

Improving Students' Descriptive Writing Skill by Using Content Based Instruction Approach at the Eight Grade Students of SMP Cahaya Pengharapan Abadi

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ABSTRACT

This study aims to determine the writing skills of class VIII Cahaya Pengharapan Abadi students. The purpose of this study was to determine whether the application of the content based instruction approach abled to improve the student's writing skills. The researcher applied the Classroom Action Research (CAR) method. The population in this study were totaling 34 students. Researchers obtained qualitative data and quantitative data, there were 80% who passed the KKM (60). These results come from the data in cycle I and cycle II. In the pre-test I in the enough to very good category there were 10 students who succeeded with a percentage of 29% then in the second cycle there were 28 students who succeeded with a percentage of 80% After the treatment, their writing improved significantly. The Content Based Instruction (CBI) approach can improve students' writing skills.

Keywords: Improving, Writing Skill, Content Based Instruction (CBI)

ABSTRAK

Penelitian ini bertujuan untuk mengetahui keterampilan menulis siswa kelas VIII Cahaya Pengharapan Abadi. Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan pendekatan pembelajaran berbasis isi mampu meningkatkan keterampilan menulis siswa. Peneliti menerapkan metode Penelitian Tindakan Kelas (PTK). Populasi dalam penelitian ini berjumlah 34 siswa. Peneliti memperoleh data kualitatif dan data kuantitatif terdapat 80% yang lulus KKM (60). Hasil ini berasal dari data pada siklus I dan siklus II. Pada pre test I kategori cukup sampai sangat baik ada 10 siswa yang berhasil dengan persentase 29% kemudian pada siklus II ada 28 siswa yang berhasil dengan persentase 80% Setelah di beri perlakuan, tulisan mereka meningkat secara signifikan. Pendekatan Content Based Instruction (CBI) dapat meningkatkan keterampilan menulis siswa.

Kata kunci : peningkatan keterampilan menulis.

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1. INTRODUCTION

Writing is one of the English skills that must be mastered by English learners. Writing is also considered the indicator of the student success in learning English. Kingston et al (2002, p. 3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Moreover, recently people prefer the written form of communication in accessing information to the oral communication.

To support the idea of the importance of writing performance Negari (2011, p. 299) mentions writing requires composing Which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository in descriptive writing.

Many students have difficulties in producing ideas and often think that writing in English is the most difficult thing compared to listening, reading, and speaking because writing has to involve all aspects of the language. Content based instruction (CBI) is a teaching approach that focuses on learning language through learning about something.

Content based instruction (CBI) is an approach to second language teaching in which teaching is organized around the content or information that students acquired, rather than around a linguistic or other type of syllabus (Richards and Rodgers, 2001, p. 204). This explanation reflects the most common view of CBI which is a approach of learning English that combines topic information with language use so that students can convey thoughts about certain subjects.

The researcher formulated that the problem taken in this study is to ascertain whether there is significant effect of how does CBI (Content Based Instruction) approach improve students. Therefore, the objective of this study to know whether the CBI approach can improve student's writing skill of descriptive text at the eight grade students SMP Cahaya Pengharapan Abadi.

The significant of this research can be concluded in the form of theoritical and practical advantages.

1. Theoretical

Theoretically, the researcher learned how to improve students skill especially in writing descriptive text which one more appropriate to the junior high school

2. Practical

There are some functions from the research

For students:

Students can improve their writing skill specifically in writing that related to their necessity in learning process

For teachers:

Is is expected that the teachers got more information about teaching writing skill

For researcher:

It was started point using CBI to improve students writing skill

2. LITERATURE REVIEW

A. Writing

Writing is the most difficult skill for the english learners as the language to master. The difficulties are the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. Hence, it is known that writing is one of important complex communication forms

Generally, writing is the one activity that people do with various needs and circles such as at the office, school, or government. Writing can be used as an indirect means of communication with others to convey information (Jonah, 2006, p. 29). Writing skill is one of the productive skills that have to master and being able to understand can increase the communicative competence of language learning.

