

**THE PERSPECTIVE OF THE TENTH GRADE STUDENTS OF
MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 OF PALEMBANG
TOWARDS LEARNING WRITING DESCRIPTIVE TEXTS THROUGH CONTENT-
BASED INSTRUCTION (CBI)**

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ABSTRACT

The problem of this study was “How are students perspective of writing descriptive text through content-based instruction (CBI)?”. Therefore, the objective of this study was to know the perspective of the students learning writing descriptive texts through content-based instruction. This study applied qualitative method. The population of this study was the tenth grade students of accountant 1 class in the academic year of 2019/2020 with the total of 30 students taken by using purposive sampling. The data were collected by using questionnaire, and were analyzed into interpretation. Based on the interpretation of students perspective of content-based instruction, the students said that content-based instruction could help them to improve their ability to write descriptive text.

Keywords: *Perspective, Writing, Descriptive Texts, and Content-Based Instruction.*

I. INTRODUCTION

Writing is a part of four skills which has the crucial ability in the learning process. Therefore, writing cannot be separated in the learning process. Writing is a process of communication among people to share information. Writing structure arranged of icons to characterize the sounds of speech, and may also have icons for such things as punctuation and numerals.

Generally, we write using a pen/pencil (handwriting) or a keyboard (typing). We usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. Voice

recognition programs allow those who can't see or use their hands to have their thoughts transcribed.

According to Kirby and Darren (2013:6), “writing is a performance of design, which makes writing direction individually different from many other kinds of teaching. It means that writing is one of the language skills to express an idea in written form and help the students in the process of learning English”. Then, According to Nunan (2003), “Writing is a physical and mental activity. It's about discovering ideas, thinking about how to communicate develop them into statements and paragraphs that will be comprehensible to a reader Writing has a dual purpose- to express & impress”. Writers must select the most advantageous

medium for their writing. Each type has a different level of difficulty which determined by its objectives. Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits and publishes. The audience reads a product.

According to Nunan (2003), "to teach writing to students have four principles. First, understand in our students' needs for writing teachers have to understand both and to communicate aims to students in ways that are comprehensible to them". Second, making arrangement for students to write. Teachers have to evaluate writing activities in a class. Writing should be integrated into the syllabus, provide students the opportunity to try out different types of writing. Provide constructive and meaningful feedback. When writing comments on students' papers, make sure they comprehend the terms and symbols you use. Explain to your students how their writing will be evaluated, Develop a statement about what is valued in the student's writing. Based on Hermansyah (2018. p.2), "in educational, writing will keep worth it., because writing can helps someone to think as easily".

Based on the writer's experience and observation when doing the field teaching practice or *praktek pengalaman lapangan* (PPL) 2 the writer found that the students got difficulties in writing. The students get difficulty in making a sentence while they want to inspire their imaginations to paper. So that the value of the students writing is very low. They do not believe their skill to write because they are afraid of wrong grammar and punctuation.

One of study learning in writing ability, the writer would like to introduce one of the strategies that can be used to help the students writing ability. The name of the strategy is Content-Based Instruction (CBI). Content-Based Instruction (CBI) focuses on the topic or subject matter. During the lesson, students

are focused on learning about something. This could be anything that interests them from a serious science subject to their favorite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language. According to Richard (2006:28), "content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it". The writer chooses Content-Based Instruction (CBI) because of this strategy is very different from the general strategy used before. This strategy will increase the writing ability of students to deliver their imaginations.

Based on the problems above, the writer conduct research entitled, "**THE PERSPECTIVE OF THE TENTH GRADE STUDENTS OF MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 OF PALEMBANG TOWARDS LEARNING WRITING DESCRIPTIVE TEXTS THROUGH CONTENT-BASED INSTRUCTION (CBI)**".

II. LITERATURE REVIEW

a) Concept of Perspective

Perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences. According freeman (1998.p.156), "perspective is the appearance of objects in space, and their relationships to each other and the viewer". Furthermore, based on Longman (1990.p.767), "perspective is the way in

which a situation or problem is judged, so that (proper) consideration and importance is given to each part”.

