

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of four language skills that must be mastered. Writing is important skill for communicating. Good writing can be easy to communicate with someone in the form or word of write clearly. Thoughts in daily activity are composed by the writing ability, expression and enables individuals that need writing skills. Writing has benefit for students who try to show their ideas for the other people logically. It will be strong then the ideas and thoughts and allow them to apply better than if they trapped in their head. For translating someone thinks of someone else can use writing. Sometimes, some people are better at expressing through writing.

Writing always connected to the all the student's activity in school. Every student has the different writing skill. In school writing skill needs some creativity from the students for find conveying the ideas. Haylan, K (2003:xiii) The mastery of good writing skill can be successful the students in communicating ideas through digital networks, because it depends on writing skills. The mastery of student's writing skill is very important. According to Bailey (2006:1) mostly in English secondary colleges and the university use other writing assignments to assess the work ability. This can be done as a coursework with different times. Writing assignment will help the students to evaluate student's ability.

Therefore, students can master for their writing skill. What the student needs are the students should be diligent for reading for adding some information or

knowledge. Second, the students should be noted the ideas whom they find. Third the students can try for free writing. Zemach and Rumisek (2005:7) states that in doing free writing, students write what is in their heads on the topic end lastly. Writing should be done with more carefully, concise, and coherent to ensure clear meaning. Students need to study about the characteristics of good writing to be written. The ability of writing in English required with mastery of structure and organization. Therefore, students Must be able to master the basic components of writing. They must know about grammar. It means those students must be able to make grammatical sentences correct.

In this day many students had a less interest in writing, the face problem, they had difficulty in completing writing assignments. Based on the researcher's interview with the English teacher in SMP NEGERI 12 Denpasar, the seventh-grade students face difficulties in writing. The difficult faced before writing is to find the idea. Furthermore, they had lack about vocabulary. Incorrect word spelling was the problem when they were started for writing. In addition, incorrect structure, grammar and elaborating unity written product were also the problem that the students face. Of course, that's problems make the students would not interest and lazy for starting writing.

Many factors would give the effect to improve writing skill, one of them is the teacher's teaching technique. The teaching technique must be improved to solve this problem. The strategy could improve this problem and caught the student's attention and made the result learning was better. The strategy named ESA (Engage, Study and Activate). ESA is a method for arising the student's interesting to study. Tomlinson (2013:238) states that "ESA is a technique how to build students interest

about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that". With this technique can build student interest about a topic and the teacher is identified as a problem in learning and the teacher know how to build and control it.

With the change technology, the sophistication gives the progress that can help many things Using ESA Strategy there was should a media to support its implementation. According to Harmer (2001:282) Teaching with video can give the special experience in learning. The researcher interested and motivated to do research used ESA (Engage, Study and Activate) as the appropriate to strategy "The Use of ESA Animation Video to Improve Writing Skill For The Seventh-Grade Students of SMP Negeri 12 Denpasar In Academic Year 2022/2023".

1.2 Research Problem

Formulating a research problem was important in conducting research in order to make a specific discussion. Based on in the background of the study, the seventh-grade students SMP Negeri 12 Denpasar in academic year 2022/2023 had many difficulties in writing. Those problem did affect their writing skill, especially in writing a descriptive paragraph. It should be improved by using teaching technique and media. The research problem could be formulated as follows: can writing skill of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 be improved through ESA with Animation Video?

1.3 Objective of The Study.

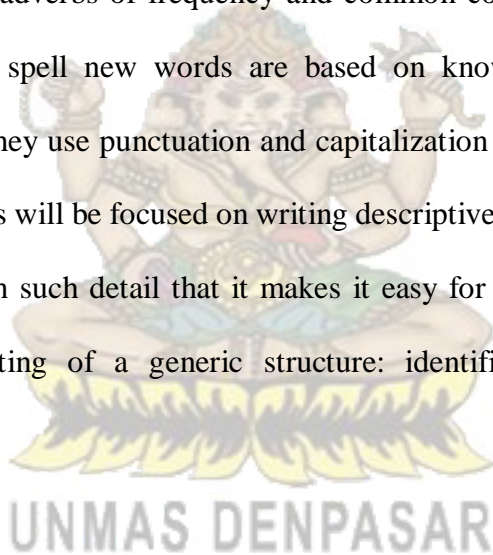
The research must have a clear objective of the study, to solve the problem. Thus, the research result could run well and accordance with the objective of the study. Based on the research problem above, the writing skill of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 still needed to be improved. Those problems did effect of writing descriptive paragraph. It should be improved by using effective teaching technique with media. The objective this study was to find out whether or not the writing skill of seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 could be improved writing skill by using ESA (Engage, Study and Activate) with animation video

