

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language has an important role in human daily life to be able to communicate with each other. However, the language of each country is different, thus every human being has a different mother tongue as well. To be able to understand each other's language, human needs to learn a second language that allows all people in different countries communicate with each other. That second language is English. English is an international language. In mastering English, there are four skills that must be learned which are reading, listening, writing, and speaking skill. One of the important skills is writing skill. Writing skill is the ability to communicate in written form that is arranged in such a way in order to make the message is conveyed well to the reader. Writing skill is important to be learned, especially for students. Thus, they are able to express their thought in the form of writing that can be read by the reader.

Purnamasari, Hidayat, and Kurniawati (2021:101) state that writing is a skill that increases students' thoughts in cultivating the language being studied and make them easier in learning other skills in language so that writing is a skill that have to be studied. This is because the writing process will practice students' focus in using language. In writing, students have to know how to connect one sentence to another sentence. In other words, the students have to consider the continuity of writing. If students write only in one sentence and it is not supported by clear explanatory sentence, then the writing will be difficult to be understood.

When students are used to experiencing the writing process which causes their minds operate harder, thus writing is referred as a tool to develop students' thoughts and the students will find it easier later in mastering other skills.

Writing is not easy because writing skill is including a productive skill. According to Saputra (2021:2), writing is a skill that expound students' thought in written form so it is called a productive skill. It means, writing is said to be a productive skill because writing allows students to produce a work on what is on their mind. The work is in the form of writing that has a specific function, purpose, and meaning. Furthermore, to produce a good work, writing requires creative ideas to develop each chosen topic but by still paying attention to the aspects of good and correct writing. In addition, in order for the work produced to have good quality, writing usually must be fostered and trained. That is why writing is a very challenging skill to be learned and mastered.

According to Harmer (2004:15), dissimilar types of writing lead to dissimilar goal as well. The difference here can refer to the content and meaning of the writing made. There are many types of writing that are arranged for a specific purpose. One of them is writing a descriptive text. According to Kusumadewi (2018:13), a text that picture in detail about particular thing, person, place, etc is called descriptive text. The detailed picture contains the characteristics of the object being described so that the reader can catch the object in their mind by simply reading its characteristics on a writing. Writing a descriptive text will be a difficult thing to do by the students if they are taught with unclear teaching technique. However, this can be overcome if using the right teaching technique.

Based on the interview and the preliminary observation at SMK Ratna Wartha Ubud in the academic year 2022/2023, the researcher figured out that the students' problem in writing was in their descriptive writing, the sentences were not written coherently (jumping). Then, the teacher used mind mapping technique in teaching descriptive text, which was bit less suitable for the overall writing process. Based on Oshima and Hogue (2007:15-22), the writing process as a whole includes prewriting, organizing, drafting, polishing (revising & editing) that focuses on content, organization, grammar, punctuation, and mechanics. However, according to Buzan (2005) as cited in Almirawati and Chakim (2018:17-18), as the pre-writing stage, an escape way for students to feel helpful in managing their ideas is by using the mind mapping technique. It means mind mapping is appropriate to be used by students only in the pre-writing stage which is the students only guided in making an outline.

According to Almirawati and Chakim (2018:18), first, because it can only be done once in three meetings, the mind mapping technique is considered a bit less effective. Second, although students have various ideas in writing materials, students find it difficult to develop those ideas into coherent and logical writing so their writing results are not good enough. That is because students can collect their ideas in the form of a framework using mind mapping technique, but they cannot develop these ideas into regular sentences. Then, because mind mapping only for pre-writing stage, it means that the teacher did not do the revision activity to make sure that the students' writing result was already good or the sentence was still back and forth. Therefore, it might make sentences in the students' descriptive text still deviant.

Furthermore, the teacher said that the students lack of vocabulary when writing descriptive text. It was because the teacher did not focus on explaining the vocabulary used only but the teacher focused on explaining the generic structure, language feature, and social function of the descriptive text. Then, not all of the students actively engaged in the learning process. To overcome that problem, the researcher considered to choose the teaching media that completed with games and vocabularies as a favour. It means that to support the chosen technique, fun learning media is also needed that is in accordance with the characteristics of learning, thus it can help the students in writing a descriptive text and arouse enthusiasm students to learn.

The teaching and learning process, especially in teaching writing skill at that school was arguably less effective. One technique that is suitable to be implemented to improve students' writing skill is ESA. ESA stands for engage, study, and activate. ESA provides an orderly and clear teaching sequence. In ESA, there is a concept called the straight arrow concept. According to Harmer (2007:54), straight arrows are teaching steps that lead students to follow a straight line or the appropriate ESA sequence, starting from the teacher build the students' interested thus they can engage in the class, then study related to the learning material, then actively trying to produce a writing. In the engage step, the teacher provides media that attracts students' attention to the material to be studied. In the study step, the teacher explains how the students compose the text. In the activate step, the teacher guides students to be active in developing their ideas in written form with the whole writing process.

In the engage step, the teacher needs a media that can build students' interest in learning writing in order to make the students want to actively involved during the teaching and learning process and make them easily in understanding the descriptive text. One example of interesting learning media that can be used is the Wordwall application. According to Nissa and Renoningtyas (2021:2857), Wordwall provides special features that contain examples of games made by other teachers so that it can make it easier for new users to use the application. Games on Wordwall application can be filled with a lot of vocabularies. According to Arsini, Santosa, and Marsakawati (2022:8), while enjoying the games played on the Wordwall application, students also have the chance to recognize more about vocabulary. Furthermore, games on the Wordwall can be varied by interesting pictures as well. Based on Rahmi and Angraina (2021:147), if a picture is required, Wordwall provides a feature to insert it.

