



Improving Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in 2021/2022

Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskriptif melalui Strategi *Writer Workshop* di SMP Negeri 2 Lahewa T.A. 2021/2022

Yasminar Amaerita Telaumbanua

Universitas Nias

yannaqueencer@gmail.com

Elwin P. Zebua

Universitas Nias

elwinp30zebua@gmail.com

Sefeniati Gea

Universitas Nias

sefeniatigea@gmail.com

Abstract

Writing is the process of using symbols like letter of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. To write clearly it is essential to understand the basic system of a language. In learning writing, most of students could not achieve the 70 MCC. There were problem faced by the students in studying writing especially in descriptive text at the seventh grade of SMP Negeri 2 Lahewa in 2021/2022 namely: the students were lack of vocabularies, the students were unable to describe the object and the students were unable to identify topic, main idea, content from descriptive text. Thus, to overcome these problems, the researchers conducted a research by using Writer Workshop Strategy at the seventh grade of SMP Negeri 2 Lahewa in 2021/2022. So, to achieve the purpose, the researchers used Classroom Action Research (CAR). This research has been conducted in two cycles, which each cycle consisted of two meetings, and each meeting consisted of four steps, they were planning, action, observation, and reflection. The result of the data in Cycle I showed there were 2 students (8%); 5 students (20%), 3 students (12%), 10 students (41%) and 4 students (16%). While in Cycle II there were 15 students (62%) got score among 86-100, 5 students (20%) got score among 71-85, and 4 students (16%) got score among 56-70. Based on the result, it is concluded that Writer Workshop Strategy improved the students' writing ability in descriptive text at the seventh grade of SMP Negeri 2 Lahewa in 2021/2022.

Keywords: *students' writing ability, writer workshop strategy, descriptive text*

Abstrak

Menulis adalah proses menggunakan simbol-simbol seperti huruf alfabet, tanda baca dan spasi untuk mengkomunikasikan pikiran dan ide dalam bentuk yang mudah dibaca. Untuk menulis dengan jelas, penting untuk memahami sistem dasar suatu bahasa. Dalam pembelajaran menulis, sebagian besar siswa tidak mencapai 70 PKS. Ada kendala yang dihadapi siswa dalam pembelajaran menulis khususnya teks deskriptif di kelas VII SMP Negeri 2 Lahewa tahun 2021/2022 yaitu: siswa kurang kosa kata, siswa tidak mampu mendeskripsikan objek dan siswa tidak mampu mengidentifikasi topik, ide pokok, isi dari teks deskriptif. Maka untuk mengatasi permasalahan tersebut, peneliti melakukan penelitian dengan menggunakan Strategi Writer Workshop pada siswa kelas VII SMP Negeri 2 Lahewa tahun 2021/2022. Maka untuk mencapai tujuan tersebut peneliti menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus, dimana setiap siklus terdiri dari dua pertemuan, dan setiap pertemuan terdiri dari empat langkah, yaitu perencanaan, tindakan, observasi, dan refleksi. Hasil data pada Siklus I menunjukkan ada 2 siswa (8%); 5 siswa (20%), 3 siswa (12%), 10 siswa (41%) dan 4 siswa (16%). Sedangkan pada Siklus II terdapat 15 siswa (62%) mendapat nilai antara 86-100, 5 siswa (20%) mendapat nilai antara 71-85, 4 siswa (16%) mendapat nilai antara 56-70. Berdasarkan hasil penelitian, disimpulkan bahwa Strategi Writer Workshop meningkatkan kemampuan menulis teks deskriptif siswa kelas VII SMP Negeri 2 Lahewa tahun 2021/2022.

Kata kunci: *kemampuan menulis siswa, strategi workshop penulis, teks deskriptif*

INTRODUCTION

English as a foreign language and as an international language is used by many people in the world as tool of communication. As a tool of communication, must be learnt well to prevent





any misunderstanding in oral or written form. It also has a big role in the aspects of human daily life, such as; science, technology, politic, tourism, culture and education. Therefore, it can be said that English is very essential or necessary to be known, learnt, and mastered by people. Writing is the process of using symbols like letter of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. Moreover, Langan (2012:9) in Irwan et al (2018), states that writing is a skill which transforming thoughts from one's head into words on a sheet of paper and writing is a process of discovery that involves a series of steps." The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified.

