

**IMPROVING STUDENTS' WRITING ABILITY IN
DESCRIPTIVE TEXT THROUGH AN EXPANSION
DRILLING TECHNIQUE AT THE FIRST GRADE IN SMA
NEGERI 1 BANJAR AGUNG**

(Undergraduate Thesis)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

IMPROVING STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH AN EXPANSION DRILLING TECHNIQUE AT THE FIRST GRADE IN SMA NEGERI 1 BANJAR AGUNG

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The research aims to find out whether there is any significant improvement of students' writing ability in descriptive text through the Expansion Drilling Technique. The research was a quantitative approach. The design used in this research was One group Pre-test and Post-test. While the sample consisted of 30 students in X. 6 of SMA Negeri 1 Banjar Agung. The instrument was a writing test. The data were in the form of scores taken from the pre-test and post-test. The results showed that students' writing score gain was 16.89 from 54.09 in pre-test to 70.98 in post-test. The significance was analyzed by using a Paired Sample t-test. The result showed that the p-value score was 0.00 which means that there was significant improvement of students' writing ability in descriptive text since p-value <0.05. Therefore, it can be concluded that the Expansion Drilling Technique has improved students' writing ability in the first grade of senior high school.

Keywords: *expansion drilling technique, writing ability, descriptive text*

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In

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2024

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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The author's name is Ardiningrum. She was born on October 23th, 2002 in Tulang Bawang, Lampung. She is the second child of two siblings of a great couple, Suyoto the late and Suharti. She has a sister, Yunia Utama.

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MOTTO

“But Allah is your protector, and He is the best helper.”

(QS. Ali ‘Imran: 150)

DEDICATION

I dedicate this thesis to:

My beloved parents

Suyoto and Suharti. Thank you for all the support, both morally and materially,
endless love and all prayers.

My beloved sister and brother

Yunia Utama and Eko Setiabudi.
Thanks for the support and prayers

My beloved lecturers and my almamater

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Having completed this work, the writer realized that this script could not be finished without the help and support of many people around the writer who have sacrificed their valuable time in giving insightful advice in completing this research; therefore, the writer would like to express her sincere gratitude and greatest honor to:

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Finally, the writer realizes that the script still has some weakness. Therefore, critics and suggestions are needed for enhancement of this script. Hopefully, this script can give a good contribution to the readers or those who want to carry out further research in the same realm.

Bandar Lampung, May 15th, 2024

The Writer,

Ardiningrum

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I. INTRODUCTION

This chapter consists of some points. Those are research background, research questions, objectives of the research, uses of the research, scope of the research, and definition of key terms.

1.1 Background of the Problem

Nowadays, according to Himangshu (2023), the English language is an example of the importance of a language because it has become the most widely used language for international communication. English is the international language, and its widespread adoption has made it the most important language to people in many parts of the world. It is used extensively in various domains such as business, science, technology, and diplomacy, making it a crucial tool for global interactions. Therefore, many people are encouraged to learn English as foreign language.

Other than that, according to Bernardo and Gaerlan (2011), the primary goal of teachers of English as a second language (ESL) or English as a foreign language (EFL) is to develop desired levels of English language communication skills among their non-native English speaking students. Typically, EFL is learned either to pass exams as a necessary part of one's education or for career progression while one works for an organization or business with an international focus.

Language learning strategies have moved beyond rote learning, grammar practice, and primary and secondary school approaches to language development. Current language learning strategies and processes depend on many factors such as individual talent, perseverance, hard work, and the positive attitude of teachers and students (Hoang and Daniel, 2017). In language learning strategies that promote students' abilities, teachers need to try to find what works for them,

Overcome, or discard old and flexible strategies in trying new and unfamiliar strategies. It is also important for teachers to be open to other strategies that have proven successful. There are many language learning strategies or techniques that can be accommodated in classrooms' teaching and learning sessions to motivate students to learn skills and equip students to develop positive strategies that can be used outside of further education.

Writing has been considered as a highly demanding skill and a complex recursive process involving multifaceted knowledge. Writing is one of the predominant language skills in teaching English to ESL and EFL students in all educational levels, notably junior high school students. This skill is very crucial for the students as one of the communication tools (Dombey, 2013) and cannot be separated from the process of language learning allowing students to express their ideas, thoughts, and feelings in the written form. Writing can help students to develop their social skills and promote their critical thinking. It encourages students to think critically in the process of giving argument and judgment.

According to Frey (2019), writing describes the process of recording language graphically to communicate or preserve ideas through print while using conventional spelling, grammar, and punctuation to express those ideas. Therefore, writing is pivotal to be taught to students through writing; students can share their knowledge and train them to express their ideas.

Moreover, as Richard and Renandya (2002) state that there is no doubt that writing is the most difficult skill for learners to master. This happens because writing is not only about how to write something on a piece of paper but also how to use correct vocabulary, spelling, punctuation, language use, and mechanics. In this case, it is quite difficult to master writing, especially for Indonesian students, since there are some differences between *Bahasa Indonesia* and English such as structural and grammatical terms and styles.

The challenges that are faced by the teachers to teach writing skills are difficult to motivate their students, students of diverse levels, difficult materials and time constraints to teach the students.