In addition, the Wordwall application can be used according to existing examples with various variations. If the teacher wants to teach students about writing descriptive text, the teacher can use the features that are already in the application and then use it according to the needs. For example, the teacher uses a feature that can add many pictures and completed with some vocabularies related to those pictures, thus students can play with it, easily understand the concept of writing descriptive text by looking at the picture of the object being described, and know some of vocabulary used commonly in writing descriptive text. Then, it can be said that medium that makes students comprehend the material and be actively engaged during the learning process because they feel excited is Wordwall.

Based on the background of the study, the researcher used ESA with Wordwall application in teaching writing. This teaching technique and media become a solution that can overcome the problems of teachers and students in teaching and learning descriptive text. Thus, the way of teaching and the writing that made by the students have the same good quality. Therefore, the researcher excited and interested in conducting and implementing scientific research entitled “The Use of ESA with Wordwall Application to Improve Writing Skill of the Tenth-Grade Students of SMK Ratna Wartha Ubud in Academic Year 2022/2023”.

1.2 Research Problem

As what have already been explained above, the achievement of students in writing was quite low because they still faced crucial problem in writing. It was also because they were taught with bit less appropriate technique for the whole writing process. Then, a proper technique that completed with appropriate teaching media should be implemented. ESA with Wordwall application was appropriate in solving the students' weaknesses in writing. Thus, the research problem that was discussed in this study can be formulated as follows: can writing skill of the tenth-grade students of SMK Ratna Wartha Ubud in academic year 2022/2023 be improved through ESA with Wordwall application?

1.3 Objective of the Study

This study certainly has an objective to make the research run in the direction that has been planned. This objective must be in accordance with the

background of the study and research problems that have been found. Because students' writing skill needed to be improved, the appropriate teaching technique that completed with teaching media was needed to overcome the students' problems. This study was supposed to find out the right solution for those problems. The researcher chose ESA with Wordwall application. Therefore, the objective of this study is to find out whether or not the use of ESA with Wordwall application can improve the writing skill of the tenth-grade students of SMK Ratna Wartha Ubud in academic year 2022/2023.

1.4 Limitation of the Study

When it comes to writing skill, the scope is broad. Therefore, it is important to have all the boundaries of a more specific discussion. To prevent misunderstanding among readers, the discussion of this study was limited in improving writing skill of the tenth-grade students of SMK Ratna Wartha Ubud in the academic year 2022/2023 through ESA with Wordwall application especially in XAP 3 class. In present study SMK Ratna Wartha is coincidentally implementing the learning process based on the 2013 curriculum for their student, thus the lesson plan and learning materials prepared by the researcher was based on the 2013 curriculum and the current syllabus at SMK Ratna Wartha Ubud, especially for tenth grade students of SMK Ratna Wartha Ubud in odd semester. Therefore, as instructions for designing a lesson plan and learning materials, the researcher in this study focused on the fourth core competency and basic competency.

The fourth core competency is focusing on practice students' skill which are processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific rules. Then, the fourth basic competency which is 4.4.2. is composing a short and simple descriptive text in spoken and written forms about famous tourism and historical place according to the social function, generic structure, and language features correctly and contextually. Thus, in this present study, the researcher only focused on writing descriptive text about famous tourism and historical place according to the contextual used which are social function, language features that using simple present tense, and generic structure of descriptive text. Those generic structure are identification and description.

In teaching using ESA, the researcher in this study used the concept of straight arrows in teaching the tenth-grade students of SMK Ratna Wartha Ubud. According to Harmer (2007:54), straight arrows is a teaching that carried out to students with a straight-line system. Thus, the stages of teaching that are carried out must be based on a regular ESA sequence starting from engage, study, and activate. Then, the learning media used is Wordwall. However, Wordwall also has many features to attract students' attention. In this study, the researcher only focused on using one of the features in the Wordwall application, namely the open the box feature. Open the box feature is a feature that provides multiple boxes to fill with multiple pictures that is completed with vocabularies under the picture/inside the box related to what topic of descriptive text that will be discussed by the teacher and the students. It because the researcher used this

learning media only at the observation and questioning stage in teaching and learning process.

1.5 Significance of the Study

Significance of study is one of the spaces that can provide information to the reader about how important the research is or how the positive impact of the research carried out is. This research focused on the use of ESA with Wordwall application in improving writing skill of the tenth-grade students of SMK Ratna Wartha Ubud especially in constructing descriptive text about famous tourism and historical place. The significance of this study is divided into two parts which are theoretically and practically. Furthermore, the results of this present study are intended to give both theoretical and practical significances that describes in detail as follows:

Theoretically, the results of this study are very useful as empirical evidence that the ESA with the Wordwall application based on the theory used in this study could overcome the problems of tenth graders at SMK Ratna Wartha Ubud, thus the students could know about their weaknesses in their writing skill, especially writing descriptive text and knew about what things that they needed to be improved. Furthermore, the accurate results of this study can help other researchers who are researching the same thing because they can make the results of this study as a strong reference to support their research process. Likewise, the theories used in this research can also guide the implementation of their research. In addition, for the teachers, they got a lot of information about the students'

weaknesses in writing descriptive text, so they could reflect the way they taught their students.

Practically, the results of this study can be useful for students, teachers, and other researchers who are conducting the same research. For students, this research could make they got new experience by the technique and media implemented in their class. Besides that, the result of students' writing especially in writing descriptive text was better. Furthermore, for the teachers, they could start trying out the better technique to teach writing descriptive text by starting to implement the ESA with Wordwall application based on the theory used by the researcher. By implementing ESA, the teacher could teach the students with the complete writing process steps. In addition, the results of this study can also be used by other researchers who use the same technique to overcome the same problem by improving the quality of research implementation so that their research results can be maximized and more useful.

