	✓	
Relevant to the objectives and procedures	✓	
Brief presentation	✓	
Detail and united explanation	✓	
Reinforcement and interaction with student		
Individual performance reward		✓
Group performance reward		✓
Celebration	✓	
Stimulating students responses	✓	
Stimulating students question	✓	
Responding students question	✓	
Sound and classroom management		
Audible sound	✓	
Talking intelligibly	✓	
Rhythm and stress	✓	
Neatness control	✓	
Class noise control		✓
Class formation arrangement	✓	
Efficiency time and learning	✓	

Observed by: Co-teacher

NUR AMINAH, S.Pd
NIP. 150429544

Affendixs 14

Indicators List of Classroom Procedures in First Cycle

Pyhsic appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly	✓	
Standing and writing face to students	✓	
Energetic and enthusiastic	✓	
Writing and explaining integrated	✓	
Writing is nice and readable	✓	
Procedures		
Explaining targeted language context	✓	
Explaining the intended text criteria to be produced and giving props and document	✓	
Asking students to prepare oral performance draft	✓	
Asking students to execute the performance in the class and evaluating directly	✓	
Material		
Learning objectives are explained	✓	
Related to the student experience	✓	
Benefit of it to be learned	✓	
Relevant to the objectives and procedures	✓	
Brief presentation	✓	
Detail and united explanation	✓	
Reinforcement and interaction with student		
Individual performance reward	✓	
Group performance reward	✓	
Celebration	✓	
Stimulating students responses	✓	
Stimulating students question	✓	
Responding students question	✓	
Sound and classroom management		
Audible sound	✓	
Talking intelligibly	✓	
Rhythm and stress	✓	
Neatness control	✓	
Class noise control		
Class formation arrangement	✓	
Efficiency time and learning	✓	

Observed by: Co-teacher

NUR AMINAH, S.Pd
NIP. 150429544

CURRICULUM VITAE

NAME   : ARNISYAH NASUTION

REG NUMBER   : 08 340 0046

PLACE/DATE OF BIRDAY   : P.SIDIMPUAN /JANUARY 16TH 1990

SEX   : FEMALE

FARTHER'S NAME   : ANWAR EFENDI NASUTION

MOTHER'S NAME   : ILMI LUBIS

BACKGROUND EDUCATIONS

1. PRIMARY SCHOOL   : SD NEGERI 147985 P.SIDIMPUAN

2. JUNIOR HIGH SCHOOL   : MADRASAH MARDIAH ISLAMIAH (MMI)

3. SENIOR HIGH SCHOOL   : MAN PANYABUNGAN

4. INSTITUTE   : STAIN PADANGSIDIMPUAN

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of the international languages in this world that use most people in every country. This language is use in technology, education and social. English is one of subject that is taught in the school in Indonesia. There are many people want to be able to mastery English well by mastering all the skills. Therefore, English as one of the material based on the curriculum in Indonesia people are also face many problems in doing about the teaching and learning process. Realizing to this condition. And according to the curriculum of English in Senior High School English very important to study about writing, speaking, reading, and listening.

Writing is one of language skills necessary skill for student to master science it frequently determines their academic success. Writing gives them the ability to record their own in descriptive text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing is one for expressing thought and thus of writing, it is independent upon both the natural ability and the experiences of individuals.

Writing is activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information. Thus writing ability is the activity to transfer ideas through words and

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sentences the idea will change to scientific.In writing ability development, the teacher has done many efforts continuously. In this case, the efforts has been done by teacher, such as: changing the techniques in every teaching and learning process, giving more exercise, giving a task or homework to the students in post teaching, and also holding the remedial teaching to the students who haven't understood it.

Many factors that cause the students are unable to write descriptive text, according English teacher At X Grade of Man Panyabungan, there are many students have problems can't write properly, for example; lack of mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text; no ideas to write; no motivation and lack of confidence.

There are some kinds of writing: exposition, descriptive, narrative and argumentation text. From all of those kinds of text above, the writer only do research about descriptive text. Descriptive text is a kind of many text types which is decided by government as one of material item in curriculum now days to develop and extent the language skill aspect.

In teaching writing, these are some techniques that can be used to help the students. One of the techniques is content based approach (CBA), Content Based Approach (CBA) is similar with participatory approach in that it begins with content that is meaningful to the student and any forms that are worked upon emerge from the content. In other hand Content based approaches is encouraging demonstration those

use of objects, picture and audiovisual presentations. Based upon description above, the writer would like to do a research which an title: **"Improving Students' Writing Descriptive Text Ability Through Content Based Approach (CBA) at Grade X of MAN Panyabungan"**.

B. The Identification of the Problems

Based on the explanation above, the problem this research can be formulated as: the first, Students lack of mastering grammar, the second, Students lack of mastering vocabulary, the third, Students lack of ideas to write and the last Students lack of motivation and lack of confidence in writing.

C. Limitation of the Problem

Based on identification of the problem above, the writer limited the problems of students' descriptive text. This research is conducted by classroom action research. These researches focus on to see the improvement of writing descriptive text ability through Content Based Approach (CBA).

D. Formulation of the problem

Based on limitation of the problem mentioned above, the problem of the research can be formulated as follows: "Does Content Based Approach (CBA) could improve the students' writing ability At X grade of Man Panyabungan?

E. Purpose of the Research

The purpose of the research is to find whether Content Based Approach (CBA) improving the students writing descriptive text at X grade of MANPanyabungan.

F. The Significances of the Research

The Significances of the research are expected as follow:

1. For the teacher, it very wise to use content based approach in teaching writing descriptive text because this media can motivation the students especially in writing.

2. For the students, it is hoped that content based approach more interested in studying English writing descriptive text by using content based approach (CBA) at X grade of MAN Panyabungan.

3. For the writer, content based approach as reference to further or other classroom action research more paying attention in the efficiency of time.

4. For the students of English Department should be able to understand about descriptive text, and how to easy writing descriptive text.

G. Definition of Key Terms

The avoid vagueness and misunderstanding between the researcher and the readers, there I would like to do a research which an title **: "**Improving students' writing descriptive text ability through content based approach (CBA) at X Grade of MAN Panyabungan as in the follows:

1. Definition

   a. Improving is "to make or become better".[1] Improving is a process of becoming or making students' writing ability better through several cycles which is a change that improves students' writing ability by using a certain media. So improving is going

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[1]A.S Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press 2000), p. 222.

through better work to reach something. Improving consists of two steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

b. Students' Ability

1). Student, according to Hornby Student is a person who is studying at a university or collage.[2]

2). Ability is a level of skill or intelligence.[3]

c. Writing descriptive text

1). Writing is a group of pieces of writing, especially by a particular person or no a particular subject.[4]

2). Descriptive text is culturally specific text type which result from using language (written and spoken) to keep accomplish something. It takes place through a series of stages and using language in particular ways. A text is usually represents a discourse, although it may be a list of associated sentences and every teaching materials in English subjects always involves text. One of them is descriptive text.MAN Panyabungan is a state senior high school number 1, and located in Panyabungan.