There are many language learning strategies or techniques that can be used in classrooms' teaching sessions to improve students' writing ability, such as drilling technique.

Meanwhile, according to Setiyadi (2006), the drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken.

Larsen and Freeman (2000) state that there are some drills techniques, such as Dialog memorization, Backward build-up (expansion) drill, Repetition drill, Chain drill, Single slot substitution drill, Multiple-slot substitution drill, Transformation drill, Question and answer drill, Use of minimal pairs, Complete the dialog, and grammar game. For example, it can vary the drill in terms of who repeats whether the whole class, half the class, boys only, girls only, or individuals.

In this research, the researcher used an expansion drilling technique. According to Setiyadi (2006), expansion drill (backward build-up) technique is the technique for language learners to build up a statement by adding a word or phrase. Besides that, according to Gonzalez M. Josue expansion drill or backward build up drill helps students learn accurate placement of sentence stress and pitch patterns by starting from the end of an utterance and gradually building up to the beginning of the utterance. Based on the expert, the researcher concluded that through an expansion drilling technique, the students also study sentence patterns, not just asking them to have repetition. Tica (2004) said that only drill language will benefit from being drilled, for example, if it causes pronunciation problems or if it is a useful chunk of language to be memorized. It has become essential for learners at all schooling levels to write and understand their written texts or what they have written. Actually

most teachers have implemented this technique without realizing it they are using this technique in their teaching and learning process.

Based on the background, the researcher was interested in carrying out a research by the title **“Improving Student’s Writing Ability in Descriptive Text through an Expansion Drilling Technique at the First Grade in SMA Negeri 1 Banjar Agung ”**.

1.2 Research Questions

Regarding the background above, research question were formulated as follows:

Is there any significant improvement of students’ writing ability through an expansion drilling technique?

1.3 Objective of the Research

Concerning the formulated research question, the objective of the research is:

To find out whether if there any significant improvement of students’ writing ability after being taught an expansion drilling technique.

1.4 The Use of the Research

The uses of this research were:

1. Theoretically, this research can be used as information to the readers about Improving Students’ Writing Ability in Description Text through an Expansion Drilling Technique. Moreover, this research can be used as a reference for the English teachers and the researchers interested in conducting future research in the same field.

2. Practically, the research is expected to be beneficial:

a. as a contribution to the further research development in the educational field;

b. As a reference to the educational practitioners, especially English teachers, to improve students' writing ability in description text through an expansion drilling technique.

1.5 Scope of the Research

The scope of this research is to find whether there is any significant improvement of students' writing ability through an expansion drilling technique. The researcher used the experimental research which one-group consists of a pre-test and post-test. The researcher conducted this research in first grade of SMA Negeri 1 Banjar Agung.

1.6 Definition of Key Terms

The definitions in the words below are used to avoid misunderstanding of each meaning of the key terms.

1. Writing

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraphs clearly. (Nunan. 2003)

2. Expansion Drilling Technique

According to Setiyadi (2006), Expansion drill (backward build-up) technique is the technique for language learners to build up a statement by adding a word or phrase. Moreover, Goldstein (2014) says in his book that the teacher directs the students to retain the sentence but to insert the word in the proper slot. Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally.

3. Descriptive Text

According to Gerot and Wignell (1994: 208), descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc. Moreover, according to Abisamra (2001: 1) descriptive text is the text picturing the person, place, and thing with clear detail to help the readers visualize an object which is described.

This chapter has discussed the background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses the following points: review of the previous study, writing, aspects of writing, teaching, and learning, teaching, and learning writing, descriptive text, and expansion drilling technique, procedures of teaching writing in descriptive text through an expansion drilling technique, theoretical assumption, and hypothesis.

2.1 Review of the Previous Study

A similar study was conducted by Harahap (2021). The goal of the study is to develop teaching writing by using drill method as method in teaching writing descriptive paragraphs. The instruments employed in this study are experimental research which consists of pre-test and post-test. The sample consisted of class VII MTs. Swasta IRA Medan. This research shows that students have the quality of the developed technique as media viewed from the experts is very good (88 %). Most students gave positive responses. Most students said that the method was interesting and it could help them to write descriptive texts easily. The results of the test show that the method improved their ability in writing descriptive paragraphs (average score: 80, 12).

Another similar study also done by Fransiska and Jurianto (2016). The objective is to identify whether there is any difference between seventh grade students' English vocabulary mastery taught using drilling technique and those taught without using drilling technique. The respondents of this research are 72 students of the seventh grade of SMP Negeri 2 Tanggulangin. The writer assigned class VII-A to the Experimental group and class VII-B to the control group. The data of this research were collected by giving pretest and post-test. The result of this study showed that: the mean score of the post-test of the experimental group was 70.22, the mean score of the post-test of the control group was 65, 75. This research indicates

that the use of drilling technique can improve students' vocabulary mastery to the seventh grade students of SMP Negeri 2 Tanggulangin.