1.6 Definition of Key Term

The definition of key term is crucial in the research to deeper readers' understanding. Then, to prevent reader inconvenience due to misunderstandings related to the terms in this study, the researcher divides the specific terms that used in this present study into two, namely writing skill and ESA with Wordwall application. Thus, those two terms used can be defined specifically, clearly, and operationally as follows:

1. Writing skill

In this study, writing skill is operationally defined as the skill of the tenth-grade students especially in XAP 3 class of SMK Ratna Wartha Ubud in academic year 2022/2023 in writing descriptive text with two paragraphs which describe famous tourism and historical place with the social function, language features that using simple present tense and the generic structure such as identification and description.

2. ESA with Wordwall application

ESA combined with the Wordwall application especially using open the box feature is operationally defined as a teaching technique that used to teach writing descriptive text to the tenth-grade students of SMK Ratna Wartha Ubud because it was assumed can arise students' interest so they can actively engage during the class and they can understand the concept of writing better. ESA have three steps which are engage, study, and activate. In engage step, the students were shown picture that delivered by Wordwall application as a brainstorming for the students in observing descriptive text example in a fun way. In study step, the researcher did a small discussion with the students. Here, the researcher also showed picture that delivered by Wordwall application and completed with vocabularies too in a fun way to make the students understand about the concept of descriptive text because at this step, the researcher explained little bit about how to write a good descriptive text related to that picture. In activate step, the researcher guided the students well in writing a simple and good descriptive text about famous tourism and historical place.

CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a rule or concept that is used as a guide in carrying out the research. The research concept contains relevant theories from experts that focused on guiding the study according to the topic to be studied. Those theories were designed to provide practical and empirical evidence for this research. The theoretical review assisted and strengthen this research. In this present research, there were some theoretical reviews were believed could be a foundation of research conducted. The present study was based on the following theoretical backgrounds that were discussed as follows: (1) conception of writing, (2) conception of writing skill, (3) descriptive text, (4) ESA, (5) Wordwall application, (6) ESA combined with Wordwall application, and (7) assessing writing.

2.1.1 Conception of Writing

According to Tarigan as cited in Gulo and Sidiqin (2020:23), writing is scratching the symbols that expresses a language that understood by the reader. These symbols are already known by the wider community, thus it can be understood. In addition, according to Gulo and Sidiqin (2020:23), activities performed by someone to produce writing is called writing. Even someone is said to be writing when he/she scribbles on the wall with or without a specific purpose and device. The scribble may be conveyed a certain meaning, but not describe

language units. All of those form of writing can be made for the purpose of conveying to others or just made for the writer itself. That is because it is not uncommon for someone to write even if it is only with one or two unclear strokes just for personal satisfaction.

In simple terms, writing is making letters with a tool such as a pencil or pen. According to Wijayanto (2006:2) as cited in Mahmur, Hasbullah, and Masrin (2021:176), the word write has two meanings which are writing defined as converting audible sound into visible signs and writing defined as activities that put someone's thoughts in writing. Writing as changing the sound of something that is heard into symbols that can be seen is done when someone learn to scratch the symbols of letters or summarize things that they heard in writing. While writing to express thoughts tends to be systematic and structured, there are guidelines that bind the writing. Thus, writing that made like that must have a certain function and special purpose.

Writing has meaningful functions. The general function of writing is as a means of textual understanding of language. The more often someone writes, the more the writer understands the language being studied in different situations. In addition, according to Suwondo (2012:34) as cited in Somadani and Wahyuningsih (2021:54), one of the benefits of writing is to find something. When writing, many new things will increase our understanding of something. The new discovery can be in the form of new vocabulary encountered. Through these discoveries, the writer will be able to give birth to new ideas that function or can be used in any kind of writings that are made. In short, there are many benefits in writing.

Furthermore, according to Mahmur, Hasbullah, and Masrin (2021:178), informing something to other people (readers) through writing media is the general purpose of writing. Information contained in writing can be in the form of communicative messages, namely messages that facilitate social interaction activities between one person and another, one person with a group of people, or a group of people with a group of other people, as well as messages created for self-expression in the form of literature work. Writing activities do not only aim to benefit readers because they get information from the author. However, writing activities also benefit the writer him/herself because the writer can express him/herself in a written form that is expected to be appreciated by the reader.

People can do writing activities every day starting from students, managers, and journalists. However, students can be said to be beginners in learning to write. Thus, writing is a must to be taught to the students. According to Harmer (2007:112), writing serves to assist students exercise mastering the language being learned or as an aid memory. By writing, students will more easily remember the vocabulary in the language being studied. According to Harmer (2004:31), in contrast to speaking, writing is not limited by time rules because students have a lot of time to think when they write, so that writing makes students motivated by using precise language focused.

Based on Hyland (2003:9), something that emphasizes the individual's energy in creating his/her own perspective to convey personal meaning on a topic is called writing. The purpose of a writing is arranged differently depending on the wishes of the individual him/herself. However, the kind of writing which is done in the classroom is called academic writing. According to Oshima and

Hogue (2007:3), writing that is applied in high school and college is called academic writing. Academic writing is distinguished from creative writing, which is to write stories, and personal writing, which is to write letters to someone known. Informal use of slang, abbreviations, and not complete sentences tend to be used when writing creative and personal writings. Such informal writing is prohibited in formal academic writing. Thus, the writing that is made certainly has a specific purpose.

According to Suhartina (2018:135), the type of writing in the world of academic is academic text writing. According to Widiastuti (2019:4), types of academic texts writing include: books, book reviews, proposals research, research reports, and articles scientific. This type of academic text writing is included in the genre academic text macros in which each consists of several micro-genre academic texts, such as descriptive text, report text, procedure text, explanation text, exposition and discussion. For college students, it is suitable for learning to write macro academic writing types, while for high school students it is suitable for learning to write micro academic writing types. Thus, it can be concluded that there are many types of writings that exist as a result of writing activities.

Then, in this present research, the researcher used theory based on Oshima and Hogue (2007:3), writing that is applied in high school and college is called academic writing. The type of academic writing in question is the type of academic text writing that is classified as micro academic in the form of descriptive text. It is because the researcher only focused on writing activities for high school students at SMK Ratna Wartha Ubud. Thus, it was suitable for them to learn to write micro academic writing.

