

**INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPH THROUGH CONTENT BASED INSTRUCTION (CBI
METHOD AT THE EIGHTH CLASS OF SMP SWASTA BNKP
HILIMAZIAYA**

RESEARCH

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Abstrak

Maru'ao, Nursayani, 2015, Increasing The Students' Ability in Writing Descriptive Paragraph Through Content Based Instruction (CBI Method at the Eighth Class of SMP Swasta BNKP Hilimaziaya.

Key words: Content Based Instruction Method, Writing Descriptive Paragraph.

The purpose of this research is to increase the students' ability in writing descriptive paragraph through Content Based Instruction (CBI) method at the Eighth Class of SMP Swasta BNKP Hilimaziaya. Writing is one of the important skill in learning English because through writing, someone can express his/her ideas, feelings, beliefs, or thoughts. Therefore, the students are expected that they are able to write particularly descriptive paragraph. However, based on the researcher's observation in the field, the researcher finds that the students ability in writing descriptive paragraph is low. This is proven by the students average mark that is 55 in which it does not achieve the KKM KD (KKM KD 65). This fact is caused by some problems that should be overcome as soon as possible if teacher's method is not suitable with the students.

The researcher method used in this research is Classroom Action Research (CAR) that consist of four procedures, they are planning, action, observation, and reflection. This research is conducted in two cycles and each cycle consist of one meeting. As the collaborative method, in this research, the researcher is helped by an observer that is an English teacher to observe the students and also the researcher activities during teaching and learning process.

Based on the research findings, it is found that in cycle I, there are 15 students active (51,72%) and the students who are creative are 19 students (66,51%). The average of the students' mark are 47,41. In cycle II, there are 25 students (86,20%) who are active and the students who are creative are 27 students (93,10%), and the students averages mark is 91,37.

Based on the result, it can be conclude that Content Based Instruction (CBI) method can increase the students' ability in writing descriptive paragraph.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF GRAPHICS	vi

CHAPTER I INTRODUCTION

A. The Background of the Problem	1
B. The Identification of the Problem	3
C. The Limitation of the Problem	3
D. The Formulation of the Problem	3
E. The Purpose of the Research	3
F. The Significance of the Research	4
G. The Limitation of the Research	4

CHAPTER II REVIEW OF REALTED LITERATURE

A. Theoretical Framework	5
B. Paragraph	8
C. Content Based Instruction Method	17
D. The Late Related Research	19
E. Conceptual Framework	20

CHAPTER III RESEARCH METHOD

A. The Object of the Research	22
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	B. Setting and Subject of the Research	22
	C. The Schedule of the Action	22
	D. Procedure of Implementing the Action	23
	E. The Instruments of Collecting the Data	27
	F. The Techniques of Analyzing Data	28
CHAPTER IV	FINDING RESULT AND DISCUSSION	
	A. Finding Result	30
	B. Research Finding Discussion	46
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion	51
	B. Suggestion	51
BIBLIOGRAPHY		53

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of the aspect skills in learning English. Writing is an activity to convey something in writing form and its content must be able to be comprehended by the reader. By writing someone can express or give his/her ideas, opinions, or feelings to others in other that the others know what in his/her mind is. In other words. Writing is one of the communication tools. Nunan (2003: 88) says, “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader”.

Based on the statement above, it can be concluded that writing is an action that is useful to express what in the mind is and then arranged into sentences and paragraph in order that people can understand what in writer’s mind is. Therefore, writing is one the important language skills that should be learned by the students.

In curriculum or syllabus KTSP SMP Swasta BNKP Hilimaziaya at the eighth years, one of material or subject is writing descriptive paragraph. The students are expected that they are able to write descriptive paragraph. However, based on the research observation, the fact shows that the students are still not able to write a good descriptive paragraph. They feel difficult to convey their idea. Even among of them that still do not know what descriptive paragraph is. This is proven based on the research’s interview result with the English teacher and also

based on their average mark. The students average mark is 55, so the students are fail to achieve the *KKM KD (KKM KD 65)*.

The fact above are caused by some problems, they are lack of the students' motivation in English, they lack of students' vocabularies, the students' ability in mastering tenses is less, the students are still unable to compose a paragraph, and the teaching method is still not suitable. As the researcher observed, one of the most crucial problems that should be overcome is the teacher method in teaching writing is not suitable with the students. Therefore, to avoid the risks of this problem toward the students' ability in writing particularly in writing descriptive paragraph, it is the English teacher's responsibility to find out the solution. One of the solution is by using an effective method in the teaching and learning processes.

To overcome the problem above the researcher is interested to used Content Based Instruction (CBI) as the teaching method to increase the students' ability in writing descriptive paragraph. Content Based Instruction (CBI) is a significant approach in second language acquisition (Brinton, Snow, & Wesche, 1989). CBI is desined to provide second language learners instruction in content and language. Nunan (2003: 20) says that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes. It provides a rich context for language classroom, allowing the teacher to present and explain specific language features.

Therefore, the researcher is interested to increase the students' ability in writing descriptive paragraph by choosing a title "Increasing the Students' Ability in

Writing Descriptive Paragraph through Content Based Instruction (CBI) Method
at the eighth class of SMP Swasta BNKP Hilimaziaya.

B. The Identification of the Problems

The identification of the problem of this study are :

1. The students lack of the motivation in English
2. The lack of students' vocabulary
3. The students' ability in mastering tenses is less
4. The studnets' are still unable to compose a paragraph
5. The teaching learning method is still not suitable

C. The Limitation of the Problems

Since the scope of the problem in the identification problems above is to wide, the researcher to make a limitation. In this research the researcher tries to improve the students' ability in writing especially in Descriptive Paragraph by using Content Based Instruction (CBI) Method at the eighth class of SMP Swastw BNKP Hilimaziaya in 2014/2015.

D. The Formulation of the Problem

The researcher formulates the problem as follows : "How does Content Based Instruction (CBI) method increase the students' ability in writing

Descriptive Paragraph at the eighth class of SMP Swasta BNKP Hilimaziaya in 2014/205??".

E. The Purposes of the Research

The purpose of the research is to improve the students' ability in writing descriptive paragraph by using Content Based Instruction (CBI) method at the eighth class of SMP Swasta BNKP Hilimaziaya.

F. The Significance of the Research

The finding of this research can be useful for academic persons as follows:

Theoretically, this research result gives a positive contribution to develop a new theory or more of how to teach writing descriptive paragraph by looking by considering the strenghs in conducting this research.

Practically, it is functioned to motivate the researcher to use CBI Method in teaching writing to the students, because it is very suitable to be done for the students to improve their ability in writing descriptive paragraph. To the students, it is used an important source for them to improve their ability in writing descriptive paragraph. To the English teacher, as an important source for them to vary their methods in teaching writing descriptive paragraph to the

students; and to the further researchers, as an addition information that writing descriptive paragraph can be taught through CBI method.

BAB II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Definition of Writing

Writing is a skill that gives someone opportunity to convey something about his/herself and to comucate idea. Hartfiel and his friends (1985: 1) say,

writing is the primary means for conveying information ideas. Beliefs and impression to other when the ideas are too complex to express orally, when face to face is not possible or when a permanent form communication is needed.

It means that. By writing, people can make interaction to others even though they do not meet.