In 2018, Oktiana conducted research which aims to show that using an expansion drill technique can increase the students' speaking ability and students' learning activities at the eighth graders of SMP PGRI 04 Pubian Central Lampung. The researcher had outlined the problem in this research that focused on speaking abilities. It is related to the problem of identification that the students' speaking ability is low, they have difficulties speaking well and they are also not interested in the learning method in the class. In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at eight graders of SMP PGRI 04 Pubian. The population of this research consists of 78 students. And the sample is of the class VIII.1 grade students. Is established through the purposive cluster sampling technique. The result of this study is that in the pre-test just 19,2% mean of the pre-test is 61. It can be said that the result of the pretest was unsatisfactory. Then, in post-test there are 30% students that can fulfill minimum mastery criteria (MMC) and the mean of the post-test is 69. The result of data analysis from the t-test formula illustrates that $t_{\text{observed}} = 17.44$ is higher than t_{table} with the significant level of $5\% = 2.060$ and $1\% = 2.787$. Thus, it means that there is a significant influence of using an expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung. It can be concluded that the Expansion Drill Technique is one of the techniques that can be used in learning speaking.

Based on several studies conducted by some researchers above, the researcher was interested in using an expansion drilling technique to improve students' writing ability at senior high school students to find out if there is any significant improvement of students' writing ability through an expansion drilling technique.

2.2 Writing

Nurdiyanto (2002) states that a writing activity is the latest skill mastered by students after listening, speaking, and reading skills. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Moreover, Gaith (2002) states that writing is a complex that allows writers to explore thoughts and ideas and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Based on the experts, it can be said that writing is one of the most important language skills because it helps the students to expand other language skills. In writing, students are free to express their ideas, thoughts, feelings, opinions, beliefs, arguments, and states. Writing is a way of communicating a message to the reader for a purpose; expressing one's self, providing some information, and creating a literary work or even persuading the readers.

2.3 Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statements, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse marker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1. Content

Content refers to the substance of writing, the experience of the main idea. i.e., a group of related statements that a writer presents as a unit in developing a subject. Content of the paragraph does the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than an attempt to piece together all collections of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. Choosing words that express his/her meaning precisely rather than skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, organization, vocabulary, language use, and mechanics. Students can make a well-organized text by those aspects.

2.4 Teaching and Learning

Teaching is guiding, facilitating, learning, enabling the learner to learn, and setting the condition for teaching (Brown, 2000). From the sentence, the teacher has four responsibilities for succeeding the learning process. Teachers in the teaching process act as a facilitator for students and guide them to understand and know the topic clearly and purposefully.

Brown (2000) also states that teaching can be defined as delivering instructions, assisting someone in their study of something, or supplying them with knowledge that they can use to know or understand something. From the sentence, it can be concluded that the teacher is authorized to assist the students in learning by giving them instructions for the lesson of the day, giving students direction according to their level of learning, and helping students to understand the previous learned lesson. Language teaching should be concerned with real life (Halliwell, 1992). It can be concluded that teaching language must be based on everyday life so teachers can explain the material easily and transfer it to the learners very well.

Klein (1996) states that learning is an experimental process that produces relatively permanent behavior changes that are impossible to explain by transient circumstances, maturation, or tendency to innate response. Learning is a process

that any human will be experienced by humans directly or indirectly and has no limit by age or time. Brown (2000: 7) also states that “Learning is a relatively permanent change in behavioral tendency and it is the result of reinforced practice.” From that statement, it can be learned that learning starts from birth to the end of a person. Learning is a process that we continue to live and understand without the need for formal education. In other words, a person can be learning something if they always change their behavior and abilities for the better every time.

2.5 Teaching and Learning Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. Teaching writing needs a little more attention from the teacher rather than from the learners. It is very important for the teacher to provide the materials which are relevant to the students’ interest and need.

Furthermore, Harmer (2004) states that being able to write is a vital skill for a speaker of foreign language as much as for everyone using their own first language. Therefore, to determine the best strategy for resolving the writing issue in writing class, the teacher must be aware of the difficulties the students encounter during the teaching and learning process. Harmer also states that there are many advantages to learning writing. Such as:

- a. Writing is often not time- bound in the way conversation. It can be said that students have longer time to think than in speaking activity. They can check their grammar patterns.
- b. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.
- c. Writing is often used as a means of reinforcing language that has been thought of. They use writing skill to make a note about what they have learnt while the learning process happens.
- d. Writing is frequently useful as preparation for some other activity.

e. Writing can also, of course, be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking.

Raimes (1983) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented is relevant to their interest, needs, capacities and age until they are able to make composition with few or no errors. In writing, the writer might have enough time to express their idea in written form. There are some elements of writing skills that are needed in teaching writing such as content, grammar, form/organization, vocabulary, and mechanics. These elements cannot be separated from each other. During teaching writing, the teacher must take these into consideration. In other words, teaching writing helps students recognize concepts in written form as well as construct sentences in texts.

It is crucial for teachers to give materials that are relevant to their students' interests and needs because teaching writing is about teaching students how to communicate a concept or their imagination in written form.

From the statement above, there are three steps of writing that by Edelstein and Pival (1988):

1. Pre-writing

Pre-writing is concerned with selecting the general subject, restricting the subject, generating the ideas, making the outline and organizing the ideas.

2. Writing

Writing is to set the ideas in her or his mind into words, sentences, paragraphs and so on.