2. Content Based Approach

a. Definition

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[2]A.S Hornby, *Oxford Advanced Learners Dictionary*, (New York: University Press 2000), p. 1187.

[3]A.S Hornby, *Op.Cit,*p. 357.

[4]A.S Hornby, *Op.Cit.,*p. 1561.

Approach is connected to study of specific academic subject matter and is viewed as a means of promoting understanding of this content. The term content has become a popular media, the organization of which is built around specific topics and subtopics. Three approaches that make communication central: content based instruction, and content based approach or the participatory approach.

b. Kind of approach

While the three approaches rather than learning to use English students use English to learn it.

1).Content based instruction that is an integrates the learning the of language of some other content, often academic subject matter

2).Task Based Instruction as with content based approach, a task based approach aim provides learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learner has to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and at time.

3).Content based approaches is similar to participatory approaches is that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content. What is strikingly different though is the nature of the content. These dialog not only

become the basis for the literacy development, but also for reflection and action to improve student lives. The goal of the participatory approaches is to help students to understand the social, historical, or cultural forces that effect their live.

Content Based Approach (CBA) is similar with participatory approach in that it begins with content that is meaningful to the student and any forms that are worked upon emerge from the content.[5] In other hand Content based approaches is encouraging demonstration those use of objects, picture and audiovisual presentations.[6] Based on the explanation above the writer can conclude that the Content based approach is good way to solve the student's problem in writing ability through picture, especially at X grade of Man Panyabungan.

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[5]Diane Larsen and Freeman, *Teaching Principle in Language Teaching*, (New York: University Press 2000), p.150.

[6]Jack C.Richard Dkk, *Approach and Methods in Language Teaching*, (Cambridge University 2001), p.204.

CAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

1. **The Nature of Writing**

Writing is one of the most important skills in language learning besides reading, speaking, and listening. Writing is production and expressing, it is producing the word and sentences then it expressing with the meaning of ideas, thus writing ability is the activity to transfer the ideas through words and sentence the idea will change to scientific.

Actually is more particularly, refers to two activities, writing is a noun, the thing that is written and writing as the verb, and designates the activity of writing. It refers to the inscription of characters on a medium three by forming word and larger units of language known as text. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive.

There are so many definitions of writing, according to Fajri that writing is a description other words writing can be defined as a tool of language describe to

someone about messages by using visual writer symbols.[1]Then, While, David Nunan make interpretation about writing; Writing is clearly complex process, and competent writing is frequently accepted as being the last language skill to be acquired.[2]

On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader. It is both process and product. The writer images, organizes, draft edits, reads, and rereads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product and essay, letter, story, or research report.[3]it is concluded that writing involves more than just producing sentences which consist of ideas, feeling and thought to be able to write a piece of good writing.

Writing is writing is lowering or drawing the symbols graphic that describes a language that is understood by person, so that other can read the symbol of the graphic if they understand the language and graphic picture. Writing is a representation of language expression.[4]

Writing is the way of discovering who you are and what you think "in other words, by or trough writing readers will be able to know your character and what you

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[1]Fajri, An Analysis of the Students Ability in Writing Argumentative Essay, (UniversitasMuhammadiyahTapanuli Selatan, skripsi 2006), p.6.
[2]David Nunan, *Language Teaching Methodology; A textbook for teachers,* (Sydney : Macquarie University, 2000), p. 91.
[3]*LocCit*, *Practical English Language Teaching*, *A Textbook For Teachers*, (America: The MC. Grow Hill Companies, 2003), p. 88.
[4]HR. Tarigan, *MenulisSebagaiSuatuKeterampilanBerbahasa,* (Bandung: Angkala, 1986), p.21.

think end have on your mind. It is relevant to Al-Qur'an in suroh Al-Alaq verse number 4:

▢▢

Meaning: "Who has taught (the writing) by the pen".[5]

Based on the verse of Al-Qur'an above we can say that writing is   important thing for us to improve our knowledge. In this case writing is important in education. On Islamic writing is very important in our life.The writer concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

2. The Characteristic of Writing Ability

Some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point.

a. Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to with draw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

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[5]Ali, A.Y. *The Meaning Of The Holy Quran in the English, (*Al-Alami Publications: Beirut, 2001), p. 924.
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b. Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

c. Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

d. Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

e. Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

f. Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

g. Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.[6]

h. Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.

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[6]H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall,1994), p.325-326.

3. The Process of Writing

Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student's background of experiences enlarge, the needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

There are three process of writing, they are:

a. Prewriting or motivation, discussion, and concept development.

b. Writing, which takes place in classroom or at home so students can rely both teacher and students for feedback and support.

c. Post writing, in which students share their writing with others, read aloud what they have written, or exchange writing with other students.

To make a good writing there are the writing process, according to Penny Ur the writing process has three stages:

1: writing

2: reflection

Reflecting on the writing process:

a. Preparation

b. Process

c. Product

3: conclusion.[7]

While the writing process according to Mary Louise Holly and friends states that writing process related to research

a. Free-writing

b. Proposal writing

c. Writing down

d. Writing up

e. Writing about[8]

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

a. Focus on the process of writing that leads to the final written product.

b. Help student writers to understand their own composing process.

c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.

d. Give students time to write and rewrite.

e. Place central importance on the process of revision.

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[7]Penny Ur,*A Course in Language Teaching* (USA: Cambridge University Press, 1991), p.167-168.

[8]Mary Louise Holly and Friends, *Action Research for Teachers: Traveling the Yellow Brick Road,* (New Jersey: Columbus, Ohio, 2005), p. 238.

f. Let students discover what they want to say as they write.

g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention.

h. Encourage feedback both from the instructor and peers.

i. Include individual conferences between teacher and student during the processof composition.

David Nunan said that the unfettered writing process approach has been just as artificial as the traditional high school research paper.Writing without structure accomplishes as little as writing a mock structure, students need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real audiences and real purposes.[9]

Furthermore, writing is powerful process for learning: for describing, synthesizing, interpreting, and communicating experience.[10]From the explanation writer concludes that the process of writing must be have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

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[9]David Nunan, *Op.,Cit.,* p.87.
[10]Mary Louise Holly and Friends, *Op.,Cit*, p.235.

4. The Description of Descriptive Text

Descriptive text is kind of text which the content is a description of a case being described clearly.Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about any topic.

