

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the productive skills in learning English, which is to communicate the language in written form. Through writing, people can share ideas and information, persuade and convince people in written form. In addition, it is beneficial to master. Some profits are given by writing. The first is communication. Good writing skills allow the writers to deliver their message clearly to audiences. Second, it has an important role in education, especially for those who are studying at universities. Writing will help them finish their assignments, such as writing an essay, proposal, thesis, etc. Third, it can lead the writers to find a job. Through writing, they can write curriculum vitae to apply for a job.

According to Zemach and Rumisek (2005:3), when the writer writes, they do more than only put words together to make a sentence. Good writers go through several steps to produce a piece of writing, such as choosing a topic, gathering ideas, organizing, writing, reviewing structure and content, and revising structure and content. Harmer (2003:257) states that in teaching writing, we can focus on the product of that writing or the writing process itself. The students are expected to generate their ideas easier and write some simple texts about the topic related to their own creativity. Writing products have many types: descriptive, recount, narrative, exposition, argumentative, procedure, etc.

In writing skills, the things that must be really concerned are punctuation, grammar, spelling, vocabulary, etc. Therefore, good concentration of the students is really necessary for this stage. However, every person can find difficulties when they start or in the middle of writing something. Taylor (2009:4) states that writing

is an extremely difficult task for most people if they are trying to grapple in their language with new ideas and new ways of looking at them. Then, they do not know how to express their ideas through written form. Besides, writing can also be the most frustrating task for students because it is a complicated activity in which they have to understand good format in written form.

In writing, many students do not know how to write a text based on p structure. To enable the students to write well, the students must know how to create a text. Taylor (2009:17) states that to write well, the writers need progressively to learn about themselves and how their mind works and how they attain the knowledge. To make students interested in learning writing, the students should start writing about what they know. It is not easy to start writing something for your writers. Many students have difficulty in writing. Then, they do not know how to express their ideas through written form. Students have problems with how to start writing, what they need to write first is in it and how to finish it.

Oshima and Hogue (2007:15) state that writing is never a one-step action; it is an ongoing creative act. The process of writing has roughly four steps. In the first, the writers can create ideas. In this step, they can choose a topic and collect ideas to explain the topic. In the second step is organizing, the writers organize the ideas into a simple outline. The third step is writing in which the writers write a rough draft using their outline as guidance. The final step is called polishing; the writers polish what they have written. Polishing is most successful if they do it in two steps. First, they have to make the revision of the text. Then they have to edit the text that the students have written to make it well-written.

Writing is not a simple task because it needs hard thinking to produce ideas, sentences, texts, and compositions. It also needs to be clear about objectives or

criteria like right spelling, punctuation, grammar, words, choice, etc. According to Harmer (2003:257), there are a number of different approaches to the practice of writing skills both in and outside the classroom. Some writing techniques that the teachers can use in teaching writing have their purpose for writing accomplishment. The problems in writing occur that at SMKN 5 Denpasar. Some factors can occur and influence students' motivation and achievements in improving writing skills. For instance, students still find difficulties in organizing ideas to start writing.

From the preliminary observation, most of the students faced some difficulties in writing a text. They had a problem constructing the text in a good format. They felt confused about how to start and set them in chronological order based on the generic structure of the descriptive text because most of them did not understand how to write a descriptive text well. They still had difficulties in organizing ideas, and they were afraid of making mistakes in using grammar. As a result, they feel bored and sleepy during the learning process. In the teaching-learning process, the teacher used a traditional method in which the teacher only explained the material based on the textbook. The teacher only gave them the material without any explanation. Then, the teacher asked students to make a text without asking them to practice first so that they might be confused.

In the teaching-learning process, the teacher still used a conventional technique to teach the students. The technique was conventional such as the teacher asked the students to read and answer questions in their books. The teacher only gave them the learning material and from their textbook without any further explanation, and the teacher then asked them to make a descriptive text without asking them to practice first. When the students were asked to make a writing product, they only submitted it. They got the scores; however, they did not get the

results and the corrections of their writing. Furthermore, there was no encouragement for the students in understanding the structure. In this case, they were more inactive and felt bored during the teaching and learning process.