1.4 Limitation of Study

To avoid complicated discussions, it was important to limit the research. Therefore, this research was limited to improving the writing skills seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 academic year by using. ESA (Engage, Study and Activate) with animation video. It was important for researchers to know the curriculum and syllabus applied in schools to produce lesson plans and learning materials as research needed. In this study, SMP Negeri 12 Denpasar implemented the revised Merdeka curriculum. In accordance with the school curriculum and syllabus or revised to be learning goal flow, researchers focused on the learning goal flow and learning achievement based on Merdeka Curriculum.

The learning flow in Merdeka Curriculum consist learning achievement and learning objectives. There are four elements in learning achievement listening

(speaking), reading (watching), writing (presenting). The researcher is focused on writing (presenting) about by the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency. In this study, writing skills will be focused on writing descriptive paragraphs that describe people or family in such detail that it makes it easy for the reader to visualize a description consisting of a generic structure: identification, description and conclusion.



1.5 Significance of Study.

This study focused on improving the writing skills of seventh grade students of SMP Negeri 12 Denpasar in the 2022/2023 academic year by using the ESA (Engage, Study and Activate) teaching technique. This would relate to teaching writing skills by applying ESA (Engage, Study and Activate) to improve students' writing skills in describing things in written form. In addition, the findings of this study were expected to provide both theoretical and practical significance.

Theoretically, the findings provided benefits as theoretical evidence about the application of the theory based on the problem at hand. Then the results of this study were expected to enrich the theory and could be used as a reference for further research related to Engage, Study and Activate in teaching writing descriptive paragraphs. In addition, it could contribute to new research findings on the application of Engage, Study and Activate in teaching writing descriptive paragraphs. Therefore, it could be implemented in the teaching and learning process, especially in teaching writing.

Practically, the results of this study were also expected to provide educational feedback for the teachers, students and other researchers. For teachers, the results of this study were expected to be used as a reference in using Engage, Study and Activate with a technique in teaching writing. For students, learning outcomes were expected to increase motivation and interest in learning to write.

1.6 Definition of Key Term.

The definition of key terms was very important to define and make a better understanding in this brief research. In addition, the definitions of key terms were the typical words used in this study and the research should provide clear operational definitions used in this study. To avoid confusion, the researcher defined operational definitions of writing skills and ESA (Engage, Study and Activate). The two key terms used in this study were clearly defined and explained and briefly described as follows: other researchers, it was hoped that it could be a reference and empirical review to make better research for further research in the

same field. In addition, it also provided alternative sources and guidelines for further research to get better and more accurate results.

1. Writing Skill

Writing skills in this study were related to the ability of class VII students of SMP Negeri 12 for the academic year 2022/2023 in writing descriptive paragraphs that described people and things based on the generic structure of descriptive paragraphs consisting of: identification, description and conclusion.

2. Esa With Animation Video

ESA with animation video was a combination between ESA as teaching technique and animation video as a media. The use media will make the students more interest in learning and gave motivation to the students to find idea in their imaginations for writing descriptive paragraph. ESA has three steps: (Engage, Study and Activate). First engage, in engage animation video was related to material and it would be shown for students to catch their attention and asking the students what they got in the video. Second study, in study the students and the teacher would focus on the material about descriptive paragraph and, the students would start to make a simple descriptive paragraph about person, animal and thing. Third activate sharing to the teacher about the result of their handwriting and what they had learned.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review was a review of theories related to this research. The study of these theories was important to be considered by research as the basis of scientific research. In addition, it allowed the reader to understand the constructions and evidence in this study. The theoretical review also guided the researcher in conducting and determining this research. In this chapter, three related theoretical reviews were discussed as follows: writing skill, descriptive paragraph, ESA, Video Animation and assessing writing.

