

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In learning English, there are four skills that should be taking into account. There are listening, speaking, reading, and writing. Writing is one of the four language skills which are very crucial that must be mastered for students who learn English. Writing is the one skill that makes students able to express their ideas, and communicate them with somebody else through signs or symbols in written form. Zemach and Islam (2005: iv) argue that writing is important for communication in day-to-day life. Students who have difficulty expressing their ideas through speech is able to express them through writing. With writing, being able to make students feel what they think or feel without talking. Writing is an activity that is able to help students without needing to talk a lot.

Writing is also able to make students remember their ideas because their ideas have been stated in a piece of writing. Writing is the most difficult skill to be learnt because it needs hard thinking in producing words, sentences, and paragraphs. Writing is completed by many components such as structure, vocabulary, punctuation and spelling to make a good writing. Writing is one of the important skills in the English language used to express ideas, emotions, and thoughts. Then, transfer what they get into written form. In the process of learning English, writing can motivate students to learn more about English. The ability to write good English is the needs of students. Writing is also not an easy task because it needs to be explored about criteria such as punctuation, paragraph construction, ideas, spelling, word choice and grammar.

Harmer (2004:257) states that in teaching writing the students could focus on the product of writing or on the writing process itself. Meanwhile, in the process writing students need to put their attention on ideas, imagination, information, creativity and feeling in order to make an attractive and interesting writing. Oshima & Hogue (2007: 15) state that writing is not a one-step action; it is an ongoing creative act. There are four steps in the writing process such as creating the ideas, organizing the ideas, writing a rough draft, and polishing the rough draft by editing and revising it. It means that writing is complex activity to do. Moreover, these steps are very important in the writing process because, to be able to make good writing, the students need to follow these steps carefully and clearly.

Writing is not easy to learn, especially in making paragraphs. Students must pay attention to the role of writing when they begin to express their feelings and ideas. Students must write paragraph sequences and organize paragraphs well. For well-organized paragraph students must master the writing aspects. When students write, they do more than just arrange words to make sentences; they must follow the steps of writing. According to Zemach and Rumisek (2003:3), in writing process, there are several steps and processes that should be done to make paragraph into become a good text, such as pre-writing, drafting, reviewing, and rewriting. Thus, writing is not simple to learn by the people.

Fulwiler (2002:16) states that writing is never effortless things because it is a messy, unappreciable and amazing process as the writer would be a little less hard on themselves when it does not come out just right on the first time. It means that in expressing ideas into the written form, it not easy to do. Moreover, writing is considered as one of difficult skills to master for the students. Writing is difficult

skill since the students must organize their ideas into an interesting content to read. It makes more time to think about what the students are going to write. Therefore, writing becomes a difficult skill to be mastered by the students since it takes complex processes to put ideas into written form.

In writing, students are required to think creatively and develop their own ideas. It is difficult to start writing without any ideas of writing. The difficult thing that students face in writing is in getting the ideas. In addition, the students who want to start writing should think first about the ideas and imagine what they want to write. For example, in writing descriptive paragraph, the writer cannot start without a central idea and more support it. Thus, they have to arrange every single idea to be a good descriptive paragraph. In research, there were so many problems that the students faced in learning writing especially in writing a paragraph. They find it difficult to create a good idea even for a short descriptive paragraph. The students cannot write paragraph because there was a teacher in SMPN 2 Denpasar only provide them a little and ask them to write down a descriptive paragraph without teaching them how to write a good paragraph. This situation made the students confused and they did not know how to making a good paragraph.

Based on the interview with English teacher at SMPN 2 Denpasar in class eighth. The researcher found the technique that was used by the teacher was not appropriate for the students' ability. The teachers' technique was monotone. This technique was not appropriate to the material that was taught. Furthermore, the teacher asked the students to discuss the material about descriptive paragraph only based on the textbook. at the same time, the teacher asked them to write a descriptive paragraph without any guidance and vivid explanation about making a

good paragraph. This situation made the students confused and they did not know how making a good paragraph.

The teacher's technique used in the teaching-learning process was not effective. The students seemed uninterested and not challenging in writing descriptive paragraph by only asking and answering activities. It made them confused to construct their ideas and make it into a good paragraph. The students seemed difficult in making a paragraph after being taught by using teacher technique. The teacher could not explain the descriptive paragraph clearly by using the technique. Then the result of the students' descriptive paragraph it was expected on basic competency by the teacher.

