

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is categorized as a productive skill in English language skill. Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form. It needs more skills such as using appropriate words, proper sentences, and correct spelling that is different from speaking. When students speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they have to communicate with actual visual words. Additionally, writing is a complex process which involves brain activity to control the flow. Besides that, the writer must have idea of what they are going to write and developing it in writing. Oshima and Hogue (2007:3) state that writing can be divided into informal (i.e., creative and personal writing) and formal (academic writing). Therefore, it is really crucial to mastered writing since it is a part of the daily communication to express feeling and ideas into information.

In other words, writing is an important role in transferring information in written form. The questions prominently emphasize what kind of language the students have at their command and what can be achieved with this language. It seems that having a good ability in writing could bring one to a better education level. However, if people cannot write appropriately, the readers may misinterpret the message, which may cause misunderstanding or destruction. Thus, using appropriate words and grammatically sentence structure to deliver the message to the intended person is important because that person cannot see our gestures correctly. Sometimes, English spelling words are exactly different in their

pronunciation. Therefore, writing becomes very important not only for one person but also for the world to communicate with each other in daily life.

According to Zemach and Islam (2005: iv), writing is also one of the most difficult skills to master by English language learners. Moreover, the students are required to think creatively to develop their own ideas. Developing the new ideas is really challenging to do for students. In addition, the students need to master the format, punctuation and mechanics, content, organization, and grammar structure. So, the students need to be patient when creating a writing project. In addition, to create a good writing result the students need to pay attention on those aspect that has been mentions. Therefore, by the patient and mastering all the aspect of writing the students can easily to create a writing project.

Writing allows everybody to show their thoughts to the world to share everything, information, and entertainment. Moreover, writing has various ways to be shared, not merely in a piece of paper or books. Nowadays, technology has controlled it. Hyland (2003:3) emphasizes that technology has had a massive impact on the classroom over decades and that writing instruction now makes considerable use of computer technology. Additionally, it can be said that the support of the technology is taking an important role in writing. The use of technology has eased everyone to structure the layout of the writing and correct grammar and vocabulary. Besides that, the technology also makes it easier in finding and developing ideas. Moreover, technology also eases the user to increase their critical thinking. Thus, technology can be said give a lot of positive impacts because helps us in many ways, especially in gaining writing skill.

Based on the result of preliminary observation by interviewing the English teacher who taught the seventh-grade students of SMPN 5 Mengwi, the students still had difficulty in writing. In addition, the students still confused how to develop their ideas into correct sentences. Moreover, the students also did not know how to write a unity and coherent paragraph based on the sentence structure. Besides that, incorrect word spelling and misuses of the period and other punctuations are also the problem in their writing. Thus, because of these difficulties the students were less interest in writing and also did not enjoy in joining the class, and the teacher must particularly guide them during the teaching and learning process. Therefore, it also burdened the teacher if this situation come many times in every meeting.

There are many factors that can affect the improvement of students' writing skill, one of them is the teachers' teaching technique. According to the interview with the English teacher that taught the seventh-grade students of SMPN 5 Mengwi, the teacher's technique was still conventional. In addition, the teacher is using Teacher-Centered Learning and monotonous teaching technique. Additionally, this technique just focused on the teacher as the source of the knowledge. Moreover, during the teaching and learning process the students become less active and interest with the lesson. Then, this learning situation made the students not enjoyable in learning something. Furthermore, the teacher simply just explained the materials only on the textbook. Thus, this kind of teaching can make the students easily to forget the learning materials, which can affect their achievement in learning.

Furthermore, the weaknesses of a monotonous technique use by the teacher, especially in teaching writing skill is students did not have chance to express their feeling and thinking freely especially in writing. Besides that, it is because students

are always conveyed by the same technique over the time by the teacher. In addition, the students also have a minimum space to express their ideas contextually. Furthermore, the students easily to get bored and have lack enthusiasm and interest in following and joining the teaching and learning process. In addition, it also decreases their ability in thinking critically to elaborate their ideas and learn new vocabularies or the others element of learning especially in learning English language. Therefore, students' capability in achieving the learning objective also considered based on the teaching technique used by the teacher. Thus, the researcher can conclude that in teaching writing skill the teacher's technique is ineffective for teaching writing.