3. Rewriting

Re-writing concerns with evaluating her/his writing, deals mainly with:

- a) Concerning the content and form.

b) Correcting the vocabulary, punctuation, and grammar.

c) Correcting writing errors, word duplications and omission

In conclusion, the teacher needs to guide the students when the students compose the writing. Appropriate and interesting writing teaching techniques will motivate students and make them enjoy learning.

Moreover, according to Harmer (2004), the process of writing has four main elements. Those are planning, drafting, editing, and final version.

1. Planning

The writer has to think about three main issues:

- 1) The purpose of their writing skill since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- 2) The reader will be the audience, because most of the language styles, diction, and paragraph structure will be influenced by the readers.
- 3) The content structures of the piece that best sequence the fact, ideas, or arguments which they have decided or included.

2. Drafting

Drafting is the first version of a piece of writing. A lot of time should be given for the first draft, and the students should be reminded that at this point. Students need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling (Harmer, 2004).

3. Editing

This stage consists of reflecting and revising. The comment from the reader is really useful for the writer. Therefore, the writer can get a reflection about the writing and then the writer can make appropriate revisions.

4. Final version

After the writer edits the draft, in the final version, the writer is ready to send the written text to the intended audience.

After running the process, the result of the writing is ready to be sent to the reader. It must be completely different if students write spontaneously. Therefore, the result of writing will be better, if the students follow the steps.

2.6 Descriptive Text

According to Rohimah and Muslim (2021), descriptive text is a text that is presented to convey information about a person, place, or thing in detail. The descriptive text also focuses on describing a single location, object, event, person, or place. Descriptive text has a social function that describes a particular person, place, or thing. The characteristic features of a person, an animal, or a particular thing become the focus of the descriptive text. Basically, descriptive text describes something to help people understand it better.

A descriptive text has some language features : the use of simple present tense, the use of nouns and pronouns, the use of adjectives, and the use of action verbs. Moreover, according to Sipayung (2021), the generic structure of the descriptive text is the identification and descriptions. One key aspect of the generic structure is the identification. Identification described such as people, animals, objects, places, events, and others. And the second part of generic structure is description. Description is a brief detail of who or what the subject is (Wardani, 2014).

2.7 Expansion Drill Technique

Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken (Setiyadi, 2006).

From the explanations about the drilling technique given by the experts above, it can be said that drilling technique is a technique of teaching language through focusing on habit formation through repetition, memorizing grammatical structures, and tense transformation. It involves oral drills, where students practice using useful sentence patterns and vocabulary.

There are several types of drilling techniques (Setiyadi, 2006), which are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. In this research, the researchers use an expansion drill technique (backward build-up).

According to Setiyadi (2006), expansion drill (backward build-up) technique is the technique for language learners to build up a statement by adding a word or phrase. Moreover, Richard states that expansion drill is when a word is added it takes a certain place in the sequence.

Furthermore, according to Gonzalez M. Josue (2008) expansion drill or backward build up drill helps students learn accurate placement of sentence stress and pitch patterns by starting from the end of an utterance and gradually building up to the beginning of the utterance.

Based on the explanation above, it can be said that the expansion drill technique is a technique used to build up a statement by adding a word or phrase, starting from the end of an utterance, and gradually building up to the beginning, helping students learn accurate placement of sentence stress and pitch patterns. In this case, the drilling technique can help improve students' writing skills.

2.8 Procedures of Teaching Writing in Descriptive Text through an Expansion Drilling Technique

The teacher showed the use of an Expansion Drilling Technique to Improving Students' Writing Ability. The study's goal is to improve students' writing ability.

This technique helps the students practice their mind for adding words or phrases in the sentence, when the teacher's question based on the topic of conversation is acute. The students also must expand the word for another.

On the other hand, Goldstein (2014) explains the steps of an expansion drill technique as follows:

The teacher asks the question: "What is it like in the summer?"

The student at first is encouraged to respond with one characteristic of summer such as:

"It is very sunny in the summer."

Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally.

Example 1:

"It is very sunny and hot in the summer".

"It is very sunny, hot and humid in the summer".

"It is very sunny, very hot and very humid in the summer".

Example 2:

Teacher: "Was yesterday Sunday?"

Student: "Yes, yesterday was Sunday".

Teacher: “Add the words, ‘and today is Monday’.

Student: “Yes, yesterday was Sunday and today is Monday”.

The purpose of an expansion drill (a backward build – up drill) is to break down the troublesome sentence into smaller parts. Through step-by-step procedure, the teacher is able to help the students in producing the troublesome line.

The following are steps of writing using expansion drilling technique:

a. Planning

The teacher shows vocabulary related to describing someone and mentions the vocabulary one by one which is followed by students. And then, the teacher explains briefly the material related to describing someone and the teacher shows examples of descriptive text and pictures. And then, the teacher asks the students to form groups of 5-6 students. After that the teacher starts the Expansion Drilling Technique by giving them questions that match the pictures, such as “what does the girl in the picture look like?” and then students take turns answering from the first group to the last group based on the results of the group discussion.