The teacher technique used in the teaching-learning process was sometimes ineffective and did not affect the students' improvement in constructing a text. It made them confused in writing, and they did not know their weaknesses. This made them unable to comprehend what they should do in writing the text. Besides, they were not interested in the teaching-learning process. It was because when they did practice, they would learn more, and they would know what should be improved in writing. The teacher can add something new to the technique. Therefore, the teacher should make the teaching and learning process in the classroom interesting and creative for the students to improve their writing skills.

Based on the explanation above, the researcher applied the PPP technique to solve the aforementioned problems. The PPP technique can help students construct descriptive texts because the PPP technique consists of three phases: Presentation, Practice, and Production. Firstly, in the presentation phase, the researcher explains the descriptive text. Secondly, the practice phase is when the students practice in written form step by step and are still led by the teacher. In this phase, the researcher provides positive feedback to the students and corrects their mistakes. Last, the production phase gives the students a chance to make descriptive texts based on generic structure and consist of 15-20 sentences. The researcher does not generally intervene or correct in this phase so that they can develop themselves.

According to Vystavelova (2009:30), the PPP technique has some advantages. The first advantages that the PPP technique provides are clear and simple. As a second positive point teacher said that such a lesson is easy to prepare

because the material used for the lesson is ordered from the simplest to the most difficult. The types of activities are arranged from the most controlled to the least controlled. Several teachers also write that this technique is relatively easy for beginner students to communicate effectively. The teacher has time to explain the material in the presentation while the students can practice their new language in practice. Besides, the last advantage is that PPP has a good balance of language skills. During the PPP lesson, the students use the four language skills of speaking, reading, writing, and listening to practice the language.

Based on the research background, the researcher applied the PPP technique in teaching writing. The researcher considered PPP as the appropriate teaching technique and media to improve students' descriptive writing skills. Therefore, this technique can help the students easily in writing descriptive texts. The students could easily write a descriptive text because the researcher guided them in writing and explaining the text well using the PPP technique. Furthermore, the researcher is extremely challenged, motivated, and interested in conducting a research entitled, "Improving Writing Skill of the Tenth-grade Students of SMKN 5 Denpasar in Academic Year 2021/2022 through PPP Technique."

1.2 Researcher Problem

Based on the explanation of the background of the study, the students had problems in writing descriptive texts. In addition, the students still had some difficulties writing a descriptive text. The main problem of this study has been explained that the students had low writing skills. Therefore, the researcher needed to choose and use an appropriate technique. This researcher decided to use the PPP technique because it could help students solve their writing problems. Based on the

background of the study above, the research problem could be formulated as follows: can the writing skill of the tenth-grade students of SMKN 5 Denpasar in academic year 2021/2022 be improved through the PPP technique?

1.3 Objective of the Study

Formulating a research problem is important in conducting a research to make a specific discussion. As what has been stated in the background of the study, the tenth-grade students of SMKN 5 Denpasar faced difficulty in writing. In solving the research question, the research objective is defined as a goal in which the researcher plans to do or achieve during the study. There are many techniques to teach writing skills that are currently being applied to improve the students' writing achievement. Based on the research question, the research purpose is to figure out whether writing skill of the tenth-grade students of SMKN 5 Denpasar in academic year 2021/2022 can be improved through the PPP technique.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study was limited to improving writing skill of the tenth-grade students of SMKN 5 Denpasar in academic year 2021/2022 through the PPP technique. It was important for the researcher to know the curriculum and syllabus applied in the school to produce lesson plans and learning material to support the research requirement or data collection. In the present study, SMKN 5 Denpasar applied the revised 2013 curriculum. In this curriculum, the research focused both on the main and basic competency of the syllabus. According to the curriculum and syllabus of the school, the researcher focused on the fourth main competency and basic competency of the first semester that was stated on the syllabus.