Writing is an important form of communication. It is a useful tool for discovering and thinking. Writing is, in fact, a transaction with words whereby someone frees himself from what he presently thinks, feels and perceives. This explains that writing is delivering meaning to the readers. Therefore, writing is a process of extracting and delivering meanings in one's head into words on a sheet of paper. Aydawati (2016:40) argues, "Writing helps learners gain independence, comprehensibility, fluency and creativity in writing." In other words, writing can make students to express anything on a paper, writing can help students to remember and express their idea by their own words. In the writing process, according to Huy (2015: 54) "there are four types of writing, namely exposition, argumentation, description and narration." Description is also the fiction writing mode for transmitting a mental image or the particulars of a story. Description text gives the explanation or more information of an object. Descriptive text is a form of text that tells things such as places, figures, shapes, and pets in sequence.

Based on syllabus of 2013 Curriculum at the seventh grade of SMP Negeri 2 Lahewa, writing is included as one of the skills that should be taught to the students. Core competence expects the students are capable in understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related causes phenomenon and events, and applying the procedural knowledge to specific area of study in accordance with their talents and interests to solve the problem. Meanwhile, basic competence expects the students to analyze the social functions, text structures, and linguistic features of descriptive text either in written form according to the context of its use. The minimum competence criterion which is decided in the school is 70. Therefore, for reaching the successful one, the students must get score at least 70 or more.

Based on the observation at the seventh grade of SMP Negeri 2 Lahewa, especially in class VII-A at the beginning of last September 2021 through interviews with teachers and also observations of students while learning English, showed some problems such as the students were lack of vocabularies, the students were unable to describe the object and the students were unable to identify topic, main idea, content from descriptive text. Based on identification of problems above, the researcher takes a conclusion that the lower of the students' learning result it is caused by the lower of the learning quality. And the lower of the learning quality it is caused by the strategy used by the teacher in teaching-learning proces. So, students' motivation to learn English was low. Actually, the teacher should apply learning strategy that is suitable for material that teacher will teach to the students and can increase students quality well, in order that the students are active and their study can develop. To overcome the problems the researchers solved the problems by using Writer Workshop Strategy to improve the students' ability in writing descriptive text. The researchers chose Writer Workshop Strategy as a solution to the problem found by the students because the objectives and implementation of Writer Workshop Strategy have relationship with the problems found in the students. Writer Workshop Strategy allows students to think and gives the time for students to communicate what they think with others through writing. Writer Workshop meets these needs and streamlines instruction in order to meet the most important objective. It's supported by (Vygotsky, 1986) in Strum (2012:338) arguing,



Improving Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in 2021/2022

Yasminar Amaerita Telaumbanua, Elwin P. Zebua, Sefeniati Gea

Universitas Nias

As student's participation Writers' Workshop, they learn that writers compose texts to make meaning that can be shared with others. Students communicate, both orally and in writing, throughout all phases of the Writers' Workshop.

To conduct the research, the researchers used Classroom Action Research (CAR) as research method. The research included four stages of activities, they were planning, implementing, observing, and reflecting of the action. The subject of the research was the students of seventh grade of SMP Negeri 2 Lahewa in 2021/2022. Classroom Action Research (CAR) begins with interaction about classroom experiences, issues, or challenges that require the student to be active in classroom. It is a reflective process which helps teacher to explore and examine aspects of teaching and learning to take action to change and improve the students' ability to write. The procedures of the research implementation which were done in cycles. Based on the previous explanation, the researchers formulated the title of the research that is "Improving Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in 2021/2022".