B. *The Purpose of Writing*

The purpose of writing was to express oneself, inform, convince, or create a literary work. When someone expresses themselves, informs their readers, persuades readers, or creates a literary work in writing, they usually did to express themselves, enlighten their readers, persuade readers, or create a literary work using a compositional style of writing for two purposes: to inform or persuade the reader.

According to Sardila (2015, p. 114), the purpose of writing consists of two parts, namely as follows:

a) The purpose of writing for yourself is where in this purpose the author writes something, among others, so as not to forget what is thought, to have neat writing, to devise a plan, and to organize an idea or thought. The form of writing can be poured in diaries, personal notes, or so forth.

b) The purpose of writing for others is where in this purpose the author seeks to convey a message, in the form of news and information to his readers to influence it

C. *Descriptive text*

Descriptive text is a text to describe or explain something like an object, place, or person, so descriptive writing is a type of writing consisting of descriptions, characteristics, and definitions of objects (Lailatul Husna, 2013, p.46)

In a broad sense, description is about sensory experience how something looks, sounds, and tastes. Mostly, the descriptive text is purpose to describe and reveal a particular person, place, or thing. According to M.S. Gumelar (2011:7) comics are pictures that are arranged sequentially according to the purpose and philosophy of the maker so that a cheerful message can be conveyed, comics are usually given lettering as needed.

The Generic Structure of Descriptive text

Bima (2009:153) states that descriptive text has the structure as follows:

- a) Identification: identifying the phenomenon to be described. It is general opening statement in the first paragraph or the first sentence that introduce the subject of the descriptive to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.
- b) Description: describing the phenomenon in parts, qualities, or/and characteristics. Descriptive can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

D. *Content Based Instruction*

Content-Based Instruction (CBI) referred to an approach to second language teaching in which teaching is organized around the content or information that students acquired, rather than around a linguistic or other type of syllabus Brinton, Snow, and Wesche define CBI is the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. Content based instruction is an approach to English language learning that combines subject matter contents with language skills.

There are two types of CBI, namely the content-driven program and the language-driven program. The first focuses on the contents of a particular subject matter as the basis of the learning activity organization, whereas the second focuses on the language skills.

Richards (2006: 28) states that content based instruction is based on the following assumption about language learning:

- a) People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- b)CBI better reflects learners needs for learning a second language.
- c)Content provides a coherent framework that can be used to link and develop all of the language skills.

E. *Teaching Writing by Using Content Based Instruction*

It was very prominent for students to be taught about writing skill. Teaching writing to students was significant because it can reinforced students language acquisition, support students' language and learning development, and help students to mastered the basic skills of language.

According to Coffin, Curry and Goodman (2003:78), teaching writing is the effort from the teacher to make the students understand how to write with focus on both the content and the form, that are the language used and text structured, such as the construction of arguments, grammar and punctuation. It means that, in the process of writing the correctness of grammatical become essential attention produced good writing product and the teacher have to guided the students in writing process so that the students can improved their ability in writing skill.

Content-based learning or CBI can help students to approached the learning language, especially with the process of learning to write, to get better results, content based instruction can combined English learning with the content of certain subject. Thus, through CBI students can learn English through topics in subjects such as Mathematics, Biology, Physics, Crafts, Chemistry and etc and at the same time study these subjects with the language of instruction using English language. In this way students can expected to communicate both orally and in writing ideas that are relevant to the subject, because learning English used materials from it.

F. Conceptual Framework

Writing is one of the skills that must be possessed by students, but researcher found problems that occurred when students were given writing assignments. Students have difficulty in determining the content of their writing, besides that they also have difficulties in arranging words into a sentence. It can be seen from the problem faced by students in writing that it is difficult to think and compose sentences, therefore researcher uses silent comic as a medium to increase their writing ability because silent comics make students visually interested.