The fourth main competency was developing an oral and written descriptive text, short and simple, about person, thing, and place, taking into account the social function, the structure of the text, and correct linguistic elements in the context. Based on the fourth main competency that focuses on trying, processing, and presenting various things, the reality of concrete (writing, reading, counting, drawing, and composing) in accordance with the learned in school and from other sources in the same point of view or theory. The basic competency (4.2) focused on composing descriptive texts in the form of spoken, written, short and simple about person, place, and thing, which considers social function, text structure, and language feature correctly and appropriately. In addition, the researcher focused on the descriptive text about person and place. Furthermore, the students constructed a descriptive text consisting of 15-20 sentences and focused on the generic structure such as identification, description, and conclusion.

1.5 Significance of the Study

Every problem that happens in the field is expected to be solved in every conducted research. One of the principles and practical reflections is taken into account in undertaking the present investigation is the significance of the expected research finding. This research is concerned with the teaching and learning process in writing Through PPP to improve students' writing skills and knowledge. Moreover, the result of the study is mainly expected to be useful in teaching descriptive text through PPP as a part of teaching strategy. The significance is expected to contribute to SMKN 5 Denpasar both theoretical and practical significance. Furthermore, the research findings are expected to provide theoretical and practical significance that could be elaborated on.

Theoretically, the present study is purposed to strengthen the theories of the writing, especially the theories of writing, classroom action researcher, and PPP technique. Furthermore, it proves that the particular theory used in the present study is effective. In addition, it is also to strengthen empirical reviews. The findings can be beneficial as theoretical evidence about the implementation of PPP. the result of the study is supposed to evolve the other theory. Moreover, the results are estimated to enrich theories and be used as references for future studies related to the PPP technique in teaching writing skills. In addition, the findings can be used as empirical evidence, which gives further information to the other researchers.

Practically, the outcome of the present classroom actions research is expected to give a contribution and feedback in general to English teachers, students, and other researchers. For the teachers, the researcher hoped to improve teachers' knowledge and technique in improving the students' achievement in writing ability through PPP. It also helps the teacher create a useful and effective condition in teaching writing, and the teacher would be easy to teach descriptive texts and get the simple way to teach. For the students, the present study is expected to solve the students' problems, particularly in improving their ability in writing and also to help them enrich their knowledge about writing through the use of the PPP technique. For the other researchers, this study would be a reference for the next researcher to overcome the problem faced in the future. It can also increase and develop their knowledge about the technique to be used in the future.

1.6 Definition of Key Term

The title of the present study was “Improving Writing Skill of the Tenth-Grade Students of SMKN 5 Denpasar in Academic Year 2021/2022 through PPP

Technique”. Therefore, to make the readers clearly understand and avoid misunderstanding and confusion, it is necessary to operationally define the key term especially used in the context of the present study. Some key terms needed to be briefly clarified to provide clear insight into the study. It is expected to be meaningful for the readers when they read the present study. Furthermore, the key terms which would be used in the present study were writing skill and the PPP technique. The two key terms used in this study were clearly defined as follows:

1. Writing Skill

Writing skill is defined as the ability of the tenth-grade students of SMKN 5 Denpasar in academic year 2021/2022 in writing a descriptive text that describes person and place, and the text should consist of 15 – 20 sentences based on the generic structure of descriptive such as identification, description and conclusion

2. PPP Technique

PPP technique is defined as a technique of teaching descriptive text writing to the tenth-grade students of SMKN 5 Denpasar, and it consists of Presentation, Practice, and Production. In the presentation, the researcher explains the materials in the class. In the practice, the researcher asks the students to practice step by step. In the production, the teacher asks the students to make a good descriptive text.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific study should be conducted based on the theoretical review of related literature. It helps the researcher establish what theories they use in the study. Theoretical Review is an abstract concept that defines a term in an academic discipline. This assumes both knowledge and acceptance of the theories that depend on. The purpose is to provide information on knowledge towards variables. The theoretical review consists of a theoretical framework, which allows the researcher to present the researcher in light of a summary of the literature. To support the ideas of this research, some theories and some information will be included to help the researcher design this research. Then the theoretical frameworks of this study included: writing skill, descriptive text, PPP technique, and assessment of writing. These theoretical foundations could strengthen the present research.