Based on the problem above, the researcher tried to propose a technique that emphasizes teaching and learning to solve writing problems. By using learning strategies that are more interesting can motivate students to learn to write. Many strategies in teaching writing, one of strategy is ESA the researcher used ESA combined with picture. ESA is a technique to teach students in writing skill. According to Harmer (2001:54), three elements of ESA need to be present in lesson sequences, this does not mean that they should always occur in the same order. The form of ESA that is easy to understand, especially by students, can form a new style in writing activities. Based on the strategies used by researcher, the researcher used picture as a media for learning support and improve students' writing skill. According to Christina (2007:2), pictures provide serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lessons.

By using ESA combined with picture, teacher can get students attention's when they explain the material in the front of the class. Students can write down the main point of the explanation. If the researcher can get students attention it makes the researcher easier to control atmosphere in the class. Thus, students have a chance to think and generate the ideas to make a good paragraph. When the students are interested with the material, they can explore their ideas to write a descriptive paragraph by using their own words. In addition, ESA combined with picture is simple teaching steps with combine with media which are not too long and it is not boring in teaching learning process. In the present study, the implementation of the technique with media in which students have to follow the steps that are short way and not a boring step in writing paragraph especially in writing descriptive paragraph because it made the situation in classroom more relax.

Based on the background of study, the researcher tried to conduct ESA combined with picture in teaching writing. The researcher considers that the use of ESA combined with picture to teach writing could help the students to create a good writing composition, since the implementation ESA combined with picture can stimulate them to produce and explain their ideas to make a good descriptive paragraph. By using ESA combined with picture, it encourages and motivates the students to write and they will get meaningful interpretation easily. It can also plant knowledge in the students' mind, retain longer and draw the students' interest. Based on the problem above, the researcher is interested to conduct classroom action research entitled "Improving Writing Skill through ESA Combined with Picture of the Eighth Grade Students of SMPN 2 Denpasar in Academic Year 2022/2023".

1.2 Research Problem

Based on the background of the research, the students seemed that they were not interested in learning writing through asking and answering activities and it influence in their writing skill. This condition must be urgently solved by applying an innovative technique and support by a media. Hence, it could help the students to solve their problem in writing especially in descriptive paragraph. In the present study, the researcher chose a technique and media which had simple steps in teaching learning writing that was ESA and picture. Therefore, the researcher problem could be formulated as follows: can writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 be improved through ESA combined with picture?

1.3 Objective of The Study

The research problem that has been formulated should be answered by conducting a scientific investigation. The objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the goal. Based on the research problem which has been previously stated, the writing skill of the eighth-grade students of SMPN 2 Denpasar still needed to be improved. Therefore, this study was conducted to find a solution to the research problem above. As a result, the objective of the present study was to find out whether or not writing skill of the eighth students of SMPN 2 Denpasar in academic year 2022/2023 can be improved through ESA combined with picture.

1.4 Limitation of The Study

In relation with the objective of study, this study was focused on improving writing skill of the eighth-grade student of SMPN 2 Denpasar in academic year 2022/2023. In order to make the lesson plan and learning material, the researcher had to know both the curriculum and syllabus that applied in the school. SMPN 2 Denpasar applied the 2013 curriculum. Based on the curriculum and syllabus of the school, the researcher focusing on the fourth main competence and basic competence of the first semester that stated on the syllabus.

The fourth main competency was understanding knowledge (factual, conceptual, and procedural). Besides, the researcher focuses on the fourth basic competency used was is 4.6 constructing a short and simple transactional text in form of oral and written form by asking and giving information about person, animal and things by paying attention to a social function, generic structure, and language feature correctly and contextually. In the present study, the researcher focused on writing a paragraph and emphasize more on writing descriptive paragraph which describes thing and persons in accordance with the correct and complete generic structure such as identification, description, and conclusion.

1.5 Significant of The Study

This research focused on improving writing skill especially descriptive paragraph through ESA combined with picture of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023. In other words, it concerned with teaching writing skills, especially in constructing a short descriptive paragraph about thing and person in written form by applying ESA combined with picture.