Descriptive text is containing two components, i.e. identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.[11]Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity. It is also related to the opinion of Joyce Armstrong and Carol Who states that description is writing that appeals to one or more of the five senses-sights, smell, taste, and touch. "it can make you smell the smoke from a dying campfire, the crickets sing, or see the author's friend. Description can stand on its own or breathe life into other types of writing, such as poems stories.

According to Carrol descriptive writing as:

a. Sensory language that share what the writer sees, hears, tastes, smells and touches.

b. Precise language, including vivid verb and precise noun.

c. Figurative language such as personification, exaggeneration, simile and metaphor.

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[11]SanggamSiahaan, *Generic Text Structure*, (Pematangsiantar, GrahaIlmu,2008), p. 1

d. A logical organization such as chronological or spatial order.[12]

Joyce said "Description is writing that appeals to one or more live sense, sights, sound, smell, taste and touch". In this case, description tells about feeling, phenomena, sound (sound of people, animal, thing, etc), smell (fragment and bad smell), etc.[13]

According to Pardiyono descriptive is a type of written text, which has the specific function to give description about an object (human or no human).[14]

To write the descriptive text, some consideration should be care:

a. Text element

    1. Identification

        a) About statement with imagine about object will be described.

        b) The statement must interest, can influence the reader so they interest to read descriptive completely.

        c) Using objective or comparative degree.

    For example "RefflesiaArnoldi is one of the rare plants in Indonesia" is one the most familiar.

    2. Description

      a) Given the view about the condition of object which can see from some sides: Location, means of transport, people, weather, size.

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[12]Carrol, Joyce Amstrong, et all, *Writing and Grammar : Communication in Action*, (Prentice Hall, New Jersey), p.7.

[13]SiahaanSanggamDkk, *Op Cit.*, p. 6.

[14]Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi OFFSET, 2007), p. 34.

b) Grammatical features

    a. Present Tense, Present Perfect Tense

    b. Verb : be (is, are), have, linking verbs, (seem, look, sounds, like)

c) Using of objective which functions is to describe or illustration condition of object.

While, SanggamSiahaaninterpretation they are parts, qualities, and characteristics of the part of descriptive text, such as:

1. The function of descriptive text is to describe a particular person, place or thing.

2. Text Structure

    1. Identification : identifies phenomenon to be described.

    2. Description   : describes parts, qualities, characteristics.

3. Dominant Grammatical Aspects

    a. Focus on specific participants.

    b. Use of attributive and identifyingpProcesses.

    c. Frequent use of Epithets and classifiers in nominal groups.

    d. Use of simple present tense.

To be more clearly, the example of text structure of descriptive text can be illustrated as follow:

<div style="border:1px solid black; padding:10px;">

RefflesiaArnoldi

RefflesiaArnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves are usually patterned and colorful. The most color is maroon and in contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the suns light. Actually, it can be not called as "trunk" since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell function to protect itself from any disturbance such as animal, insect,etc.[15]

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From text above, it can be known that texts structure or the genre structure descriptive text contains of identification and description, further, texts structure it

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[15]SanggamSiahaanDkk, *Op.,Cit.,*p. 89-92.

can be concluded that text structure is a way to identifying and understanding the organization of the structure.

5. **The Evaluation of Writing Descriptive Text**

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. There are some criteria of writing assessment:

1. Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and word meanings. Grammar is a theory of language, of how language is put together and how it work.

a) Phrase formation : Noun, Verb, Adverb, and Adjective

A phrase is a group of words which make sense, but not complete sense.[16]

b) Tense

Tense is a term used grammar to indicate the time of the action or event. The tense that the used or write the descriptive text is present tense. The use of present tense is dominant in describing facts, although in some case.

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[16]Wren and Martin, *High School English Grammar and Composition*. (S. Chand & Company Ltd.: Ram Nagar, 1991), p. 2.

c) Conjunction

Conjunction is one of the most common functions in the part of speech. A conjunction is needed to relate two clauses for clear information to convey.

2. Vocabulary

Based on Michael and O'Dell, English vocabulary has a remarkable range, flexibility, and adaptability.[17] There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria Neufeldt is defined as an interrelated group of non-verbal system, symbols, signs, gesture.[18] It is simply understood as all the words that writer uses in writing.

3. Mechanics (Punctuation)

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.[19]

4. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of

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[17]Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced,* (Cambridge: University Press, 1994), p. 2.

[18]Victoria Neufeldt, *Webster's New world College Dictionary,* (USA: Macmilan, 1998), p.1287.

[19]H.Douglas Brown, *Language Assessment: Principles and Classroom Practice,* (New York: Pearson Education, 2004), p. 244-245.

writing task. A paragraph has coherence when it is understandable to the reader.

Based on explanation above, the researchers conclude writing is an activity to transfer the ideas and describe a language and expressing through by experiences in draft of the paper. So the readers can understand what the writer means.

6. Content Based Approach (CBA)

A. Definition

Approach is connected to study of specific academic subject matter and is viewed as a means of promoting understanding of this content. The term content has become a popular media, the organization of which is built around specific topics and subtopics. Three approaches that make communication central: content based instruction, and content based approach or the participatory approach. While the three approaches rather than learning to use English students use English to learn it.

1. Content based instruction that is an integrates the learning the of language of some other content, often academic subject matter

2. Task Based Instruction as with content based approach, a task based approach aim provides learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learner have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and at time.

3. Content based approaches are similar to participatory approaches is that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content. What is strikingly differentthough is the nature of the content. These dialog not only become the basis for the literacy development, but also for reflection and action to improve studentslives. The goal of the participatory approaches is to help students to understand the social, historical, or cultural forces that effect their live.[20]

Stryker and leaver suggest the following essential skill for content based approach instruction:

a. Varying the format of classroom instruction

b. Using group work and team building techniques

c. Organizing jigsaw reading arrangements

d. Defining the background knowledge and language skill for student success.

e. Helping student develop coping strategies

f. Using proses approaches to writing

g. Developing and maintaining high level of students'esteem.

In other hand Content based approaches is differ from traditional approaches to teaching academic writing in at least four major ways:

1. Writing from personal experience and observation of immediate surroundings is de-emphasized; instead, the emphasis is onwriting from sources (readings,

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[20]Diane Larsen and Freeman, *Teaching Principle in Language Teaching*, (New York: University Press 2000), p. 137-150.

lectures, discussions), onsynthesis and interpretation of information currently beingstudied in depth. Writing is linked to ongoing study of specificsubject matter in one or more academic disciplines and is viewedas a means to stimulate students to think and learn.

2. Preparing students for writing and in respondingto writing. The instructor who guides and responds to writingmust know the subject matter well enough to explain it, fieldquestions, and respond to content and reasoning in papers.Treatment of matters of form (organization, grammar,mechanics)

3. Skills are integrated as in university course work: Students listen,discuss, and read about a topic before writing about it-ascontrasted to the traditional belief that in a writing course,students should only write.