2.1.1 Writing Skill

Writing is the most important skill of the four language skills that the students should learn besides other language skills. Writing is one of the productive skills besides speaking skills, which requires a product of its result in the form of written product such as a report, letter, story, diary, message, etc. There are so many theories related to the definition of writing itself, reviewed below. According to Shahbaz and Duran (2011:702), writing is a complicated process of problem-solving, which involves controlling the text, planning-arranging the thought, and collecting data for the target. It means that writing needs hard thinking to generate ideas, words, and sentences simultaneously to produce a good text or text.

In the process of writing, the use of grammar and punctuation is important. (Graham and Perin, 2007:9) Writing can be defined as a skill used to express the opinion with support evidence and deepen the students' knowledge. According to Pollard (2008:49), writing is a productive skill and such as the way we treat it in class has some similarities with the teaching and learning of speaking. Writing is a product. When they learn about speaking, they should know how to write a form of they speak. It means that the writers use words and sentences and construct it into texts to express their idea in their writing that has a purpose of making the reader understand the idea that the writers want to share. Writing is described as a process that is the stage a writer goes through to produce something in its final written form.

As the name suggests, Pollard (2008:51) states that writing focuses on the process rather than a final product. In teaching writing, the teachers should consider some factors that influence writing organization, such as; structure, grammar, spelling, mechanics and organization of ideas. Hogue (2008:2) states that the kind of writing done in the classroom is called academic writing because it is done in college classes. Academic writing aims to explain and give information about something with the teacher and classmates as the audience. Academic writing requires certain skills, including sentence structure, organization, grammar, and punctuation. Sentence structure in academic writing is related to how to arrange words in a sentence, while organization is related to arranging ideas in a text. Wallace (2004:15) also states that writing is the final product of separate acts that are hugely challenging to learn simultaneously. These separable acts are not taking, identifying a central idea, outlining, drafting, and editing.

Furthermore, Brown (2004:218) points out that we also fully understand the difficulty of writing well in any language, even in the native language. Every

educated child in developed countries learns rudiments of writing in their native language. Still, very few learners can express themselves clearly with a logical, well-developed organization that accomplishes an intended purpose. Taylor (2009:2) states that the writers bring knowledge into being in writing, and they record and preserve it. Writing is the seed, the fruit and the pickle of the person's understanding. All in all, writing skill is one of the language skills that allow people to present a language in visual-tactile forms of writing.

As a good writer, the writer must consider some factors in writing, such as purpose, audience, and topic. Writing aims to inform, entertain, and persuade the reader or the audience. When students want to write something, they should decide what the goal they expect to reach through their writing in which the goal may be to inform. It might be a more specific purpose in accordance to express feelings and share experiences. The second factor is the audience, who is not as physically present. It is important to shape the writer's writing as the writer choice of the personality and purpose. The last important factor is the clear and specific topic. The writer needs to consider how that topic will affect how they write.

Zemach and Islam (2005:iv) states that text writing, to the teacher, is designed to help low-intermediate students analyze model texts, find ideas for their writing, put their ideas into a sentence, organize their sentences into a text, review and revise their text so that they become even stronger. These processes will develop the students' text writing skill and encourage them to be independent and creative writers. Zemach and Rumisek (2005:v) also state that, to the students, academic writing is within the author's language, but even from other writing in English. Writing is the most difficult skill to master (Richards and Renandya, 2002:303). The difficulty lies in generating, organizing ideas, and translating the

ideas into a readable text which is interesting to read. These skills should be practiced a lot so that it could make their writings much better.

According to Weigle (2002:4), in comparison to speaking, listening, and reading, writing can be seen as a more standardized system that must be acquired through special instruction. Instead of attempting an all-encompassing definition, it may be more useful to begin by delineating the situation in which people learn and use second languages in general and second-language writing in particular, and the types of writing that are likely to be relevant for second-language writers. Writing should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into the formal assessment. Moreover, teachers can set writing topics into something valuable to the students. It can be said as contextualized topics in writing.

Sever in Sahbaz and Duran (2011:703) states that if the writers explain their thought well written, they should have these skills; choosing, at least, words appropriate to aim, using the chosen word appropriately (word level), forming meaningful sentence inserting the sentence to suitable forms according to the purpose (sentence level), inserting the sentence to a formation which conveys thought and making formations to develop thought in the text. Writing is not only a product, but it goes through a process. Good writing pays attention to the process itself; furthermore, the writing process consists of stages such as pre-writing, drafting, reviewing, revising, and rewriting.

