

IMPROVING STUDENTS' WRITING ABILITY ON DESCRIPTIVE TEXT BY USING INTENSIVE READING

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Abstract

This research is conducted in order to improve students' writing ability by using intensive reading at tenth grade of SMAN 14 Kabupaten Tangerang. In conducting this research the writer used qualitative descriptive as the method of the research. In this research used purposive sampling with the sample was 36 participants. To collect and analyzed the data, the writer used the information from observation, students' writing test and interview. The result of observation and interview in this research showed that intensive reading can improve students' writing ability on descriptive text. The result also supported by students' writing test. It can be seen from students' pre-test and post-test. The average score of pre-test was 30.1 or 35% and the average score of post-test was 55.4 or 65% of 36 students. The average score of post-test showed higher with increase score 25.3 or 30% of 36 students than their pre-test. It means intensive reading can improve students' writing ability especially on descriptive text. From the result, the writer concluded that teaching writing descriptive text using intensive reading at tenth grade of SMAN 14 Kabupaten Tangerang can improve their writing ability. For the teachers and the further researchers, it is recommended that to implement this method in English classroom to improve students' writing skill.

Keywords: descriptive text, intensive reading, writing ability

1. Introduction

In learning English there are four skills should be mastered by the students in all level of education. They are listening, speaking, reading and writing. Language could be speaking and writing, so it is important to learn it in both ways. In listening and reading, the students was received a message that is formulated by another. One of

skill in teaches English it should be mastered by the students in their level of study. According to Aquilina (1999:13) said that writing is one of the language skills that should be mastered by students. In writing skill, the students should be master their vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be apply in many aspect

of life. Through writing, people are supposed to be able to express their ideas in writing form. According to (Hogue, 2007) said that writing is never stop in one step action, it is an ongoing creative activity. In each other definition, Mayer (2005) in Aryni (2013:1-9) said that writing is an action to organize ideas or information to transform ideas into words and gave them structure and coherent organization. Despande (2014:67-73) also said that writing skills is an activity continues to developmental of process teaching learning in school. Writing becomes the most difficult skill when it is learn by the foreign language learners it support by Adas & Bakir (2013:254-266). Furthermore, Tans (2014:1) in Salem (2018:147-154) said that "Writing is a skill in learning language that must be mastered by everyone especially for students because writing is a final product after learners have studied about listening, speaking and reading". In expressed the thought into a written language, feeling plays an important role as well, so that the product will be easily understood and enjoy by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the taught, feeling and ability in using a language. Because that, to made a good writing, the students needed to hard thinking and have to extent knowledge to got corrected writing when the students were writing something they have to product some word, sentence, and paragraph at the same time. Therefore, if the students want be a good

writer they have to master all aspect about writing. In writing class students have some difficulties aspects, such as: they had difficulty to choose words to make a paragraph or essay and the teacher difficulties in finding the appropriate strategies for the English class especially in writing class for the teacher. The English Curriculum, at SMAN 14 Kabupaten Tangerang, it is clearly stated that one of the objectives of the English subject is developing the ability which covered listening, speaking, reading and writing. In fact has shown that many students is good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words. In teaching and learning English, there are many strategies to teach students whether in materials or techniques of English skills. The students who learn English will be successful if the learning sources or strategies are relevant with the students need. One of strategy which is suitable in teaching writing is intensive reading. According to Miller (2011:69-84) said that intensive reading as a methodology, particularly as it applied to vocabulary development. By intensive reading the teacher easily controls students in writing a text and students will be more focused on the learning process in the classroom activity. Intensive reading as a methodology is a teacher centered approach it means the teacher as a guide of classroom activities. The teacher could control the class whether in teaching learning process included grammar, vocabulary, and

comprehending text. In this research the writer would try to use intensive reading as a strategy in learning writing on descriptive text. Descriptive text is a text which describes the features of people, animals, things, or places. According to Collin (2009) in Eramona (2014:1-9) said that descriptive text is to describes specific of places can be of a building, a room, a town, an area or a visit, this text usually describe about location, content, and others characteristics. Furthermore, according to Pardiyono (2007:34) in Siburian (2013:32-44) said that descriptive is a type of written text belonging to the specific function to describes about an object clearly to read by the reader, in order to the reader can visualize the topic and enter into the writer's experience. In descriptive text are includes the social function of the text are to describe a particular person, place, and things. In others, there are two aspects in descriptive text such as generic structures and language features. There are two generic structures of the text; identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. According to Siburian (2013:32-44) said that language features of descriptive text is focus on specific participant, use simple present tense, action verb, adjective verb, noun, and adverb. Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing

also involves putting across feelings, describing place, things and object. In this case the writer is going to describe about place by the students' ability in writing descriptive text based on their own words in writing.