2.1.1 Writing Skill

One of the useful skills for students was writing, this skill must be mastered by students in learning language. In daily life writing was very important for sharing the information and communicating especially for high school and college. The process of writing needed deepen student's critical thinking and knowledge. Moreover, to be good writer the students needed to know some important thing or basic skills, which included punctuation, dictation, and the used of different sentence structures, and grammar. Bailey (2006:1) states that the basic process of writing, in at the same time it is useful to be aware of the contributing elements for good academic writing that's why most academic courses in college use essays or other written assignments to assess work. It

presents writing, at the same time it was useful to be aware of the elements that contribute to good academic writing.

According to Ioannoun-Georgiou and Pavlou (2003:68) in a foreign language, writing skill is difficult skill. It is caused the writers need to concern about the grammar, spelling, vocabulary and also skills such as handwriting and punctuation from the mastery of languages. For making outline the writers need to think by their own ideas. In producing a written text, the writer needs content as well (Fulwiler, 2002:19). For developing their ability writing, teacher's role is very important in teaching and guiding. In writing class should make a class more creative, communicative and enjoyable. For influencing the students needed interesting in learning and improving the ability of writing, also the teachers motivated students and didn't set all activities into formal assessment. Moreover, the writing topic could be setted by the teachers into something that valuable to the students, it could be said as contextualized topic.

Accroding to Oshima,A., and Houge (2007:15) Writing is a continuous creative act. When do writing it is necessary to think about what to say and how to say it. Then reread what has been written and made changes and corrections. Then write and revise until satisfied or the writing is expressed exactly as it is said. The writing process has four steps. In the first step, create an idea. The second step, organize the ideas. In the third step, write in a rough draft. the final step, refine the rough draft by editing it and making revisions. Moreover, writing needs to think deeply so that we find the idea and then try to make draft writing and making the revisions.

Brown (2004:220) states that writing has four categories that capture the range of written production that reflects the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitation, students must achieve basic skills, basic tasks of writing letters, words, punctuation marks, and very short sentences. Intensively, learners focus on meaning and context for making correct and appropriate paragraphs. Responsive, learners learn how to link sentences into paragraphs and create sequences of two or three logically connected paragraphs. Broadly, the authors focus on achieving goals, organizing, and logically developing ideas; as a result, the final product is involved in the process of multiple drafts. In this study, the researcher used the responsive category where the level showed the ability of students to create discourse, connect sentences into paragraphs and combine several paragraphs.

Based on relevant theory above, this present study focuses more on theory of Oshima, A., and Houge (2007) writing is a continuous creative act. Before starting do writing need to think what to say or how to say. The writer thinks about what should prepared before processing the writing.

2.1.2 Descriptive Paragraph

In practice writing students are expected to produce a product in written form and they can express their feelings and ideas in writing form without interference from others. It can be started for writing paragraph. A paragraph can give some information, opinion and short story. According Zemachand Islam (2006:9) it is stated that the paragraph consists six until twelve sentences about one topic. In other word, the paragraph should explain about writer's

main idea or important idea. In constructing paragraph, the writer should avoid about confusion by arranging all the sentences logically. Moreover, to make the reader easily to read the paragraph, the writer arranged the sentences to be paragraph well

Descriptive paragraph is a paragraph that explain about someone or something look or feeling using adjectives. Moreover, the adjective that tell about the things how look like, feel, sound, smell or taste. Adjectives are useful to be used in descriptive paragraph, during the object can be explained in such vivid detail. For making the descriptive paragraph need some adjectives to make sure the reader for understand what the writer writes (Zemach and Rumisek 2005:25).

A paragraph is a group of related statements by the writer that develops about a subject. According to Oshima and Hogue (2007:63) the first sentence contains a specific point, or idea, of the topic. Then proceed with the paragraph supporting it. Descriptive writing tells how something looks, feels, smell, taste and/or sound. A good description is a word picture; readers can imagine an object, place, or person in his mind. A description usually follows the pattern of organization we call spatial order. Spatial planning is the arrangement of things in space. When you read the model paragraph, notice how the description moves from the bottom of the ladder to the top. Also notice how the description of women moves from far to near. So paragraph descriptive is paragraph how something looks and tend about the physical of something.

Based on relevant theories above, this present study focuses more on theory of Zemach and Rumisek (2005:25) which states descriptive paragraph explain about the paragraph how someone or something look or feeling using adjectives. Moreover, theory from Oshima and Hogue (2007:63) which states descriptive writing tells how something looks, feels, smell, taste and/or sound. This meaning will help the students to make a descriptive paragraph and explaining what is the descriptive paragraph about.