To sum up, based on all theories, writing conducted in the classroom is called academic writing. This writing requires organization, sentence structure, grammar, and punctuation skills. Since writing is one of the productive skills,

writing requires a product in the form of a written product. The process in writing will develop not only the students' text writing skills but also their creativity. Lastly, writing can be mastered through working hard and practicing continuously; thus, a writer can construct which can improve his or her communicative ability in written form and assist the writer in sharing their idea, knowledge, feeling, and opinion with other people to make a good text that is meaningful.

2.1.2 Descriptive Text

Students are expected to produce a product in such written form in writing. In this case, the product mentioned is a text. A text is a group of related sentences about a single topic. A good text consists of a topic sentence, supporting sentence, and concluding sentence (Hogue, 2008:4), and it should maintain a consistent flow. Students need to learn and practice the art of putting words together in well-formed sentences, texts, and texts. Oshima and Hogue (2007:3) state that a text is a group of related statements that the writer develops about a subject. The first sentence states the specific point. A text has unity when all sentences in that text support that point. An effective text contains a good topic sentence that leads the text. These characteristics are important to be considered in writing.

Savage and Mayer (2005:2) state that a text is a group of sentences about a topic. A typical text begins with a topic sentence, which introduces the topic. The sentences support the idea in the topic sentence with explanation, reason, and other details. The concluding sentence brings the text to an end. In addition, Zemach and Rumisek (2005:25) define that a descriptive text explains how someone or something looks or feels. This text uses adjectives, which tell us how things look, feel, taste, sound, or smell. It also uses prepositions to tell us how space is

organized. In writing descriptive texts, generic structures, such as identification, description, and conclusion, have to be considered.

Zemach and Islam (2005:9) state that a paragraph is a group of 6-12 sentences about one topic. Every sentence in one text is about the same topic. All the sentences explain the writer's main idea. A text can give information, tell an opinion, explain something, or even tell a short story. Oshima and Hogue (2007:79) express that every good text must have coherence. A coherent text flows smoothly from beginning to end. A reader can follow your ideas easily because one sentence leads naturally to the next one; there are no sudden jumps. Every text only has one idea, and each idea in each text will have supporting details. Each text's idea can be explicit or implicit; readers cannot see it in written form. For a text to be effective, it must be started with a clear topic sentence used to develop the text. The other sentences, called the supporting sentences, give more information about the topic.

One of the texts is a descriptive text. According to Folse et al. (2010:135), a descriptive text is a text that describes how something or someone looks or feels. It gives an impression of something. A descriptive text describes, gives an impression, and creates a sensory image in the reader's mind. Good writers use words that appeal to some or all of the five senses: sight, taste, touch, hearing, and smell to help describe a topic. Good writers constantly consider their audience as they write. Moreover, Oshima and Hogue (2007:61) express that descriptive writing appeals to the senses (looks, feels, smells, tastes, and sounds). A good description is where the readers can imagine the object. It is written logically so that the readers can feel it.

According to Fiderer (2002), a descriptive text gives a clear picture of a person, place, object, events, or idea. Details for descriptive texts come from the writer's senses: smell, taste, touch, hearing, and sight. A descriptive text is a skill

in writing that gives detailed information about the subject through sensory detail that makes the readers catch the picture of information in the text easily. A good description is a word picture, and the reader can imagine the object, place, or person in his or her mind without seeing the real thing described. Good descriptive writing aims to involve the reader in the story as much as possible. Good descriptive makes the readers feel as if they are present in the scene (Savage and Mayer, 2005:28). This will make the text much more descriptive.

Based on Evans (2000:4), descriptive writing should consist of three generic structures: an introduction, main body, and a conclusion. First, introduction or identification is a part that provides general information about a place. Moreover, identify the person, place, or object to be explained. Second, the main body or description needs to describe the person, place, or object clearly explained. The description can be physical appearance, personal qualities of the object, or other characteristics. The last is a conclusion, which concludes or restates identification. A conclusion is not necessary; however, it is often very helpful to make the reader understand what the text describes. In this study, the researcher focuses more on Evans (2000), who states the descriptive text's generic structure are introduction or identification, main body or description, and conclusion. This theory is relevant to the present study, which aims to improve writing skills.