2. Research Method

In this research apply the principals of qualitative research to find out students' writing ability on descriptive text by using intensive reading. According to Creswell (1998) in Suparman (2009:44) said that "the countours of qualitative research can be observed by looking across several persepectives that leading authors shares". This research used descriptive statistic. According to Gay (2012:319) "descriptive statistic provide basic information about the number of participants in a study, their characteristics, and how they did on a test or outcome". It means that descriptive statistic can be used to give information about the number of the students' improvement in writing descriptive text. It focused on the fact and information about students' writing ability on descriptive text by using intensive reading and the data collected after conducting a test on students' worksheet of descriptive writing. Then, the result would be described in from of paper. The writer took class social X-2 as the participants that consists of 36 students, the writer only took 6 students from the all of students. They are chose as the representative of the class that would be arranged by the writer. It is used to know students' writing ability

on descriptive text. Furthermore, Suparman (2009:67) said that purposive sampling is one of technique that focus on specific participants. So, the sample in this research is taken by using purposive sampling, because the writer took only one class from three classes, and it consists of 36 students in social class X-2. This research applied triangulation sources or multiple sources of information including students' writing test, observation and interview.

3. Result

In this research the writer used observation, students' writing test and interview in answering the research question on how intensive reading can improve students' writing ability on descriptive text in learning writing. The writer elaborated the result of data as follows:

a. Result of Observation

The writer used observation to collect the data from the field. In observation, the writer became non-participant or observer. The writer did three times of observation.

In the first observation on July 23rd 2018, at SMAN 14 Kabupaten Tangerang, the writer asked permission to the teacher to do the research. The writer only saw the condition and situation of the classroom.

In second observation on August 14th 2018 at SMAN 14 Kabupaten Tangerang. The writer sits at the back of class and noted the all of students' activities in learning English. The writer found that the teacher used intensive

reading in delivering material to the students.

In this step the teacher (Miss I) explained the all materials of descriptive text included the aims of text, generic structure, and language features. Then she gave some descriptive texts to the students and asked them to read and analyze the characteristics of the text. The students should know the meaning of words and the detail information of the text itself. It used to help the students in understanding the material of descriptive text and hopefully by learning the material students could able in making or writing descriptive text by using their own words. In second times of making descriptive text, the students' writing more better that previous task. The students could understand the material of descriptive text although some of them still did the mistakes.

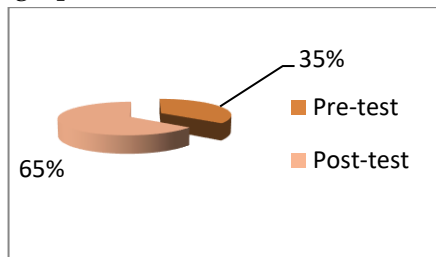
In the last observation on August 21st 2018 at SMAN 14 Kabupaten Tangerang. In this step the Miss I as an English teacher reviewed the all materials of descriptive text and gave them some descriptive text as an example in doing their writing task. She allowed the students to read the text, found difficult words, and analyzed the characteristics of descriptive text. In this step she asked the students to make a descriptive text by using their own words, and the result of their writing task better than first and second task. It means the students can improve their writing task on descriptive text.

Based on all the result of observation, it can be concluded that

students can improve their writing skill on descriptive text by using intensive reading.

b. Result of Students' Writing Test

The writer gave writing test to the students, they were pre-test and post-test. The result of the test can be seen on the graphic below:



Picture 1 Percentage of students writing score pre-test and post-test

(Source: students' score of writing on descriptive text in pre-test and post-test X IPS 2 of SMAN 14 Kabupaten Tangerang)

Based on graphic above, the result showed that students can improve their ability in writing descriptive text. It can be seen from the result of their pre-test and post-test. The average score that the writer calculated from 36 students showed improvement. It can be seen that students' score of pre-test was 55.4 or 35% of 36 students and the average score of post-test was 30.1 or 65% of 36 students. From that average score it showed that the result of students' writing task was increase. It can be concluded that students can improve their ability in writing descriptive text by using intensive reading.