The first experiment was for practice which was then continued with them making paragraphs for each group from first member to the last member. Each member is given 5 minutes to write their ideas.

b. Drafting

After all groups have finished writing down their ideas, the teacher asks the students to discuss with their groups. The purpose is to develop the sentences they make into descriptive paragraphs by paying attention to the generic structure and language features of descriptive text. Students are given 15 minutes to discuss.

c. Editing

Following the group discussion, the researcher facilitates an exchange of drafts between student groups. Each group is tasked with reviewing and assessing the strengths and weaknesses of each other's draft, providing constructive feedback on errors and suggestions. The teacher allocates 10 minutes for this peer review process, giving students time to consider each other's work. After the drafts are analyzed and evaluated, they are returned to each group for further review and revision. The teacher then gives students 10 minutes to revise their original drafts based on the feedback received from their peers, ensuring a more polished and refined final product.

d. Final Draft

After students have finished their draft, students are asked to submit their work to the teacher and appreciate each other.

These procedures also applied when taking an individual written test after doing it in a group. Therefore, this technique can be used in teaching writing. By using Expansion Drill Technique from audio lingual method in teaching learning process. Especially in teaching writing, the students are also able to take note of each word or phrase that begins and ends in the sentence. Therefore, the students can write according to context correctly.

2.9 The Advantages and Disadvantages

Goldstein (2014) says in his book that the teacher directs the students to retain the sentence but to insert the word in the proper slot. Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally. The expansion drilling technique is beneficial for practicing word order in adjective phrases and frequency adverbs, even when the student answer has more components than the model offers.

There are some advantages that can be obtained from using expansion drilling techniques in teaching writing.

1. Students benefit from practice because they are able to apply knowledge through interaction.
2. Students connect with the material when they work with texts and concepts beyond a one-time exposure.
3. When students practice using the knowledge through application, they connect with information on a deeper level.

The disadvantage of the expansion drilling technique in teaching English is that it can become repetitive and monotonous. The constant repetition of words and phrases can cause students to lose interest and become bored, leading to a decrease in motivation. Additionally, this technique may not be suitable for individuals who have learning disabilities, as they may struggle with memorizing new words and phrases.

Furthermore, this technique may not be effective in improving the overall language proficiency, as it primarily focuses on building vocabulary and may neglect other areas such as grammar, comprehension, and writing skills. Finally, this technique may not be suitable for all types of learners, as some students may prefer a more interactive and communicative approach to language learning.

2. 10 Theoretical Assumption

According to (Dombey, 2013) writing is very crucial for the students as one of the communication tools and cannot be separated from the process of language learning allowing students to express their ideas, thoughts, and feelings in the written form. Writing is classified as one of the productive skills which enable students to be creative in producing the ideas. In fact, even though writing is an essential skill to be acquired, the students still have difficulties in mastering it. Referring to the literature review, it is believed that if we use the correct technique of teaching writing. Then writing ability will be gained.

There are many language learning strategies or techniques that can be used in classrooms' teaching sessions to improve students' writing ability, such as expansion drilling technique. Goldstein (2014) says in his book that the teacher directs the students to retain the sentence but to insert the word in the proper slot. Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally. The expansion drilling technique is beneficial for practicing word order in adjective phrases and frequency adverbs, even when the student answer has more components than the model offers.

2. 11 Hypothesis

The researcher analyzed the hypothesis by using the Paired Sample T-test of Statistical Package for Social Science (SPSS). Based on the previous explanation, the researcher formulates the following hypothesis:

H₀: There is no significant different after through expansion drilling technique as treatments

H₁: There is significant different after through expansion drilling technique as treatments

In conclusion, this chapter discussed the theories that include review of the previous study, writing, teaching, and learning, teaching and learning writing, drilling technique, descriptive text, procedures of teaching writing in descriptive text through an expansion drilling technique, theoretical assumption and hypothesis.

III. METHODOLOGY

This chapter provides an overview of research design, research population and sample, data collecting technique, research procedure, validity, reliability, and data analysis.

3.1 Research Design

This research is conducted using a quantitative method that intends to see the improvement of students' writing ability through the Expansion Drilling Technique.

Furthermore, the researcher used One Group Pretest Posttest design by Setiyadi (2018). The design is illustrated as follows:

T1 X T2

Notes:

T1: The pre-test

X: Treatment through an Expansion Drilling Technique

T2: The post test

In this research, pre-test (T1) was given before the research teaches through an expansion drilling technique to measure the student's competencies before the treatment. Then, treatment was given three times by using an expansion drilling technique to improve students' writing ability. Post-test (T2) was given to the students after giving the treatment and to measure the final results of the writing test.

3.2 Population and Sample

The population of this research was the first-grade students of SMA Negeri 1 Banjar Agung in academic year 2022/2023. The sample of this research was the students from one class X. 6 with 30 students for the experimental class.

3.3 Data Collecting Technique

Data collection is a tool for determining the result of the study. To collect the data, the researcher used a test to collect the data. According to Brown (2003), Test is a method of measuring a person's ability, knowledge, or performance in a given domain. Before the students did the test, the researcher explained to students about the instructions and the rules of the test. The researcher asked the student to write descriptive text in a piece of paper. The researcher gave the students 4 topics and asked the students to choose one topic that interests them.