RESEARCH METODE

In the research, the researchers searched about of application of Writer Workshop Strategy to improve the students' writing ability in descriptive text. In order to analyze about the result of the research, based on the characteristic of the research, the research used Classroom action Research (CAR) to get the data. According to Carr and Kemmis (1991) in Ifanti (2016:14) argue, Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or principals for example) in social (including education) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situation (and institutions) in which these practices are carried out. And Niff as quoted by Supardi, et al., (2007) in Masito and Suprijadi (2015:43) saying, "Classroom Action Research is a form of self reflective enquiry undertaken by participants of teacher, students, headmaster in educational field in order to improve the rationally and justice of educational practice, increasing the students' ability and developing the capability of teaching". It can be said that CAR is a reflective research that is used by the teacher as a tool to develop teacher's teaching skill in teaching-learning process in developing curriculum and develop the students' ability in learning practice.

The location of the research was SMP Negeri 2 Lahewa It is located at Afia village, Lahewa subdistrict, and Nias Utara reGENCY. There were 19 teachers in the school; the total numbers of students were 157 persons. The total numbers of class were 6 class where the seventh grade consisted of 2 class, the eighth grade consisted of 2 class, and the ninth grade consisted of 2 class. The subject of the research was the seventh grade students especially VII-A. The students in VII-A class consisted of 25 students. The researchers chose the class because the researchers believed the class have problems based on the identification of problem that has been described previously.

In the research, the researchers implemented the action two cycles. Cycle I was unsuccessful, the researchers continued to Cycle II and it was successful to achieve Minimum Competence Criterion (MCC). Each cycle consisted of two meetings where each meeting was 2 x 40 minutes. In the research, the researchers arranged the procedures of action implementation in cycle form. According to Lewin in Arikunto (2006:83), the operational in CAR consists of four components; they are planning, action, observation and reflection.

The procedures of the research implementation which are done in cycles is seen from the explanation below:

DOI UNTUK ARTIKEL INI

<https://doi.org/10.37010/int.v3i1.657>

Scan barcode untuk
mengunjungi OJS
kami





1. Cycle I

a) First Meeting

- 1). Planning by preparing syllabus, lesson plan, material, observation sheet (for the students and researcher), field notes and attendance list.
- 2). Action
In doing the action, the researchers implemented Writer Workshop Strategy with three points of general activities, such as Pre Teaching-Learning Activities, Whilst Teaching-Learning Activities, and Post Teaching-Learning Activities. Particularly, in whilst teaching-learning activities, the researchers implemented the strategy as follows.
 - a) The researchers prepared a descriptive text (as an example for students).
 - b) The researchers explained the Writer Workshop Strategy to the students.
 - c) The researchers made the students into 5 (five) groups.
 - d) The researchers explained the writing material briefly to the students.
 - e) The researchers conveyed the tasks that must be done by students in group discussions.
 - f) The researchers directed students out of the classroom, then observed the surroundings outside the classroom to get good ideas before doing writing activities.
 - g) The researchers directed the students back to enter the classroom and the researcher asked the students to give ideas to one another about a good text for them to write.
 - h) The researchers provided opportunities for students to do “guided writing” activities and students started to write text (descriptive text) by freely chose the topic they wanted to write about. This was done in groups but the writing of the text was done individually.
 - i) The researchers gave time for students to "sharing time" with the results of their respective writings by means of students read the writings of their friends from each other in a group discussion. Then negotiated with a group of friends or with the teacher (researchers).
 - j) Students made “individuals conferences” which the researchers asked the students to read the writings to each other and then gave suggestions about the results of the writings.
 - k) Students made improvements to their writing in accordance with the results of the "sharing time" that was done previously.
 - l) Then students returned to reading each other's writings after the improvement stage.
- 3). Observation, by observing the researchers’ and the students’ activities in the teaching-learning Process, the students’ weakness (es) in writing descriptive text and the improvement in using Writer Workshop Strategy.
- 4) Reflection, by noting the result of observation involves the researchers’ and students’ and activities, analyzing and evaluating the result of observation sheet, and analyzing and noting the weakness (es) in teaching-learning process.