4. Extended study of a topic (some class treatment of core material and some independent and/or collaborative study/research)precedes writing, so that there is "active control of ideas" and"extensive processing of new information", before students begin to write.

Functional approaches, by placing student writers in variety of roles for which they may   sometimes like background knowledge, often shortcut the prewriting process by providing a great deal of guidance. Content based approach is similar with participatory approach is to help students to understand the social, historical, or cultural forces that affect their lives. And encouraging demonstration those use of objects, pictures andaudiovisual presentation, and then to help empower students to take action and make decisions in other to gain control over their lives. The teacher

shows the picture, It is a drawing of apartment building or other picture.[21]One of them participatory the writer make picture to show for the students to writing descriptive text.

1. Pictures

Teachers have always used pictures or graphics-whether drawn, taken from books, newspaper and magazines, or photograph- to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustration (typically in a textbook). Some teachers also use projected slides, images from an overhead projector. Teachers also draw pictures on the board to help with explanation and language work.

2. The definition of pictures

The term of picture has so many definitions. According to a website (http//Wikipedia.org/wiki/picture), pictures are defined as:

A visual representation (of an object or person or abstraction) produced on a surface.

1) An image (from Latin imago) or pictures is that reproduces the likeness of some subject-usually a physical object or a person.

2) Graphic illustration of them

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[21] Diane Larsen and Freeman *Op Cit.*, p,150-151.

3) Illustration used to decorate or explain a text the dictionary had many pictures.

While pictures according to M.BasyiruddinUsman and H.Asnawir said that pictures is effective visual tool because can visually something that will clarified more concrete and realistic. Information sending understood and easy because the product can be a model and children achieve the materiel.[22]

Based on definition the writerwas mention just now,the writer was concluded that pictures are a visual representation or effective visual that can illustrate or explain the information in general language to the human being. Thewriter concluded that descriptive text part of many other types of writing; you may use description to report on a scientific experiment; explain is history event: or discuss a painting, story, or movie.

B. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Sakiah "An Analysis on the Students' Ability in Writing Narrative based on Pictures".[23] The kind

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[22]M. BasyiruddinUsman& H. Asnawir, *Media Pembelajaran,* (Jakarta: DeliaCitraUtama: 2002), p. 47.

[23]Sakiah, An Analysis on the Students Ability in Writing Narrative based on Pictures, (Script UMTS Padangsidimpuan, 2005).

of research is qualitative research. Research found that pictures are a good media in writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7,2.

Secondly, a script of NurAisyah in STAIN Padandsidimpuan is "Improving Students' Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan.[24] The kind of research is quantitative research by gathering data through samples' testing students of SMPN 5 Padangsidimpuan. She found that the picture sequence can improve the students writing ability. Then, the conclusions are: the students achievement in writing is 7,30.

Finally, a theory and practice in language studies of Fajri, An Analysis of the Students Ability in Writing Argumentative Essay.[25] The kind of the research is quantitative research. Researcher found that the brainstorming had a positive effect on developing essay writing ability from students. The total value of students is 76.66.

After analyzing my data, it was found out that the students score increased from the first cycle to the second cycle. In the first cycle the mean of the students score was 59,00. In the second cycle the score was 70,66. It means there was an improvement on the students writing ability through content based approach

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[24]NurAisyah, Improving Students' Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan, (Script STAIN Padangsidimpuan, 2012).

[25]Fajri, An Analysis of the Students Ability in Writing Argumentative Essay, (Thesis UniversitasMuhammadiyahTapanuliSelatan,skripsi 2006), p.6.

C. Conceptual Framework

Conceptual framework was necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria. Writing problems that have been focus on this research come from intrinsic and extrinsic factors which have influence on students' writing ability. Intrinsic factors belongs students' desire to write, while extrinsic factors were classroom design and un-intensive course of writing in English language learning. Actually writing problem in classroom could be handling by focusing on writing ability achievement and full management in designing classroom to provided students an active learning during English learning. However, almost influential factors cannot be solved for a long time and students' writing ability stay on bad writing.

Because of that, writer wanted to accomplish content based approach to writing descriptive text during English learning to improve students' writing ability. After conducting, writer would do reflection to analyze what will have been happened in the classroom whether picture improves or does not. If there will be a students' writing ability achievement staying in low, writer re-conducts the second and the next pictures by considering the influential factors to be eliminated so that writing ability will be achieve comprehensively. This research is considered as turning actions to achieve the intended ability better at writing in English. Therefore, writer depicted picture is going to improve students' writing ability during their English learning.

D. Hypothesis of the Action

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Content based approach can improve students' writing descriptive text ability.

CAPTER III

RESEARCH METHODOLOGY

A. Place of The Research

The writer was conducted at MAN Panyabungan that is located on Jln.Medan Padang, km 4 AekGodang, Panyabungan.This research was planned finished beginning on 01until 12Maret2013. This time determination refers to the educational calendar of Panyabunganwhen the second semester of the second year of school. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. Research Design

This writer was designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.[1]Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for writing ability teaching, teaching applies (CBA) to descriptive text or changing student's prior writing ability at low competence to the better competence by its criteria.

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[1]L.R. Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

C. Participants

The subject of the research, are students At Grade X of MAN Panyabungan, which consist of 35 students at X3 class.AccordingEnglish teacher At X Grade of Man Panyabungan, there are many student have problems can't write properly, for example; lack of mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text; no ideas to write; no motivation and lack of confidence.They are the first class that have the different skill that is; high, low and more low.

D. Instrumentation Collecting the Data

The instrument use in this research was a test. This test was used to examine of the students' writing ability at X grade of MAN Panyabungan. The test in this research is writing based on the picture, and key word. The students was tested based on the topic that the writer gave on first meeting and gave time limitation is 50 minutes to writing their ideas, and the Second meeting make paragraphs by picture with arrange. Then, at the second cycle on the first meeting the students is asked to create an idea. Last meeting the students will write the paragraph based on the topic that the writer is gave by individually.

Score criteria the writer divided the score into four criteria. They are the scores of grammar, vocabulary, mechanics, and form (organization). The score of this test would be explained more clearly, the highest score was 25 and the lowest is 1ine

every criteria. Because the criteria of writing test there were 4, so the highest score were 100 in all of criteria.

Table 1.

The Criteria of Writing Scores

CONTENT	Proficiency Description		
	1	**2**	**3**
Grammar	25	15	5
Vocabulary	25	15	5
Mechanic	25	15	5
Form	25	15	5

<u>Grammar</u>

Score 25 = Few (if any) noticeable errors of grammar or word order.

Score 15 = Some errors of grammar or word order which do not however, interfere with comprehension.