2.1.2 Conception of Writing Skill

According to Mahmur, Hasbullah, and Masrin (2021:177), writing as a skill has a special meaning. Skill has the basic word which is skilled. According to Indonesian dictionary (2001) as cited in Mahmur, Hasbullah, and Masrin (2021:177), skilled means proficient in getting the job done; capable and agile. If skill is linked with language, then skill has the meaning of someone's skill to use focused language. One of the language skills in question is writing skill in a particular language, for example in English. Thus, based on Mahmur, Hasbullah, and Masrin (2021:177), writing skill is a person's ability to write ideas and feelings through written symbols with follow the rules of writing that apply. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, grammar, and spelling use.

In addition, a person can be said to have writing skill if he/she is able, agile, and looks very easy to express her/his ideas into written form with precise and accurate results. Proper writing here means writing that is in accordance with the aspects of writing or applicable rules so that it is very easy to be clearly accepted by the reader. To be able to have writing skill, one needs to pay attention to the correct aspects of writing. According to Brown (2001:356-357), there are six general aspects of student writing that usually assessed, namely: content, organization, discourse, syntax, vocabulary, and mechanics. In brief, writing skill is skill in writing something that is in accordance with the rules or elements contained in the writing.

Based on Wahyuni, Handayani, and Mantra (2020:33), language skill that done with great imagination and many procedures is called writing. To have

writing skill, a person must be trained and nurtured with long steps or processes especially for students who want to have writing skill. According to Situmorang (2018:166) as cited in Suprayogi et al. (2021:284), writing skill is skill that must be mastered by students because they are related to the complete ability to formulate ideas, namely orally and in writing. That is why every school require their students to have that skill. Thus, what students need to do is following the correct writing step by step, thus later they can be said to be skilled in writing. Knowing the steps to write is the important thing to know first to make the students accustomed to experiencing the writing process and make their brain work harder in cultivating the language into written form until they can be said to have writing skill.

Based on Oshima and Hogue (2007:15-22), writing is a continuous imaginative act carried out in several stages. You have to think about what will be delivered and how to deliver it in writing for the first time, then start writing, after that read that whole writing, and doing correction by revising many times what has been written until the message on it can convey well. Thus, there are four steps in writing. Doing pre-writing is the first step that done by selecting a topic then constructing ideas to describe the ideas. Organizing the ideas is the second step that done by arranging the ideas before to be a simple outline. Writing an initial draft is the third step that done by starting to write using the outline before as a lead. Polishing is the fourth step that done by revising and editing the initial draft that focus on content, organization, grammar, punctuation, and mechanics. Therefore, to have writing skill, the students have to pass those long journeys.

In order to really have writing skill, it is necessary to pay attention to the mastery of the components in writing. When writing, writers often need to have a great sense of patience because something or an idea about a certain desired component may not come at that moment. Based on Langan (2008:15), writing is a process of sustainable detection; you will often look back to change your mind when writing because a sentence that you think it is a topic sentence but actually it is appropriate to be the conclusion or you think that it is a supporting sentence but actually it is the main point of the writing made. Thus, to be able to have writing skill after experiencing those situations, the writer or the students need perspective that is not rigid and broad knowledge.

According to Mcnamara and Allen (2019:3), stages of the writing process are planning, translating, reviewing, and monitoring, where each stage can be further dissected. One of the most crucial things in this system is that the writing process involves many things at variety stages thus writing is not structured linearly. For example, the writer has finished certain content from the written writing but suddenly returns to the beginning stage because the writer wants to find new ideas or rearranging them. Even, the writer constantly last in the revision stage to make some changes better before the writing is actually finished.

According to Seow (2002:316), four primary steps of writing exercise in the classroom, namely planning, drafting, revising, and editing. However, externally there are additional steps that are asked by the teacher to students, namely responding by sharing the writing, evaluating, and post-writing. The operation of teaching writing skill is carried out regularly thus the writing operation is very systematized, but it may be possible to create a stage of free

variation from the predetermined writing stage. The writing steps that are carried out in such a way aim to produce good quality writing. This process does take a long time. Thus, although there are certain writing steps that must be done, other writing steps can be done based on the needs needed.

Then, in this study, the researcher used the theory based on Oshima and Hogue (2007:15-22), writing is a continuous imaginative act carried out in several steps which is there are fourth steps in making a good writing. Those are prewriting, organizing, writing an initial draft, and polishing (revising & editing) that focuses on content, organization, grammar, punctuation, and mechanics. By applying those steps, the students certainly could write a good descriptive text because the theory was relevant to this present study in concerning about improving writing skill.

2.1.3 Descriptive Text

In this present study, the researcher only focused on descriptive text. There are so many definitions of descriptive text from the expert. Based on Gerot and Wignell as cited in Jayanti (2019:73), text written to tell about something by describing how the thing looks, smells, tastes, acts, feels, sounds is called descriptive text. Something that is described can be person, food, drink, objects, places, animals, etc. In addition, according to Jayanti (2019:77), text that always appears in our environment once we desire to describe a person or thing is called descriptive text. We can describe something anywhere. Thus, the use of descriptive text can be useful in human daily life.

According to Ismayanti and Kholiq (2020:11), text that is general because it can be used in other texts is called descriptive text. Making other types of texts will be easy for students to do if students understand descriptive text. The illustration is when students make a recount text that tells about the past situation such as the discovery of an object that is considered interesting, the writer must include a descriptive sentence there, as in describing how the object he has found. In addition, in making report text, students also explain in detail the object to be reported as evidence to strengthen the report submitted. Thus, because descriptive sentences can appear in various situations, descriptive text is called general text.