Mc Donough and shaw as quoted by abdullah (2007: 87) says, “Writing is a process of encoding or putting message into words carried out with the reader in mind”. Futhermore, Richards (2003: 9) points out that writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her own view on a topic. So, from all of opinions above the researcher takes conclusion that writing is a process of conveying feeling, ideas, and opinions to other people as clearly and completely as possible in writing language.

Halliday as quoted by Nunan (1999: 275) suggest that writing language is used the following purposes: 1) For action (for example, public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals); 2) For information (for example, newspapers,

current affairs magazines, advertisement, political pamphlets); 3) For entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles)

2. The Process of Writing

According to Joy Litell (1989: 64) there are three processes of writing, they are:

1) Pre-writing

Sometimes you write in response to an assignment. Sometimes you choose to write in order to communicate something important to you. Whatever you write, and whenever you write, you will find the beginning steps, called pre-writing.

Before you write, you need to focus on your subject. Take your time at this point in the process of writing. Narrow the topic so that you can handle it in a given length.

2) Writing

At this point in the process of writing, you are ready to write. Simply put your pencil to paper and write. Don't tuss with the writing. Don't worry about organizing ideas. Don't fret about spelling or punctuation. Don't get trapped by trying to make anything perfect just write.

3) Re-writing

Read what you have written. At this stage of the process you will need to work more carefully and thoughtfully, you have to check what you have written.

So, it can be concluded that the processes of writing consist of pre-writing, writing and re-writing.

3. Teaching Writing

Harmer (2004: 4) says when teaching writing, the teacher has a number of tasks performed. The tasks are performed before, during and after students writing. The tasks are: demonstrating, motivating, supporting, responding and evaluating.

Shin 1983 in Brown (2001: 335) says, “We began to develop what is now termed the process approach to writing instruction”. Process methods do most of the following:

- a. Focus on the process of writing that leads to the final written product.
- b. Help students’ research to understand their own composing.
- c. A help them to buil 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.
- f. Let the students discover what they want to say as they write.
- g. Give the studnets feedback though the composing process (not just on the final product) as they attempt to bring expression closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and students during process of composition.

4. The Ability of writing

Wiley (2010) says “Ability is quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. It means that ability is skill or power by someone in doing something.

B. Paragraph

1. The Definition of Paragraph

According to Mc. Crimmon (1984: 193) says, a paragraph is a set of related sentence that work together to express or develop an idea”. Futhermore he says, although it may stand on its ont its own and in some writing situation or writer needs but a single paragraph is usually a unit in a complete piece of writing. It function as a unit of develop in that it organizes and advances the writer’s

ideas-that is, it help develop the writer's thesis, or in the case of narrative or descriptive writing, carries forward a story on provides significant detail. It same as Wren and Martin (1990: 387) say," a paragraph is a number of sentences grouped together and relating to one topic or grouped of related sentences that develop to a single point".

Perrin (1965: 110) says, "a paragraph is a group of related statements that a writer presents as a unit in function of paragraph is to join related statements into a unit, the other function is to separate the unit from the other units in the paper".

Based on the statements above, we can conclude that paragraph is a group of related sentences that work together that is develop in one main idea.

A paragraph has three mayor structural parts a topic sentence, supporting sentences, and a concluding sentence (Oshima and Hague, :3). The topic sentence satet the main idea of the paragraph. It is not only names the topic of the paragraph but it is also limits the topic to one or two ares that can be discussed completely in the space of a single paragraph. A good topic sentence also serves to state an idea or attitude about the topic (Smalley et al, 2001:7). This idea or attitude about the topic is called the controlling idea; it controls what the sentences in the paragraph will discuss. All sentences in the paragraph should related to and develop controlling idea.

Supporting sentences are senteces that develop the topic sentence by giving example, reasons, and facts. Their main function is to provide readers with

evidence that the argument of the topic sentence is true or that a person could reasonable believed it to be true.

Conclude sentence is very often helpful to readers because it signal the end of his paragraph and because it reminds him or her of the important points of the paragraph. A concluding sentence serves three purposes. They are:

1. It signals the end of the paragraph.
2. It summarizes the main point of the paragraph.
3. It gives a final comment on your topic and leaves the reader with the more important ideas to think about.

Mc. Crimmon (1984) empasizes that one paragraph can be said it is good if it has four requirements as follow:

1. Unity

Unity is Latin prefix meaning “one” (Oshima and Hague). So, unity means that in each paragraph only one main idea is discussed. For example, if your paragraph is about the advantages in getting a college education. To make it even easir, discuss only one advantage in each paragraph, such as the ability to get a better job. However, sometimes it is possible to discussed two or even three aspects of the same idea in one paragraph if they are closely related to each other. For example, it is possible to discuss both “better job” and “better salary in the same paragraph because they are closely related.

2. Competeness

Competence the second major requirement of an effective paragraph is relative. How much explanation an idea requires depends on how much your reader needs. This is a decision you must make out of your knowledge of your subject and reader. It is an error to give too much information or not to give enough, though for an inexperienced writer lack of adequate detail is more common than too much detail.

3. Order

Order is a way to organize and arrange to support a sentence (Lorch, 1983: 96). The writer must organize and arrange his support so that readers are able to follow it clearly.

4. Coherence

Co – is a Latin prefix that means “together” or “with” (Oshima and Hague). The verb coherence means “hold together”. So, coherence means that the parts of the paragraph should be logically connected. In order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. There must be no sudden jump.

Another way for linking sentences together into a coherent paragraph is to use such connective devices as pronouns, repetitive structure, contrast, and transitional markers, which are discussed as follows:

a. Coherence through pronoun reference

Because it refers to an antecedent, a pronoun points back (or forward) and gives a simple and natural connection.

b. Coherence through repetitive structure

Although unintended repetition should be avoided deliberate repetition of key words, phrases, or sentence patterns can connect sentence into a coherence paragraph.

c. Coherence through constructed element

When the topic sentence calls for comparison or contrast, the pairing of constructed or compared element give some coherence.

d. Coherence through transitional markers

Transitional markers are words or phrases often place at or near the beginning of a sentence or clause to signal the relationship between a new sentence and the one before it. The commonest markers are the conjunction and, or, nor, but, and for.

Other sometimes called transitional connective are used as follows:

1. To introduce an illustration: for example, for instance, for illustrate.
2. To add another phrases of the same idea: second, in the place, then futhermore, next, moreover, in addition, similarly, again also, finally.
3. To point up a contrast or qualification : on the ather hand, nevertheless, despite this fact, on the contrary, still, however, conversely, instead.
4. To indicated a conclusion on result : therefore, in conclusion, to sum up, consequently, as a result, accordingly, in other words.

2. Descriptive Paragraph

According to Andrew (1994: 304), "*Paragraf deskriptif adalah bentuk tulisan yang bertujuan memperluas pengetahuan pembaca dengan jalan melukiskan objek yang sebenarnya*". It means that, descriptive paragraph is a white form that has purposes to develop the knowledge and experiment of the reader to describe the reality object.

In a descriptive essay the writer describes something, yet "describe" is word used rather freely, as the following request may suggest: Describe a hacksaw, describe a visit to the dentist's, describe your reactions to the proposal to give Scotland and Wales more autonomy, and so on. Yet what most people rightly understand by descriptive essays are essays in which the writer describes a scene or a person (John Rook 1990: 97).