2.1.3 ESA (Engage, Study, Activate)

This study need technique to make students interest and understand what the material they get. In choosing the teaching technique must be appropriated by the aim to improve the student's writing skill in writing descriptive paragraph. The researcher will be used this technique ESA in doing present study at SMP Negeri 12 Denpasar especially in the seventh-grade students. ESA is a teaching technique has simple steps to guide the students to construct a good descriptive paragraph. For considering the fact that students need motivation, exposure, opportunities for language use. Harmer (2007:54) the most teaching need to have specific features elements. These elements are Engage Study, and activate. The three elements in definition of ESA such as: Engage, Study, and Activate.

2.1.3.1 Engage

The first stage in the ESA technique is Engage. (Rush and Clark 2003:3). states that if students are involved in learning, they will get students' attention, so they will be more open-minded in the teaching and learning process. This

means that teachers must provide good motivation to attract students' attention. By attracting students' attention in pre-learning students can feel comfortable and interested in learning how to construct a paragraph, especially descriptive paragraphs.

Harmer (2004:99) states that if students are emotionally involved, what will happen, their learning will be less effective. The teacher involves students by providing pictures. At this stage, students are expected to imagine a picture or situation. Thus, teachers can easily attract students' attention in imaging what they will learn at the next stage.

2.1.3.2 Study

The second stage of ESA technique is study. The second stage in the ESA technique is Study. Harmer (2007:66) states that the learning element is focused on how something is constructed, whether it is relative clauses, certain intonation patterns, paragraph or text construction, how lexical phrases are created and used, or certain word collocations. Before making a paragraph, the teacher should explain how to make a good paragraph by focusing on grammar and vocabulary. This teaching stage is also called the 'language practice' stage and students have to perform tasks related to language practice activities. I refer to exercises as specific behavioral exercises with the aim of consolidating learn and improve performance. He asserts that language learners are required to acquire intuitive and automatic knowledge that will enable them to benefit from fluent comprehension and self-expression. Practicing language has much in common with 'learning skills'. He also argues that the process of learning a skill

requires a three-stage process: verbalization automation, and autonomy. Sometimes, students can read a text together and find a word or phrase that they want to concentrate on or to study later. The activity is focused on student activities in developing writing skills in compiling descriptive paragraphs.

2.1.3.3 Activate

The third stage of the ESA technique is Activate. At this stage, students practice or explain what they have learned in the teaching and learning process. The focus in activation is on getting the opportunity to use all the language students can know, preferably in realistic contexts that are as close to real life as possible. In other words, activities should not focus on a single structure or controlled use of language. According to Harmer (2007: 53), in the active stage, students can encourage by using any language they know to describe objects. The writings based on the titles were asked to produce and develop those given by the researcher by the students. Furthermore, the teacher's role in this stage is to guide students how to compose a good descriptive paragraph by paying attention to the generic structure of the descriptive paragraph itself. As a result, students know the first step to the last step when they write a paragraph (Pollard, 2008:23). Regarding the theories that have been mentioned, the researcher focuses on Harmer's theory which states three important elements of ESA. First, at the engagement stage, the teacher focuses on attracting students' attention by displaying media so that students are clearer in the learning and activating stage. Second, at the learning stage, the teacher teaches descriptive paragraphs and shows some examples. Third, in the active stage, students try to use the appropriate language they know to produce descriptive

paragraphs. The theory is relevant to this study because it relates to improving writing skills through ESA techniques.

2.1.4 Video Animation

Using media while teaching the students it will help to get student's attention so that the students will be interest in learning. Media is one of the factors determinant of learning success Mantasiah (2016 : 124). With the video media, learning is more interesting and pleasant. Important aspects of use media videos can help and explain material, then the media acts as a tool help to clarify the message delivered in the learning process teach. So, with media in learning will help the teacher so that the students will be interest with the material in learning.

According to Harmer (2001:282) using video in language learning is one of them. The use of videocassettes has been a common feature in language teaching for many years. Today, it is rare for publishers to produce a primary textbook without an added video component, and teachers usually make their classrooms with materials or tapes produced for language learning. For some, video recording is just a glorified version of audio recording, and the use of video in class is simply listening with pictures. But there are many reasons why videos can be added because they add an extra dimension to the learning experience. So, in textbook it should be video component so that the students will get extra dimension while learning.