The findings of the present study should be significant. In addition, these research findings are expected to have more advantages in terms of theoretical as well as practical significance in improving the English language skill, especially writing skill. The findings of this study are expected to give theoretical as well as practical significance as follows.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem that was faced above. The findings of this study are expected to contribute to English teaching, especially in teaching writing skill. It is also expected to be references of guidance for future study related to classroom action research, writing skills, and ESA combined with picture. The findings could disclose further research on foreign language and expected to be used as a basis for similar study areas. Additionally, the findings of this study are also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and they could learn more.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, this study result is expected to be used as a reference in using ESA as a technique and picture as media in teaching writing. For the students, the research finding was expected to increase their motivation and interest in learning writing. It is also expected to be useful in improving their writing skill, specifically in writing descriptive paragraph. For the other researchers, the research findings can be used as references and empirical reviews to make a better study for future

research in the same field. Furthermore, it also provides an alternative source and guidance for the next prospective research to get a better and more accurate result.

1.6 Definition of Key Term

The title of the present study is "Improving writing skill of eighth grade students of SMPN 2 Denpasar in academic year 2022/2023 through ESA combined with picture. To avoid misunderstanding on the readers, the researcher states two optional definition of key term used to include writing skill and ESA combined with picture. The terms in scientific research are too complicated for the readers and the definition does not give clear cut classification. The definition of key term is associated and it is very important to define in order to make a better understanding in the present study. In addition, the definitions of key terms are used to make the readers have profound understanding of the present study. The definitions of key terms are operationally defined as follows:

1. Writing Skill

Writing skill is operationally defined as the skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 in writing descriptive paragraph which describes thing and person with generic structure of a descriptive paragraph which consist of identification, description, and conclusion.

2. ESA combined with Picture

ESA is the technique used to improve writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023. ESA has three stages: Engage, Study and Activate. In engage, the students are shown an example of a descriptive paragraph using a picture for giving brainstorming to the students. In

the study the teacher explains more about descriptive paragraph using picture and how to write and also the teacher answers any questions from the students. The last, in activate the students are asked to make a descriptive paragraph with the picture by using their own words. Writing descriptive paragraph is defined as the skill of the students or the study in writing a descriptive paragraph through application of ESA combined with picture. ESA with picture is a technique combined with media to facilitate the students in teaching learning process and make them to understand the material.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concept and term from an expert that is used and required in this study. Therefore, the researcher uses relevant theories to give more evidence in this research. In this chapter, the researcher concerns with a theoretical review of some related theories that focus on the topic which is discussed in this study. They are constructing and expecting to give practical significances and empirical evidences. The foundation of thought deriving from theories that are needed as demands to solve the problem in research are referred to the theoretical review. The theoretical review is used to limit the scope of the relevant data by focusing on specific variables. As the result, the researcher discusses the theories which are relevant to this study. The present study is based on the following theoretical backgrounds that were discussed as follows: (1) writing skill, (2) descriptive paragraph, (3) ESA combined with picture, and (4) assessing writing.

2.1.1. Writing Skill

In English, there are four skills that should be mastered by the students. They are listening, reading, speaking, and writing. Actually, writing is one of the difficult skills to be learnt among the four skills. Writing is a productive skill which can help students to transfer their ideas on a piece of paper. Kane (2000:25) states that writing is a complex activity. Furthermore, Richard and Renandya (2002:303) add that writing is the most difficult skill for foreign language learners to master. The difficulty is not only in generating and organizing ideas, but also on translating

these ideas into readable text so that their writing would be interesting and enjoyable to read by the readers.

In addition, Graham (2008:6) states that there are many skills which writers need to learn to develop the point where they can execute with little effort or thought. This includes handwriting (or typing), spelling, punctuation and capitalization skills. As a complex skill, writing requires effort of language learners to master in every detail of writing component. Thus, mastering writing skill simply mean that the learners are also able to deliver their feeling and thought in a correct spelling, punctuation, grammar, and so on. Moreover, by learning writing they are expected to be able to carry out other essential writing processes like planning, evaluating, revising, and so forth.

Writing is a productive skill and one of the four basic skills in learning language which is very important to learn. As productive skills, writing not only has to be taught to the student but it also has to be rapidly. Writing is not as simple as most people thinking of; however, writing is the way of people express their feelings, ideas and experiences of their life into written form. In writing the students be able to express their idea or thought in written form. Writing also is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003:9). And also writing can make the students are challenged to develop their idea of certain topic in writing a paragraph.

According to Harmer (2004:31), writing is a way to produce language and express ideas, feelings, and opinions using writing text. It means that writing is a

skill where the writers should organize their ideas, feelings, and opinions into an interesting content to read. Furthermore, Fulwiler (2002:16), states that writing is never effortless thing because it is a messy, unpredictable, and amazing process as the writers would be a little less hard on themselves when it does not come out just right on the first time. Writing is not easy because it needs a lot of hard and dedicated work. Furthermore, the writers need a lot of knowledge to be able to make a good writing.

