CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is the most important skill in English, and it is a productive skill that allows people to communicate. Writing is one of the four main skills that needs special attention and is maximally taught by teachers. Writing is very important for us, but writing is challenging for students to do as part of English subjects because it is a mixture of ideas, vocabulary, and grammar. According to Zemach and Islam (2006:iv), writing is one of the most difficult language skills for English learners to master. In writing, students are required to think creatively and develop their own ideas. However, thinking of new ideas is very challenging for students, especially when they produce a good and well-written paragraph.

Moreover, the students must concern the correct writing components, which make writing more difficult for them. They must master format, punctuation and mechanics, content, organization, and grammar and sentence structure. In addition, learning to write requires perseverance and patience in practice. Therefore, learning to write is never easy. It takes a lot of effort in generating ideas. Writing is a powerful instrument that the students use to express their thoughts, feelings, and judgments. Students who lack proper writing skills will find the process uncomfortable; they, therefore, dislike writing a paragraph. The second reason why students dislike writing practice is that they need improvement and enrichment in proper spelling and grammar skills in paragraph writing.

Writing is one of the English language skills. Nunan (2003:88) defines, "writing is the process of thinking to invent ideas, thinking about how to express

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into good writing, and arranging the ideas into statement and paragraph clearly".
It indicates that the students are expected to explore the ideas and to arrange them
into a good paragraph. Writing is both a physical and a mental act. Physical act
means the act of arranging words onto paper. Physical act means the act of
arranging words onto paper. In contrast, mental act means thinking new ideas,
expressing them, arranging them, and others. Writers must think about how to
express ideas in good writing and arrange them into statements and paragraphs.
They should also pay attention to vocabulary choice, spelling, sentence patterns,
organization in arranging their ideas into a written form of composition.

Writing is used as an aide-memoire or practice tool to help students
practice and work with the language they studied (Harmer, 2007:112). In addition,
it is a way of sharing personal meaning and writing courses that emphasize
individuals' power to construct their views on a topic (Hyland, 2003:9). It means
learning writing is beneficial for students since they can develop their language
mastery. Moreover, students can develop their creativity as well as their critical
thinking through writing. They also learn to deliver their ideas, opinions, and
feelings in a written form. It will be good and useful when students have already
been familiar with writing. Writing skills are often used for academic and career
purposes, such as making proposals, curriculum vitae, reports, journals, and other
written products. Therefore, it is a fundamental productive language skill, and
students in learning a language, especially English should master this skill.

Based on a primary interview with the teacher of SMPN 3 Petang, the
researcher found that the eighth-grade students had low ability in writing skill
Most of the students had difficulty understanding the paragraph. The weakness of
this technique was that it resulted in difficulty of punctuation and mechanic, they

did not know the correct uses of capital letters. Furthermore, incorrect word spellings and misuses of the period and other punctuation were also the students' problems in writing. In terms of content, the students made sentences that were inexact or not in line with the focus. In terms of organization, the students could not organize their ideas into a good paragraph based on its structure. In terms of grammar and sentence structure, the students made some word order errors and unclear meanings which cause misunderstanding. Therefore, the students were not interested in the writing process, and they had difficulty in writing a good idea.

Many factors can affect the improvement of students' writing skills. One of them was teaching techniques. After observation, the researcher found the teacher focused on the conventional teaching technique. In addition, there were some steps of the conventional technique. Firstly, the teacher explained the material in front of the class and gave some examples to the students. Secondly, the teacher asked the students to read the text. Lastly, the teacher asked the students to answer the questions based on the text and check their understanding. When the teacher asked them to write a text, the teacher did not correct their paragraph. This technique was focused on the teacher source of knowledge. The students tended to be passive since they listened to what the teacher said. Furthermore, the teacher explains the material generally based on the text book and it is really rigid.

Based on the problem above, some factors that affected the teaching and learning process could be identified. The main problem came from the technique used by the teacher. This kind of teaching tended to cause the students to forget the learning material, which affected their achievement easily. The use of teaching techniques in the teaching-learning process was very crucial. It could affect the

result of the lesson. One of them was the students' improvement in writing skills. Thus, the teacher needed to consider the application of the teaching technique which was appropriate. Teachers should use a technique where they can make an interesting and exciting class. However, the researcher concluded that the technique was ineffective in teaching writing skills based on the problem above.