The researcher measured the used of an Expansion Drill Technique on the students' writing ability by pre-test, and post-test:

a) Pre-test

To know whether the use of an expansion drill technique can improve the student's writing ability, in this case, the researcher gives a pre-test before the students get treatment. From this result, the researcher knows the students' level of writing ability on writing tests.

b) Post-test

The students got the post-test after the treatment of using the Expansion Drilling Technique in writing class. This test helped the researcher to get the results of students' writing ability after applying the treatment.

3.4 Research Procedures

In collecting the data, the researcher was followed these procedures:

1. Determining the population and selecting the sample

As a starting point, the researcher determined the population and sample of this study. The researcher chooses SMA Negeri 01 Banjar Agung, and the population is all the first-grade students in the year academic of 2022/2023. The sample of the study is 30 students in X.6 from the first grade in SMA Negeri 1 Banjar Agung.

2. Preparing the materials

The researcher prepared the appropriate writing materials. The materials were related to the treatments, and the pre-test and post-test. The materials were the combination of internet sources and researcher's work which is in accordance with the syllabus at the grade level that is concerned.

3. Giving pre-test

After all the materials are well-prepared, the sample was given a pretest by the researcher. This given pre-test can help the researcher to know the writing ability of the sample before conducting the treatments.

4. Conducting the treatments

The researcher conducted the treatments for the students in writing class. The student was given the treatments through an expansion drilling technique. The treatment was conducted in three meetings. In each meeting, the students got the activities of writing works and supporting the students to be more interested and motivated in writing class.

5. Giving post-test

The next procedure after conducting the treatments is the post-test that was given by the researcher. This given post-test showed the improvement of the students and helped the researcher to know the result of their writing ability after giving the treatments.

6. Analyzing the results

The result of the pre-test and post-test was analyzed by the researcher using the SPSS. 22 software program. This is meant to get the means of the pre-test and post-test, and prove that the result of students' writing ability is improved.

3.5 Instrument

The instrument that researcher used in this research consists of a writing test. A writing test was given to the students in order to measure their performance by producing a descriptive text related to the topic of describing someone.

3.6 The Report of Implementation

The researcher conducted the research in class X.6 of the first grade of SMA Negeri 1 Banjar Agung from February 6 to February 27, 2024. This research was conducted every Tuesday of the week. The class consisted of 30 students. In this research, the class was scheduled for 8.00 - 9.55 a.m.

1. The First Meeting

On Tuesday, February 6, 2024, at 8.00 - 9.55 a.m. The researcher conducted a pretest as the first step in this research. Before the researcher gave the pre-test to the students, the researcher was introduced by the English teacher to the students of class X.

The teacher mentioned that the researcher would conduct the research and assist in teaching English during various sessions. Afterward, the teacher left the class, allowing the researcher to take over the class. The researcher engaged with the students, inquiring about their learning experiences and challenges, especially in

writing. Following the interaction with the students, the researcher gave the pre-test. The researcher instructed them to carefully follow each instruction provided. Students could ask the researcher if any instructions were unclear. After the students had understood the instructions, they started to do the pre-test.

2. The Second Meeting (Treatment 1)

The second meeting occurred on February 13, 2024 from 8:00 to 9:55 a.m. The session consisted of three activities: pre-activity, main activity, and post-activity.

At the start of the pre-activity, the researcher (acting as the teacher) greeted the students in English, took attendance, and directed them on how to answer questions such as "do you have a friend?" and "How would you describe your friend?" These questions aimed to prompt students to think about describing someone. The students then speculated about the topic of the day's lesson based on these questions. Following this, they focused on a slide presented by the teacher which related to the material on descriptive texts.

In the activity, the teacher introduces students to a set of words used to describe a person. Students are then prompted to repeat each word after the teacher. Next, the teacher demonstrates how to use these words in a sentence to describe someone, and then encourages the students to do the same. After the teacher explains the material about describing a person, the teacher applies the Expansion Drilling Technique. Firstly, the teacher shows the students a picture and asks the first question is "Do you know who the person in the picture is?"

The student at first is encouraged to respond with one characteristic of the person in the picture, such as "she is Najwa Shihab".

The teacher directs students to defend the sentence and one more question "is the person a man or a woman?" The sentence then becomes "she is Najwa Shihab. She is a woman.

Additional directions are given, one or two questions at a time, to make the sentence grow. Each student has their own response. Some say “she is beautiful”, others say “she has many achievements” This continues until the sentence is stretched and expanded far beyond what it was originally. After seeing their random answer, the teacher showed them the right structure example of descriptive text related to Najwa Shihab.

And then, the teacher asks the students to form groups of 5-6 students. After that the teacher gives again the picture and questions that match the pictures, such as “what does the girl in the picture look like?” and then students take turns answering from the first group to the last group based on the results of the group discussion. Then the teacher asked them to make a paragraph related to describing some for each group from first member to the last member. Each member is given 3 minutes to write their ideas.

Once all groups have completed their idea writing exercises, the teacher instructs students to swap drafts with other groups. Each group then spends 10 minutes reviewing and evaluating the errors in the other group's draft. Following this, students are given 10 minutes to revise their drafts based on the feedback received. After completing their revisions, students submit their work to the teacher and show appreciation towards each other.

Upon completion of the exercise, the teacher can observe that the students have comprehended the material in groups effectively and are prepared to create their own descriptive texts during the next meeting.