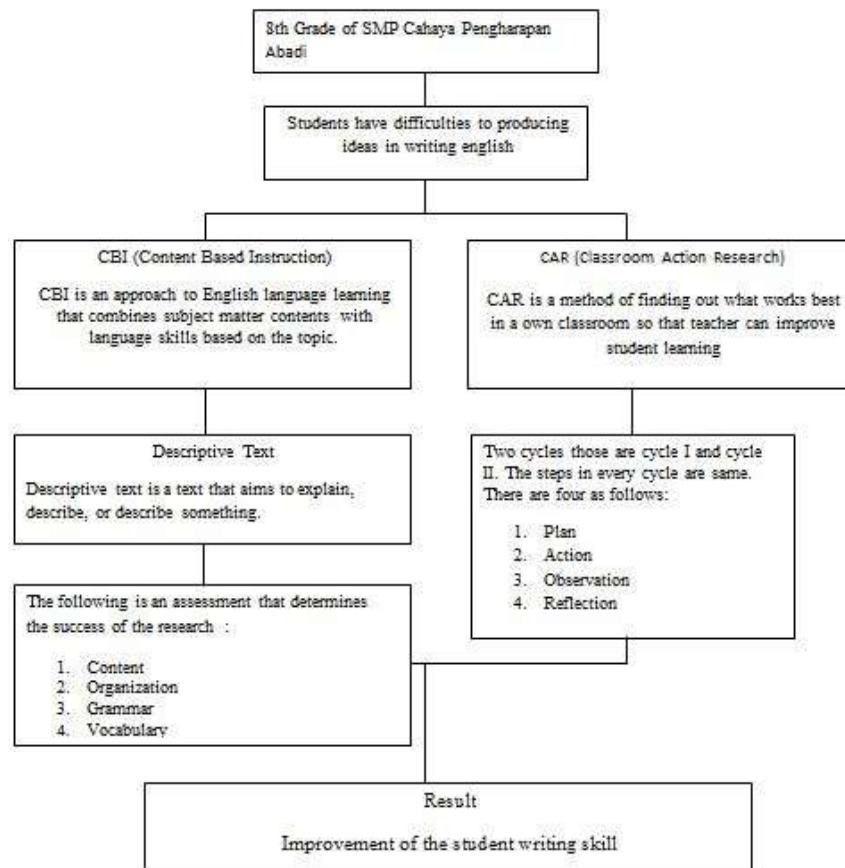


Figure 1. Conceptual Framework

In overcoming the problem, based on problem above the researcher wants silent comic to be used as a media for writing dialogue on text bubbles. Silent comic is very suitable to practice writing dialogue in the form of procedural text in English. Students can add new vocabulary while writing dialogue on text bubbles. In writing dialogue, what is needed is not only vocabulary, but grammar as well. Learning to use silent comics will make it easier for students to write. Practice writing dialogue by using silent comic will not make the students bored and more interested to express their ideas. So, the researcher assumes that silent comic can be effective for writing dialogue.

-RESEARCH METHOD

A. Research Design

This research used classroom action research (CAR) model by kemmis. CAR aims to determined the application of CBI in improving students' descriptive writing skill at the eight grade of SMP Cahaya Pengharapan Abadi. CAR mean an empirical research activity that was carried out rationally, systematically and reflected empirically on the various actions used by teachers.

Stephen Kemmis (1993) in Agus Wasisto (2021, p. 3), stated that classroom action research (CAR) was a form of study or inquiry through self-reflection carried out by participants in certain educational activities in social situations (including education) to improve the rationality of social or

educational practiced that they do themselves, understanding of these practiced, and the situation in which the practice was carried out.

B. Research subjects

The subject of this research was the eight grade students of SMP Swasta Cahaya pengharapan abadi in academic year 2022/2023. There are 87 students and the class consisted of 34 students, with 16 female and 18 male students at 8A class as a sample in this research. Researcher determined propoively many students have difficulty especially in writing skill when the researcher did the practical field work experience (PPL) in that class.