George and Burks (1980: 378) say that, "Descriptive reproduces the way things look, smell, taste, feel, or fear. It is used to create a visual image of people, places even of units of time days, times of day, or person. It may be used also to describe more than outward appearance of people. Descriptions of scenes and places might deal, according to subject and the writer's inclinations, not only with sights but with sounds and smells, taste and touch.

The statement above shows us that in descriptive paragraph we can describe a place and person. In other the readers know and have the experience or knowledge about the reality of the object. So, here the writers use the picture media in orders the students see the reality of the object so that the students easier to write descriptive paragraph well.

3. The Types of Descriptive Paragraph

There are types of descriptive paragraph that will be discussed, namely:

a. Describing a place

Description of places might deal, according to the subject and writer's inclinations, not only with sounds and smells, taste a touch. (John Rook 1990: 98)

b. Describing a person

To describe a person should not be just an account of his or her career (hardly a description at all), nor just a description of whole personality – appearance, character, habits, talents, idiosyncrasies, and so on. Such an essay might well start with a description of the subject's most striking feature, physical or mental (John Rook 1990: 98).

The arrangement of the details in a descriptive paragraph depend on the subject. The selection and the description of the detail depends on the describer's purpose (Regina, Mary and Joan 200:62). Furthermore, Irmischer and his friends (1982:62) say, the arrangement of the descriptive details is an important part of descriptive writing. The physical arrangement of a subject often leads a writer to focus in certain detail before other, the creating certain a certain impression of the subject. Thus, in most descriptive paragraph, the order of detail is related to the physical arrangement of the subject being described. Furthermore he says a good paragraph relies on sensory words-words that describe the things you see, hear, taste, or smell in the previous paragraph.

Regina, Mary and Joann (2000: 60) say, “The descriptive paragraph is successful if it is so vivid that it recreates these sensation for he reader. One way to recreate these sensations with words is to use similes and metaphors to compare the thing being describe with something familiar to the reader. The expression *like* + *Noun Phrase* is called a simile and is a valuable tool for descriptive writing. This expression makes a comparison that uses only the linking verb “to be,” but does not use words *like* or *as*.

4. The Technique of Evaluating Writing

To evaluation the students in writing a descriptive paragraph, the reseacher uses the indicators as follows: content, organization, vocabulary, language use, mechanics. Content refers to the how the researcher knows his subject, determine and developing the idea, and make the idea relevant with the topic. Organization refers to making the sentence in the paragraph coherent, well organized and has logical sequencing. Vocabulary refers in using vocabulary that is suitable with content, and the meaning that will convey by researcher. It is must be sophisticaticate range, effective word or idiom Chigo usage, and word form master. Language use refers to how the researcher constructs his sentence in an efeective construction, write sentence by sentence in a good grammar. Mechanics refers to using punctuation, spelling, capitalization, paragraphing, and how is the researcher’s handwriting.

The way to evaluate it according to Holly et al (1981) in Djiwandono (1996:130) as follows:

1. Isi	30-27	Amat baik	amat memahami; amat luas dan lengkap; amat terjabar; amat sesuai dengan judul.
	26-22	Baik	memahami; luas dan lengkap; terjabar; sesuai dengan judul, meskipun kurang terinci.
	21-17	Sedang	memahami secara terbatas; kurang lengkap; kurang terjabar; kurang terinci.
	16-13	Kurang	tidak memahami isi; tidak mengena; tidak cukup untuk dinilai.
2. Organisasi	20-18	Amat baik	amat teratur dan rapi; amat jelas; kaya akan gagasan; urutan amat logis; kohesi amat tinggi.
	17-14	Baik	teratur dan rapi; jelas; banyak gagasan; urutan logis; kohesi tinggi
	13-10	Sedang	kurang teratur dan rapi; kurang jelas; kurang gagasan; urutan kurang logis; kohesi kurang tinggi
	9-7	Kurang	tidak teratur; tidak jelas; miskin gagasan; urutan tidak logis; tidak ada kohesi; tidak cukup untuk dinilai
3. Kosakata	20-18	Amat baik	amat luas; penggunaan amat efektif; amat menguasai penguasaan kata; pemilihan kata amat tepat
	17-14	Baik	luas; penggunaan efektif; menguasai pembentukan kata; pemilihan kata yang tepat.
	13-10	Sedang	terbatas; kurang efektif, kurang menguasai pemebntukan kata; pemilihan kata kurang tepat.
	9-7	Kurang	seperti terjemahan; tidak memahami pembentukan kata; tidak menguasai pembentukan kata; tidak cukup untuk dinilai
4. Bahasa	25- 22	Amat baik	amat menguasai tata bahasa; amat sedikit kesalahan penggunaan dan penyusunan kalimat dan kata-kata.
	21-18	Baik	penggunaan dan penyusunan kalimat yang sederhana, sedikit kesalahan tata bahasa tanpa mengaburkan makna.
	17-11	Sedang	kesulitan dalam penggunaan dan penyusunan kalimat sederhana, kesalahan tata bahasa yang mengaburkan makna
	10-5	Kurang	tidak menguasai penggunaan dan penyusunan kalimat; tidak komunikatif; tidak cukup untuk dinilai.
5. Penulisan	5	Amat baik	amat menguasai kaidah penulisan kata dan ejaan
	4	Baik	menguasai kaidah penulisan kata dan ejaan, dengan sedikit kesalahan

3 sedang	kurang menguasai kaidah penulisan kata dan ejaan, dengan banyak kesalahan
2 Kurang	tidak menguasai kaidah penulisan kata dan ejaan; tulisan sulit dibaca; tidak cukup untuk dinilai.

C. Content Based Instruction Method

Content Based Instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language. Brinton, Snow, and Wesche (1989: vii) in Brown (2001 : 49) say:

“CBI is the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material.”

The statement means that CBI Method refers to the content of subject that should be taught. Such a method contrasts sharply with many practices in which language skills are taught virtually in isolation from substantive content. When language become the medium to convey informational content of interest and or relevance to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as vehicle for accomplishing a set of content goal.

Futhermore Nunan (2003: 20) says CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes. First, it provides a rich context for language classroom, allowing the teacher to present and explain specific language features. In conclusion, it can be said that CBI is a significant method in second language

acquisition that is designed to provide second language learners instruction in content and language.

Because it falls under the more general rubric of communicative language teaching (CLT), the CBI classroom is learner rather than teacher centered (Littlewood, 1981). In such classroom, students learn through doing and are actively engaged in the learning process; they do not depend on the teacher to direct all learning or to be the source of all information. Central to CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering and the co-construction of meaning (Lee and Patten, 1995)

Numerous practical features of CBI make it appealing method to language instruction:

In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading, and thus requires students to synthesize fact and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter. (Brinto.. Snow, & Wesche. 1989, p2).

In such classrooms, students learn through doing and are actively engaged in the learning process; they do not depend on the teacher to direct all learning or to be the source of all information. Central to CBI is the belief

that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering and the co-construction of meaning (Lee and VanPatten, 1995)

The explanation above means that CBI is one of the methods in teaching second language. It can serve several purposes because it has a rich context for the language classrooms.