According to Savage and Mayer (2005:33), in writing descriptive, the writer writes in detail about looks, sounds, smells, tastes, or feels of somethings. According to Savage and Mayer (2005:28), words to grow a picture from the reader's mind are needed in descriptive writing. The words in question are words that can describe the criteria for an object thus the reader can get an idea of what is being described. For example, the reader can imagine a place that is described as if the reader had been to that place, thus he knows the surroundings of the place. Another example is that the reader does not know how the thief but after being given an explanation in descriptive words, the reader has an idea about the thief. In short, if the reader can imagine the object being described, thus it means that the writer succeeds in describing that object well.

All kinds of texts have its own generic structure to make the text systematic. Generic structure is a framework in the form of stages in conveying information in a text. Based on Savage and Mayer (2005:33), the structure that must exist in writing descriptive are the introduction, body paragraph, and

conclusion. That structure usually called as the generic structure of the text. In the introduction section, it means that the author writes the topic or object to be described and then explain a little about the general information about the object such as the name, location of the object, etc. In the body paragraph, the author writes in detail the characteristics of the objects described, it can be seen from the shape, physical condition, function, etc. Furthermore, in the conclusion section, the author rewrites the essence of what was described previously briefly. Thus, based on Savage and Mayer (2005:33), descriptive text consisted of three paragraphs which are introduction, body, and conclusion paragraph.

According to Gerot and Wignell as cited in Jayanti (2019:78), in descriptive text, the two parts of the generic structure are called identification and description. In the identification section, students examine objects that being described in general. In the description section, students describe the parts, qualities, and criteria of an object specifically. In descriptive text, the description of an object can be classified into several categorize. For example, if the writer wants to describe a famous tourism and historical place, thus the writer can categorize that place from the physical characteristics of the building, the function of the building, and the way to reach that place. Thus, based on Gerot and Wignell as cited in Jayanti (2019:78), descriptive text consisted of two paragraphs which are identification and description paragraph.

In addition, for each description paragraph of descriptive text have to contain several important things. According to Savage and Shafiei (2007:34), in writing each descriptive paragraph, there are three important structures, namely: (1) topic sentence, contains an introduction to objects that are described in

general, (2) supporting sentences, contains background information or a detailed description of the criteria for an object described such as appearance, taste, smell of an object, etc, (3) concluding sentence, contains the ideas contained in the topic sentence with a different sentence briefly.

Then, to support this present study, the researcher used the theory based on Gerot and Wignell as cited in Jayanti (2019:73), descriptive text is text written to tell about something by describing how the thing looks, smells, tastes, acts, feels, and sounds. Then, the generic structure of descriptive text are identification and description. This theory explained the descriptive text very clearly and was very relevant to this research because it focused on efforts to improve the writing skill of tenth graders of SMK Ratna Wartha Ubud, especially in writing a good descriptive text and according to the guidelines.

2.1.4 ESA

According to Tomlinson (2013:238) as cited in Krisnanda (2021:15), a method that seeks to arouse student enthusiasm in a material that the teacher feels is tricky in the learning process is called ESA. According to Arifani, Setiadi, and Darmawangsa (2020:208), there are many learning methods but one of them that is assumed to be reliable in overcoming writing problems such as writing descriptive text and can increase students' writing skill is the ESA method which is created in 1998 by Jeremy Harmer. ESA which stands for engage, study, and activate. Based on Harmer (2007:53), all three components of the ESA are necessary to be done in most learning processes or teaching sequences. According

to Harmer (2007:52), three elements of ESA which are engage, study, and activate are described in detail as follows:

1. Engage

Engage is the first stage of the ESA. Engage is a way of teaching that focuses on the ability to make students feel interested, thus the students feel like they want to be involved without them realizing it. According to Harmer (2007:52), learning topics and activities that usually engage students actively include: games (chosen by age and kind of game), music, discussions (if you want to the students feel challenged), picture for stimulation, dramatic stories, funny anecdotes, etc. The selection of learning media or activities carried out must be in accordance with the level of students and based on the skill to be taught. However, if there is no supporting media, the teacher can do something that makes students active, such as inviting them to make riddles or relating the material being studied to their own story. According to Pollard (2008:23) as cited in Krisnanda (2021:16), engage keeps students motivated and active during class because of an effort to attract students' attention. Thus, engage is the beginning steps of ESA in teaching and learning process.

2. Study

According to Harmer (2007:52), the study stage is the stage to ask students to focus on compiling something related to how language is used, how it sounds or looks. For example, the stage where the teacher explains how a descriptive text is structured based on its social function, generic structure or language features, while students pay attention to what the teacher

explains at that time. It can also be supported by some questions from teacher to student or student to teacher related to the arrangement such as conducting a small discussion during the learning process. The same thing was confirmed by expert, namely Pollard. According to Pollard (2008:23) as cited in Krisnanda (2019:16), components that make students only race on aspects of the language used is called study stage. Therefore, in this stage, students are expected to be able to really understand any information related to the writing that made before finally starting to try writing practice directly.

3. Activate

Based on Harmer (2007:53), this stage is an activity where the teacher trains students to apply language freely and expressively. For example, students can practice starting to write a descriptive text based on predetermined writing aspects. However, according to Harmer (2007:53), this activate step is not the end of the learning process but the beginning of the learning process. Thus, even though students are already in the practical stage, there are many things that students still have to do regarding the writing they have written to make it good. According to Pollard as cited in Krisnanda (2019:17), in the activate stage, students are asked to use the preferred language that is in accordance with everyday life. It aims to make it easier for students to compose sentence by sentence in their writing.

In this present study, the researcher used theory based on Harmer (2007:52-53), all three components of the ESA are necessary to be done in most

learning processes or teaching sequences. Those three components of ESA in sequences were engage, study, and activate. It was used because it was relevant to this present study. Engage, study, and activate (ESA) take a simple way in guiding the students to construct a good descriptive text. Furthermore, the researcher could teach the students with the whole writing process by using ESA.