b). Second Meeting

These were continuous activities of the first meeting done by the researchers, as follows:

- 1) Planning by preparing lesson plan, material, and the scoring guideline for descriptive text, observation sheet (for the students and researchers), field notes and attendance list.
- 2) Action, in this stage the researchers made the students into 5 (five) groups, conveyed the tasks that must be done by students in group discussions, directed students out of the classroom, then observeb the surroundings outside the classroom to get good ideas before doing writing activities, directed the students back to enter the classroom and asked the students to give ideas to one another about a good text for them to write, provided opportunities for students to do “guided writing” activities and students started to write text (descriptive text) by freely



choosing a topic they wanted to write about. This was done in groups but the writing of the text was done individually. Then, the students made "individuals conferences" which the researchers who asked the students to read the writings to each other and then gave suggestions about the results of the writings, the students made improvements to their writing, the students again read each other's writings after the improvement stage, asked the students to submit their work and ends the class.

- 3) Observation, in the stage some activities were done such as observing the researcher's and students' activities in the teaching-learning process, observing the students' weakness(es) in writing descriptive text, observing the students weakness(es) in the teaching-learning process, and observing the students' ability in the teaching-learning process.
- 4) Reflection, in the stage, some activities were also done such as noting the result of observation involves the researcher's and students' activities, analyzing and evaluating the result of observation sheet, analyzing and noting the weakness(es) in teaching-learning process and analyzing what should be improved in the next meeting.

2. Cycle II

Some improvements were done in Cycle II during conducting the activities and the result showed that the implementation of Writer Workshop Strategy improved the students' ability in writing descriptive text. It was held in two meetings also, the same with Cycle I.

The Instrument of Collecting the Data

In collecting the data, the researchers used three instruments namely observation sheet, evaluation sheet and field notes as to be used as follows.

1. Observation sheet

The observation sheet used by the researcher as the source of qualitative data. It contains the researcher's and students' activities in teaching-learning activities. This purpose was to know the weakness (es) and the strength(s) in the teaching-learning process. Thus, the researcher will collaborate with the English teacher to observe those activities.

2. Students Worksheet

The worksheet was the result of student writing that used by researchers to find out whether there is an increase in students' writing skills used the Writer Workshop Strategy.

3. Field Notes

It is a piece of blank paper which used by English teacher collaborator to write beyond expectation activities during teaching learning process.

The Techniques of Data Analysis

In the research, the data was analyzed by the researchers were qualitative data and quantitative data. In analyzing the qualitative data the researchers used the following formula.

Each meeting will be evaluated by using the formula written by Sugiono (2011:32) argues,

$$PD = \frac{\text{Done activities}}{\text{Total activities}} \times 100\%$$

Then, it was interpreted into some classification as Tuckman in Nurgiyantoro (2001:339):

| | |
|------------|-----------------|
| 85% - 100% | : Very good |
| 70% - 84% | : Good |
| 60% - 74% | : Adequate |
| 40% - 59% | : Less adequate |
| 0% - 39% | : Very weak |



Meanwhile quantitative data was analyzed by using a formula as seen in Chapter II, pages 13-14. The way to evaluate writing according to Brown (2007) in Iftanti (2016:11)

RESULTS AND DISCUSSION

Results

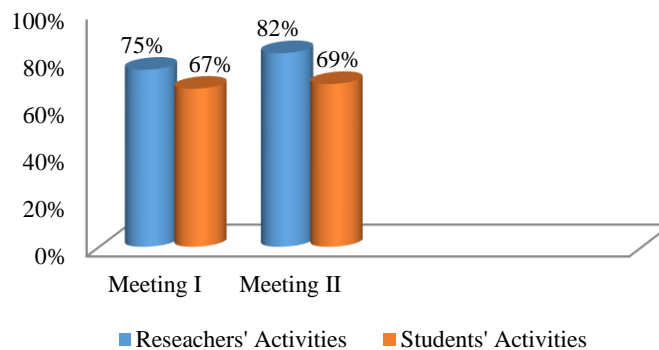
The result of the observation during the teaching-learning process in Cycle I as follows:

Table 1. The Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in Cycle I

| MCC | Level | Scoring | Frequency | Percentage (%) |
|-----|--------------|---------|-----------|----------------|
| 70 | Very Good | 86-100 | 2 | 8% |
| | Good | 71-85 | 5 | 20% |
| | Adequate | 56-70 | 3 | 12% |
| | Less | 41-50 | 10 | 41% |
| | Fail | <40 | 4 | 16% |
| | Total | | 24 | 100% |

Based on the data from the table above explained that the students' ability in writing skill during implementing Writer Workshop strategy in Cycle I was fail. Some of students did not pass on MCC stated at school, it was 70. It is caused the students did not listen the goal of study, the students could not carry out their opinion, the students did not listen the researchers' explanation about the material and the explanation about the implementing Writer Workshop Strategy, the students could not take the conclusion, and the students did not ask the difficult material. Therefore, the researchers wanted to continue the research in Cycle II.

The progress of the researcher's and the student's activities in Cycle I, is viewed in the graphic as below:



Graphic 1. The Progress of the Researchers' and the Student's Activities in Cycle I

The result of the observation during the teaching-learning process in Cycle II as follows:

Table 2. The Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in Cycle II

| MCC | Level | Scoring | Frequency | Percentage (%) |
|-----|-------|---------|-----------|----------------|
|-----|-------|---------|-----------|----------------|



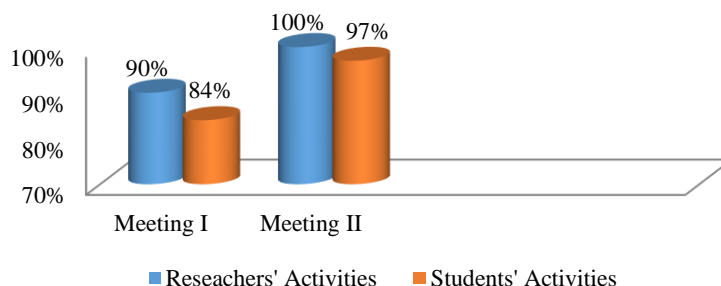
Improving Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in 2021/2022

Yasminar Amaerita Telaumbanua, Elwin P. Zebua, Sefeniati Gea
Universitas Nias

| | | | | |
|----|--------------|--------|----|-----------|
| 70 | Very Good | 86-100 | 15 | 62% |
| | Good | 71-85 | 5 | 20% |
| | Adequate | 56-70 | 4 | 16% |
| | Less | 41-50 | - | - |
| | Fail | <40 | - | - |
| | Total | | | 24 |

Based on the data from the table above explained that, the students' ability in writing descriptive text during implementing Writer Workshop Strategy was good and increased their writing and all of the students passed the MCC. It was caused the students listened carefully the goal of study, the students carried out their opinion, the students listened to the researchers' explanation of the material, the students made a group, the students listened carefully to the researcher's explanation about the implementing Writer Workshop Strategy, the students could convey their opinion to the other groups, the students could conclude the topic and the students asked the difficult material.

The progress of the researcher's and the student's activities in Cycle II, is viewed in the graphic as below:



Graphic 2. The Progress Researchers' and the Students' Activities in Cycle II

The result of the students' ability in descriptive text by using Writer Workshop Strategy is seen in the table below:

Table 3. The Students' Improvement from Cycle I to Cycle II

| No | Cycle | ScoreLevel | Frequency | Percentage | Categories | MCC |
|----|-------|------------|-----------|------------|------------|-----|
| 1 | I | 86-100 | 2 | 8% | Very good | 70 |
| | | 71-85 | 5 | 20% | Good | |
| | | 56-70 | 3 | 12% | Adequate | |
| | | 41-50 | 10 | 41% | Less | |
| | | <40 | 4 | 16% | Fail | |
| 2 | II | 86-100 | 15 | 62% | Very good | |
| | | 71-85 | 5 | 20% | Good | |
| | | 56-70 | 4 | 16% | Adequate | |

Based on the previous table, the result of the students' test was successful in Cycle II. All of the student's problems have been overcome in Cycle II. It could be solved because of modifying the procedures of Writer Workshop Strategy and implementing in the classroom. Therefore, the students are able to write based on the expectation of the syllabus and lesson plan especially in conveying the idea about descriptive text.