The goal of CBI is to prepare students to acquire the language while using the context of any subject matter so that the students learn the language by using it within the specific context (Wikipedia). Keeping students motivated and interest are two important factors underlying Content Based Instruction.

This statement is very clear that the purpose of CBI is to prepare the student to acquire the language. In this case the teacher before give certain subject firstly he/she has to give motivated and interest to the students in order they can concentrate to the lesson.

Regarding the statements above, the researcher takes conclusion that CBI is one of methods that can be used to improve the students' ability in writing descriptive paragraph.

CHAPTER III

RESEARCH METHOD

4.1. The Variables of the Research

The research variables in this research are the students' ability in writing descriptive paragraph, and Content Based Instruction (CBI) Method. Brinton, and Wesche in Brown (2001: 49) say that CBI is the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material".

Furthermore Nunan (2003: 20) says that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. In conclusion, it can be said that CBI is a significant method in second language acquisition that is designed to provide second language learners instruction in content and language.

4.2. The Research Design

In this research, the researcher will use Classroom action Research as the research method. The procedures of action implementation will be applied by the researcher that consisting of planning, action, observation and reflection. These will be done in three cycles and each cycle consists of one meeting.

4.3. The Location and Subject of the Research

The location of this research is SMP Swastw BNKP Hilimaziaya. It is located at Jln. Gunungsitoli Lotu around 2 km from Gunungsitoli town. The total number of the teacher in this school consists of 70 persons. The total number of classes are 26 they are the seventh class consists of 10 class, the eight class consist of 8 class that is devided into two section. They are science and natural program, and the nineth class consist of 1 class that are devided into two sections also. They are science and natural program. The total number of students are 1091. In this research, the researcher searches the students at the eighth class. It is class VIII-A. Class VIII-A consist of 31 persons. The real condition of the eighth class of SMP Swasta BNKP Hilimaziaya.

Table 1

The students' condition of the eight Class of SMP Swasta BNKP Hilimaziaya

No	Class	Total
1		
2		
3		
4		

Source: Office of SMP Swasta BNKP Hulimaziaya

4.4 The Instruments of Collecting the Data

The collecting the data, the researcher will use two instruments; they are observation paper and evaluation paper. In observing the students, the researcher will use qualitative in collecting data, and in evaluating the students the researcher will use quantitative data. Qualitative data is the data used by the researcher in making a research based on the social event that is produced the theory in narrative form or deals with description. And quantitative data is data used by the researcher in analyzing data based on the theory and producing numbering or the data deals with number. The instruments that the researcher will use in collecting the data namely:

1. The observation paper

Observation paper contains the activities of the students and the researcher during teaching and learning processes. It is used to know the weaknesses and advantages found during teaching and learning processes. In other words, this observation is used to observe the activities of the researcher when teaching, and to observe the activities of the students during teaching and learning process that becomes a consideration in reflection. It is used as the source of qualitative data.

2. Evaluation paper

Evaluation paper is used to know the students' ability in comprehending the reading text.

4.5. The Techniques of Analyzing Data

In analyzing the data, the researcher will analyze two kinds of data; they are qualitative data and quantitative data. The explanation is as follows:

- 1) The observation paper will be analyzed in the process of data reduction by using the descriptive narrative analysis to assess the data. Then, the researcher will analyze the qualitative data in order that to know the development of students' ability in writing descriptive paragraph by using the formula as suggested by Depdiknas in Kurikulum SMP 2004 Pedoman Khusus Pengembangan Syllabus (2004: 15) as follows:

$$\text{Percentage: } \frac{\text{Frequency}}{\text{Total Respondent}} \times 100$$

- 2) The evaluation paper will be analyzed based on the questions that are used to test the students. These tests are the questions in the text that must be answered by the students, and to gain the score this data will be analyzed by using the formula form, as Purwanto (2004: 3) said that percentage degree of ability as follows:

$$\frac{\text{Skor Perolehan} \times 100}{\text{Skor maksimal}}$$

Nurhadi (1987) asserts that the ability in comprehending the text are classified in some categories, they are the score between 40 – 59 is poor level, 60 – 74 is fair level, 75 – 84 is good level and 85 – is very good level.

As the indicator of students' achievement, the researcher will use *KKM (Kriteria Ketuntasan Minimal)* that has been decided in SMP Swasta BNKP Hilimaziaya (*KKM 65*). The students who get score $\geq KKM$ are success, but the students who get score $< KKM$ means unsuccessful.

CHAPTER IV

FINDING RESULT AND DISCUSSION

A. Finding Result

1. Research Setting

The location of this research is SMP Swasta BNKP Hilimaziaya which is located at Hilindraria village, Lotu Sub-district, North Nias regency. It is about 35 kilometers from Gunungsitoli town. The school consist of 3 classes, one teachers' room, one had master's office, one administration room, and one library. The total number of the teachers is 12 persons and one of them is English teacher and the officer staff is 1 person. The total number of the students is 91 persons which consist of VII class are two classes and the VIII class consist of one class, there are 29 students, those are 13 female and 16 male.

Before going to do this research, the researcher met the head master to get the permission by showing her research approval letter from IKIP Gunungsitoli. and after getting permission, the researcher directly consulted the English teacher of VIII class for instruction in teaching.

2. Students' Ability in Writing Descriptive Paragraph by using Content Based Instruction Method

a) Cycle I

In this cycle, the researcher conducted it in two meetings. The cycle by following procedaress as follow:

Meeting I

1. Planning

Planning consists of plan that will be done by the researcher. The steps of this planning are:

- a. Arranging the lesson plan.
- b. Preparing the descriptive paragraph that is useful to explain and introduce the Content Based Instruction Method for the students.
- c. Preparing the observation paper of the students' activities.
- d. Preparing the observation paper of the researcher's activities.
- e. Preparing the evaluation paper.

2. Action

The researcher entered the class by greeting the students and checked the students' attendance list after introducing herself to the students, after that hands out them about paragraph especially descriptive paragraph, the researcher taught them the criteria of a good paragraph. The researcher explaining to the students how to guide the Content Based Instruction Method. After that, she gave the chance to the students to ask some questions. The researcher gave example of descriptive paragraph to the student. Then, she divided the students into five groups, the researcher asked to every student to review and master the material in their groups. she explained them the action that will be done in the group, they have to share each other, help each other, etc. Then the researche took a conclusion of the material, asked the students to prepare themselves for the next meeting.

3. Observation

The observation was done by the teacher-collaborator paid attention and took notice of the researcher's activities in the class during the teaching-learning process, she observed all the activities of the researcher by signing the checklist the columns such as: done and undone at all in accordance with the activities written on the researcher's observation paper. Besides that she also paid attention to the activities done by the students as following teaching and learning process in the classroom.

The result of the observation paper for the researcher which was all done, a half done, and not done at all during teaching and learning process as follow:

- a. All done : 10 activities (76,92%) from 13 activities
- b. A half done : 3 activity (23,07%) from 13 activities
- c. Not done at all : 0 activity (0%) from 13 activities

Based on the activities result above, the researcher's teaching level could be categorized in " good" level because the majority of the whole activities done by the the researcher was (76,92%).