2.1.5 Wordwall Application

In addition to choosing learning technique, learning media also plays a very important role. Besides being able to be used to make students' understanding more deeply about the material being studied, learning media can also raise the enthusiasm and motivation of students in learning. According to Safitri et al. (2022:201), in learning, digital games give new exposure because it functions as media that can motivate students. Thus, the researcher chose using Wordwall application learning media. The Wordwall application includes digital-based game learning media. It is because the Wordwall application contains many game features that can be used as a fun game for students to learn that can be accessed in website.

Based on Safitri et al. (2022:192), a website that created to make a digital game-based learning media based on the learning material needed without using complicated coding and can be admittance everytime and everywhere by opening a browser so making it easier for educators is called Wordwall. It means, the Wordwall application is including a web-based application. According to Safitri et al. (2022:195), previously, what the teacher do is reviewing the required material, then go to the Wordwall website by clicking <https://word-wall.net/>, after that

logging in, clicking the create activity tab so that teachers can see many free or paid games. Then, the students can click the link provided by the teacher. After that, the students follow the teacher instruction when using it. Therefore, it can be said that Wordwall application is very easy to apply for both teachers and students.

Based on Sari and Yarza (2021:196), application that can function as learning media, learning resources or assessment tool in online learning that can make students interested is called Wordwall. It means, in online learning, the teacher has to select the appropriate feature to be used based on her/his needs. However, Wordwall can also be used in offline learning with the help of supporting learning tools. It means Wordwall application can be used both in the online learning or offline learning. Whether the learning process is done online or offline, it does not reduce students' excitement to use the Wordwall application as a learning media. Therefore, the Wordwall application can be used for any purpose in the teaching and learning process under any conditions.

According to Khairunisa (2021:43), the internet-assisted gamification application created by a company from the United Kingdom, Visual Education Ltd to be used by teachers in delivering material evaluations because it has a variety of games and quizzes is called a Wordwall. However, Wordwall application media is media that used recently. According to Arsini, Santosa, and Marsakawati (2022:4), in the past, the way this media worked was not using technology but this media was applied by pasting the required vocabulary on the classroom wall and fasten the definition of that vocabulary. Then, the vocabulary

that pasting on the wall can be collected sequentially so it became a complete sentence was called Wordwall media.

Furthermore, in the past, there are many previous studies used traditional Wordwall media, which had not been developed into an application yet as a medium for teaching writing skill, especially in descriptive text such as in Kurniasih, Regina, and Arifin (2015) research. According to Kurniasih, Regina, and Arifin (2015:3), the Wordwall media guides students in getting a lot of vocabulary such as adjectives used to in describing something when writing. In addition, based on Sartika (2017) as cited in Arsini, Santosa, and Marsakawati (2022:3), to improve students' ability to understand descriptive text at the junior high school level, the Wordwall media was applied. However, now because of technological sophistication, Wordwall has been developed into an innovative application as a learning media. Thus, the game features in the Wordwall application tend to contain lot of games that contain vocabulary to make the students know many vocabularies.

Based on the Wordwall website as cited in Arsini, Santosa, and Marsakawati (2022:2), match up, quiz, random wheel, missing word, group sort, unjumble, find the match, matching pairs, random cards, open the box, anagram, labelled diagram, gameshow quiz, crossword, flip tiles, whack-a-mole, maze chase, and airplane are the game features that contain in Wordwall application. According to Arsini, Santosa, and Marsakawati (2022:9), the Wordwall game features chosen play a role in improving students' creativity to express their opinions, students' focus during thinking, the ability to recognize diverse vocabulary, and students' motivation to learn so that they are actively involved in

learning. Based on Arsini, Santosa, and Marsakawati (2022:8), while enjoying the games played on the Wordwall application, students also have the chance to recognize more about vocabulary.

In link with the statements above, according to Arsini, Santosa, and Marsakawati (2022:9), students can improve their other skills such as reading, listening, writing, and speaking through the Wordwall application. Moreover, in writing a descriptive text. It is because by the Wordwall application, the students can feel interested in learning and they can also know some vocabularies provided by the teacher on the Wordwall application that can be used in writing a descriptive text. However, in order to make this Wordwall application learning media to function properly in improving students' certain skill, the most important thing to note is the suitability of the learning material being taught with the choice of features or games used.

In addition, almost all the game features in the Wordwall application can be equipped with pictures because Wordwall allows users to enter pictures. That means, in addition to being used to play in knowing vocabulary, the Wordwall feature also facilitates students in understanding other material being studied with the pictures added in the feature. As part of the game feature function in Wordwall, picture is very helpful for teachers in teaching writing. According to Kurotun (2015:18), a tool in interpreting the meaning and construction of language so that students are involved in activities to discuss a topic is called picture. The pictures inserted must be in accordance with the material being taught so that students better understand what is being discussed.

Furthermore, according to Tarsi and Sofia (2009) as cited in Wajong, Olii, and Rombepajung (2020:82), pictures are considered to play an important role in descriptive text because it is able to facilitate students to understand and monitor the material so that the learning process becomes measurable. In addition, according to Leonardo et al. (2022:12), picture media can be used by teachers during teaching in explaining a particular case or condition through the objects in the picture. So, in teaching writing, especially in explaining descriptive text, the teacher can take advantage of the Wordwall game feature which contains additional picture to help students understand what is explained or described by the teacher by looking at the picture that have been provided in the feature. With the Wordwall application media, students can play while learning.

In this present study, in using the Wordwall application, the researcher used theory based on Arsini, Santosa, and Marsakawati (2022:8-9), Wordwall application is a learning media that can give motivation to the students to learn and can improve students writing skill by the use of the game feature selected because the students have the chance to recognize more about vocabulary used while playing the selected game. Wordwall application as digital media is also suitable to be used with ESA. Based on Joni et al. (2022:53), ESA can be supported by digital media in teaching. However, the researcher only used open the box feature which is a game feature that provides several boxes containing pictures that is completed with vocabularies related to that picture. Thus, the picture is part of the function of the open the box feature.