In teaching writing, there are so many techniques that can be used. In this present study, the researcher chose ESA as the technique and combine with picture as the media in teaching writing, especially in writing descriptive paragraph. The researcher used ESA which is the appropriate teaching technique in writing. Furthermore, ESA has three important elements namely: Engage, Study, and Activate. According to Harmer (2007:57), these elements are the basic building blocks for successful language teaching and learning. In addition, to support the teaching and learning process the researcher used picture as a media. Based on Raimes (2001:27), everybody likes to look at the picture, their use in the classroom is to provide a stimulating focus for the students' attention. Therefore, picture is the appropriate media to support the teaching and learning process since it is really helpful the student to visualize something easily and clearly.

Using ESA combined with picture is really an interesting technique that can be used in teaching writing in the seventh-grade class. By implementing the

technique, the researcher could get students' interest and attention during the teaching and learning process. When the student get interest in learning the materials, they can be more active and their learning outcome would be better. Furthermore, ESA combined with picture, can help the students to develop their ideas by looking at the picture that provided by the researcher. So, the students can easily organize the descriptive paragraph that they wrote. In addition, this technique has a simple step that can easy to manage. Thus, with the implementation of ESA combined with picture, the students are expected to be more active, creative, motivated and enjoy in learning to write descriptive paragraph. Therefore, ESA combined with picture is an appropriate teaching technique and media for writing descriptive paragraph in the seventh-grade class.

Based on the study background of the study explained above, the students had difficulties in writing paragraphs, especially descriptive paragraph. Moreover, they did not know how to write a unity and coherent paragraph. Besides that, they also faced difficulty in expressing their ideas and thinking based on the correct sentence structure and grammatical correct. Then, the researcher has tried to apply ESA combined with picture in teaching writing, especially in teaching descriptive paragraph. The researcher considered that by using ESA combined with picture, the teacher could get the students attention before explaining the material. In addition, by providing picture it can also help and stimulate the students to get a better understanding in writing descriptive paragraph. Based on the statements above, the researcher was highly interested in conducting research entitled "Improving Writing Skill of the Seventh-grade Students of SMPN 5 Mengwi in the Academic Year 2023/2024 through ESA combined with Picture".

## 1.2 Research Problem

A research problem is the most important aspect of doing a scientific study. Before conducting the research, the research problem should be formulated and classified in order to make a discussion of the research more specific. Moreover, focusing the research problem was crucial to obtain and identify the answer to the research accurately. Based on the background of the study above, the seventh-grade students of SMPN 5 Mengwi still found some problems in writing skill. Thus, it should be improved by applying an appropriate teaching technique. So, ESA combined with picture was expected as a solution to solve the problem. Considering the background, the research problem could be formulated as follows: Can writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 be improved through ESA combined with picture?

## 1.3 Objective of the Study

This study certainly had an objective to make the research run in the direction that has been planned. A specific investigation is intended to find out a scientific solution to answer the research problem that had been identified and formulated. The investigation study required an objective in order to be able to conduct appropriate and relevant research. Then, through investigation, the researcher finds that in general, the seventh-grade students of SMPN 5 Mengwi had difficulty in generating and developing their ideas into a unify and coherent descriptive paragraph. Thus, the researcher used ESA combined with picture to improve the student writing skill. Therefore, based on the research problem that had

been formulated, the objective of the study was to know whether or not the writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 can be improved through ESA combined with picture.

#### **1.4 Limitation of the Study**

The limitation of the study is crucial to ensure that the research problem leads the research to be more specific discussion. Moreover, considering the specification of the problem mentioned above, the limitation of the study was formulated. In this research, the researcher needed to know first about the curriculum and syllabus that was used in the school to produce the teaching module and the learning material. In addition, SMPN 5 Mengwi applied the *Merdeka* curriculum. Then, according to Merdeka curriculum that applied in the school, the researcher focused on the writing and presenting element in Phrase D about producing kinds of simple oral and written text in the form of multimode.

Furthermore, the researcher focused on the learning objective which is students were able to produce written descriptive paragraph to interact and communicate in more diverse contexts in formal and informal situations. Furthermore, writing skill in this study was focusing on writing descriptive paragraph that describe person (family member and famous person) in such detail that make it easy for the reader to visualize a description consisting of a generic structure: identification, description and conclusion. Moreover, the paragraph should consist of 6-12 sentences. Then, the researcher used paragraph construction test to assess the students. Besides that, the researcher scored the student's descriptive paragraph by the scoring rubric adopted from Oshima and Hogue (2007)

which involves format, punctuation and mechanics, content, organization, grammar and sentence structure.