Score 5 = Errors of grammar or word order so severe as to make comprehension virtually impossible.

<u>Vocabulary</u>

Score 25= Use of vocabulary correctly

Score 15= Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

Score 5 = Vocabulary limitations so extreme as to make comprehension   virtually impossible.

Mechanics

Score 25 = Few (if any) noticeable lapses in punctuation or spelling.

Score 20 = Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.

Score 5 = Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (Organisation)

Score 25 =Highly organized; clear progression of ideas well linked; like educated native writer.

Score 15 = Some lack of organization; re-reading required for clarification of ideas.

Score 5 = Individual ideas may be clear, but very difficult to deduce connection between them.

Score: Grammar: __ + Vocabulary: __ + Mechanics:__ + Form: __= __

Analytic methods of scoring for test writing.[2]

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[2]Arthur Hughes,*Testing For Language Teachers,*(New York: Cambridge University Press,1990), p.91-93.

Table 2.

Table of Test for Descriptive text in First cycle and Second cycle

NO	Cycle	Meeting	Kinds of Instrument	Instruction
1	I	First Meeting	A Bag	- Students write a paragraph based on the picture and key word. - Write The paragraph 5 sentences, in 50 minutes
2	II	Second Meeting	Wake up and Go to School	- Write the picture with arrange - Write in two paragraphs, each paragraph is 3 sentences minimally in 50 minutes
3	III	Third Meeting	Agriculture or Farm	- Write a paragraph based on the picture in two paragraph - Write the paragraph 4 sentences in 50 minute
4	IV	Four Meeting	Mountain	- Explain the picture based on students own correctly - Write in three paragraphs, each paragraph is 4 sentences minimally in 50 minutes

E. Procedure of the Research

The required data would be collected by testing and observing. The main data was observed by field notes as the qualitative data. It was used to describe data which are not amenable to being counted or measured in an objectively, and are therefore subjective, this kinds of data would be gathered through field notes.

The data was used to describe the situation in the classroom during the learning process by pictures in the term of students, teacher and influential factors.The quantitative data was used to present what would have been measured and it is considered as the objective data. This data would form as the students performance data to help teachers assess the pictures effectiveness on students' writing achievement.

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The model could describe in next pages as

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Reflect

CYCLE II

Act and Observe
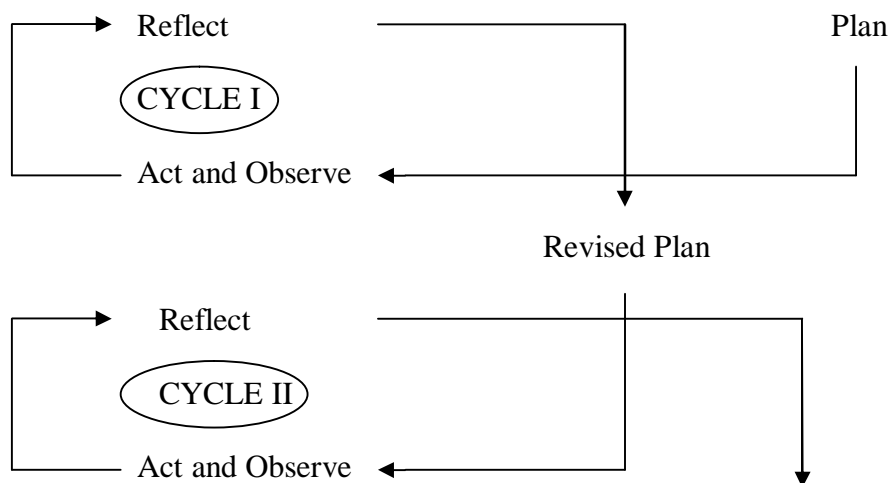
Classroom action research concerns on certain procedures, namely planning, action, observation, and reflection. Kunandar stated that planning means developing an action plan which is critically done to improve what had been happened.[3] Then action is the chosen action which is believed as the resolution for the problems. Observation, the third step in the classroom action research would be done comprehensively to figure out the process of the action. And finally reflection was recognizing and analyzed the action that would have been conducted in classroom as it will be figured out on the observation notes.

In this research the writer would applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing and reflecting.

1. **The First Cycle**

    The first cycle the writer was conducted for two meetings. Every meeting would do for ninety minutes. The writer would observe all the activities in the classroom.

    The first meeting

    a. Planning

        In this stage, the writer plan and design activities prepare the topic picture that was used to solve students' problem in writing.

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[3]Kunandar, *LangkahMudahPenelitianTindakanKelasSebagaiPengembanganProfesi Guru*, (Jakarta: PT RajawaliPers, 2011), p. 71.

1. Making lesson plan

2. Preparing the pretest to know the students writing ability.

3. Preparing media that will be use in teaching learning process, "the Topic is about a bag".

4. Every student will give their explanation based on the topic. It is the some free test.

5. Design a procedure teaching writing text through media pictures

b. Action

The first cycle was applied in two meetings. In this cycle, the writer was applied (CBA) in teaching writing.

1. Preparing students for writing and in responding to writing.

2. Give topic appropriate with personal experience.

3. Giving learning material to student's base on the picture by. The topic is about 'A bag'.

4. Using Content based approach to students in learning process.

5. Giving limited discussions time for students is 50 minutes to write a paragraph, each paragraph is 5 sentences.

6. Monitoring every step that planning.

7. Monitoring time allocation with the all activity is done.

8. Preparing the solution if have the problem when the action is done.

9. Collecting the student's discussion result.

c. Observation

Observation would do during the action. as:

1. Discussion with the English teacher to observation planning.

2. Monitoring the students' activity when writing descriptive text.

3. Discussing the problem in process learning and giving solution.

d. Reflection

1. Analyzing the finding during the observation is done.

2. Analyzing the weakness and the teacher progress that using content based approach determines the follow up of activity.

3. Reflecting on the students learning activity

4. Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

The Second meeting

a. Planning

In this stage, the writer was plan and design activities prepare the topic picture that was used to solve students' problem in writing.

1. Analyzing result the first meeting.

2. Preparing media that will be use in teaching learning process, "the Topic is about Wake up and go to school".

3. Every student will give their explanation based on the topic. It is the some free test.

4. Design a procedure teaching writing text through media pictures.

b. Action

1. Giving explanation about topic of pictures that will be applied. The topics are about.

2. The writerarrange the pictures to easy write about the topic.

3. Give topic appropriate with personal experience.

4. Giving the information about the topic before the students does write.

5. Preparing students for writing and in responding to writing.

6. Giving limited discussions time is 50 minutes for students to write two paragraphs, every paragraph is 3 sentences.

7. Monitoring time allocation with the all activity is done.

8. Collecting the students discussion result.

c. Observation

Observation would do during the action. as:

1. Discussion with the English teacher to observation planning

2. Monitoring the students activity when writing descriptive text

3. Discussing the problem in process learning and giving solution

d. Reflection

Because of there was still problem in writing, teacher concluded to improve it in the next cycle. The writer with co-teacher concluded that the second cycle had to re-plan the gotten problems in the first cycle.