It means that if you have perspective for something, you have knowledge that allows you to understand why certain things happen or why certain results exist; and it's not all blind opinions.

b) Concept of Teaching

According to Brown (2007), “current language teaching methods with their focus on meaning, interaction and communication operate on the assumption that frequency takes a backseat to meaningfulness”. According to Takagi (2008), “teaching is a social art, necessarily involving a relationship between people and the success of a teacher in the practice of his art depends upon his possessing that quality or attitude of mind which enables him to make the relationship between himself and his students a reciprocal one”. Not all the teaching should be done by the teacher. Not all the learning should be done by the students. Teaching is not only giving the students the subject but also giving them new experiences base on the teacher strategy. Brown (2014:24), “defined that teaching as showing or helping someone to learn how to do something, giving instructions, guiding the study of something, providing with knowledge, causing to know or understand”. Hermansyah (2018, p.4), “teaching technique include all tasks and activities . They almost planned and deliberated, on purpose rather than accidently”.

Based on the explanation above, the writer concluded that teaching is a process where the teacher helps the students in learning and give information.

c) Concept of Writing

Brown (2000: 31), “states the definition of a language competence as “one’s underlying knowledge of system of

a languageits rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”. Moreover, Harmer (2004), “states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process”. As Simaibang (2017), “state that “Writing is one of the four language skills where language learners express or communicate in writing and give a written account of materials”. According to Troyka (2014:99), “writing approaches of connecting an idea to a reader for a purpose”. Communicating means sending a message so, a message must have a goal. The idea of writing is its subject, and the reader of writing is the audience.

Furthermore, based on those definitions above, it can be stated that writing skill was a complex activity in producing a qualified writing. The complex activity consisted of stages as the steps in writing. To improve students’ writing skill, the teaching and learning process of writing needed to be done well with developed input and effective activities. As a result, teachers needed to consider the teaching of writing skill well based on their student’s needs, ability and capacity.

d) Concept of Descriptive Text

There are so many kinds of text offered by the students, one of them is descriptive text. "A Descriptive paragraph explains how someone or something looks or feels" (Zemach and Rumisek, 2005:25). In addition, Folse et al (2010:135),“state that a descriptive paragraph gives an impression about something, not a definition.In descriptive paragraph, there are identification and description”. Wardiman, Jahur and Djusma (2008), “divide generic structure of descriptive into identification and description; Identification: the part of the paragraph thatintroduces the character and

description: the part of the paragraph that describes the character”.

Based on the explanation above, the writer concludes that descriptive text is a text that tells or describing things, person, and animals which contained the generic structures. There are two parts of descriptive text, those are identification and description. According to Zaida (2009:93), A description consists of:

1. Identification : This part identifies the thing/ person being described.
2. Description : This part describes parts, qualities, and characteristics

This is the example of descriptive text.

MY SPHINX CAT

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

Identification	My Sphinx Cat
Description	He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

e) Concept of Content-Based Instruction (CBI)

According to Curtain (1995), “content-based instruction emphasizes a connection to real life, real world skills, in content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class (they active their prior knowledge, which leads to increased learning of language and content material)”. Anderson (1990; 1993), “has proposed a cognitive learning theory for instruction that integrates attention to content and language”. In this theory skills (including language) and knowledge follow a general sequence of states of learning from *the cognitive stage* (students notice and attend to information in working memory they engage in solving basic problems with the language and concepts they're acquiring) to *the associative stage* (errors are corrected and connections to related knowledge are strengthened; knowledge and skills become proceduralized) to *the autonomous stage* (performance becomes automatic, requiring little attentional effort; in this stage cognitive resources are feed up for the next cycle of problem solving, concept learning).

The Advantages of Content-Based Instruction (CBI)

Content-Based Instruction (CBI) admired for several causes. Peachy (2003:12), “suggests the improvements of Content-Based Instruction (CBI) technique (1) it could create studying a language more attractive and encouraging. The students could practice the language to achieve a authentic dedication, that can create students both more independent and confident, (2) furthermore, students could improve getting information of the world through content-based instruction which can feed-back onto improving and supporting their educational needs, (3) content-based instruction is general in EAP (English for Academic Purposes) teachers as it support students to cultivate learning

ability for instance note taking, summarizing and extracting key information from texts, (4) taking information from another sources, re-evaluating and re-arrangement that information can help students to improve very valuable thinking skills that can then be conveyed to other subjects, and (5) the presence of a group work element within the structure given above can also help students to increase their cooperative ability, which can have great social value”.

f) Previous Related Study

There were two previous related studies. The first one was “Improving students’ speaking skill through content-based instruction (A classroom action research for students of business English department of Csv & Tc, China in the academic year of 2010/2011) ” by Li Hui (2011). The second related study was “Teaching Reading Comprehension By Using Content-Based Instruction (CBI) Method To The Second Years Learners At Mts Al-Furqon Prabumulih” by Lenny Marzulina (2014).