C. Research Procedures

The classroom action research procedured was an act of assessment through a cycle system of various stages of learning activities. In this research have four stages in classroom action research activity are planning; action; observation; reflection

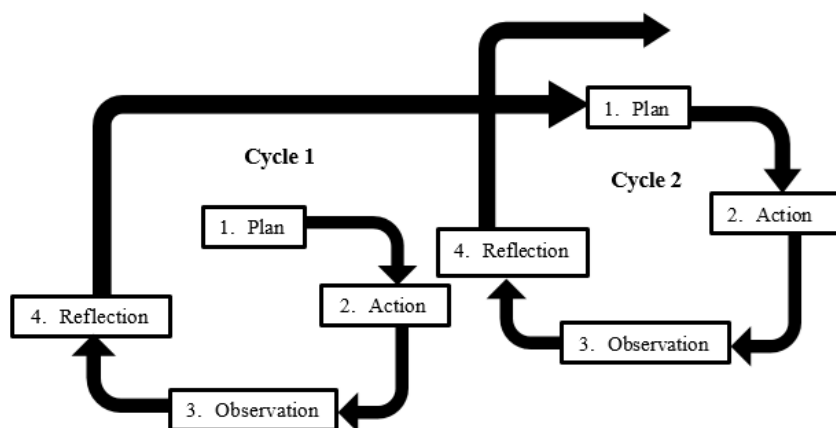


Figure 2. Classroom action research model Kemmis and Mc Taggart

This study was used Classroom action research, the researcher conducted the research in two cycles those are cycle I and cycle II. The steps in every cycle are same. They are as follows:

1) Planning

For the first step before doing action research, researcher arranged preparation, such as :

- a) Prepared the material and designing the steps in doing action
- b) Reviewed and discussed with the collaborator about a topic discussion about “the benefit of pencil case from used bottle” from subject matter “Craft”
- c) Prepared teaching aids such as picture
- d) Designed students worksheet descriptive text
- e) Prepared a test (pre-test and post-test to know whether students’ writing skill improve or not).

2) Action

For this activity, the collaborated with the teacher to apply a content based instruction of writing text by following the direction from the researcher. At this stage, the researcher act in the learning process. The action performed in this stage consist of the introduction, the core, and the cover.

3) Observation

The researher was observed during the teaching and learning process. Researcher followed the student's learning activities until the end. What observed was the behavior that students cause at the time of learning both positive and negative.

4) Reflection

The researcher analyzed the result in cycle one and made reflection to evaluate the teaching learning process which was helped by the collaborator. They were being noisy, did not have pretension to compete with other students, and they got difficulties in vocabularies using right grammar and punctuation, but the researcher found the students’ progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action.

5) Technique of Data Collection

To obtain data which included pre-test and post-test, the purpose of the pre-test was to found out how far the students' writing ability. purpose of post-test was to measure how much the students' writing ability increased after using the Content based instruction

1. Pre-test

In pre-test researcher gave some explanation about description text and ask the students to imagine their mother and describe in the paper. In order to know how far their writing skill before giving the treatment.

2. Post-test

Post-test was the result after giving the treatment in the pre-test. The result showed if their was any improvement using content based instruction to increase the students' writing.

D. Data Analysis Technique

Qualitative data was obtained through interviewed and observationed by using interview guidelines and observation checklists which are used to get the validity of the process. The researcher interview the students and English teacher to get data on their perspective after the implementation of the action. The researcher recorded all information in the entire teaching and learning process during the actions related to student behavior, progress that occurred, and problems related to the teaching and learning process. The researcher used a scoring rubric adapted from Brown :

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Table 1. A Weighted Descriptive text Rubric adapted from Brown (2007)

. According to Arikunto, to analyze the data, this research used analyze the data, this research used analyzing of the five categories “very good”, “good”, “enough”, “low”, “very low” (Arikunto). The table of five categories:

Table 2. The Categories that using to Analyzing of the Data Categories

Categories	Score
VERY GOOD	90-100
GOOD	70-80
ENOUGH	50-60
LOW	30-40
VERY LOW	0-20

Source: Arikunto (2009:245)

3. RESULT AND DISCUSSION

A. Preliminary Study

The preliminary study was conducted on the Saturday, July 16, 2022 at SMP Cahaya Harapan Abadi Junior High School to obtain data about the factual conditions of the problems faced by teachers and students in the teaching and learning process of English, especially for writing.