A descriptive text is a text that describes a vivid detail of a person, place and thing. Zemach and Rumisek (2005:25) state that a descriptive text explains how someone or something looks or feels. It is also supported by Zemach and Islam (2005:3), who state that when you describe a place, you can develop your text by adding descriptive details that tell how a place looks, sounds, or smells, or feels. According to Hogue (2008:85), descriptions are "word pictures". You tell how

something looks, feels, smells, tastes and sounds. He also added that there are two keys to writing good descriptions. One of them is using many descriptive details. A descriptive text uses a simple present for the grammar and uses adjectives in vocabulary. A good descriptive text should have a generic structure that builds up the text: identification, description, and conclusion.

2.1.3 PPP Technique

PPP technique is one of the techniques that can be applied in writing class to overcome problems. PPP technique is one of communicative language teaching that works through three sequential steps. The first phase is the presentation which focuses on warm-up and lead-in in this case. The teacher introduces descriptive texts to be taught. And the second phase is the practice in which the students usually focus on writing practices. In this phase, the teacher provides the students' opportunities to write texts. The end phase of PPP is Production, which some trainers have called 'immediate creativity'. Here, the students use their language in a sentence and help them generate new ideas related to the topic. This technique is very interesting to be applied in the teaching and learning process of writing.

A variation on Audiolingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production (Harmer, 2007:80). In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language, too, presented. Later the students, using the new language, make sentences of their own, referred to as production. It means that in the PPP technique, there are three steps: Presentation, Practice, and Production. During the implementation of the PPP technique, teachers present, and they then ask the students to practice the language

that has been taught; finally, they ask them to practice the language. It is a good place to start applying good communicative language teaching in the classroom.

According to Harmer (2007:65), there are the procedures of Presentation, Practice, Production (PPP) method. In the presentation, the teacher shows the students the following picture and ask them. The process of presenting the lesson focuses on the teacher giving information to the students, for example, a brief description of the new topic, idea, or pictures. In the practice, the teacher gets the students to repeat the sentence, for example, brainstorming, exercise (on the board worksheet completed with the teacher), question and answer comprehension exercises, games that involve the teacher, drills or repetition, and demonstration or role playing. At the end of the point, the PPP is production, what some trainers have called 'immediate creativity', it is a chance for students to express their ideas in the writing test. In this case, students make a text based on a topic given by the teacher. It is also to measure how far the students understand the material.

According to Pollard (2008:22), the name suggests presenting a language point in the presentation involved. It is usually done by the teacher. It can be achieved through explanation and demonstration. Baker and Westrup (2000:25) state during the presentation phase, the teacher introduces the new language items that the students need to learn. Richards (2006:8) states that the teacher introduces a new grammar structure through short text conversation in the presentation. The teacher checks a new structure and the students' comprehension. During the presentation, the teacher does most of the talking and has strong control over the students. Harmer (2007:664) states in this procedure, the teacher introduces a situation that contextualizes the new language to be taught in the presentation. The teacher explains the language that will be learned to the students.

Pollard (2008:22) states that writers that practice refers to controlled practice. It involves students using the target language in control way. Harmer (2007:64) states that the students practice the new language that the teacher presents for the students in practice. Usually, the teacher puts the students in pairs to practice together in practice. Baker and Westrup (2000:27) state that practice is important that students have enough of the new language that the teacher explains to them; however, practice must begin in a very simple way where the teacher controls everything the students say and write. The teacher also directs the students to make a good written. At this stage, the teacher corrects the students' sentence construction, use of language, and pronunciation.

The last step is production. Pollard (2008:8) writes that production refers to free practice; students use the target language in their own sentences. Harmer (2007:64) adds that production is when some teachers have called immediate creativity. In this step, the students are asked to use the new language in their own sentences. Richards (2006:8) states that the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Harmer (2007:64) writes that production is a stage in which some teachers have called immediate creativity. In the present study, the students make a text by their sentences, and the researcher does silent control and notes every mistake made by the students.