### **1.5 Significance of the Study**

The research was focused on improving writing skill of seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 through ESA combined with picture. In other words, it was concerned with the teaching writing skill, especially in describing person (family and famous person) in written form by applying ESA combined with picture. Then, the finding of this study should be significant. Moreover, these research findings were expected to have more advantages in terms of theoretical as well as practical significance in improving the English language skill, especially in writing skill. Therefore, the finding of this study was expected to give theoretical as well as practical significance as follows.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about implementation theories based on the problem that was faced above. In addition, the result of this study was contributed and support the theory including the empirical results of the existing theory, especially in improving students' writing skill through ESA combined with picture. In addition, the findings of this study were expected to contribute to English teaching, especially in teaching writing skill. It was also expected to be references or guidance for future study related to classroom action research, writing skill, and ESA combined with picture. Furthermore, the finding in this study also expected to be useful in choosing an appropriate technique in teaching writing much more interesting to follow so that the students can enjoy the class.

Practically, the result of this present study is expected to prove educational feedback for teachers, students, and other researchers. For the teachers, this study provided a teaching technique which can be used to improve students' activeness and also can change the old teaching technique of the teacher with ESA combined with picture, especially in teaching writing. So, it makes the teacher more creative in using ESA technique. For the students, the results of this study are expected to increase their motivation and interest in learning writing. Besides that, it can be used as feedback for the students in leaning descriptive paragraph. For the researchers, the result of this study is expected to be references and also empirical review to make a better study for the future in the same field.

#### **1.6 Definition of the Key Term**

The definition of the key term is a crucial thing that needs to be explained clearly. Besides that, it can be used to make a better understanding of the topic that is discussed in the present study briefly. Additionally, the definition of key terms is typical words used in the research where in the research should give clear operational definitions use in the present study. It is useful to avoid confusion and misunderstanding for the readers. Moreover, the researcher stated briefly and clearly the operational definition that used in this research. Furthermore, there were two key terms: writing skill and ESA combined with picture. Thus, the researcher defined the key terms operationally. The operational definitions of the key terms that used in this research can be defined as follows:

### 1. Writing skill

Writing skill is operationally defined as the skill of the seventh-grade students of SMPN 5 Mengwi in writing descriptive paragraph which describe person (family member and famous person) that consisted of identification, description, and conclusion. In addition, the paragraph should consist 6-12 sentences.

### 2. ESA combined with picture

ESA combined with picture is operationally defined as a combination of ESA as a teaching technique and picture as teaching media. ESA combined with picture has three steps namely: Engage, Study, and Activate. In engage, the picture that is related to the material is shown to the students to catch their attention and can give brainstorming in the class. In study, the teacher and students focused on learning about the descriptive paragraph material. In activate, the students were asked to write a short and simple descriptive paragraph based on the topics given by the teacher.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is the review of the related theories of the present study. In addition, the review of the theories is really important to the researcher as the foundation of a scientific research. Moreover, mostly the relevant theories must be taken from some sources, mainly from experts, to support the present study. Theoretical review also guides the researcher in conducting and determining the present research, so this research is conducted based on the supporting theories. Thus, the researcher used several relevant theories to give more evidence in this present research. This research dealt with the improving writing through ESA combine with picture from the expert to support the underlying theories are concisely conducted on theoretical bases. Therefore, in this chapter the researcher described some theoretical reviews from the experts that are related and necessary to this research: (1) writing skill, (2) descriptive paragraph, (3) ESA combined with picture, and (4) assessing writing.

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##### **2.1.1 Writing Skill**

According to Ioannou-Georgiou and Pavlou (2003:68), writing is a difficult skill, especially in a foreign language. It is because the writers need to concern the mastery of language areas such as spelling, grammar, vocabulary and also skills such as handwriting and punctuation. In addition, mastering some numbers of language areas itself is already difficult, plus writers need to think and outline their own ideas. Based on Fulwiler (2002:19), writers need content as well as direction

in producing a written text. Therefore, teachers' role is really crucial in teaching and guiding the students in developing their skill to write. Writing class should be made more creative, communicative and enjoyable for the students. In order to influence the students to be interested in learning and improving their writing skill, teachers need to motivate the students and not set all activities into formal assessment. Moreover, teachers can set writing topic into something that valuable to the students, so it can be said as contextualized topics.