This action was carried out in the 8th grade of Cahaya Harapan Abadi Junior High School, the researcher found many problems in the classroom. The first problem is The lack of students' writing and the students not getting used to bringing a dictionary for every English lesson, this can be seen from the student's response to the teacher's explanation. the class consists of 34 students and the teacher cannot manage the class easily, some students often disturb their friends and are noisy. The second problem is t the classroom situation, the class is very crowded.

B. Precycle Activity

The pre-test was held on Saturday, July 16, 2022 had 3 lesson meetings where the researcher in the first and second meetings explained the learning material about descriptive text and continued by providing descriptive text material. In the third lesson, the researcher gave an example of descriptive text on the blackboard where the text had been prepared before the meeting. as a pre-test, then the researcher asked students to imagine their mother and write down their mother's description such as characteristics, occupation and her favorite things.

Respondents	Pre-test	Respondents	Pre-test
A	20	J F	30
A G	15	J P	20
A L	20	J P	92
A W	18	K	0
A Z	20	K K	20
B L	90	K S	20
C A	58	Q E	90
D N	40	R F	34
D P	35	R P	40
D S	40	S A	40
E A	0	S F A	60
E K	70	S H	80
E M	20	S M	60
F L	0	T D	55
F S	20	T N	20
J	40	Y K	75
J E	40	Z V	35
TOTAL : 1317		MEAN SCORE : 38,73	

Table 3. Students' Score of CAR on precycle activity

Students are also not able to if asked to mention the meaning of the words provided. This happens because of the lack of memorization and speaking practice to get them used to hearing word for word or expressing something using English. From the results of the pre-test, the English writing ability of the students of Cahaya Pengharapan Abadi Junior High School before the research was carried out can be seen in the following table:

Categories	Score	Frequency	%
VERY GOOD	90-100	3	9%

GOOD	70-80	3	9%
ENOUGH	50-60	4	12%
LOW	30-40	10	29%
VERY LOW	0-20	14	41%
TOTAL		34	100%

Table 4. Students' Analysis of CAR on precycle activity

Based on the table above, it shows from the 34 students 3 students (9%) in the very good category, and 3 students (9%) in the good category while 4 students (12%) in the enough category, 10 (29%) and 14 (41%) whose results stated that students were in the low and very low category. From the test results, it could be concluded as the observations following, namely:

1. The students' writing skill in English was still low, they were more passive and silent when the researcher asks the meaning of a word in English.
2. There were still many students who do not understand the meaning of the words, so that when students write the words they still cannot put the right letter to described.
3. Students' vocabulary understanding was still in the poor category and many students who do not open a dictionary do not even bring a dictionary to prepwre themselves, so it seems lazy.

C. First Cycle Activity

In the first cycle did by finding problems faced by students during the teaching-learning process of English writing skills. Identification of student problems is done by providing descriptive text, which is then followed by researcher conducting interviews with students in class. In first cycle the researcher conducted 1 meeting but at that meeting, it consisted of 3 lessons which were the same as the previous meeting, namely the pre-test.

Respondents	Post-Test I	Respondents	Post-Test I
A	30	J F	53
A G	20	J P	40
A L	20	J P	92
A W	30	K	0
A Z	30	K K	30
B L	90	K S	20
C A	90	Q E	90
D N	70	R F	40
D P	55	R P	73
D S	50	S A	75
E A	0	S F A	96
E K	90	S H	95
E M	20	S M	98
F L	20	T D	90
F S	40	T N	20
J	80	Y K	90
J E	70	Z V	38
TOTAL : 1845		MEAN SCORE : 54,26	