In teaching writing, the steps of the PPP technique also consist of presentation, practice, and production. In the presentation, the teachers explain the materials that they want to deliver to the students. In the practice, the students practice what they have understood from the materials that the teachers have given. Practice, in this case, is still guided by the teacher. The teacher always gives a hint

to help the students. In the production, the students are given chances to express their ideas in constructing a text based on the topic. In this case, students make a text based on the topic that the teachers give. It also measures how far the students understand the learning material. The researcher can give the general correction at the end of the writing performance to make much better

2.1.4 Assessment of Writing

Assessment is one of the essential parts of the teaching and learning process in the classroom. When the teachers assess the students' writing, they need to understand the criterion of writing assessment. Writing skill contains both process and product. The process involves prewriting, drafting and revising. Because writing is a productive skill, it requires a product in such written form. Assessment is needed here to assess the product itself. Then, through assessment, whether the skill is improved or not can be known and analyzed. Linse (2005;153) states that writing is assessed by eliciting and examining a sample of writing. The learners can write a sample consisting of a sentence, paragraph or essay. This sample can be fiction or non-fiction and can be assessed using an analytic or a holistic rubric.

According to Brown (2004:218), the assessment of writing is no simple task. In assessing students' writing ability, as usual, it needs to be clear about objectives or criteria such as handwriting, ability, correct spelling, writing grammatically correct sentences, text construction or logical development of the main idea. Each component has several criteria points that give the results of writing. One important area in writing assessment focuses on finding the best way to assess students' writing skills. Coffin et al. (2003:2) express that in assessing writing, teachers focus on both the content and the form of the writing, which is the language use, text

structure, construction of argument, grammar and punctuation. To make good writing, students have to focus on the content and form of writing.

Brookhart in Fulcher and Davidson (2007:27-28) argue that assessment and learning are integrated within the classroom. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. Therefore, the assessor is deeply involved in the assessment and cares about the assessment outcomes in the classroom. There is nothing distant about intervening in the lives of learners. Assessment, furthermore, is an ongoing process that encompasses a much wider domain. Whenever the students respond to a question or try out a new word or structure, the teacher subconsciously assesses the student's performance. Tests, then, are a subset of assessment used to assess the students' knowledge during the teaching and learning process.

Brown (2004:247), the assessment takes on a crucial role in such an approach. Learning how to become a good writer places the students in an almost constant assessment stage. Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in current educational practice because the teacher might be tempted to think of testing and assessment as synonymous terms. In giving students the maximum benefit of assessment, it is important to consider earlier stages, which are consisted of the prewriting process until the first or second draft, and later stages, which are consisted of revising and finalizing of producing a written text. Involvement of self, peers, and teacher at appropriate steps in the process become further factors in assessing writing.

Hyland (2003:212) finds that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to individual students' learning and the development of an effective and responsive

writing course. English teachers should assess what they have already taught their students to know the extent to which they have achieved the previously formulated instructional objectives. An understanding of assessment procedures is necessary to ensure that teaching has the desired impact and that students are being judged fairly. Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performance and help them progress in the classroom's learning process, particularly writing.

Marzano (2006:3) states that classroom assessment can dramatically influence student achievement. Given this finding, one might be tempted to conclude that assessing students more automatically increase their learning. Moreover, many conclusions provide insights into effective classroom assessment, such as (1) feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve, (2) feedback on classroom assessment should encourage students to improve, (3) classroom assessment should be formative in nature, and (4) formative classroom assessments should be frequent and continue to get a better result.

In their book, Rudner and Schafer (2002:6) state that measuring students' performance may seem "objective" with such practices as machine scoring and multiple-choice test items. Still, even these approaches are based on professional assumptions and values. Whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decisions. Assessment can be used as a reflection for the teacher to improve the teaching-learning methods. Moreover, the teacher can improve the learning process and instruction process for the next learning

process and assessment to refresh the teaching and learning process. It is important to make the teaching and learning process much better.