Students must have ideas of what they are going to write. Even though they just taking notes during the class, they need to think hardly before write it on their notebooks. Writing helps students to learn (Raimes, 2001:3). It means students understand better in learning when they write something. In addition, writing is a powerful instrument for the students because it allows them to convey their ideas, feelings, and judgements about what they have read, seen, or experienced in their life. Writing helps students in developing their memory and delivering what they think about. Moreover, students are able to practice to write spelling correctly, use vocabulary choice appropriately and make sentence pattern orderly through writing. Thus, the more students write, the better written paragraph that they made.

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.

Furthermore, the writing of academic writing types cannot be made haphazardly. In addition, academic writing in high school or college will be assessed based on the aspects of writing that have been determined. 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. However, before paying attention to the aspects of correct writing in the writing, the writer must also know how the steps in writing. In fact, knowing the steps to write is the important thing to know first. Therefore, it is because writing must go through several processes and must pay attention to certain aspects a good writing, writing cannot be done arbitrarily.

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. In Addition, 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 e third step that done by starting to write using the outline before as a lead. Then, Polishing is the fourth step that done by revising and editing the initial draft

that focus on content, organization, grammar, punctuation, and mechanics. Therefore, writing can be said to be a long journey.

Furthermore, based on Nunan (2003:92), there are some principles that every teacher should consider while planning a course which writing will play a part, they are: (1) understand your students' reasons for writing, (2) provide many opportunities for students to write, (3) make feedback helpful and meaningful, (4) clarify for yourself, and for your students, how their writing will be evaluated. In addition, the writing skill can be started by planning; students can plan about the topic, audience, and purpose of their writing. Students can write until all of the writing aspects is there. Then, if the aspects of writing are complete, they will make the ideas and the information appeared clearly to readers. Besides that, having a good skill writing needs a long process, but if students want to start and put in hard work, it can be easily in a short time. As has been stated above, writing has several steps and good writers go through several steps to produce a piece of good writing.

The key to mastering writing is hard work in learning and practicing this skill to get a good product in written form. Furthermore, the quality of writing, which is a product through writing, could be maximized because there is a change to improve writing skills from one stage. Oshima and Hogue (2007:15) defines writing as a never one-step action; it is an ongoing creative act. Writing will never end up with a masterpiece made by someone or an expert. There will always be a new revision to issue the previous idea. According to Zemach and Islam (2005:15), the process of writing can also be defined as a never one-step action as it takes four roughly steps, such as creating ideas, organizing ideas, writing a rough draft and

polishing the rough draft by editing it and making revisions. Therefore, it can be said that writing is not an instant process.

In conclusion, writing is essential features of learning a language because it provides very good means of vocabulary, spelling, and sentence pattern. Thus, writing skill is an ability that should be mastered, in order to develop their ideas through written form. Additionally, after they have finished writing, they read over what they have written and make changes and corrections. Then, they write and revise again until they are become satisfied that their writing expresses exactly what they want to say. Therefore, writers have to give their big efforts to make their writing can be easily and clearly understood by the readers by choosing appropriate words, using the appropriate punctuation, organizing ideas and using correct grammar. By following the steps of making a good writing product and considering the aspects of writing, the writer will get satisfy with their own writing product.

### **2.1.2 Descriptive Paragraph**

In this study, the researcher focused on descriptive paragraph. Descriptive paragraph is a paragraph that describe place, person, animal or things in such vivid detail. In writing a descriptive, Zemach and Rumisek (2005:25) state that a descriptive describes how something or someone looks or feels. It gives an impression of something that create a sensory image in the readers' mind. A good descriptive paragraph uses words that appeal to some or all of the five senses. Description is one of the most important things in the purpose of language especially in descriptive paragraph. Moreover, descriptive paragraph is a paragraph

that tells about general truth, event, or activity in the daily usually whose purpose is either to inform or to entertain the audience.

According to Oshima and Hogue (2007:3), a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It consists more information about the topic, specific details, and an explanation. The last is the conclusion as the closing of a paragraph. It is usually showing how the writers' feelings. In brief, it assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence.