2. Second Cycle

The second cycle the writer was conducted for two meetings. Every meeting was do for ninety minutes, the writer observed all the activities in the classroom

In third meeting

a. Planning

In this stage, the writer was plan and design activities prepare the topicpicture that will use to solve students' problem in writing.

1. Making lesson plan that is consist of the step of action

2. Preparing all material that will be use in the teaching learning process, as: the writer will use picture sequence. The picture of "Agriculture or Farm".

Every student will give their explanation based on the topic. It is the some free test.

3. Redesign a procedure teaching writing descriptive text through media picture from internet.

4. The writer gave the information about the topic before the students do write.

b. Action

The second cycle will conduct in three meetings. In opening the class, the writer would motivate the students to do the lesson.

1. In this cycle, the researcher applied pictures in teaching writing

2. Dividing the students in 6 groups, each group is 5 people, and total students are 30 person.

3. Give topic appropriate with personal experience.

4. Motivate students to explore their writing ability and be more active in teaching learning process.

5. Giving limited discussions time is 50 minutes for students to write two paragraphs, every paragraph is 4 sentences.

6. The teacher gives information about the topic.

7. Preparing students for writing and responding to writing.

8. The teacher explanation again the rule of the writing.

9. The teacher asks to students to write text according to the pictures

10. The teacher gave comment about their sentences in the text.

c. Observation

1. Discussion with the English teacher to observation planning

2. Monitoring the students activity when writing descriptive text

3. Discussing the problem in process learning and giving solution

d. Reflection

1. Analyzing the finding during the observation is done.

2. Analyzing the weakness and the teacher progress that using content based approach determines the follow up of activity.

3. Reflecting on the students learning activity

4. Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

The fourth meeting

From the cycle of this research we would know the ability of the students in writing and would improve their writing descriptive text ability. Planning In this stage, the writer will plan and design activities prepare the topicpicture that will use to solve students' problem in writing.

a. Planning

1. Analyzing result the first meeting

2. Preparing media that will be use in teaching learning process, "the Topic is about "Mountain".

3. Every student will give their explanation based on the topic. It is the some free test.

4. Design a procedure teaching writing text through CBA.

b. Action

1. Giving explanation about topic of pictures that will be applied. The topics are about go to school.

2. Give topic appropriate with personal experience

3. Preparing students for writing and in responding to writing

4. Dividing the students in 6 groups, each group is 5 people, and total students are 30 person.

5. Giving limited discussions time is 50 minutes for students to write three paragraphs, every paragraph is 4 sentences.

6. Monitoring time allocation with the all activity is done

7. Collecting the students discussion result

c. Observation

Observation would do during the action. as:

1. Discussion with the English teacher to observation planning

2. Monitoring the students activity when writing descriptive text

3. Discussing the problem in process learning and giving solution

d. Reflection

In this cycle, the writer could reflect the data and do improvement. The reflection would gather from the result of writing test through pictures.

F. Data Analysis

The data collected must be summarized and interpreted in order to help teacher makes decisions about the practice. The process of data analysis involves making sense out of text and image data. According to Creswell it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.[4]

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[4]Alison Wray, Kate Trott and Aileen Bloomer, *Projects in Linguistics: A Practical Guide to Researching Language,* (London: Arnold, 1998), p. 187.

Primarily, writer counted quantitative data by computing the score of writing test students. The formula was in following.

$$X = \frac{\sum x}{N} X 100\%$$

Where:

X : the mean of the students

$\sum x$: the total scores

N : the students' size

In other hand, accounted the percentage of students' complete study used the formula as follow.[5]

$$P = \frac{\sum thestudents'completestudy}{\sum students} \times 100\%$$

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[5]ZainalAqib, dkk. *Penelitian Tindakan Kelas untuk Guru SMP, SMA, SMK* (Bandung: CV Yrama Widya, 2008), p. 205.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Setting

The place of the research was at MAN Panyabungan, it is located in Jl. Medan Padang. KecPanyabungan Kota. It is a national standard with classes 21 classes. Each class consist 30 students. There are 64 teachers in this school. There are three English teachers in this school. The English subject had two periods in a week.

The participants of this research were the X grade students of Man Panyabunan, The research participants were the students of class X-3. It consists of 30 students. There were 20 female and 10 male. This class was chosen because the writer found the problems of writing in this class. For the first cycle the students Lack of vocabulary, and comprehension about instruction. For the second cycle, after design a procedure teaching writing descriptive text, the student become active and interested in teaching learning program.

B. Action

The writerdivided research action in two cycles. Each cycle consisted of four stages; namely plan, action, observation and reflection. Researcher here described the research steps in cycle and findings. Before doing the cycles, researcher gave pretest to the students to know their writing descriptive text ability.

The first cycle was conducted for two meetings. Every meeting was done for ninety minutes. The researcher observed all the activities in the classroom based on

the observation, some students seemed to be interested in the teachers' teaching technique. It could be seen from their enthusiasm in doing the CBA (content based approach). However, some students were still uninterested yet.

Moreover, students was considered to be solved immediately. The students' ability to writing text was very less because the learning method that is adopted by the English teacher did not fit anymore in this day. So, the researcher planed the activities for the first cycle.

Before doing the cycles, the pretest gave to students to know their writing ability. The topic is 'My School. The students could write a text based on their own in 3 sentences. They would express their idea in 20 minutes. After the students' paper was corrected the result of the pretest showed that there was no student got 75 point and did not understand about a good writing and points of the writing like grammar, vocabulary, mechanics and form. They did not interested in writing activity. Some of the students were lazy to do the writing and also they made noisy while done writing test. So the teacher must work hard to improve them. The students writing score could see in table below.

Table 3. The Result of the Pretest

Criteria Of Writing	Writing Scores			Total of students	Mean
	5	**15**	**25**		
Grammar	18	12	-	30 students	2.70
Vocabulary	21	9	-	30 students	2.40
Mechanic	24	6	-	30 students	2.10
Form	19	11	-	30 students	2.60
Total					32.66

Based on the data in the above table writer concluded in grammar criteria that there were 18 students got score 5, there were 12 students got score 15, and there were not students got score 25. In vocabulary criteria there were 21 students got score 5, there were 12 students got score 15, there were not students got score 25. Mechanic criteria there were 24 studentsgot score 5, there were 6 students got score 15, there were not studentsgot score 25. In form criteria there were 19 students got score 5, there were 11 students got score 15, there were not students got score 25.