This finding also supported the previous finding that the writer took from observation. In this step the writer only focused in collecting the data from students' writing score. The writer did not compare the result with minimum

criterion or KKM (*Kriteria Ketuntasan Minimum*), because score of minimum criterion is the total score from the all of skills in English. In this research the writer only took students' writing score to see the improvement of their writing ability especially in writing descriptive text and also to answer the research question that stated in chapter one.

c. Result of Interview

The writer also used interview to support the previous research from observation and students' writing test. In doing interview the writer was interviewed students and English teacher (Miss I). The writer only selected some students as representative of the data. The writer chose students who got writing achievement in high score, middle score, and low score. The result of interview as follows:

The interview held on August 22nd 2018. The result showed that student 5 who got high score felt enjoy and interest in learning writing by using intensive reading especially on descriptive text. Student 5 said *"I like intensive reading because I can understand the content of the text. Moreover learning descriptive text is easy and also can improve my vocabulary"*. It means that student 5 can understand characteristics of descriptive text. Interview with student 22 who got middle score in her writing test felt enjoy and interest also in learning writing on descriptive text by using intensive reading. Student 22 said *"I like this activity and it can improve my vocabulary."* From the interview of student 22, it means that intensive

reading can improve her writing and vocabulary. Interview with student 18 who got low score, the result showed that she still had difficulty in mastering vocabulary and expressing general idea of the text. Although she felt enjoy in learning writing by using intensive reading. Student 18 said *"I interest about this activity, it can help me in making summary of descriptive"*. From the interview of student 18, it can be concluded that intensive reading can help her in doing writing task especially in summarizing the descriptive text although her score is low.

The interview of the English teacher, an English teacher of 10th grade students at SMAN 14 Kabupaten Tangerang (Miss I), reveals that the teacher agreed to use intensive reading in teaching writing on descriptive text. She said, "Intensive reading is good for teaching writing, although the students still difficulty in express their idea on writing activities because the students did not have enough vocabularies and did not know the pronoun in English. The students still confused in using or changing the pronoun itself." From the interview of English teacher, it can be concluded that intensive reading can be used in teaching writing and it can help the students in understanding the materials of descriptive text.

4. Discussion

This finding also supported the previous data that the writer found at the field. Most of students gave positive responses to the lesson by using intensive reading. They felt happy in

learning descriptive text and they could make a summarizing of the text easily although their mistake still appear in their writing task especially in using verb and pronoun. Intensive reading can help the students in understanding the materials directly so their mistakes in writing descriptive text can be solved. Based on the explanation above, it can be concluded that intensive reading can give positive impact on students' writing ability. The teacher should be creative in delivering materials by using some techniques in order to face student problems in learning English especially in writing. According to (Miller, 2011) said that intensive reading is an activity course of read passages in students' textbooks, and the teacher explain about grammar, vocabulary, text organization and meaning from the reading. It means as a teacher should give the detail explanation to his or her students about the material before he or she give a test. This finding also supported by (Afriyeni, 2013) on *"Improving Students' Reading Comprehension by Using Intensive Reading Technique At Grade V.D Of Sdn 6 Pekanbaru"* the result shows that Intensive Reading can improve students' reading understanding in every indicator. It means intensive reading not only improve students' writing skill but also in other English skills.

Based on the discussion above, it can be concluded that intensive reading can give positive impact in improving students' writing text on descriptive text for X-2 grade students in social class at SMAN 14 Kabupaten Tangerang.

Although in this case the students' writing score did not increase significant, but the students' score showed improvement. The students' writing score in this research did not compare with the minimum criterion or KKM of English in that school, because the score of minimum criterion or KKM is the total score of all skills in English. In this research the writer only focused on students' writing score to know the improvement of writing ability that she found in the field.

5. Conclusion

Based on the result of research findings and discussions, it can be concluded that intensive reading can give positive impact in improving students' writing text on descriptive text for 10th grade students at SMAN 14 Kabupaten Tangerang. So it could be said that intensive reading technique was an alternative way in improving students' writing skill on descriptive text and their vocabularies.

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