Based on the result of observation paper for the students, include that active and creative students is describes as follow:

- a. The students who were active : 14 persons (48,27%) from 29 students
- b. The students who were creative : 15 persons (51,72%) from 29 students

Based on the result of two pieces of observation paper the researcher found the weakness in the first meeting as follow:

- a. Many students were lack of vocabulary.
- b. The explanation from the researcher is not clear

- c. The students were still unable to arrange good sentences in writing descriptive paragraph.
- d. Some of the students were still confused in following Content Based Instruction Method because of it is the new method for them in teaching writing especially in descriptive paragraph.
- e. Most of the students misunderstand in differentiating between descriptive and narrative paragraph.

4. Reflection

In conducting Meeting I cycle I, the researcher was limited of the time. The researcher had no enough time to evaluate the students at reflection of the result. The researcher improvements based on the weeknes such as:

- a. The researcher asked the students to memorizes vocabulary or unfamiliar words in other to help the students to imitate and respons the activities.
- b. The researcher gave motivation to the student
- c. The researcher suggested the students to be more active in following the teaching and learning process in the classroom.
- d. The researcher explained more about the Content Based Instruction Method
- e. The researcher prepared herself before teaching the students in order tha all of the activities that have been planned in lesson plan will be done.

Meeting II

In conducting the second meeting the researcher did with the steps as follow:

1. Planning

In this meeting the researcher provided many things such as: lesson plan, observation paper, the observation paper for the researcher and students, and then evaluation paper.

2. Action

After preparing many things in planning, the researcher did the action though the teaching learning process in the classroom accompanied by teacher-collaborator to observe the activities done in the class.

The researcher entered the class with the teacher collaborator. The researcher greeted the student, the researcher checked the students' present list. After that, the researcher reminded the last material by questioning them about writing paragraph, and descriptive paragraph, and the Content Based Instruction. Next, the researcher told them how their weaknesses found in Meeting 1, also taught them about the criteria of a good paragraph and then she asked them about their difficulties in writing descriptive paragraph. After that, the researcher gave the chance to the students to give the questions. Then, she divided the students into five groups she explained them the action that would be done in the group, they had to share each other, help each other, etc. After that, she gave a task to write a descriptive paragraph. The title for group A: My School, group B: Carlita Beach, group C: Museum, group D: Laowo Mara, group E: My Village. At last, the researcher took the conclusion by close the meeting.

3. Observation

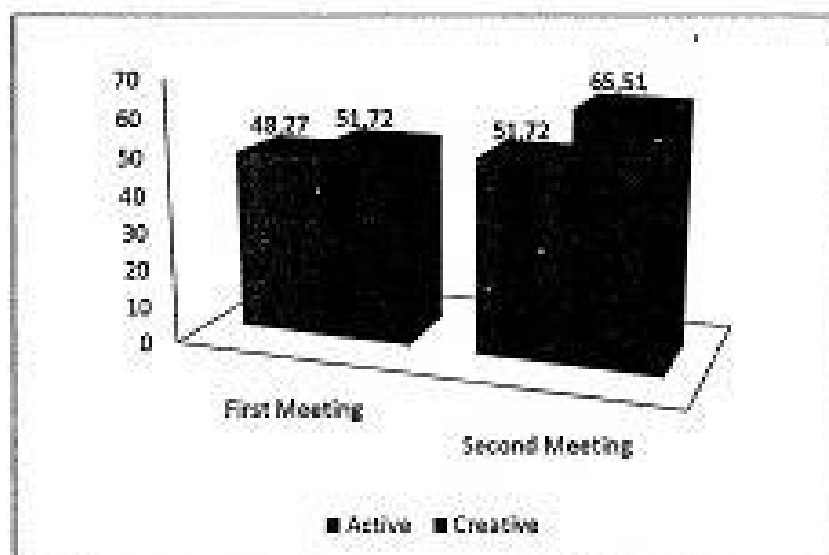
Based on the result of the evaluation paper of the students, the students who were active and cooperative in following the teaching and learning process as follows:

- a. All done : 8 activities (80%) from 10 activities
- b. A half done : 2 activities (20%) from 10 activities
- c. Not done at all : 0 activities (0%) from 10 activities

Based on the result of observation paper for the students; included that active and creative students is described as follow:

- a. The students who were active : 15 persons (51.72%) from 29 persons.
- b. The students who were creative : 19 persons (65.51%) from 29 persons.

The result can be seen in the graphic below:



Graphic 1: The Active and Creative Students in Cycle I

Based on the result above, the researcher found some weakness in conducting meeting II namely:

- a. A half of the student were still unable to arrange good sentences in writing descriptive paragraph.
- b. The students were still less in grammar

- e. The researcher still less in controlling the students when they did they test, so there were still some of the students cheated.
- d. There are some students misunderstand in differentiated between descriptive and narative paragraph.

There were also some advantages after applying the Content Based

- a. The material was interesting to the student because the researcher's explanation was clear.
 - b. Many students in the class were interested to follow the teaching learning process.
4. Reflection.

In Meeting II in cycle I, the researcher evaluated the students to know the ability of the students in writing descriptive paragraph . The result of the students evaluation is explained in the following table as follow;

TABLE 1

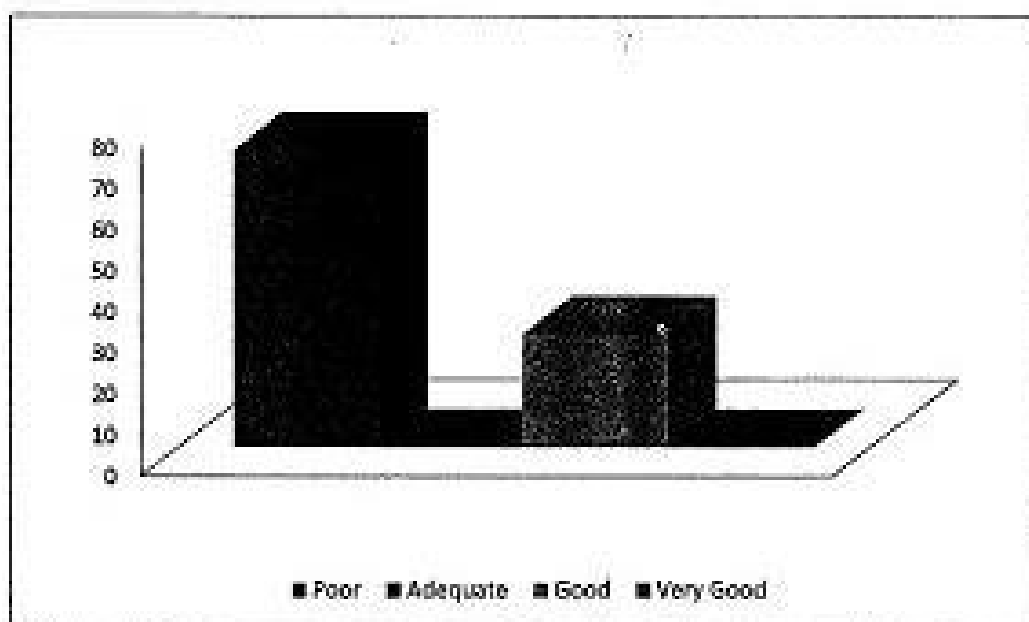
THE STUDENTS ABILITY IN WRITING DESCRIPTIVE PARAGRAPH THROUGH CONTENT BASED INSTRUCTION METHOD IN CYCLE I

Number	Level	Score	Frequency	Percentage (%)
1	Poor	0 – 59	21	72,41
2	Adequate	60 – 74	0	0
3	Good	75 – 84	8	27,58
4	Very Good	85 - 100	-	-
Total			29	100

The data from the table above explained that the students' ability in writing descriptive paragraph in cycle I was in "poor" level. It showed that there were 21 students (72.14%) in "poor" level, there was no students in "adequate"

level and there were 8 students (27,58%) in “good” level. However there was no in “very good” level. In addition, the average of the percentage of the student value was 47.41. This result showed that the students were unsuccessful to do the Content Based Instruction Method in writing descriptive paragraph.