Table 5. Students' Score of first cycle activity

according the results of observations in the cycle where some students began to get an increase in grades where as many as 18 (53%) students were students who completed. deemed necessary to be followed up in Cycle II, in order to make more efforts to improve students' writing skills in learning to write English using a content based instruction approach

Categories	Score	Frequency	%
VERY GOOD	90-100	10	29%
GOOD	70-80	5	14%
ENOUGH	50-60	3	9%
LOW	30-40	8	24%

VERY LOW	0-20	8	24%
TOTAL		34	100%

Table 6. Students' Analysis of CAR on precycle activity

Based on the table above, it can be seen that 10 (29%) students were in the very good category, and 5 (14%) students were in the good category, while 3 (9%) students got the enough category, then 8 (24%) student got the low category and the last number shows 8 (24%) students were in the very low category.

D. Second Cycle Activity

The result of cycle 1 indicated that there was a little improving in students' speaking, but it didn't look improving significantly. In order to get better improvement and to solve the problems which found in the first cycle, so the cycle 2 was conducted. It was also done in two meetings with the same steps.

Then, in the second cycle the researcher take the title of environment ambassador where they very familiar with the description of the organization from their class. Next, the researcher placed students in groups and then distributed a print out of text entitled "Environment Ambassador" in the form of a printed image with 15 auxiliary vocabulary and an empty column where to write descriptive text as previously done. Students discuss to compose and write descriptions correctly. after that the researcher asked them to collect the work of each group for further evaluation.

Respondents	Post-Test II	Respondents	Post-Test II
A	40	J F	95
A G	50	J P	75
A L	60	J P	92
A W	74	K	35
A Z	70	K K	70
B L	90	K S	18
C A	90	Q E	90
D N	90	R F	38
D P	90	R P	90
D S	75	S A	93
E A	20	S F A	96
E K	95	S H	95
E M	50	S M	98
F L	70	T D	90
F S	80	T N	20
J	95	Y K	90
J E	90	Z V	98
TOTAL : 2512		MEAN SCORE : 73.88	

Table 7. Students' Score of second cycle activity

Based on the explanations and directions made by the researcher in the first cycle, they got a very good response, where students started to bring an English dictionary during the English learning schedule. The researcher also found that the students' scores showed a very drastic increase from the previous activities, namely Pre-cycle, Cycle I and Cycle II activities

Categories	Score	Frequency	%
VERY GOOD	90-100	18	53%
GOOD	70-80	7	21%
ENOUGH	50-60	3	9%
LOW	30-40	4	12%
VERY LOW	0-20	2	6%
TOTAL		34	100%

Table 8. Students' Analysis of CAR on second cycle activity

Based on table above, it can be seen that from 18 students (53%) of the number of students who are in the very good category, and 7 students (21%) who have writing skills are in the good category, while those in the enough category are 3 students. (9%). While in the low category there is 3 student (9%), and 3 student (9%) is in the very low category

several important things were obtained, namely:

1. Students' writing ability in English began to show improvement. This can be seen from the level of continuity of student writing with the specified topic.
2. Most of the students have started to dare to write down the contents of their thoughts into written form, but there is still a lack of punctuation, connecting words and repetition of words. Most students are able to describe the topic and title well and identify it well, so that the writing looks more interesting to read.
3. Continuity of writing with a predetermined topic shows improvement to be a good change for students.

E. Data Analysis

Improving students' writing skills in learning English by using content based instruction (CBI), students obtain a comparison of students' writing skills in the activities of pre-cycle, cycle I and cycle II as follows

No	Research	Category	Frequency	%
1	Pre Test	Complete	10	29%
		Incomplete	24	71%
2	Cycle I	Complete	18	53%
		Incomplete	16	47%
3	Cycle II	Complete	28	80%
		Incomplete	6	20%

Table 9. Comparison of students writing mastery precycle, first cycle and second cycle

Discussion

This study reveals that the use of Silent Comic "Next Door Country" was effective to improve students' writing skill at XI grade students of SMK Pariwisata Imelda Medan. Therefore, the result had positively answered the research question stated in the beginning of the study. This result also supported the finding of previous studies conducted by

Based on the data in the diagram above, it can be seen that the percentage of student scores between pre-cycle, first-cycle, and second-cycle has increased. In pre-cycle conditions, the percentage of students' completeness scores was 9%, meaning that students did not understand how to work on the descriptive text described by the researcher. In the first cycle the percentage of students' completeness scores increased to 29%, while in the second cycle it increased significantly to 62%. This study was declared successful in using this approach and it can be said that the use of content based instruction was able to improve students' writing skills.