Harmer (2004:31-33) states that there are several the importance of learning writing such as, (1) writing is often not time-bound in the way conversation is. It means that in writing the students have a longer time to think rather than in speaking, (2) writing encourages students to focus on accurate language use because they think as they write, (3) writing has always been used as a means of reinforcing language that has been taught, (4) writing is frequently useful as preparation for some other activities, (5) writing also can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking, (6) writing is also used in questionnaire- type activities, (7) writing is also used to help students perform a different kind of activity.

Brown (2004:220) states that writing is the act of putting letters, punctuations, idioms or words on a piece of paper where writing also involves correct grammatical features to express and explain ideas. Writing is a powerful instrument for the students to express their thoughts, feelings, and judgment about what they have read, seen, learned or experienced. As the students continue to develop an understanding and ability of the writing process, the elements of writing, paragraph forms, genres, formats, and technology, the students are able to express

themselves more effectively and confidently. Furthermore, the students can know how to good to writing with follow the process writing.

According to Harmer (2004:4), the process of writing has four main elements, such as: planning, drafting, editing (reflecting and revising), and final version. In planning, the writer had to think about three main issues. First, the writer had to consider the "purpose" of their writing. Second, experience writer's think of the "audience" the writers are writing for, since this will influence not only on how it is laid out, how the paragraphs are structure, but also the choice of language. Third, writers have to consider the "correct structure", sequence the fact, ideas, or arguments. In drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning of these ideas. In editing (reflecting and revising), the writer often helps by other readers or editors who comment and make suggestion or appropriate revision. In final version, the writers have edit their draft, making the changes they consider to be necessary, they produce their final version.

Writing is a complex activity of producing a sequence of sentences arranged in a particular order and liked together in certain ways that is cohesive and coherent to discover and organize ideas that requires communicative or interactive process between writer and readers. It is required the control of content, sentence structure (grammar), vocabulary, organization and mechanics punctuation spelling and letter formation). Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

Ramet (2007:1) states that writing something, anything, every day will enable the students to build up the discipline and commitment required to ensure that they can produce a complete manuscript in whatever genre they choose. A good deal of writing at this level is displaying writing opposed to real writing; students produce language to display their competence in grammar, vocabulary, sentence formation and not necessarily to convey meaning for an authentic purpose. Writing is useful for students and everyone in daily life. Writing is not only for communicating but also show the students' characteristic. They need writing during many activities in their life such as in school, institution, market etc. In long distance, writing helps them to communicate like email and letter.

Writing is not a simple task and it need a special skill to make the students interested in writing and writing is one of challenging language skills that should be learn by the students. Zemach and Islam (2005:1V), state that writing is an important form of communication in day-to-day and the most difficult to be mastered in a foreign language. Furthermore, it is important to practice every day to improve the writing proficiency such as writing a letter, message, memo, and invitation, etc. According to Ramet (2007:1), writing something, everything, and every day would enable students to build up the discipline and commitment required to ensure that they could produce complete paragraph writing in a whatever genre they choose like descriptive, narrative and so on.

In this study, the researcher used the theory from Harmer (2004:31), writing is a way to produce language and express ideas, feelings, and opinions. It means that writing is a skill where the writers should organize their ideas, feelings, and

opinions into an interesting content to read. This theory is relevant to this present study since it is concerning about improving writing skill.

2.1.2 Descriptive Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic and the rest of the sentences in the paragraph support that point (Oshima & Houge, 2007:3). In addition, in constructing descriptive paragraph writing, the writer should write the organization of the descriptive paragraph. The organization of the descriptive paragraph such as: identification, description, and conclusion. The writer should follow those steps in writing paragraph. Therefore, the descriptive paragraph that the writers construct becomes a well-organized paragraph. The writer should know the well-organized to make a good paragraph.

Zemach and Islam (2005:9) state that paragraph can give information, tell an opinion, explain something, or even tell short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say. Therefore, a paragraph are series of sentences that tell about the information or idea which wants to be delivered by the writer in order to make the reader understand about the topic and the message. In writing, there are different types of paragraphs and each of them has specific purpose and information or story that want to tell to the readers. One type of paragraphs is descriptive paragraph.