3. The Third Meeting (treatment 2)

The third meeting took place on February 20, 2024 from 8:00 to 9:55 a.m. The session consisted of three main activities: pre-activity, main activity, and post-activity. During the pre-activity, the researcher (acting as the teacher) greeted the students in English, took attendance, and reviewed the previous meeting with the students.

In the main activity, the teacher conducted a treatment for the second time. The session began by focusing on one student and asking the class to describe the appearance and personality of a friend. The teacher started by saying "she is beautiful," and each student added their own comments, such as "she is kind" or "she has straight hair." This process continued, with each student contributing to the description, leading to a detailed and expanded description of the friend.

Following that, students are tasked by the teacher to create a descriptive text about the personality and physical traits of their classmates using present simple tense, adjectives, and linking words based on their understanding of describing someone. They have 30 minutes to complete this task, with a requirement of at least 100 words.

Once all students have finished their idea writing tasks, the teacher directs them to swap drafts with their peers. Each student then dedicates 10 minutes to reviewing and identifying errors in their classmates' drafts. Following this, students are assigned another 10 minutes to revise their own drafts based on the feedback they have received. Upon completing their revisions, students submit their work to the teacher. By the end of the exercise, the teacher can determine that the students have understood the material well and are prepared to undertake the writing test in the upcoming post-test session.

4. The Fourth Meeting (Post-Test)

The last meeting was held on May 27, 2024 from 8:00 to 9:55 a.m. The researcher gave a post-test at this last meeting after applying the Expansion Drilling Technique to find out students' writing ability in descriptive text.

3.7 Validity

Setiyadi (2013) stated that there are five types of valid instruments, namely: face validity, content validity, predictive validity, and construct validity. In this research, two validity approaches were employed by the researcher to ensure the test's validity. These validity types include:

1. Content Validity

According to Cohen (2017), content validity indicates that the instrument is made in accordance with the curriculum, teaching materials, and expected learning outcomes (in Novikasari 2016). The test must be in accordance with the content validity. Moreover, according to Setiyadi (2006), the material provided was aligned with the curriculum requirements. This study employed a writing test designed to be mastered by first-grade students in senior high school. The test results were considered valid in terms of content validity, as the test covered a range of writing skills and the materials used were selected from the Merdeka Curriculum, which is relevant to first-grade students in senior high school.

Here is a paraphrased version of the text that is easy to understand:

This study focused on writing improvement, and the researcher evaluated five key aspects of writing: content, organization, vocabulary, language use, and mechanics. This means that the test has been designed to measure the specific aspects of writing that are important. Moreover, the writing tests were administered based on the school's curriculum indicators and objectives. It can be concluded that the instrument used in this research was valid.

2. Construct Validity

Construct validity refers to the accuracy of assessing the test subject based on a predefined concept, represented by a specific instrument. Since this study necessitates information on writing proficiency, the tool ought to evaluate students' capacity to create descriptive texts. The exams are in essay format and conducted within 80 minutes. In connection to this research, the test questions must incorporate writing aspects suggested by Jacob (1981), including content, organization, vocabulary, language usage, and mechanics, to align with construct validity.

3. Face Validity

Face validity refers to the extent to which a measurement instrument appears to be relevant and accurate in assessing the concept or trait it intends to measure. Setiyadi (2006) notes that face validity is not a distinct type of validity, as its importance lies not in the instrument's ability to measure, but rather in its perceived relevance and appropriateness. In this study, the researcher prioritized ensuring that the test's grammar was correct and free of errors.

3.8 Reliability

According to Setiyadi (2013), reliability is the consistency of a measuring instrument. A test's reliability hinges on its ability to consistently produce the same results. In this study, inter-rater reliability was assessed by comparing scores independently estimated by two or more raters. The researcher served as the first rater (R1), while the English teacher acted as the second rater (R2). The reliability coefficient calculated using the Spearman Rank Correlation formula was:

$$R = \frac{1 - 6 (\sum d^2)}{N \cdot (n^2 - 1)}$$

Note:

R refers to the reliability of the test

N refers to the number of the students

D refers to the difference of rank correlation (mean score from the pre-test and post-test)

1 – 6 refers to the constant number

After the finding of the coefficient between raters, the researcher analyzed the coefficient reliability with the standard of reliability from Setiyadi (2013) as follows:

- a. 0.000-0.200 refers to very low reliability
- b. 0.200-0.400 refers to low reliability
- c. 0.400-0.600 refers to medium reliability
- d. 0.600-0.800 refers to high reliability
- e. 0.800-1.00 refers to very high reliability

Arikunto (1998: 260) stated that the test is reliable if the test developed by the researcher reaches the minimum range of high reliability (0.60 – 0.79).

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the test reached the range 0.60 to 0.79 high reliability.

3.9 Scoring Criteria

According to Ghanbari, Barati, and Moinzadeh (2012), there are multiple scoring criteria provided by experts. The Jacobs ESL Composition profile, introduced in 1981, has become popular among second language teachers and researchers, as it offers a clear and established standard. The researcher chose to use the Jacobs ESL criteria for the scoring system due to its well-defined nature. The rubric consists of five rating categories on a 100-point scale.