Description of score pretest above writer concluded that the mean score of grammar was 2,70, vocabulary was 2,40, mechanic was 2,10, form was 2,60. The mean score of pretest was 32,66.From this pretest researches found problem in writing descriptive text, students writing descriptive text must low. A teacher

concluded to improve it in the first cycle. Researcher with co-teacher concluded that the second cycle had to re-plan the gotten problems in the first cycle.

1. **The First Cycle**

   a. Planning

   The planning that had repaired to improving the students writing as below;

       b. Designing the lesson plan.

       c. Repairing the teaching learning material.

   b. Action

   After doing the pretest the writer began to doing the action in first cycle. In this meeting was done in 90 minutes. The action in first meeting was done based on the lesson plan that had repair through content based approach. The teacher explained the aim of the research then explains the meaning of the content based approach and told the criteria that student should get firstly. After that, explained presents tense as a glance, and made the sample of the good sentence, because the students still low in this criteria that had been explained in pretest. Next, the students were induced to tell more ideas to made classroom activity effective. So the student gave the topic.

   c. Observation

   Based on the observation result in first meeting could conclude that most of students Lack of vocabulary, and comprehension about instruction, still made noisy in the class, students were not bravery in giving opinion.

Seeing the result of the observation the writer realized that the results of activities that have been done were not so successful in solving the students' problem in speaking. So, the activities should be changed, improved or added.

d. Reflection

In the first cycle the writer applied two meetings. After doing an action in the first cycle, the writer found the result of writing test through content based approach (CBA) in the last meeting of the first cycle. The writer would explain as followed:

Table 4. The Result of The First Cycle on First Meeting

Criteria Of Writing	Writing Scores			Total of students	Mean
	5	15	25		
Grammar	12	18	-	30 students	3.30
Vocabulary	17	13	-	30 students	2.80
Mechanic	8	19	3	30 students	3.25
Form	8	17	5	30 students	2.95
Total					47.00

Based on the data in the above table writer concluded in grammar criteria that there were 12students got score 5, there were 18 students got score 15, and there were no students got score 25. In vocabulary criteria there were 17 students got score 5, there were 13 students got score 15, there were no students got score 25. Mechanic

criteria there were8 students got score 5, there were 19 students got score 15, there were 3 students got score 25.In form criteria there were 8 students got score 5, there were 17 students got score 15, there were 5 students got score 25.

From the score of all criteria in the first cycle the students' skill were increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.Description of score above writer concluded that the mean score of grammar was 3,30, vocabulary was 2,80, mechanic was 3,25 comprehension was 2,95. The mean score of pretest was 47,00.

Table 5. The Result of The First Cycle on Second Meeting

Criteria Of Writing	Writing Scores			Total of students	Mean
	5	**15**	**25**		
Grammar	5	21	4	30 students	4.40
Vocabulary	3	25	2	30 students	4.40
Mechanic	4	23	3	30 students	4.40
Form	5	20	5	30 students	4.50
Total					59.00

Based on the data in the above table writer concluded in grammar criteria that there were 5students got score 5, there were 21 students got score 15, and there were 4 students got score 25. In vocabulary criteria there were 3 students got score 5, there

were 25 students got score 15, there were 2 students got score 25. Mechanic criteria there were 4 students got score 5, there were 23 students got score 15, there were 3 students got score 25.In form criteria there were 5 students got score 5, there were 20 students got score 15, there were 5 students got score 25.

From the score of all criteria in the first cycle the students' skill was increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students. Description of score above writer concluded that the mean score of grammar was 4,40 vocabulary was 4,40 mechanic was 4,40form was 4,50. The mean score of pretest was 59,00.

Table 6.The First Cycle Problems and Resolution

No	Problem in the first cycle	Its Resolutions
1	Lack of vocabulary, and comprehension about instruction.	Make the more pictures about the topic.
2	The students was adopted by the teacher did not fit anymore in this day.	Teacher applied CBA method in learning process.

2. Second cycle

This cycle applied in two meetings. Every meeting should be done in 90 minutes. That was to repair some trouble or lack in first cycle. So the writer should prepare a planning and action more maximally.

a. Planning

The planning that had repaired to improving the students writing in First cycle as below;

1. Designing the lesson plan.

2. Repairing the students' task.

b. Action

Based on the result in first cycle the action that use in third and four meeting was still the content based approach. That was being used the time maximally in using content based approach. Then the motivation gave to students. Before the action had been done, the teacher gave the explanation about all criteria as glance. After that, organizing the group of students in 6 groups, each group is 5 students by the different friend. The teacher ordered the students to create a topic base on the key word that researcher has given, and then discuss it. The discussions time was 50. Time allocation was monitored. Finally, collecting the students discussion result.

c. Observation

The students were being active in discussing and giving opinion. They could express their idea freely. The students were Lack of vocabulary, and

comprehension about instruction, still made noisy in the class, students were bravery in giving opinion, and students were being active in doing an interaction in group discussion. Sometime in teaching learning process students used English language in group discussion.

In the second cycle at the last meeting the writer also gave the writing test to know about how deep was their ability in writing through content based approach (CBA). In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The score of the students' ability we could see from the tables as followed:

Table 7. The Result of The Second Cycle on Third Meeting

Criteria Of Writing	Writing Scores			Total of students	Mean
	5	15	25		
Grammar	2	21	7	30 students	5.00
Vocabulary	-	23	7	30 students	5.20
Mechanic	3	24	3	30 students	4.50
Form	-	20	10	30 students	5.60
Total					66.66

Based on the data in the above table writer concluded in grammar criteria that there were 2 students got score 5, there were 21 students got score 15, and there were 7 students got score 25. In vocabulary criteria there were no students got score 5,

there were 23 students got score 15, there were 7 students got score 25. Mechanic criteria there were 3 students got score 5, there were 24 students got score 15, there were 3 students got score 25. In form criteria there were no students got score 5, there were 20 students got score 15, there were 10 students got score 25.

From the score of all criteria in the first cycle the students' ability was increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students. Description of score above writer concluded that the mean score of grammar was 5,00 vocabulary was 5,20 mechanic was 4,50 form was 4,60. The mean score of pretest was 66,66.

Table 8. The Result of The Second Cycle on Fourth Meeting

Criteria Of Writing	Writing Scores			Total of students	Mean
	5	**15**	**25**		
Grammar	2	18	10	30 students	5.30
Vocabulary	-	21	9	30 students	5.40
Mechanic	3	19	8	30 students	5.00
Form	-	20	10	30 students	5.50
Total					70.66

Based on the data in the above table writer concluded in grammar criteria that there were 2 students got score 5, there were 18 students got score 15, and there were

10 students got score 25. In vocabulary criteria there were no students got score 5, there were 21 students got score 15, there were 9 students got score 25. Mechanic criteria there were 3 students got score 5, there were 19 students got score 15, there were 8 students got score 25. In form criteria there were no students got score 5, there were 20 students got score 15, there were 10 students got score 25.