It can be viewed in the graphic bellow:



Graphic 2: The students' Ability in Writing Descriptive Paragraph through Content Based Instruction Method in Cycle I

In this case, the researcher drew a conclusion that the students were still unable to write the descriptive paragraph even though the researcher had applied Content Based Instruction in teaching learning process. It means that te Cycle I was unsuccessful. Moreover the researcher continued to the next cycle (cycle II) as she had in the previous chapter.

Therefore, to make the students get the development in writing descriptive paragraph, the researcher had done some improvements such as:

- a. The researcher gave more clearly explanation about the material especially in descriptive paragraph and clerly explanation about how to do Content Based Instruction Method.
- b. The researcher would explain to the students to material in their groups so they could help their friends who did not steal understand of the material.
- c. The researcher would teach the students how write descriptive paragraph.

b) Cycle II

Meeting I

The process of reserching in cycle II:

1. Re- planning

In doing cycle II, the researcher also prepare many things such as: lesson plan, the example of descriptive paragraph, evaluation papaer, and observation paper. The planning step is done to avoid misconception of the action that will be done in the classroom.

2. Action

The researcher entered the class by greeting the students and then researcher checked the students, attendance list. After that the researcher told the students about the result of the test that was dissatisfied. The researcher explained to them the weekness at the previous cycle, and also taught them about criteria of good paragraph. The researcher handed out the descriptive paragraph to the students then she explained the students about how to guide the Content Based Instruction Method. The researched show the example to the students by asking their opinions in in order to give their motivation during teaching learning process. The

researcher asked their respons by telling their opinions based on the example showed. The researcher them about the criteria of a good paragraph. At Last the researcher evaluated the students by divided them into five groups and the researcher gave the task to write descriptive paragraph.

Because the time had limited, the researched did not evaluate the students in this meeting. She only asked the students wheter they had write descriptive paragraph. Finally, the researcher drew the conclusion of the material, and ending the meeting by greeting them.

3. Observatin

The techer –collabomtor observed the researcher's and students' activities during teaching learning process. She also paid attention the the activities done by the students as following teaching-learning process in the class.

The result of the observation paper for the researcher that was all done, a half done, and not done at all, in teaching learning-process as follow:

- a. All done : 8 activities (80%) from 10 activities
- b. A half done : 2 activities (20%) from 10 activities
- c. Not done at all : 0 activities (0%) from 10 activities

Based on the result of observation paper for the students, the researcher found the data such as below:

- a. The students who were active : 24 persons (82.75%) from 29 persons.
- b. The students who were creative : 25 persons (86.20%) from 29 persons.

The data above show, almost all the students started to be active, creative during the teaching-learning process. But the researcher still found the weekness in which some of the student sentences ungrammatical when responding the

researcher's questions, because they still would not pay attention about grammatical.

There were some advantages the researcher found in this meeting, such as:

- a. Some of the students became more active and creative because the researcher motivated the students
- b. Some of the students were interested in responding the researcher's questions in experience phase because the questions were related to their own experience and previous knowledge.
- c. Many students gave their opinions showed their participation to help their friends in mastering the material.

4. Reflection

In this meeting the researcher did not have enough time to take the evaluation paper. Based on the result of two pieces of observation paper that was explained in the previous part, the researcher should help the students to arrange their sentences into good grammar in the next meeting.

Meeting II

1. Re-planning

In doing cycle II, the researcher also prepare many things such as: lesson plan, the example of descriptive paragraph, evaluation paper, and observation paper. The planning steps is done to avoid misconception of the actions that will be done in classroom.

2. Action

After planning, the researcher conducted the action in the classroom. The teaching and learning process was started by greeted the students, and then

explain them about the action that will be done in the classroom. While she told them about their weakness at the previous cycle. After that, she gave the chance to the students to give the questions. Then, she divided the students into five groups, she explain them the action that will be done in the group, they have to share each other, help each other, etc. After that, she gave task to write descriptive paragraph. The title for group A: My Headmaster, group B: The Flower, group C: My friend, group D: My uncle, group E: Nusa V Beach.

3. Observation

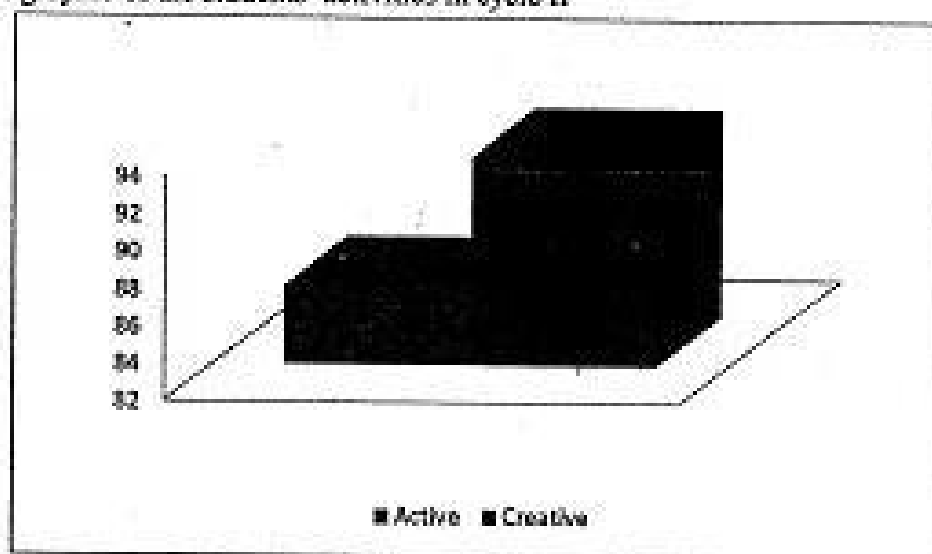
Based on the result of the observation paper for the researcher that was all done, a half done, and not done at all, in teaching learning process as follow:

- a. All done : 12 activities (100%) from 12 activities
- b. A half done : 0 activities (0%) from 12 activities
- c. Not done at all : 0 activities (0%) from 12 activities

Based the result of the observation paper for the students such as:

- a. The students who were active : 25 persons (86.20%) from 29 persons
- b. The students who were creative : 27 persons (93.10%) from 29 persons

The graphic of the students' activities in cycle II



Graphic 3: The Active and Creative Students In Cycle II

In this meeting, there are some advantages of the of the researcher and students, as follow:

- a. The researcher has good preparation so that all the activities have been put in the lesson plan are done by the researcher.
- b. The researcher can control the class. Most of the student can arrange the descriptive paragraph.
- c. The grammar of the students was acceptable in expressing their opinion.
4. Reflection

In cycle II, almost all the students active and cooperative in teaching learning process. In this cycle, difficulties can be avoid and no students were finding it at all. Based on the result of researcher observation it showd that the students were able to follow CBS method in writing descriptive paragraph.