According to Zemach and Rumisek (2003:11), states that paragraph is a group of sentences about a single topic. Thus, the sentences of the paragraph explain about the writer's ideas about the topic. Besides, in academic writing paragraph is

about five to ten sentences long, which the first sentence of the paragraph is usually indented a few spaces. Besides, the paragraph can be longer or shorter, depending in the topic that will make the paragraph tidy and good looking. Furthermore, the good paragraph is related the topic and not tidy also appropriate with the content of the topic that give by teacher.

Descriptive paragraph is the paragraph that describe about something such as; describe person, place or thing in vivid detail. Oshima and Hogue (2007:61) state that a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Some descriptive paragraphs may be technical, for instance, describing things or places such as car or classroom; on the other hand, descriptive paragraph may describe an event or a place and include more figurative language or describing feeling or emotion. Descriptive paragraph expresses or describes place, thing and person, or can feel that they involve in the experience. Therefore, before writing a descriptive paragraph it is important and the audience's enthusiasm about descriptive paragraph writing.

Based on Fiderer (2002:17), a descriptive paragraph gives clear picture of a person, place, object, event, or idea. Besides, a descriptive paragraph is a paragraph which describes about thing, person, and place in vivid detail and concerning to how it looks like and feels. Details for descriptive paragraphs come from the writer's sense, smell, taste, touch, hearing and sight. A descriptive paragraph requires the students to write the descriptive of thing, person, and place in such vivid detail so that the reader could imagine the described thing, person and place or can visualize what it looks like. In addition, the clear description also makes the readers can feel what is being describe.

Furthermore, Folse et al. (2010:135) stated that a descriptive paragraph is a paragraph which describes how something or someone looks or feel and it gives an impression of something. Moreover, good writer uses words that appeal to some or all of the five senses, such as: sight, taste, touch, hearing, and smell to help describe a topic. To give an impression of something is described, the writer should write detail description how something looks and feels. The description in a descriptive paragraph should be stated clearly. Those statement are also supported by Oshima and Houge (2007:61) who state that descriptive writing appeals to the senses, therefore it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the readers can imagine the object, place, or person in their mind. It can give a clear picture and tell the readers about the writer's idea in details; therefore, the reader can understand well the point of the paragraph.

In writing descriptive paragraph properly and effectively, the students' firstly have to identify, its generic structure. Moreover, Evans (2000:42) states that the generic structure of descriptive paragraph is introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write a statement that shows the object to be described. The main body or descriptions is explained about of the object, for instance, the physical appearance, hobby and characteristic. The last one is conclusion in which the writers conclude about the paragraph. It could be summary of the paragraph or the writer's comments.

According to Kane (2000: 351), description is about sensory experience, how something looks, sounds, tastes. Mostly, it is all about visual experiences, however description also has different perceptions. Descriptive can give image and

feel about something. Therefore, using kinds of sensory are important in describing something. Additionally, descriptive paragraph is a paragraph that may be define as a group of sentences which are closely related in though and which serve one comment purpose which used to describe what people look like, what objects look like, and what places look like. Furthermore, the students can easily to made a descriptive paragraph with their imagination.

In addition, Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the readers. It could be assumed that a good descriptive paragraph would make the readers feel as if they are in the sense. To make a good description, the writer could add details to the sentences. Therefore, clear details could allow the reader to clearly imagine the object, to feel sensations, the smells and the tastes of described objects. To make a good descriptive paragraph, the writer can add detail to the sentences. They can use nouns, adjectives, adverbs, and verbs to add details. The more specific they are; the more effective and interesting the writing. Therefore, clear detail allows the readers to create a picture in their mind of what is being described based on the topic that they want to write.

In this present study the researcher used theory from Zemach and Rumisek (2003:25) that state about definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjective.

2.1.3 ESA (Engage, Study, Activate) Combined with Picture

In the present research, the researcher needs a teaching technique to make the teaching learning process run well. In addition, it is taught for making the students success in understanding the material and constructing a good descriptive paragraph. Using an appropriate technique is a must to achieve a better result of the students' writing skill. In teaching learning process, there are many teaching techniques that can be used in teaching writing. Hence, in the present research, ESA is chosen as the appropriate teaching technique to improve the students writing skill especially in constructing descriptive paragraph.

ESA is one of the teaching techniques which have simple steps in teaching descriptive paragraph writing. ESA is the technique that the researcher does in this research at SMPN 2 Denpasar especially in the eighth-grade students. This technique can make the students easily in creating a good paragraph by following the steps of ESA Harmer (2001:84) states that ESA has three elements that are presented in any teaching sequence, whether of five, fifty, or hundred minutes. The three elements of ESA: Engage, Study, and Activate are briefly elaborated in the following sub discussion to make them clear.