In addition, because the picture is as a part of Wordwall application, in using picture, the researcher used theory based on Leonardo et al. (2022:12),

picture can be used by teachers during teaching in explaining a particular case or condition through the objects in the picture. The pictures in the game features of the Wordwall application were considered suitable for teaching descriptive text. The researcher also wanted to vary how to use the open the box feature as needed.

2.1.6 ESA Combined with Wordwall Application

In this present study, the researcher used ESA combined with Wordwall Application in teaching writing descriptive text that briefly elaborated in the following sub discussion to make them clear. There were some steps to do in using ESA combined with Wordwall application that described as follows:

1. Engage, the researcher made the students felt interested to involve the learning process by using learning media which was Wordwall application especially using open the box feature. This present study was focusing on writing descriptive text about famous tourism and historical place. It could be done by the researcher gave few sentences to describe one of the famous tourism and historical places known to the students. Then, asked the students to guess the name of the place that being described by the researcher. After that asking the students to guess in which box among several boxes in the Wordwall application that contains picture of famous tourism and historical place that were guessed by them before. Then, the researcher and the students observed one example of the descriptive text with the topic was based on the picture in the box guessed before while looking at that picture.

2. Study, the researcher explained how a descriptive text was structured based on its social function, generic structure or language features, while students paid attention to what the teacher explained. In this stage, the researcher also used the Wordwall application especially open the box feature by asking the students to choose only one box among several boxes that contain famous tourism and historical place picture. The researcher explained how to construct a good descriptive text with the topic was based on the picture in the box selected by the students before. There were also vocabularies inside the box/under the picture to make the students knew vocabularies could be used in describing an object in that picture.
3. Activate, the researcher trained students to apply language freely. The researcher asked the students to try to write descriptive text based on the topics provided in the students worksheet. However, the researcher did not use the Wordwall application.

In conclusion, in this present study, the researcher used the ESA technique combined with the Wordwall application, especially the open the box feature in various ways. However, the use of ESA with the Wordwall application was only carried out at the engage and study stages. In the activate stage, students would no longer be shown pictures through the Wordwall application. However, students focused on writing descriptive text freely with their ideas based on the topics that have been provided.

2.1.7 Assessing Writing

Assessment is an activity in the world of education carried out by teachers to get to know their students better regarding the level of student understanding during or after the learning process is carried out. According to Nunan (2004:138) as cited in Krisnanda (2019:19), stages in gathering students' information is defined as assessment. According to Folse et al. (2007:15) as cited in Saputra (2021:19), gathering data about students' language skill or performance in various ways is called assessment. According to Brown (2004:4), continuous process with a broader scope is called assessment. Thus, the results of the assessment can be seen from student activity and behaviour during the learning process and also students' ability to answer a test given by the teacher at the end of the lesson.

According to Brown (2004:6), in the literature in general, two assessment functions are formative and summative. Formative assessment is an assessment carried out by the teacher to check the students' understanding of the specific material after one learning unit has been completed. While the summative assessment means the opposite, namely the assessment carried out by the teacher to find out data on increasing student abilities after the learning process for one semester so that the scope of the discussion is wider. However, in constructing both formative and summative assessment, the teacher must adjust the type of test used with the learning objective. That means whatever the form of assessment carried out by the teacher; the assessment carried out should be in accordance with the learning objectives that have been set at the beginning of learning.

A teacher needs a tool or instrument to assess students according to the learning objectives to be achieved. That kind of instrument is a test. The tests that are made should not be arbitrary. The test should be valid and reliable. There are

many types of tests based on specific skill that teachers want to assess. According to Burke (2011:3), in general, assessment is classified into three of the many forms and measures of assessment, namely traditional, portfolio, and performance, but all three play an important role in assessing the overall ability of students. Each of these assessments can be given to students in different forms of tests. In short, the tool needed in the assessment is a test made with various forms of assessment.

An assessment is not only carried out by teachers to assess the level of understanding level of students, but also be useful for teachers as evaluation data regarding the effectiveness of the strategies used during teaching. If the results of the student assessment are good, it means that students really understand the learning material because the strategy used by the teacher is effective so that they are successful in improving students' abilities. However, if the results of the student assessment are bad, it means they do not understand the material well because the strategy used by the teacher is not effective yet. It is same as feedback after teaching and learning process is done. Therefore, assessment is useful for the success of teachers and students.

Conducting an assessment of students in the classroom is very important to see the progress of the teaching and learning process. That is because the assessment cannot be separated if it is associated with the process. Without an assessment, both teachers and students feel that they have no responsibility for certain activities carried out. Students become arbitrary in doing a task while the teacher teach without taking into account the success of students in certain materials. Moreover, there is a need for certain assessments if teaching students to

master language skills such as writing skill. So, an assessment is very important as a benchmark in success after studying a certain material.

According to Krisnanda (2019:18), by doing an assessment for students, teacher can get the students' writing data about their improvement. Based on Saputra (2021:20), presenting scores and evaluations to find out the writing accomplishment in a students' written work is called as assessing writing. Assessing written work made by students means helping them develop their writing skill because students can learn from their mistakes through mistakes identified by the teacher and the teacher knows the level of student improvement. Actually, the writing assessment at a glance can be seen from the results of the comparison of writing that is used as an example and the writing of students. However, to evaluate students' writing in detail and accurately, certain techniques must be used which are considered to be able to assess student writing very fairly and correctly.