Discussion

DOI UNTUK ARTIKEL INI

<https://doi.org/10.37010/int.v3i1.657>

Scan barcode untuk
mengunjungi OJS
kami





After conducting the research in two cycles, the researchers analyzed the result of the students' ability and the observation sheet either for the researcher's and students' activities. The result of the students' ability in writing skill in Cycle I, there were 2 students (8%) got score among 86-100 classified as "very good level", they get the score because they follow well the explanation of the researcher from start to finished; 5 students (20%) got score among 71-85 classified as "good level", they followed the learned procesed but they were not serious; 3 students (12%) got score among 56-70 classified as "adequate level", the students were lack to conveyed their idea; 10 students (41%) got score among 41-50 classified as "Less level", the students not have idea and not seriously to followed the learned; 4 students (16%) got score among <40 classified as "fail level", the students were lack of vocabulary, grammar and not seriously to followed the learned. So, the average value of students in Cycle I was 41.6. So, the result of the student's ability in writing skill of Cycle I, could not pass the MCC because most of students were unable to convey their idea based on the material that have been learnt. And the students could not take the conclusion. Therefore, the researcher continued conducting the research in Cycle II. In Cycle II, the results of the test were 15 students (62%) got score among 86-100, the students were already able to convey their idea and able to do the test seriously. 5 students (20%) got score among 71-85, the students were already able to convey their idea but still lack of vocabulary. 4 students (16%) got score among 56-70 the students were able to write descriptive text but still need to learn more. Thus, the average value of the students in Cycle II was 92.6. As a result, the score of the students in Cycle II has passed the MCC; it is caused the researcher did some procedures namely: the researcher interpreted that most of the students could apply the Writer Workshop Strategy and they were able to convey their idea based on the material that have been learnt, the researcher asked the students to take the conclusion and give the solution based on the topic that has been discussed. As the impacts, all of the students were able to convey their idea based on the material that have been learnt and all of them could write text because the students have pretension to write in English caused the researcher encourage the students to write bravely and challenging them to convey their idea because English it's fun.

It is concluded the student's problem has been overcome in Cycle II. It proved that the students were able to convey their idea based on the material orally and the student's vocabulary, grammar, content, fluency, mechanics and organization has been improved through Writer Workshop Strategy and passed on MCC. It proves that Writer Workshop Strategy helps the students able to detect the root cause of the problem. Beside that, 'Writer Workshop Strategy is a daily, scheduled block of time in which students are provided opportunities to write', like explained by Brinkman Patty and Andrews Barbara (2012:4). Moreover "The writers' workshop has been in use for decades by fiction writers, poets, and writers of creative nonfiction, and in the realm of creative writing it is praised as essential and criticized as vicious, loved and hated", as explained by Richard (2002:4).

CONCLUSION

In Cycle I, the average of the student's mark in writing especially in descriptive text was not satisfying; most of students could not pass the MCC because the students were unable to convey their idea about the material. However in Cycle II, the results showed that the score of the students in Cycle II has passed the MCC; because the researcher did some procedures namely: the researcher interpreted that most of the students could apply the Writer Workshop Strategy and they were able to convey their idea based on the material that have been learnt, the researcher asked the students to take the conclusion and give the solution based on the topic that has been discussed



Improving Students' Writing Ability in Descriptive Text through Writer Workshop Strategy at the Seventh Grade of SMP Negeri 2 Lahewa in 2021/2022

Yasminar Amaerita Telaumbanua, Elwin P. Zebua, Sefeniati Gea
Universitas Nias

Eventually, the observation sheets described that the researchers' and the students' activities got a significant improvement from the beginning to the end, which assured the researcher that Writer Workshop Strategy improves the student's ability in writing especially in descriptive text at the eighth grade of SMP Negeri 2 Lahewa in 2021/2022.