The similarities and differences among those previous studies and the writer’s presented study the similarities between the writer study and Li Hui (2011) were the same of Content-Based Instruction (CBI). The differences among the writer’s and Li Hui (2011) was the writers conducted in Muhammadiyah Vocatinal High School 2 of Palembang, but Li Hui conducted in business English department of Csv & Tc, China.

The similarities and differences among those previous studied and the writer’s presented study the similarities between the writer study and Lenny Marzulina (2014) were the same of Content-Based Instruction (CBI). The differences among the writer’s and Lenny Marzulina (2014) was the writer used writing skill, but Lenny Marzulina used reading skill, and the writer conducted in Muhammadiyah Vocatinal High School 2 of Palembang, but Lenny Marzulina

conducted in Second Years Learners At Mts Al-Furqon Prabumulih. The result of Lenny Marzulina (2014) Teaching Reading Comprehension By Using Content-Based Instruction (CBI) Method To The Second Years Learners at Mts Al-Furqon Prabumulih.

III. RESEARCH PROCEDURES

This study used qualitative method to find out the students’ perspective of learning writing descriptive texts through content-based instruction. The research conducted at Muhammadiyah Vocational High school 2 of Palembang in academic years of 2019/2020. There are four teachers who teach students at Muhammadiyah Vocational High school 2 of Palembang. To get accurate data, the writer chosen by purposive sampling. In this research, the participants are the tenth grade students of Muhammadiyah Vocational High school 2 of Palembang. There are 30 members of student Accountant 1 class. The writer used a questionnaire which consists of 15 questions, the writer distributed the question through google form for the tenth grade students at Muhammadiyah vocational high school 2 of Palembang.

In analyzing the data, the writer used thematic analysis to analyze the data. Based on Braun and Clarke (2006), “thematic analysis is a method for identifying, analyzing, and reporting form within the documents. There are several steps that will be employed in command to analyze the documents”. The first step was transcribing and coding the data. All of recorded data record through google form is transcribed. The utterances of the teacher were given T code, whereas students’ utterances were given S or Ss code. The second step is interpreting the data. Concluding the finding and discussing the research finding are the last step in data analysis processes. The writer presented conclusion from the research finding which is related to the objective of the research.

IV. FINDINGS AND INTERPRETATION

a) Data Description

To collect the data, the writer used a questionnaire. The determination of distributing of questionnaire is to answer the formulation problem stated. The writer distributed the questionnaire on Wednesday, June 24th 2020 and was responded by 30 students. The questionnaire consisted of 15 items to be answered by close question. The task of the students was just to answer with :

- a) Yes
- b) No

The data showed :

Question number 1 asked about the students' perspective "Do you think that writing is enjoyable? (*Apakah menurut anda menulis itu menyenangkan?*)". There are 16 (53.3%) students answering "yes" and only 14 (46.7%) students answering "no".

Question number 2 asked about "Do you know, what is the definition of descriptive text? (*Apakah anda pernah menulis karangan teks deskripsi?*)". The whole students answer "yes" (30/100%).

Question number 3 asked about "have you ever written a descriptive text? (*Apakah anda pernah menulis karangan teks deskripsi?*)". The whole students answer "yes" (30/100%).

Question number 4 concerned with the question "Are you happy to get the task of writing descriptive text? (*Apakah anda senang mendapat tugas menulis karangan teks deskripsi?*)". There were 15 (50%) students saying "yes" and 15 (50%) students saying "no".

Question number 5 tried to seek the perspective of the students "Do you often have difficulty writing descriptive text? (*Apakah anda sering mengalami kesulitan dalam menulis karangan teks deskripsi?*)". There are 16 (53.7%) students saying "yes" and 14 (46.7%) students saying "no".

Question number 6 asked about "whether in learning descriptive text teacher always use interesting learning strategies? (*Apakah dalam pembelajaran teks deskripsi guru selalu menggunakan strategi pembelajaran yang menarik?*)". There are 25 (83.3%) students answer "yes" and 5 (16.7%) students answer "no".

Question number 7 concerned with the question "have you ever heard of the content-based instruction method? (*Apakah anda pernah mendengar metode content-based instruction?*)". The whole students answer "yes" (30/100%).