Black and William in McKay (2006:140) state that classroom assessment or teacher assessment refers to an assessment carried out by teachers in the classroom. It may be formative when teachers are collecting information about children's strengths and weaknesses to provide feedback to learners and to make further decisions about teaching, or it may be summative when teachers are collecting information at the end of a period of time, generally to report to other about children's progress. A summative assessment carried out by teachers may also inform their own teaching. Formative assessment is also called assessment for learning, while summative assessment is the final test.

Moreover, Oshima and Hogue (2007:196) describe that the success of writing can be shown from its completeness of some writing aspects. Those writing aspects can describe as follows: (1) format refers to be rules and styles in writing skill (margin); (2) mechanics refers to the use of correct spelling and punctuation Incorrect spelling and punctuation was made a different sense of writing; (3) content to the substance of writing which means that the supporting sentences should develop the main idea clearly (unity); (4) organization refers to the logical information of the content (coherence) which contains an arrangement of sentences which is being written, and the sentences should go smoothly; (5) grammar and sentence structure refer to the use of correct grammar and how sentence structure is used to combine and organize the words into phrases and sentences.

Assessment is very important to know and analyze whether the students have mastered such a skill, in this case, writing skill. Therefore, related to this study, the assessment only focuses on assessing students' writing skills in writing

descriptive text. This study focused more on Oshima and Hogue (2007:196) theory that when grading papers, the teacher sometimes assigns points for each writing skill. The students are asked to make a descriptive text with a certain topic. The product is assessed. The score is given using Oshima and Hogue's rubric consisting of format, punctuation and mechanics, content, organization, grammar, and sentence structure create an objective scoring.

2.2 Empirical Review

An empirical review is a review of the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. It is used to compare this research with other similar research to know the similarities and differences and consider whether or not the study would be as successful as the relevant studies used as the empirical reviews. In addition, empirical research is based on observed and measured phenomena and derives knowledge from actual experiences rather than theory or belief. One of the purposes of an empirical review is to show that the problem being studied has not been done before or has not been done before. Two studies are relevant to this study, and the researcher decides to review those as empirical reviews as follows.

The first research is used to improve the students' writing skills belongs to Sriwijaya (2016/2017), who conducted classroom action research entitled "Improving Writing Skill through PPP Technique of the eighth-grade students of SMPN 1 Banjarangkan in Academic Year 2016/2017". The research objective was intended to determine whether the writing skill of the eighth-grade students of SMPN 1 Banjarangkan can be improved through PPP Technique. As a result, based on the research, the researcher proved that the PPP technique worked well and was

accepted by the subject. PPP technique could significantly improve writing skill of the eighth-grade students of SMPN 1 Banjarangkan in academic year 2016/2017.

The strength of this research is the PPP technique was explained clearly enough the steps were applied well enough. However, the weaknesses of this research were in the scoring rubric. In the part of organization criteria, he did not use scoring criteria in detail, such as the text begins with identification, the text contained description. Thus, the assessment became inaccurate, and it did not cover all components of the text. The researcher would use more specific scoring criteria in the present study: each text is explained according to a clear organizational structure such as identification. The identification explains how the writers identify the object to be described; moreover, it can be a general statement about a place, person, or thing to be described in writing the composition.

Another research is written by Wismantari (2016/2017) entitled “Improving Writing Skill through PPP of eight grade students of SMP Widya Suara Sukawati In Academic Year 2016/2017”. The objective of the study was intended to find out whether the writing skill of the eighth-grade students of SMP Widya Suara Sukawati can be improved through the PPP technique. PPP is one of the best ways to be used in classroom teaching to improve the students’ writing ability. Based on the tests given to the subjects, the results showed that there was an improvement in the subjects’ achievement in writing a descriptive text. The result showed that the present study was intended to improve the students’ writing skills through PPP was successfully achieved after two cycles were carried out.

The strengths of this study were the researcher provided well-related theories from experts to support the statements. In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear. However,

the weaknesses of this research were the researcher did not mention how many sentences the subjects should write. It confused the students about how many sentences should be written in their text because complete instructions were important to avoid this. In this case, the number of sentences can determine how good a text. Therefore, in the present study, the researcher put some sentences that the subjects should write on the test instruction. The students are instructed to write a text that consists of 6-12 sentences. Attaching some sentences on the test instruction would make the instruction clearer and avoid confusion of the subjects.