People can develop their paragraph by adding descriptive details-information that tells how the object looks, sounds, or smells, or feels. It means when people describe about something, they should use their sensory to make their description clearly and objectively (Zemach and Islam, 2005:21). Therefore, the reader can get the information in detail with what the points described. Moreover, according to Oshima and Hogue (2007:61), descriptive paragraph tells how something looks, feels, smells, tastes, and sounds. A good description is word picture and the reader can imagine the object, place or person in his or her mind. In a descriptive paragraph, the more details the writer include, the more clearly the reader will imagine what the writers are describing. The details should appeal to five senses. They should tell the reader how something looks, smells, sounds, feels and tastes. Write about colours, sizes, shapes, noises and texture. Describe as clear as possible then the readers will imagine it easily.

Furthermore, Kane (2000:351) also states that description is about sensory experience how something looks, sounds and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Description can give imagination and feel about something. Therefore, using kind of sensory is very important in describing something. In addition, the readers will get more vivid information based on the descriptions. The reader will try to save and imagine the description that will be read. Thus, they can easily imagine how the thing, place, or person looks on their mind. On the other hand, writing the details can be very tough since writers should put themselves as readers too in order to know whether the details are clear or vague.

According to Savage and Mayer (2005:28), descriptive writing uses words to build image for the readers. The images come from sights, sounds, smells, tastes, and feeling. The adjective is the words that used to build the images. In addition, this word can tell the readers how something looks, tastes, sounds, and smells. Moreover, the adjective need word to explained the object in detail. Therefore, adverb is needed to describe it in more vivid detail and expressive. Moreover, the reader can easily understand and imagine the object clearly without being confused about the point in the paragraph. In addition, Savage and Mayer (2005:33) also state that the three important point in descriptive paragraph; introduction or identification, body paragraph or description and conclusion.

Based on the statements above, descriptive paragraph is a paragraph that describe about person, thing, animal or place which consist of generic structure. Regarding of the theories that have been mentioned, the researcher uses the theory of Oshima and Hogue (2007:61) which state that descriptive paragraph is how

person, thing, animal or place looks or feels. Moreover, descriptive paragraph is also using five senses in describing the object in details. In addition, the researcher also uses the theory of Savage and Mayer (2005:33) which explains about the three important point in descriptive paragraph; introduction or identification, body paragraph or description and conclusion. Moreover, those theories are used as a guidance and it is relevant in this present study.

### **2.1.3 ESA Combined with Picture**

A teaching technique is required to make the teaching and learning process runs smoothly. Moreover, it has an important role in helping the students understand the material well. In order to improve the students' writing skill in writing descriptive paragraph, the appropriate teaching technique must be chosen. Besides that, various teaching techniques can be used for teaching writing. In this present study, the researcher chose ESA Combined with Picture as the teaching technique. In addition, this teaching technique applied by the researcher at SMPN 5 Mengwi, especially in the seventh-grade students. ESA is a teaching technique that has simple steps to guide the students in constructing a good descriptive paragraph, and this teaching technique is interesting to apply in the teaching and learning process.

Furthermore, ESA is a teaching technique that stands for Engage, Study, Activate. In general, engage stage involves getting students' attention or interest through stimuli. The stimuli can be in the form of a picture, story, video, and so on. In the study stage is where the teacher and students focus on learning the language point. It could be grammar, vocabulary, pronunciation, or how a good paragraph is

organized. Then, in activate stage involves the activity of using any language that the students know. These three ESA elements need to be present in the lesson sequences. This does not mean that they should always occur in the same order (Harmer, 2007:54). Based on Pollard (2008:23), all three ESA stages can be used in one lesson but not necessarily in that order. The order may be changed, and it depends on the goals that want to be achieved.

Moreover, to support the teaching and learning process a suitable media should be used. Media play an important role in the teaching and learning process since it is really helpful for the students in understanding the material. Furthermore, one of many teaching media that is popular is using a picture. The picture can be used as a teaching aid to help the students understand better since it is presented a visual. According to Brown (2004:224), the picture is displayed to focus on familiar words whose spelling may be unpredictable. Additionally, many communication activities can be stimulated through the use of pictures. In the other words, the picture works to stimulate creativity and imagination to the students, which is very useful in producing a writing product so that the descriptive paragraph presents vivid details description.

In teaching writing a descriptive paragraph teacher can use picture. Based on Harmer (2007:178), the teacher can use picture whether drawing taken from books, newspaper, magazines, or photographs to facilitate learning. The picture is very simple because it can be drawn or printed in any size or color. The picture can be used to engage the students and deliver language meaning. The picture that is used in the classroom should be simple, clean, well-printed, and easily seen by the students. In addition, the picture is needed in the teaching descriptive paragraph to

help the students imagine the object. Moreover, it can raise students' motivation and catch their interest in learning. Thus, by using picture is very relevant and helpful to stimulate the students to reveal and explain their ideas.