For the explanation above, the researcher conclude that the students' ability in writing descriptive paragraph trough CBI meted proved was success,

which means that CBI method is able to improve students' ability in writing descriptive paragraph.

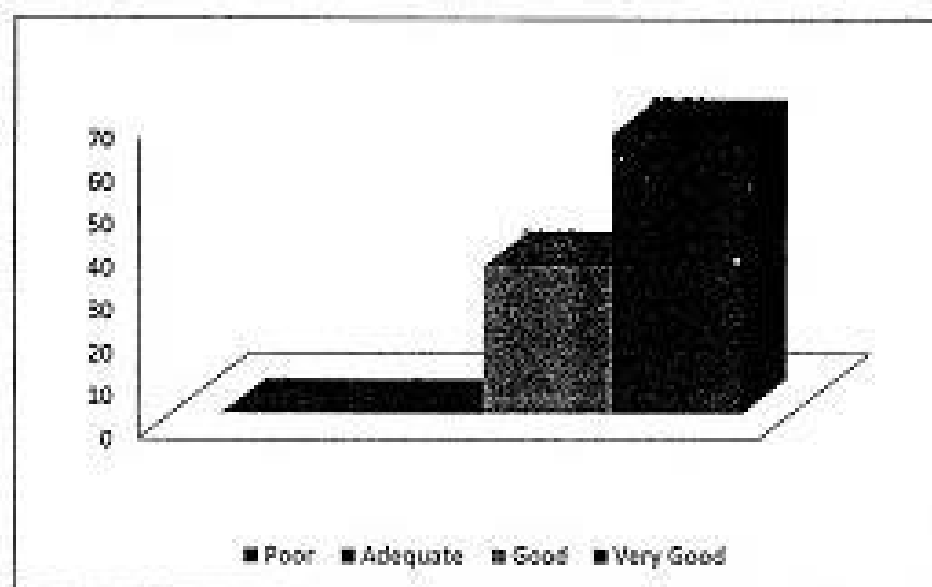
The entire students' activities and students' ability result can be viewed in the table and graphic below:

Table 2

THE STUDENTS ABILITY IN WRITING DESCRIPTIVE PARAGRAPH THROUGH CONTENT BASED INSTRUCTION METHOD IN CYCLE II

Number	Level	Score	Frequency	Percentage (%)
1	Poor	0 – 59	-	-
2	Adequate	60 – 74	-	-
3	Good	75 – 84	10	34,48
4	Very Good	85 - 100	19	65.51
Total			29	100

The result of the students' ability in the table above can be viewed in the graphic below:



Graphic 4: The students' Ability in Writing Descriptive Paragraph through Content Based Construction Method in Cycle II

The data from the table explained the student's ability in writing descriptive paragraph in cycle II was satisfied in "very good" level. It show that there was no student who could be classified in "poor" level and "adequate" level, there were 10 students (34,48%) in a "good" level and 19 students' value was 91,37. It show that the students were succesful because their average value was higher than KKM tha was 65 points. In other hand Content Based Instruction Method can increase the students' ability in writing descriptive paragraph.

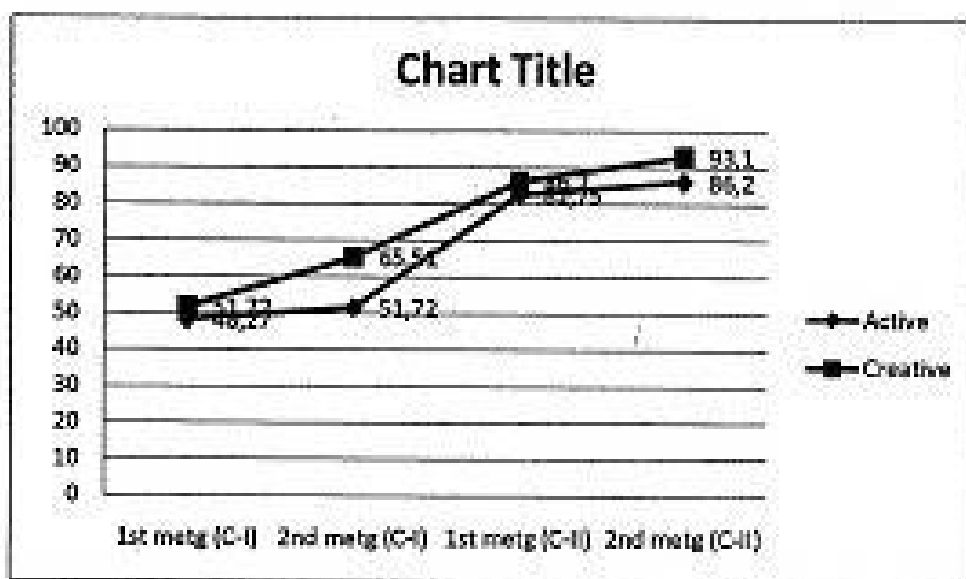
The entire students' activities and students' ability result be viewed in the tables and graphic bellow:

Table 3

THE COMPARISON OF THE ACTIVE AND CREATIVE STUDENTS IN ALL CYCLES

No	Cycle	Meeting	Active Students	Creative Students
1	I	1 st	14 (48,27%)	15 (51,72%)
		2 nd	15 (51,72%)	19 (65,51%)
2	II	1 st	24 (82,75%)	25 (86,20%)
		2 nd	25 (86,20%)	27 (93,10%)

The data in the table above can be shown in following graphic:



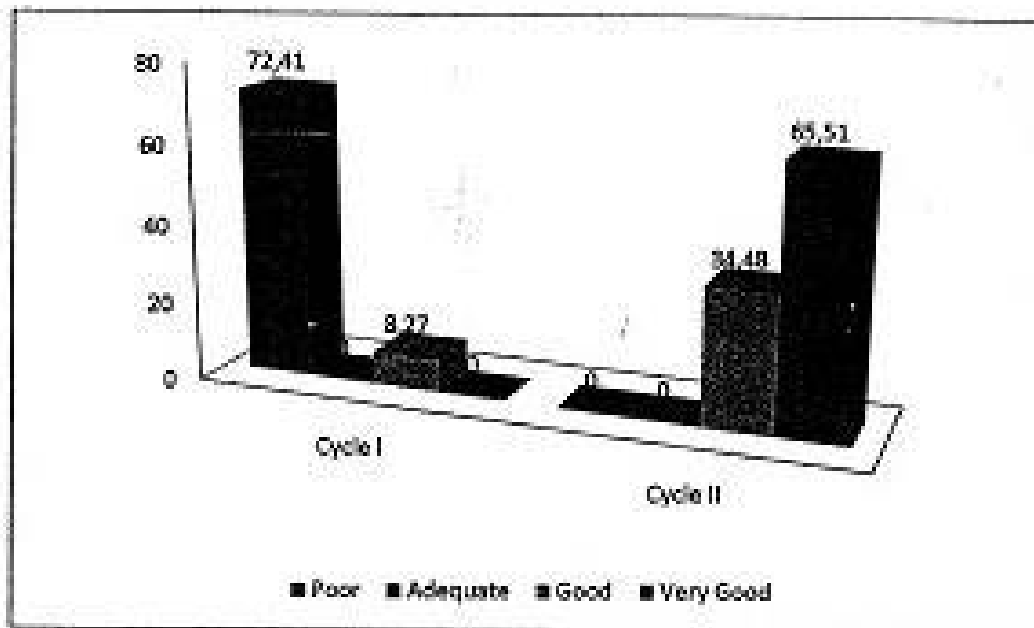
Graphic 5: The Comparison of the Active and Creative in Cycle I and Cycle II