According to Wolf and Stevens (2007:3), in assessing a work or display of what students have made, the rubric is considered a multifunctional assessment guide. Rubric is an assessment system that includes the criteria for each aspect of writing and is also equipped with a score in the form of numbers to determine the level of students' writing skill quantitatively. The most widely used rubrics by teachers are holistic scoring rubrics and analytical scoring rubrics. The selection of the scoring rubric used is based on the type of ability to be assessed. For example, to assess student summary results as a result of their reading ability, teachers can choose a holistic scoring rubric. However, to assess students' writing results into a text, the teacher can use an analytic scoring rubric.

Based on Oshima and Hogue (2007:196), format, punctuation and mechanics, content, organization and grammar and sentence structure are the criteria that contained in scoring rubric for assessing writing text. In the format criteria, it contains points in the form of titles and the neatness of the appearance of the text related to the placement of titles, lines, margins, and spacing. The punctuation and mechanics criteria contain points in the form of using periods, commas, capital letters, and correct spelling. In the content criteria, it contains points in the form of the suitability of the task made, making sentences that are unified and continuous. The organization criteria contain points in the form of a general structure of the text. In the grammar and sentence structure criteria, it contains points in the form of grammatical accuracy and the structure of the sentence itself. Based on the aforementioned criteria, the writing assessment is carried out using an analytical scoring rubric.

In this present study, in order to get the tenth-grade students' data related to their students' writing achievement, the researcher measured it based on theory from Oshima and Hogue (2007:196), the criteria used in assessing students' writing skill by using analytic scoring rubric system. Those criteria were adapted in the scoring rubric for assessing students' writing skill at SMK Ratna Wartha Ubud especially in writing a descriptive text since it was relevant and appropriate to this present study. It could be done by asking the students to write a descriptive text previously by choosing one of the several contextual topics provided by the researcher.

2.2 Empirical Review

Empirical review is a review of the results of research that has been completed previously related to the current research. An empirical review was also made to compare this current study with previous studies that have the same aspect of discussion. Thus, mistakes made in previous studies were not repeated in the current study. In conducting this study, the researcher used the ESA with Wordwall application to improve students' writing skill. Then, some relevant previous study is summarized as follows:

The first study that have the same aspect of discussion and relevant with the present study was a study that was conducted by Astrini (2020) entitled "The Use of ESA with Colorful Picture to Improve Writing Skill of the Eight Grade Students of SMPN 2 Kediri in Academic Year 2019/2020". The objective of this study was to find out whether or not writing skill of the eight grade students of SMPN 2 Kediri in academic year 2019/2020 could be improve through ESA with colorful picture. Then, that study got the positive result because this study showed that there was an improvement in students' writing skill in descriptive text by applying ESA with colorful picture.

The strengths of that study were the researcher had chosen the relevant theories from experts to support her research conduction. The researcher also completed her research by using the appropriate learning media which was colourful picture. Then, the researcher also already had completed lesson plan that was needed with the basic competency was about simple descriptive text related to person, thing, and animal. So, the teaching and learning process could be done well. It could be said that the research conducted by her was good enough because

it was completed with relevant theories from experts, appropriate teaching media, and the lesson plan that attached.

Then, the weaknesses of that study were, in her lesson plan especially in the observing activity especially in the engage stage, she provided picture of person but she gave an example of descriptive text about animal to be observed. In other words, it was less appropriate when the students looked at the person picture but they tried to understand the concept of describing animal at the same time. Then, the ESA steps towards scientific approach was less appropriate as well. She put the study stage at the exploring and associating activity. The study step should be put in the questioning activity, considering that the researcher used theory from Pollard which says study step suggests to focus on a language used first by understanding characteristics of writing in discuss session. She also put the activate stage at the communicating activity that should be done in associating activities. The activate stage is not a sharing session or communicating the work but a session where the students try to use any languages that they know by starting to write descriptive text.

In this study, the researcher made a lesson plan based on the basic competency taken. However, the researcher distributed the correct ESA stage in accordance with the scientific approach activities carried out. In addition, when doing the engage stage, the researcher shared examples of descriptive text that match the pictures on the Wordwall, thus students were not confused in understanding the concept of descriptive text being discussed. In this study, the researcher also paid attention to the completeness and clarity of the lesson plan and the instruments needed to conduct a study.

The second study that have the same aspect of discussion and relevant with the present study was a study that was conducted by Krisnanda (2021) entitled “Improving Writing Skill of the Tenth Grade Students of SMAN 1 Tegalalang in Academic Year 2020/2021 Through ESA Combined with Picture”. The objective of that study was intended to know whether or not writing skill of the tenth-grade students of SMAN 1 Tegalalang could be improved through ESA teaching strategy with picture. Then, that study showed that students’ writing skill improved after applying ESA strategy with picture. It could be seen from the difference in pre-test and post-test scores which had increased.

The strength of that study was the researcher already used the appropriate and relevant theory as a guidance in conducting his research. However, the weakness was the topic given by the researcher in the students’ worksheet was not a contextual topic. The researcher did the research at SMAN 1 Tegalalang but he asked the students to write descriptive text about Lovina Beach that located at Singaraja. Moreover, it was also not supported by picture description that could help students because many of them may not know it and never go there. Contextual topics are topics that make sense to be cultivated, such as using the topic of a place that tends to be close to the school's location. Thus, the students know it and easier to them in writing a descriptive text.

In this study, the researcher used contextual topics as a topic in the descriptive text example to be discussed in the observing and questioning activity. Contextual topics were used were topics about places that are commonly known by students or the places that were located near at their school which was near SMK Ratna Wartha Ubud. Then, for each test instrument made, the researcher

also provided several contextual topics about famous tourism and historical place to be chosen by the students to be described. Thus, the students could write descriptive text easily without felt confused about what have to be written.

In addition, what was different from the current study with the two previous studies was the media used. In the two previous studies, the researchers used only picture media without any variation or without varying the use of the picture. However, in the current study, the researcher used media with the concept of the picture being displayed through Wordwall application whose use was varied and there were also some supporting vocabularies in that Wordwall application.