In this study, ESA combined with picture is used in teaching writing a descriptive paragraph at SMPN 5 Mengwi, especially the seventh-grade students. In addition, ESA has three basic elements that take a simple way of guiding the students. Moreover, the three steps of ESA Combined with Picture can help the students get additional information in line with the topic. Then, it also encourages the students to write more precisely and allow them to review their understanding in writing descriptive paragraph deeply. Moreover, the used of picture in ESA can give a related connection between the learning material and the students real life situation. Therefore, the three steps of ESA Combined with Picture which implemented in this study elaborated as follows:

#### 2.1.3.1. 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 and exited to joining the teaching and learning process, so 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. Moreover, the teacher also needs to consider 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), 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. In this present study, the researcher showed a picture about person (family member and famous person) and a descriptive paragraph example to catch their attention. Then, the researcher also guided them to identify social function, the generic structure, and language feature of a descriptive paragraph.

#### 2.1.3.2 Study

The second stage of ESA technique is Study. In this stage, the students are focused on learning about constructing a good descriptive paragraph. 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 paragraph is structured based on its social function, generic structure or language features, while students pay attention to what the teacher explains at that time. In addition, 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 teaching and learning process in the class.

The same thing was confirmed by expert, namely Pollard. Pollard (2008:23) states that 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 are made before finally starting to try writing practice directly. Therefore, in this present study, the researcher stimulated the students to ask questions related to the descriptive paragraph, and facilitate and answer their questions. Additionally, the researcher also presented the learning materials about descriptive paragraph in this stage. So, it was easier for the students to catch and understand the learning materials.

### 2.1.3.3 Activate

The third stage of ESA is Activate. According to 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 paragraph based on predetermined writing aspects. However, Harmer (2007:53) also stated that this active step is not the end of the learning process but the beginning of the learning process. So, 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. It aims to make it easier for students to compose sentence by sentence in their writing. In this present study, the researcher gave topics about person to the students, and they can choose one of the topics to be developed into a paragraph. Then, the researcher also guides the students to draft the generic structure of a descriptive paragraph and relate to the topics given.

Regarding to the theories mentioned, it can be concluded that ESA stand for Engage, Study, and Activate. In addition, ESA has three basic elements that take a simple way in guiding the students to construct a good descriptive paragraph. Engage is the first stage of ESA, is where the teacher focuses on catching students'

attention by using a picture to make their involvement more obvious in the study and activate stage. The second stage of ESA is study. In the study stage, the teacher explains descriptive paragraph and show some examples to the students. Then, the last stage of ESA is Activate. In this stage, the students try to use any appropriate language that they know to produce and develop their ideas into descriptive paragraph contextually based on the given topics.

#### **2.1.4 Assessment of Writing Skill**

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

Assessment is the most important process in classroom learning activity. According to McKay (2006:247), in the classroom assessment, many teachers assess formatively, informed by their beliefs about what writing is, and how it develops in young foreign or second language learners. Furthermore, Weigle (2002:46) argues that conceptualization of language use and ability into clearer focus for writing assessment is to introduce the notion of performance assessment. Procedure involving either the observation of behavior in the real world or a

simulation of a real-life activity is described by the term of performance assessment. Through the assessment, the teacher can figure out the strengths and the weaknesses of the teaching instead of measuring students' achievement.

Furthermore, assessment is not only focused on assessing students' achievement. The teacher assessment is an integral part of teaching learning process in the classroom. In assessing writing, the teacher must consider the components that will be assessed. According to Brown (2004:221), that the assessment of writing more common in genres may include some criteria such as: expected conventions for each writing, convey purpose, goal or main idea, the use of effective writing strategies, syntactic variety demonstration and theoretical fluency. Through these activities, teachers are continually finding out about students' capabilities and achievements. This knowledge then informs plans in the future work. This is continuous process that comprises the teacher assessment; it should not be seen as a separate activity necessary requiring the use of extra test.

Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Scores and evaluation feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. An understanding of assessment procedure is necessary to ensure that teaching is having the desired impact that the students are judged fairly. Without the information gained from assessment, it is difficult to identify the gap between students' current and target performances and to help them progress in learning process in the classroom. Therefore, by administering the assessment the teacher can evaluate their students' development in the learning process.

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 skills that teachers want to assess. Moreover, 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 in the teaching and learning process.

To score the students' writing skill the teacher needs to use a scoring rubric. In addition, the teacher gave the points based on the criteria on the scoring rubric. The use the scoring rubric is more effectively to score the students' writing, as there are some points that the students have to fulfil. In this present study, to assess students' writing the researcher used the scoring rubric adapted from Oshima and Hogue (2007:196). Moreover, there are five criteria such as format, punctuation and mechanics, content, organization, grammar and sentence structure. In this present study, all of these criteria used to score the students' descriptive paragraph writing skill in order to give score effectively.

## **2.2 Empirical Review**

The empirical review is the review for showing relevant research related to the present study. Some information and theories from previous research that are still currently available can be obtained through an empirical review. It can also be used as reference in conducting the present study in the same field since it gives a preview of the result of the study that is fairly the same as what is going to be conducted. The empirical review can be used to consider whether or not the present study could be as successful as the relevant studies. In this study, the researcher

wanted to improve student's writing skill through ESA combined with picture. In addition, some studies have been conducted related to the present study. In this part, there were two relevant studies that are summarized and discussed briefly as follows:

The first similar study was conducted by Sukmayanti (2021) entitled "Improving writing skill through ESA (Engage, Study, Activate) combined with picture of the tenth-grade students of SMK PGRI 3 Denpasar in the academic year 2020/2021". The objective of the study was to figure out the student's writing skill of the tenth-grade students of SMK PGRI 3 Denpasar in the academic year 2020/2021 could be improved or not through ESA combined with picture. The result of her study showed that the students' responses toward the implementation of ESA combined with picture during the teaching and learning process. Additionally, the result also showed that the writing skill of the tenth-grade students of SMK PGRI 3 Denpasar in the academic year 2020/2021 significantly improved after the implementation of ESA combined with picture.

The strengths of this study were the researcher already provided the related theories from expert to support the statements. Moreover, the researcher also used the appropriate scoring rubric which adapted from Oshima and Hogue (2007:196) to score the tests. However, the steps of implementing the ESA technique in the lesson plan were unclear. In addition, the researcher did not mention the steps clearly, whether it is going to put in the pre-activity, whilst-activity, or in post-activity. Therefore, in this study, the researcher put the steps of implementing the ESA technique based on Harmer (2007) and Pollard (2008) in the teaching module especially in the whilst-activity clearly.

The second study 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 the writing skill of the eight grade students of SMPN 2 Kediri in academic year 2019/2020 could be improved through ESA with colorful picture. The result of her study showed that the students’ responses toward the implementation of ESA with Colorful Picture the teaching and learning process. Then, that study got a positive result because this study showed that there was an improvement in students’ writing skill, especially in descriptive paragraph by applying ESA strategy with colorful picture.

The strengths of this study were the researcher already provided related theories from experts to support the statements. The researcher also used colorful picture as a media in her study. However, the researcher only provided several titles in the pre-test and the post-test for the students to create descriptive paragraph. It is really difficult for the students to use their ideas in developing and elaborating the topics contextually. Therefore, in this study the researcher provided more titles in the pre-test and post-test for students. Thus, the students can easily and freely choose the title that they mastered to develop and elaborate into a good descriptive paragraph based on the instruction in the pre-test and post-test.

In conclusion, both of the study mentioned above already provided related theories from expert to support the statements. In addition, both of the study showed that there was an improvement in students’ writing skill, especially in writing a descriptive paragraph by applying ESA technique. However, the first study, did not mention clearly the steps of implementing the ESA technique in the lesson plan. In

addition, whether, it was going to put in the pre-activity, whilst-activity, or in post-activity. Then, the weakness of the second study was only provided several titles in the pre-test and the post-test for the students to create descriptive paragraph, and it was difficult for the students to use their ideas in developing and elaborating the topics contextually. Therefore, in this study the researcher put the steps of implementing the ESA technique based on Harmer (2007) and Pollard (2008) in the teaching module especially in the whilst-activity clearly. Moreover, the researcher also provided more titles in the pre-test and post-test for students. So, the students can easily and freely choose the title that they mastered to develop and elaborate into a good descriptive paragraph.