Nugent cited in Smaldino (2011:404). The video is used by the teacher usually is about introduce the topic to present content to provide repair, and

increase enrichment. Few durations of video will provide the flexibility to improve learning related with the students needed. Using video in learning will give the positive behavior and motivate the students. The video useful for introducing topic or material particularly. The presentation through video will influence the students in learning. In addition, the video will make the learners easier to do what they saw from the material presented than through books or picture.

2.1.5 Assessing Writing.

Writing is not a simple task. When assessing a student's writing ability, as usual, it must appropriate goals or criteria clearly. Such as the ability to write by hand correctly, correct grammar, paragraph construction, and logical development of the main idea. Each goal has value through various tasks. Before looking at a specific task, we should research the different genres of written language with the aim of the context being clear. Type of writing can be accountable and micro and macro skills write so that goals can be pinpointed. So writing is not simple task but has certain goals and criteria Brown (2004:218:219).

Black and William in McKay (2006:140) state that teachers are driven by classroom assessments or teacher assessments in the classroom. It may be formative when the teacher collects information about strengths and weaknesses of children in order to provide feedback to students and further decisions about teaching or perhaps summative when the teacher collects information at the end of a period of time, generally to report to others about student progress in the teaching and learning process. Thus, providing feedback

on the end of the assessment is very important to let students know about their mistakes when constructing descriptive text. Furthermore, the classroom assessment or teacher assessment refresh to assessment carried out by the teacher.

The teacher finds students' writing errors. It is important to find the best way to effectively assess student writing skills and focuses on important areas of writing assessment. Oshima and Hogue (2007:196) state that the scoring rubric elements for assessing writing descriptive paragraph. First is the format of the paragraph. Second Punctuation and Mechanics. Third content. Fourth is about organization. The last is grammar and sentence structure. Furthermore, the scoring rubric has different point of elements. So, this scoring rubric will use researcher for assessing the descriptive paragraph.

2.2 Empirical Review

An empirical review was a review aimed at relevant research related to this research. In addition, it could be used as a reference in conducting this research which is in the same field. Empirical review could be used as a consideration or determine whether this research could be as successful as the relevant research or not. In this study, the researcher wanted to improve students' writing skills through ESA with animation videos. Some relevant studies are summarized as follows:

The first similar study was conducted by Yani (2017) entitled "Improving Writing Skill Through ESA of the Eighth Grade Students of SMPN 2 Susut Bangli in Academic Year 2016/2017". The objective of this study was to find out whether writing skill of the eighth-grade student of SMPN 2 Susut can be improved through

ESA. Based on the tests given to the subjects, the results showed that there was an improvement of the subjects' achievement in writing descriptive paragraph. It can be seen the subjects' scores are increased in each cycle of the study. Thus, after giving treatment of ESA, the subjects' writing skill was significantly improved.

The strengths of this study were the researcher already provided good related theories from experts to support the statements. In addition, the researcher put clear instructions in finishing the tests. However, the steps of implementing ESA technique in the lesson plan were unclear. In 'engage' phase of ESA, the researcher only showed an example of descriptive paragraph without guiding the students to read the paragraph. Concerning of the weakness above, in this present study, the researcher uses picture to engage the students and tries to give a good brainstorming first. Then, the researcher gives and invites the students to read an example of descriptive paragraph related with picture. Engaging the students with picture will make them easier to understand of what they are going to learnt.

The second similar study was conducted by Kusumadewi (2018) entitled "Improving Writing Skill of the Tenth Grade Students of SMK PGRI 1 Denpasar in Academic Year 2017/2018 Through ESA". The purpose of the study was to find out a whether or not writing skill of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2017/2018 can be improved through the implementation of ESA as the technique. The result of this study showed that students' writing skill improved after the implementation of ESA technique. The subjects' scores are Changing and showed improvement from pre-test to post-test. In addition, the subjects are able to write a descriptive text by her guidance which affect their

achievement. The strengths of this study were the researcher provided good related theories from experts to support the statements.

In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear. However, on the test instruction, the researcher did not mention how many sentences that the subjects should write. Therefore, in this present study, the researcher put number of sentences that the subjects should write on the test instruction. The students are instructed to write a paragraph that consists of 6-12 sentences. Attaching number of sentences on the test instruction would make the instruction clearer and may avoid confusion of the subjects in doing the test.