ESA has a role where the teacher uses ESA technique. According to Harmer (2001:54) states that the three elements of ESA need to be presented in the lesson sequence, this does not mean that they should always occur in the same order. There are three steps to do ESA technique. In engage, the teacher tries to show the students' picture description to catch the students' attention. In the study, the teacher teaches the students about a descriptive paragraph. In activate, the students try to

express their idea on paper. Engage, Study, Activate (ESA) take a simple way in guiding the students to construct a descriptive paragraph. Engage, Study, Activate (ESA) can make students easy to express their idea because there are three steps that should be following by the students.

ESA is one of the teaching techniques which has simple steps in teaching descriptive paragraph writing. ESA is the technique that the researcher used in this research at SMPN 2 Denpasar especially in the eighth-grade students. This technique can make the students easily creating a good paragraph by following the step of ESA. Harmer (2001:84), ESA has three elements that are presented in any teaching sequence. The three elements of ESA are Engage, Study, and Activate are briefly elaborate on the following sub discussion to make them clear. The three elements of ESA should be following by students in the teaching learning process.

ESA is not sequential, so the application does not have to be sequential as ESA pattern the steps of ESA. What is clear in each element there are language activities that direct students to get Engage, Study, and Activate. Finally, various language activities can be used to maximize learning activities under the ESA element. Based on Harmer (2001:57), when thinking of what to do in the lesson, the teacher must decide what the students will achieve by the end of the lesson. Thus, with to implementation ESA clearly in the teaching-learning process and make students more interested. There are three elements or steps of ESA (Engage, Study, Activate).

Writing is commonly identical to an object. Wherever people go, they will see many objects or things to express their idea or thought. The object can produce

a dialogue or writing. One of objects to stimulate people's or students' idea is a picture. Picture is a very common thing that people can find everywhere such as, on the street, school, public area, or even at home. Nunan (2004:58) states that many communication activities can be stimulated through the picture. Thus, picture is a media to communicate in every activity because it uses to transfer a message to the other people. It is supported by Harmer (2007:182) who states that picture can be used to create a conducive situation or context in the classroom.

The picture is one of the media or objects that can be touched, seen and observed. It is a mediator between teachers and students in the teaching and learning process. As one of the media in learning process, the picture is also intended to increase students' motivation in the study. Harmer (2007:179) states that pictures can also be used for creative language use. Whether they are in a book or on cue cards, flashcards, or wall pictures. The picture is the media for the students to develop their idea when they are writing something, the other side is really beneficial for the teacher by picture the teacher will be easy to explain the material to the student. In a nutshell, is picture used to stimulate the participation of the student and making them active during the learning process.

The researcher use picture as a media to support ESA in teaching- learning process. Teaching media has a role to help students to understand the material easier. Picture is a common media in teaching-learning which could stimulate and motivate the students to be more creative, interested, and feel enjoy during the teaching-learning process. Akbari (2008:55-77) states that picture can motivate students, motivation is found to be important factor in learning everything. Picture is also contextual in which a teacher can draw certain situations on them. According

to Harmer (2001:134), in teaching descriptive, teacher can use picture whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. Picture could be useful in teaching descriptive paragraph because picture could help the students to imagine about the topic. The use of picture was more efficient and practice than words.

ESA stands for Engage, Study, Activate. ESA is one of the learning techniques to improve writing skill. ESA is a technique that is recommended for the teacher to teach writing because it keeps the students interested and also motivated to learn more. According to Tomlinson (2013:238), ESA is a method of how to build students' interest in a topic considered problematic by a teacher in learning. In this case, the teacher should be given attention and motivate students as the target of the learner. In this study, the researcher expected that ESA combined with picture could solve the students' problems in writing skill of descriptive paragraph. Harmer (2001:84) states that ESA has three elements that are presented in any teaching sequence. The three elements of ESA (Engage, Study, and Activate) are discussed as follows:

2.1.3.1 Engage

Engage is the first stage in ESA. Engage is the point in a teaching sequence where the teacher tried to get the students ready to participate in the lesson by arousing the students' interest. Engaging the students could be done by showing picture. This stage is very important because it gives the teacher a chance to include all of the students in the activity which engage had goal to get the students' attention and to catch the meaning of words or the topics covered in the lesson. In addition,

Pollard (2008:23) states that engage also involves getting the students' attention, so that when the students are involved or engaged in the learning process, they can be more active and motivated in teaching-learning process. In other words, if the teacher could give a good brainstorming to the students in order to catch their attention, so the students felt comfortable to learn very well during the learning process.