BIBLIOGRAPHY

- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Aydawati, Emilia Ninik. (2016). Teaching and Assessing Writing in A literacy Based Program through Peer Review (the 2nd International Seminar on Educational Technology (ISET) 2016.
- Brinkman, P & Andrews, B. (2012). *Making Sense of the Writer's Worksho*. Benchmark Education.
- Calkins, L. (2013). *Literacy Strategies after School*. Connecticut Stated Department of Education.
- Clark, et al. (2015). *Beginner's guide to teaching Writing*. Pattern Based Writing.
- Council British. (2017). *An Introduction to Learner-centered Teaching*. England and Wales.
- Hroub, A. A., et al. (2016). The Impact of the 'Writers' Workshop' Approach on the L2 English Writing of Upper-Primary Students in Lebanon. *The Language Learning Journal*. ISSN: 0957-1736.
- Huy, N. T. (2015). Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School Asian. *Journal of Education Research*. 3(2).
- Iftanti, E. (2016). Improving Students' Writing Skills through Writing Journal Articles. East Java: IAIN Tulungagung. *Lingua Scienta*. 8(1).
- Jayanti, D. A. (2019). *Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang*. 3(1).
- Masito, S. & Suprijadi, D. (2015). Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eighth Grade Students of SMP Islam Terpadu Fitrah Insani. *ELTIN Journal*. 3(1).
- Mulyani, I. (2019). Penerapan Model Writing Workshop Untuk Meningkatkan Kemampuan Menulis Bahasa Inggris Siswa Kelas XII IPS SMAN 11 Bandung. *Jurnal Penelitian*. 10(2).
- Ningsih, R. E. (2016). *Improving Students' Writing Ability through the Use of Dictogloss Technique*. 12(2).
- Nurgiyantoro, B. (2001). *Penelitian dalam Pengajaran Bahasa Dan Sastra*. BPFE: Yogyakarta.
- Ramadani, A. S. (2013). *Improving Students' Writing Ability in Writing Descriptive Texts through Field Trip at SMA N 1 Godean*. Yogyakarta: Universitas Negeri Yogyakarta.
- Richard, Jack C. & Renandya, Willy A. (2002). *Methodology in Language Teaching*. Cambridge University Press.
- Salem, S. M. A. A. (2013). The Effect of Writer's Workshop Approach to Develop Functional Writing Skills of Primary Stage Pre-Service English Language Teachers in Egypt. *International Journal of Applied Linguistics & English Literature*. 2(5).
- Syllabus. (2013). *English Curriculum Edisi Revisi 2017 of SMP Negeri 2 Lahewa*.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Supiah & Suzana. (2018). *The Use of Journal Writing in Teaching English Writing*. Bangka Belitung: Institut Agama Islam Negeri on 30 October 2018.
- Strum, M. J. (2012). *An Enriched Writers' Workshop for Beginning Writers with Developmental Disabilities*. 32(4), 335-360.





Intelektium adalah jurnal yang diterbitkan oleh Neoelectura, diterbitkan dua kali dalam satu tahun. Intelektium adalah media publikasi ilmiah dalam bentuk makalah konseptual dan penelitian lapangan yang terkait dengan bidang pendidikan. Diharapkan Intelektium dapat menjadi media bagi akademisi dan peneliti untuk menerbitkan karya ilmiah mereka dan menjadi sumber referensi untuk pengembangan ilmu pengetahuan.

Trisanti, N. (2011). Strategi Writing Workshop Untuk Meningkatkan Kemampuan Menulis Paragraf Mahasiswa Jurusan Bahasa dan Sastra Inggris. Semarang: Universitas Negeri Semarang. *Jurnal Penelitian Pendidikan*. 28(1).