Table 4

The Students' Ability in Writing Descriptive Paragraph By Using Content Based Instruction Method For All Cycles

No	Cycle	Level	Frequency	%	The Total Number of the Students
1	I	Poor	21	72,41%	29
		Adequate	-	-	
		Good	8	27,58%	
		Very Good	-	-	
2	II	Poor	-	-	29
		Adequate	-	-	
		Good	10	34,48%	
		Very Good	19	65,51%	

The result can be viewed in the graphic below:



Graphic 6: The comparison of the Students' Ability in Cycle I and Cycle II

B. Research Finding Discussion

1. The Common Response of the problem

In this research the problem is "How does Content Based Instruction Method" (CBI) increase the students' ability in writing descriptive paragraph? The common response is Content Based Instruction (CBI) Methode increase the students' ability in writing descriptive paragraph.

This research was done in two cycles. In cycle I, the average of the students value in writing descriptive paragraph through Content Based Instruction Method was 47.41. Then, in Cycle II the average of the students' value was 91.37.

From the average of the students' ability in two cycles, the researcher could find the increasing of the students' ability in writing descriptive paragraph. Therefore, the researcher took conclusion that Content Based Instruction Method can increase the students' ability in writing descriptive paragraph.

2. The Analysis and Interpretation of Research Finding

The research was done in two cycles. Cycle I consisted of two meetings. In Meeting I, the researcher focused on explaining the procedures of Content Based Instruction Method in order to make the students understand the method. Besides she also explained the definition of writing as well as the definition of descriptive paragraph. She also gave a descriptive paragraph to train the students use the method to comprehend it.

The research was done in two cycles. The Meeting I of cycle I there were 14 students (48.72%) who were active students, and the creative students were 15 persons (51.72%).

In second meeting, the researcher took the observation paper and evaluation paper. The result of the evaluation paper for the researcher was 80% of whole activities which was all done, 20% activities which was a half done, and there was no activity which was not done at all. Based on the result of observation paper for the students the researcher found the active students were 15 persons (51.72%), the creative students were 19 persons (65.51%). The result of evaluation paper showed that the students 21 students (72.41%) in poor level, there was no in adequate level. However there were 8 students in good level and there was no students in very good level. The average of the students' value was 47.41. The highest score was 75 and the lowest score was 25. Therefore the researcher continued to Cycle II and improved the students' difficulties in the Cycle I. The researcher improved the students' difficulties by giving simple and clear explanation of a good descriptive paragraph and what is proceduress.

In Cycle II, the researcher conducted in two meetings. In the first meeting, the researcher took the two of observation paper to the researcher and the students. The result of the observation paper for the researcher was 80% of whole activities which was all done, 20% of whole activities which was not done at all. The result of observation paper for the students showed the active students consisted of 24 persons (82.75%), 25 persons (86.20%) were creative students. From the result above, the researcher could find almost all the students started to be active and during the teaching –learning process. While in Meeting II in Cycle II there were 25 persons (86.20%), 27 Persons (93.10%) who were creative students.

In the Cycle II the students' ability in writing descriptive paragraph increased. Based on the result of the students' test done in meeting II, there were 10 students (34.48%) in "good" level, 19 students (65.51%) in "very good" level, however there was no students in "poor" and "adequate" levels. The highest score was 100 and the lowest score was 75. It showed that the students were successful to do the Content Based Instruction Method in writing descriptive paragraph.

3. The Research Finding Versus the Related Research

The research about writing descriptive paragraph had been searched by Zebua (2010). He has searched the students' ability in writing descriptive paragraph by using Make a Match Method at the Tenth grade of SMA Negeri 1 Hilidubo in 2010/2011. While in this research, the researcher raises a research as entitled "Increasing the Students' Ability in Writing Descriptive Paragraph by using Content Based Instruction Method at the Eight Grade of SMP Swasta BNKP Hilimaziaya in 2014/2015. Moreover in this research, the researcher and the later researcher's

research have the similarities and different in conducting the students' ability in writing descriptive paragraph.

The research above had similarity object with the reseacher's research, they were concerned about writing descriptive paragraph. Even though they were similar, but there were some differences. In this research, the researcher serched two object, descriptive and using Content Based Instruction Method. Then, the subject was the Eight class of SMP Swasta BNKP Hilimaziaya.

4. The Research Finding Versus Theory

After getting the result of the research, the researcher wanted to compare it with the theorist written by some experts.

George and Burks say (1999:378) say that, "Descriptive reproduces the way things look, smell, taste, feel, or fear. It is used to create a visual image of people, place, even of units of times of day, or reason. It may be used also to describe more than outward appearance of people. Description of scenes and places might deal, according to the subject and the researcher's inclinations, not only with sights but with sounds and smell, taste and touch. Based on the statement above, it showed that in descriptive paragraph we can describe a place, and a person. Therefore, teacher must help the students became aware of likely sources of information as they respond to questions (Pearson & Johnson, 1978). Nunan (2003:20) says that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes, because it provides a rich content language features. In concluding CBI is a significant approach in second language acquisition that is designed to provide second language learners instruction in content and language.

5. The Research Finding Implication

The researcher found some limitation in doing and getting data in this research they are:

- a. CBI method is using to develop the students' ability in writing descriptive paragraph. So, there is the possibility that teacher not applied CBI method in their teaching because this is only the way to develop or to make easier the teaching learning process.
- b. The result of the research can be different if the Content Based Instruction Method had applied by another researches.
- c. The subject of the research was only the eight grade students of SMP Swasta BNKP Hilimaziayn in 2014/2015.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problem, the purpose of the research and the finding result in this research, therefore the researcher takes some conclusions.

- a. In Cycle I, the lowest score is 25 and the highest score is 75. The average of the students value is 47.41 so it was necessary to improve to the next cycle. Furthermore, the students who active there are 15 persons (51.72%) and the students who are creative are 19 persons (65.51%).
- b. In Cycle II, the lowest score is 75 and the highest score is 100. The average of the students' value is 91.37, it is in "very good" level. Furthermore, the students who are active there are 25 persons (86.20%) and the students who are creative are 27 persons (93.10).
- c. Through CBI method can be use in teaching learning process especially English subject
- d. Through CBI method we can increase the students' ability in writing descriptive paragraph

B. Suggestion

There are some suggestion fro the researcher after doing this research as follow:

- a. In teaching writing, the teacher has to prepare himself or herself well, should choose the suitable method in teaching the students, should motivate the students to be active in teaching and learning process, and it is better to the

English teacher to use the Content Based Instruction (CBI) method in teaching writing descriptive paragraph .

- b. For IKIP Gunungsitoli, it is necessary to prepare the students of the English Department to master methods in teaching writing because they are the proponent of profesional English teacher.

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