2.1.3.2 Study

Study is the stage where the students are asking to focus in constructing of the object by using their own words. According to Harmer (2001:52), study means that the students can study in a variety of different ways. The teacher may show them the examples of language, the explanation of descriptive paragraph with showing a picture description and ask them to work out the rules. In other words, the teacher can ask the students to do all the intellectual work, rather than leaving it to phrase that they want to concentrate or for future studies. Sometimes, the students can read a paragraph together and find words or phrases that they want to concentrate or for later study. Those activities are focused on students' activities in developing their writing skill in constructing a descriptive paragraph. Before constructing the paragraph, teachers explain to students the way how to construct a good descriptive paragraph or how to write the paragraph by focusing on the criteria of descriptive paragraph. Then, teacher also explains generic structure and tenses that will use to make descriptive paragraph. As a result, students have the basic how to construct a good descriptive paragraph when they learn in the class.

2.1.3.3 Activate

In the present study, the last stage of the teaching technique is activated which the students have to practice or construct the paragraph based on the picture description that shown by the researcher. Activate involves the use of the language, preferably in a realistic context that is as close as possible to real life. Besides, activate is also trying to incorporate activities that students have known by using any languages that they know and it is not just focused on one structure (controlled language use). During the teaching and learning process, teachers here guide students about the rules of how to draft and construct a good descriptive paragraph based on the generic structure which starts from the title to the conclusion. As a result, students know which one is the first step to the last step when they went to construct a paragraph (Pollard, 2008:23). The students can use their own language to develop their writing. In other words, this activity can be called as a communicative activity which in this stage the students are ask to present their work in front of the class. In this phase, the students practice what they have already learned during the teaching learning process.

In this study, the researcher used the theory proposed by Harmer (2007:51) that explains about the three steps of ESA: Engage, Study, Activate and picture theory from Harmer (2007:182) who states that picture can be used to create a conducive situation or context in the classroom.

1. Engage. The teacher tries to catch the students' interest by giving a good brainstorming through picture.

2. Study. The teacher explains the material to the students about descriptive paragraph. In this stage, the researcher also used the picture during the teaching and learning process to teach the descriptive paragraph.
3. Activate. The students are encouraged to use all or any languages that they know to describe the object. In other words, this stage is where the students tried to express their idea on the paper with their own words.

2.1.4 Assessment Writing

Assessment is one of important parts of teaching and learning process in the classroom. In general, assessment is a part of whole teaching in classroom to see the understanding of the students about the material. According to Folse et al. (2007:15), assessment refers to a variety of ways of collecting information on learner's language ability or achievement. Assessment is wider than a test because it measures an individual's ability, knowledge or performance. A test can be used to measure the improvement of students in understanding the learning material. A test can know the student achievement during teaching learning process.

Assessment is done to measure the process of collecting information about a given object of interest according to procedure that is systematic substantively ground. A product or an outcome of this process such as test score or a verbal description also refers to as assessment (Bachman, 2004:7). Moreover, every subject in teaching learning process needs to be assessed including English subject to know the students' achievement writing especially in descriptive paragraph. In

addition, assessment is important and it must be done to know the subject' skill during the teaching learning process.

Black and William in McKay (2006:140) state that classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. It might be formative when teachers collect information about children's strengths and weaknesses to provide feedback to students and make further decisions about teaching, or it might be summative when teachers collect information at the end of a period of time, generally to report to others about student progress in teaching and learning process. Thus, giving feedback at the end of the assessment is very important so students know about their mistakes when constructing descriptive paragraph.

Based on McCulloch (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and in many ways how they evaluate themselves. It means, the students can assess themselves from what they have got and what positive things that significantly change themselves after they learnt. The focus is on the students learning and the outcomes of teaching. Here, assessment may become one part of an evaluation. Assessment has purpose to male learning process and instruction process better for the next learning process.

According to Hyland (2003:212), assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. An understanding of assessment procedure

is necessary to ensure that teaching is having the desired impact and that students are judged fairly. Without the information gained from assessments, it is difficult to identify the gap between students' current and target performances and to help them progress in the learning process in the classroom. The assessment is very useful for evaluating the progress and achievement of every student.