Table 3. 1 Table Scoring Criteria

Aspect of Scoring Writing Skills	Score	Level	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, through the development of thesis, relevant to an assigned topic
	26-22	Good to Average	Some knowledge of the subject, adequate range.

			Limited development of thesis lack of detail, mostly relevant to the topic
	21-17	Fair to Poor	Limited knowledge, few substances, inadequate development of thesis
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive
	17-14	Good to Average	Somewhat choppy, and loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to Poor	Not fluent, ideas confused, lack of development
	9-7	Very Poor	Does not communicate and is not organized well
vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word choice, appropriate register
	17-14	Good to Average	Adequate range, occasional error of word or idiom form but meaning not obscured
	13-10	Fair to Poor	Limited range, frequent errors, meaning confused

	9-7	Very poor	Essentially translation, little knowledge of vocabulary, idiom, and word form
Language use	25-22	Excellent to Very Good	Effective construction, few errors in agreement, tenses, numbers, word order, articles, pronouns, and prepositions
	21-18	Good to Average	Simple construction, several errors of agreement, tenses, number, word order, articles, pronouns, prepositions but still in line
	17-11	Fair to Poor	Major problems in simple construction, frequent errors of sentence agreement, tenses, numbers, word order, articles, pronouns, prepositions, deletions, and meaning confused
	10-5	Very Poor	No mastery of sentence construction rules, dominated by errors, not enough to evaluate
Mechanics	5	Excellent to Very Good	Few errors in spelling punctuation,

			capitalization, and paragraphing
	4	Good to Average	Occasional, errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to Poor	Frequent errors in spelling, punctuation, capitalization, paragraphing and meaning confused
	2	Very Poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

3.10 Data Analysis

To get the final results of this research, the data was analyzed by the researcher following these steps:

1. Scoring the result of students' pretest-post-test.
2. Tabulating the result of the score of pretest post-test.
3. Finding the mean of the pretest and post-test by using *paired sample t-test* in SPSS.
4. Finding the level of significance by comparing the t-value and t-table.
5. Composing a discussion regarding the result.
6. Answering the first research question by concluding the results of the analysis.

3.11 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The hypothesis as follows:

H0: There is no significant improvement in students' writing ability after being taught with the Expansion Drilling Technique.

H1: There is significant improvement in students' writing ability after being taught with the Expansion Drilling Technique.

H0 would be accepted if the significant value is higher than 0.05 (Sign. > 0.05).

H1 would be accepted if the significant value is lower than 0.05 (Sign. < 0.05).

In summary, this chapter covers the methodology of the research which is concerned with research design, variables of research, population and sample, research procedure, research instrument, data collecting technique, validity and reliability of the instrument, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

The final chapter of this research provides a comprehensive discussion of two key points. Firstly, the findings of this study are presented and conclusions are drawn regarding the implementation of the expansion drilling technique in improving students' writing ability. Secondly, recommendations are offered for English teachers who wish to incorporate this technique into their writing teaching, as well as for other researchers who may be interested in exploring similar areas of inquiry in the future.

5.1 Conclusion

Based on the results, it can be inferred that the Expansion Drilling Technique has a significant impact on improving students' writing ability, which indicated that students' mean score on the pretest was 54.09 that increased to 70.98 on the posttest representing an increase of 16.89 points. This technique gives teachers the opportunity to start with a brief summary or outline of the topic, and then students expand on that summary by adding more details, examples, and supporting evidence. By doing so, students can develop their critical thinking skills, as they need to analyze the information to create a more comprehensive and well-structured piece of writing.

5.2 Suggestions

According to the conclusion above, the researcher provides the following suggestions:

1. English teacher
 - a) Seeing the significant improvement, the researcher recommends English teachers to implement the expansion drilling technique as the teaching technique in teaching English. The expansion drilling technique encourages students to think more creatively and to make connections between ideas

because when they are expanding on given concepts of writing, they create a cohesive and logical flow in their writing. which can lead to more engaging and persuasive writing.

- b) The application of an expansion drilling techniques to junior high school students should use shorter and simpler sentences. because based on the researcher's experience, when students expand the words in the last part, students often have difficulty repeating the first sentence because it is too long and difficult to remember.
- c) One of the most effective ways to overcome writer's block and get students' creative juices flowing is to encourage free writing and brainstorming. Furthermore, the researcher suggests that English teachers ask students to write freely without stopping or worrying about grammar or spelling. This will help them generate ideas, develop their thoughts, and build confidence in their writing abilities.

2. Further Research

- a) In this research, the researcher used the Expansion Drilling technique to improve students' writing ability in the first grade of senior high school. Based on the finding of this research, it is suggested that future researchers consider comparing the expansion drilling technique with other teaching techniques could help identify its strengths and weaknesses, and inform the development of more effective writing curricula.
- b) Feedback is a critical component of writing instruction, but more research is needed to understand the role it plays in improving students' writing outcomes. Perhaps future researchers can investigate how different types of feedback (e.g. peer feedback, teacher feedback, self-assessment) affect students' writing quality, or explore the impact of feedback on students' motivation and engagement in writing tasks. This research could have implications for how feedback is provided in writing instruction and how it can be used to improve student outcomes.

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