Question number 8 to seek the perspective of the students "do you think the content-based instruction method is difficult to understand? (*Apakah menurut anda metode content-based instruction sulit untuk dipahami?*)". The whole students answer "no" (30/100%).

Question number 9 asked about "whether the content-based instruction method can help you in writing descriptive text? (*Apakah metode content-based instruction bisa membantu anda dalam menulis karangan teks deskripsi?*)". The whole students answer "yes" (30/100%).

Question number 10 to seek the perspective of students "whether the content-based instruction method can help you improve the ability to write descriptive text? (*Apakah metode content-based instruction bisa membantu anda dalam meningkatkan kemampuan menulis karangan teks deskripsi?*)". The whole students answer "yes" (30/100%).

Question number 11 asked about "whether the content-based instruction method can motivate yourself in writing descriptive text? (*Apakah metode content-based instruction bisa memotivasi diri anda dalam menulis karangan teks deskripsi?*)". The whole students answer "yes" (30/100%).

Question number 12 to seek the perspective of students "whether the content-based instruction method could interest you in writing descriptive text? (*Apakah metode content-based instruction*

dapat menarik minat anda dalam menulis karangan teks deskripsi?)". The whole students answer "yes" (30/100%).

Question number 13 asked about "whether the content-based instruction method could help you in making summarize in writing descriptive text? (*Apakah metode content-based instruction dapat membantu anda dalam membuat kesimpulan?*)". The whole students answer "yes" (30/100%).

Question number 14 concerned about "whether the content-based instruction method could improve your ability to get information? (*Apakah metode content-based instruction dapat meningkatkan kemampuan mendapatkan informasi?*)". The whole students answer "yes" (30/100%).

Question number 15 asked about "whether the content-based instruction method could improve your ability to work together? (*Apakah metode content-based instruction dapat meningkatkan kemampuan bekerja sama anda?*)". There are 29 (96,7%) students saying "yes" and 1 (3,3%) students saying "no".

b) Interpretation

Based on the result of questionnaire above, it can be interpreted that :

1. Motivation

One of the advantages of the students in writing descriptive text through content-based instruction is increase their motivation. Motivated students are more excited to learn and participate. Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. (Alexander, Kulikowich, and Jetton 1994), "There is a relationship between student motivation and student interest (common outcomes of content-based classes), and the student's ability to process challenging materials, recall information, and elaborate". Because content-based instruction is student centered, one of its goals is to keep

students interested and motivation high by generating stimulating content instruction and materials.

2. Taking information

Another advantages of writing descriptive text through content-based instruction is taking information. Taking information is the practice of writing down or otherwise recording key points of information. Peachy (2003:12), "taking information from another sources, re-evaluating and re-arrangement that information can help students to improve very valuable thinking skills that can then be conveyed to other subjects".

3. Summarize

One of the most important aspects of writing is summarize, because summarize give a brief statement of the main points of (something). Peachy (2003:12), "content-based instruction is generalin EAP (English for Academic Purposes) teachers as it support students to cultivate learning ability for instance note taking, summarizing and extracting key information from texts".

4. Group Working

This advantage improve the students ability in writing descriptive text through group working, because with group working the students felt easily to write in sentence. Peachy (2003:12), "the presence of a group work element within the structure given above can also help students to increase their cooperative ability, which can have great social value".

5. Improve writing ability

Another advantage of content based instruction is improve students writing. From 30 students, all of them said "yes" that writing descriptive text through content-based instruction could help them increase their ability, because the students felt content-based instruction could help

them to choose their topic like or as their interest.

V. CONCLUSION AND SUGGESTIONS

a) Conclusion

Based on the result of the study in the previous chapter, the writer took the following conclusions are the students at Muhammadiyah vocational high school 2 of Palembang, based on their perspective of writing descriptive text through content-based instruction are :

- Motivation
- Taking information
- Summarize
- Group working
- Improve writing ability

b) Suggestions

The writer offers some suggestions for teachers of English, the students, and other researchers.

1. For teachers of English

Teachers of English should teach writing using a strategy in order to motivate and make students are comfortable in learning activities and interested in improving their score and ability in writing. In this case, the teacher can choose content-based instruction method.

2. For students

Practicing can make students be better and pay attention to the teacher's explanation about the lesson. Students should also be active, for instance, they should ask their teacher to solve their problem in writing, so that it can make them enjoy during the writing process. Students should have more motivation in studying English especially in writing skill.

3. For other researchers

The writer hopes that other researchers can apply this strategy when teaching English, especially in writing descriptive text.

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