From the score of all criteria in the first cycle the students ability was increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students. Description of score above writer concluded that the mean score of grammar was 5,30 vocabulary was 5,40 mechanic was 5,00 form was 5,50. The mean score of pretest was 70,66.

The mean score of the students score in the second cycle was higher than first. So it can be said that the students writing descriptive text increased from first cycle, it can be seen from the following table.

C. Finding of the Action

Table 9. The Improvement of Students' Mean

Meeting	Total Score	Mean
Pretest	980	32.66
First Meeting	1410	47.00
Second Meeting	1770	59.00
Third Meeting	2000	66.66
Fourth Meeting	2120	70.66

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. There was high improvement. The pretest meeting total score students all there were 980 and the mean 32,66. In firsts cycle in firsts meeting total score students there were 1410 and the mean 47,00. The first cycles in second meeting total score 1770 and the mean 59,00. Then in second cycles on third meeting total score students were 2000 and the students mean were 66,66, in second cycles on fourth meetings students total score 2120, and the students mean 70,66. So could saw improvement students writing descriptive text ability in each meeting. Each meeting total score students could improve and means too.

From explain above could saw that from total score in first cycles and second cycles could improvement well. So, students score and all mean students writing descriptive text ability was conducted and saw comparative percentage of the improvement students.

The percentage of the improvement for students' writing could be seen in the following table:

Table 10. The Percentage of Students Writing Ability
Through Content Based Approach

Cycles	Meetings	The students Complete study got point up 60	The total Number of Students	Percentage
First Cycles	Pretest	2 students	30	6.66%
	First meeting	10 students	30	33.33%
	Second meeting	18 students	30	60.00%
Second Cycles	Third meeting	22 students	30	73.33%
	Fourth meeting	26 students	30	86.66%

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. The percentage of students writing ability through songs could improve, that in pretest the students complete study there was 2 students that was point 60 got point up and the percentage 6,66%, and in first cycles on first meeting the students complete study there were 10 students that was got point up 60 and the percentage 33,33%, and in first cycle on the second meeting the students complete study that was got point up 60 there were 18 students and the percentage 60,00%. There was second cycles on third meeting the students complete

study that was got point up 60 there were 22 students the percentage 73,33%. And the second meetings on the last meeting the students complete study that was got points up 60 there were 24 students and the percentage 86,66%.

Could saw the comparative percentage the students writing descriptive text ability got score improve and the percentage the students could score higher from meeting by meeting. So could conclude of all means percentage students writing ability based on cycles, there were first cycles and second cycles. So the result could be seen as the chart below;

Table 10. The Comparative of Students Means

Meetings	Total Mean	Percentage
Pretest	32.66	6.66%
Cycle 1	59,00	60.00%
Cycle 2	70.66	86.66%

Based on the data analysis, it could be concluded that mean score of students always improve in every cycle. It was seen from the improvement mean score in pretest up to first cycle was 32.66 (6,66%) improved to 59,00 (60,00%). In second cycle improved to 70.66 (86,66%).

The result indicated that there was an improvement on the students writing descriptive text ability through content based approach. It consisted of two cycles. Each cycle consisted of two meetings. There was first meeting until two meetingconcluded first cycle and third meeting until fourth meeting concluded

second cycle. So, the total meetings were five meetings, because the researcher made pretest before.

The result indicated that there was an improvement on the students writing descriptive text ability through content based approach (CBA). It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and three meeting until fourth meeting concluded cycle 2.

D. Analysis the Result of the Research

Classroom activities in used content based approach should maximize opportunity to learners to use target language for meaningful purposes, with the attention on the message they are writing rather than correction of language structure. Students were given opportunities to focus on their own learning process and developing of appropriate techniques for learning. The teacher would give more topics, giving students time to think and active in writing activities. After making students feel comfortable and understand in writing text, it seems advisable to challenge them to think critically with it. By using content based approach the students' writing ability would improve.

Writer wanted to accomplish content based approach to writing descriptive text during English learning to improve students' writing ability.Writerwas do reflection to analyze what will has been happened in the classroom whether picture improves. When the students writing ability achievement staying in low, writer re-conducts the second and the next pictures by considering the influential factors to be eliminated so that writing ability will be achieve comprehensively. This research is considered as

turning actions to achieve the intended ability better at writing in English. Therefore, writer depicted picture is going to improve students' writing ability during their English learning.

In this studied, it had found that the improvement of the students score, in the first meeting/ pretest, the mean of the students were 32, 66. In this meeting there was no students got 60 point. The result of the research in the first cycle, the mean of the students were 59,00 there were students got 60 point, the result of the research in the second cycle, the mean of the students were 70,66. So, from the result above the students' writing ability improved by using content based approach.

From the interpretation of the score of the students, the implementation of picture sequence description to improve students writing ability at MAN Panyabungan, has became one of media that can be used by the English teacher and can assist students in learning writing. Analysis the result of the research writer explained that content based approach can improve writing ability of students can be show with hypothesis of action.

E. Discussion About the research Finding

The writer organized all the quantitative data from all meetings. In every two meetings, the writer conducted writing text. From the first evaluation, it was found that students' achievement in writing ability was still low in the level writing descriptive text ability. They were confused how to descriptive text. Next, the first cycle of classroom action research was conducted and students were given CBA (content based approach) method at the first time. Although they still had problem,

the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The writer also analyzed data to support this research finding beside the quantitative data (writing evaluation score) the qualitative data were taken from observation sheet and questionnaire sheet. Observation result showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in writing. The questionnaire showed that students agree that the application of CBA (content based approach) method had helped them in writing descriptive text ability. Based on the result, in found that the application of CBA (content based approach) method had successfully improved students' writing descriptive text ability.

CHAPTER V

CONLUSION AND SUGESTION

A. Conclusion

After analyzing the data, it was found out that the students score increased from the first cycle to the second cycle. In the first cycle the mean of the students' score was 59.00. In the second cycle the score was 70.66. It means there was an improvement on the students' writing ability throughcontent based approach.

B. Suggestion

The result of this study showed that the use content based approach improved students' writing descriptive text ability. Therefore, the following suggestions are offered:

a. For the teacher, it very wise to use content based approach in teaching writing descriptive text because this media can motivation the students especially in writing.

b. For the students, it is hoped that content based approach more interested in studying English writing.

c. For the writer, content based approach as reference to further or other classroom action research more paying attention in the efficiency of time.

d. For the students of English Department should be able to understand about descriptive text, and how to easy writing descriptive text.

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