Carter and Nunan (2001:138) add that assessment is carried out to collect information on learners' language proficiency and or achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they know the ability of the students. It means that to evaluate the students, the teacher should make an assessment. Assessment is very important in helping the teachers to know the achievement of the students. Besides, the assessment is primarily done to inform better teaching and more effective and comprehensive learning. It means that assessment helps the teacher in analysing and evaluating the tests in order to get clear and correct information for further improvement and to have positive and enriching feedback for the teachers and students.

Assessing writing means giving score and feedback about students' work in written form in order to know the achievement of their writing ability. In addition, Brown (2004:4) argues that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Moreover, assessment is a general term that includes the full range of procedures used to gain information about student learning and the formulation of value judgments concerning learning progress.

Weigle (2002:1) states that writing test involves at least two basic components: one or more writing task or instructions that tell the test takers what to write and means of evaluating the writing samples that test takers produce. According to Johnson (2002;30 state that the effectiveness of an assessment is decreased anytime, something interface with achieving the goals of the assessment, maintaining effective working relationship among assessors, assesses, and other stakeholder, and motivating participation in future assessment. By assessing, the teacher could know the students' achievement during the teaching learning process. Assessing writing is very important to know students' writing ability descriptive paragraph and also to measure their achievement.

In the assessment, the test should be valid and reliable. Fulcher and Davidson (2007:4) state that validity in assessment has been traditionally understood to mean discovering whether a test measures accurately what it is intended to measure. Realizing the drawbacks and the strength of the instruction can take more effective attempts and measure in dealing with the unsolved problem faced by the students in the classroom. The primary purpose of the assessment is to inform better teaching and more efficient learning process. Moreover, in the classroom, the teacher is deeply involved in the assessment.

The assessment of more common genres may include some criteria that is use by the teacher in teaching writing in the class such as: expected conventions for each of writing, convey purpose, goal, or main idea, the use of effective writing strategy, syntactic variety demonstration, and rhetorical fluency for the students. Based on those criteria, teachers especially English teachers should do the assessment of writing to the students in the class based on what they have to teach

and should give a test based on the curriculum and topic that have to teach at the school. As a result, they could pass the test very well based on the material that have been teach at school (Brown, 2004:221)

In the present research, the researcher focuses on assessing students' Skill in writing descriptive paragraph. The researcher needs to test the students in order to score them. Therefore, the researcher used the paragraph construction test that was given to students by the researcher to know whether or not the improvement of students writing skill. To assess students' writing in the present study, the researcher uses the scoring rubric which is adapted from Oshima and Hogue (2007:196). There are five criteria such as format, punctuation, and mechanics, content, organization and grammar and sentence structure. These criteria are used to score the students' descriptive paragraph writing ability in order to give score effectively in the present study.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher choose. This point is also focused on discussing about previous of two researchers; they are Dewi and Resmini (2019), as follows:

The first research was to improve students' writing ability. The researcher used ESA technique. Based on the research done by Dewi (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 through Engage Study Activate (ESA)". The purpose of the researcher study was to improve subjects' knowledge in writing skill through Engage Study Activate (ESA) technique. Moreover, it was found that in study the teaching learning process has been based on the material on syllabus and the test item and the score of the subjects had shown the implementation of the subjects' writing skill through ESA.

The second research was to improve students writing skill. The researcher used ESA technique. Based on the research done by Resmini (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 7 Denpasar in Academic Year 2018/2019 through ESA". The purpose of the researcher study was to know whether or not the writing skill can be improved subjects' students of SMPN 7 Denpasar in Academic Year 2018/2019 through ESA. The result has also shown the improvement of writing skill by using ESA technique. Moreover, this strategy helped students to know how to create descriptive paragraph.

Looking at the first and second research, the researchers have improved the subject' ability especially in writing paragraph through ESA. However, both of them had similar strength and weakness. The strength of both researches was in terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adapted from Oshima and Hogue (2007) which have five criteria, such as format, punctuation and mechanics, content, organization, and grammar and sentence structures. A clear paragraph scoring rubric made the researchers easier to score the

descriptive paragraph that was made by students. The weakness of both of the researchers did not give clear criteria and time allotment. Now, in this present study, the researcher gives clearly instruction criteria such as; punctuation, format, content, organization and grammar structure, so that the students understand to make a paragraph. The researcher uses a topic based on syllabus and main competency, so that the students could not be confused to choose the topic to make descriptive paragraph. Moreover, this present study is different because it is easier to implement ESA by combining it with picture. This combination is applied in order to provide the students a more visualized and effective learning process.