F. Findings

In this finding, the researcher can conclude that there is an improvement in students' writing ability. This can be seen from the pre-cycle, In cycle I and cycle II, students' writing skills were complete and incomplete. In the pre-cycle activity, it showed that only 3 students (10%) were in the very good category in speaking English, first cycle activity the results showed that there were 10 students (29%) who were very good at speaking. Then, in second cycle students feel better in learning to write using the CBI (content based instruction) approach. This shows that 21 students (62%) are very good at writing,

G. Interpretation of Data

In classroom action research, researcher should not only rely on one data but must look at various data sources to support the research results. The data source used in this research was triangulation

1. Data Observation

The data were obtained from the first observation before the classroom action research (CAR) and during the CAR. Based on the results of student participation during the teaching and learning process in the English writing class through observation notes

2. Test of Data

Based on the results of students' writing scores, it was found that students' writing scores increased. This shows that the benefits of content based instruction can improve and motivate students to continue to improve their writing. Most of the students got good grades at the end of each cycle. . The average score of students in the preliminary study was 9% in the pre-cycle, and the average score in the first cycle was 29% and in the second cycle was 62%.

G. Discussion

There are several weaknesses of students in this process such as the value of accuracy, fluency and understanding as well as the suitability of the topic with the contents of the student's description. At this stage, most students have low scores, this is evidenced by looking at their scores in pre-cycle activities. Some of them are confused to understand how to describe something and write it down. They also do not choose the right grammar when they write sentences in the descriptive text and are still full of incomplete and inappropriate punctuation so that the language becomes ambiguous.

The increase in students' abilities can be seen in the table for each cycle. In the pre-cycle writing activities, students are strongly influenced by their mother tongue with errors that cause communication breakdowns. Students are often wrong in writing vocabulary correctly in reversed letters, making it difficult for readers to understand what they are writing.

From the results of the content based instruction approach, it is evident that the average score of students in pre-cycle activities is 39.52 and the average value of students in the first cycle is 57.85 and the average value of students in the second cycle is 80.88. Based on these data, the researcher found that the content-based instruction approach was very effective in developing the writing skills of eighth grade students of SMP Cahaya Pengharapan Abadi. This means that the content-based instruction approach can improve student achievement in writing. Content based instruction can make it easier for students to describe something that is close to them and they have learned at school through the content of the topic chosen from their own subjects.

4. CONCLUSION

Based on the research that researcher have done before, it can be concluded that researcher obtained qualitative data and quantitative data, the results showed an increase in students' writing skills using CBI, there were 80% was complete. These results come from data in the pre-cycle, cycle I and cycle II. In the pre-test cycle there were 10 students who succeed with a percentage of 29% and 24 students who did not succeed with a percentage of 71%, and in the first cycle there were 18 students who succeeded with a percentage of 53% and 16 students who did not succeed with a percentage of 47% then Cycle II there are 28 students who succeed with a percentage of 80% and 6 students who does not succeed with a percentage of 20% in post-test II. Qualitative data were also obtained by conducting interviews and observations of English teachers. The class became more interesting and students were very active in learning English, especially to improve students' writing skills by using descriptive texts.

It can be concluded that descriptive text with a content based instruction approach is used to improve the writing skills of grade VIII-A students of SMP Cahaya Pengharapan Abadi. the results showed a significant increase. evidenced by the difference in the average score of students in the pre-test and post-test activities in cycles I and II.

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