In the present research, the researcher decided to use ESA as a teaching technique to improve students' writing skills. ESA is a teaching technique that stands for Engage, Study, Activate. Generally, the engage stage involves getting students' attention or interest through stimuli. The study stage is where the teacher and students focus on learning the language point. It could be grammar, vocabulary, pronunciation, or how a written text is organized. The activate stage involves the activity of using any language that the students know. These three ESA elements need to be presented in lesson sequences. It does not mean that they should always occur in the same order (Harmer, 2007:54). Pollard (2008:23) states that 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 to be achieved.
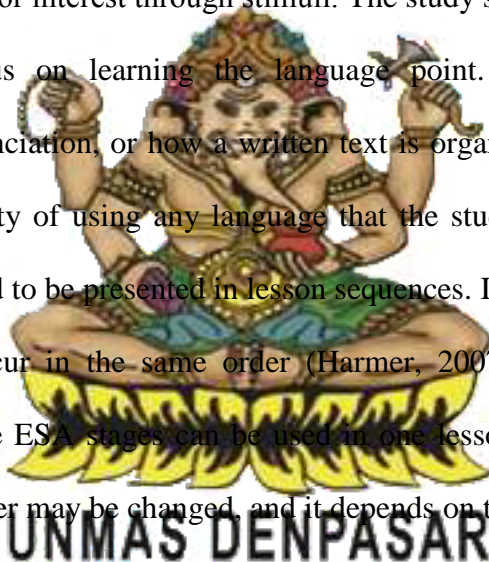
ESA technique is the most organized and time-efficient way of conducting a lesson. It will allow students to learn in an engaging, exciting, productive and fun way. The engage phase sparks the initial interest in the topic, the study phase is the absorption of new knowledge, and the activate phase puts everything into practice. This technique can help you structure your lessons to fit your style of teaching and the educational needs of your students. It is by far the best method of teaching English. Moreover, the method was believed to be effective to increase students' interest to study. Harmer (2001:67) states that ESA is a technique presented in a language classroom to help the students learn effectively and not

make them bored. In this case, it supports the researcher's goal to increase students' interest and ability to write a good paragraph in the teaching and learning process.

Based on the background of the study, the researcher tried to apply ESA in teaching writing. The researcher considered ESA as an appropriate teaching technique to improve students' personal recount writing skills. Using ESA technique, the teacher could catch their attention and motivate them before explaining the material. It also stimulated and helped them to get a better understanding by observing the paragraph. When the students have already understood the learning material, they could produce a better writing composition. According to the statement above, the researcher was highly interested in conducting research entitled "Improving Writing Skill of the Eighth-grade Students of SMPN 3 Petang in Academic Year 2021/2022 through ESA".

1.2 Research Problem

Based on the background of the study, the main research problem has been explained that the eighth-grade students of SMPN 3 Petang had low writing ability. The solution to solve the problem is implementing an appropriate teaching technique to improve the students' writing ability. Those problems mostly in organizing ideas into a unified and coherent paragraph with a complete generic structure. Thus, it should be improved by using an effective teaching technique and media. Considering the research background, the research problem can be formulated as follows: can writing skill of the eighth-grade students of SMPN 3 Petang in academic year 2021/2022 be improved through ESA?

1.3 Objective of the Study

The research problem that has been previously formulated should be answered by conducting a scientific investigation. The objective of the study is needed to be arranged by the researcher. Thus, the research would run properly and reach the goal. Based on the research problem which has been previously stated, the writing skill of the eighth-grade students of SMPN 3 Petang still needed to be improved. Therefore, the objective of this study was certainly intended to find out a solution to the research problem concerning the research problem that has been previously formulated. The objective of this study was to find out whether or not writing skill of the eighth-grade students of SMPN 3 Petang in academic year 2021/2022 can be improved through ESA.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited to improving writing skill of the eighth-grade students of SMPN 3 Petang in academic year 2021/2022 through ESA. It is important for the researcher to know the curriculum and the syllabus applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMPN 3 Petang applied the 2013 curriculum. According to the eighth-grade syllabus obtained from the English teacher, the researcher mainly focused on the fourth main competency and basic competency of the first semester that has been clearly and briefly stated on the syllabus.

The third main competency was focused on social function, text structure, and language features correctly and contextually in the realm of abstract related to development based on what is learned in school and implementing specific tasks under direct supervision. The researcher also focused on the fourth basic

competency that was (4.3) constructing a short and simple recount in oral and written about a personal recount by paying attention to a social function, generic structure, and language features correctly and contextually. In the present study, the researcher focused on writing a short personal recount paragraph about personal experiences in the past. Besides, the recount paragraph should have a complete generic structure: orientation, event, and re-orientation.

1.5 Significance of the Study

The present study was the implementation of ESA to improve writing skill of the eighth-grade students of SMPN 3 Petang in academic year 2021/2022. In other words, it was concerned with the personal experience of a human being is the moment-to-moment experience and sensory awareness of internal and external events by applying ESA as the teaching technique. The findings of the present study should be significant. In addition, these research findings are expected to have more advantages in terms of theoretical and practical significance in improving writing skills. The present study is highly expected to provide meaningful research findings. Moreover, the results of the present research are expected to provide both theoretical as well as practical significance as follows.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem that was faced above. The findings of this study are expected to contribute to English teaching, especially in teaching writing skill. It is also expected to be references or guidance for future study related to classroom action research, writing skills, and ESA. The findings could disclose further research on foreign languages and are expected to be used as a basis for similar study areas. Additionally, the findings of

this study are also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and they could learn more

Practically, the present study results are also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, this research results are expected to be used as a reference in using ESA as a technique in writing skill. This teaching technique could give them various choices in designing a teaching and learning process in their own classroom to make their students much better. For students, this study is expected to be useful to get the opportunities to their understanding in writing skills. It is expected to motivate them to express their ideas in writing, and they can increase their motivation and interest in learning English especially writing skills. For the other researchers, the present study is expected to be references and empirical review to make future research studies. The present study is used so the researchers can learn and comprehend more about ESA as the teaching technique.
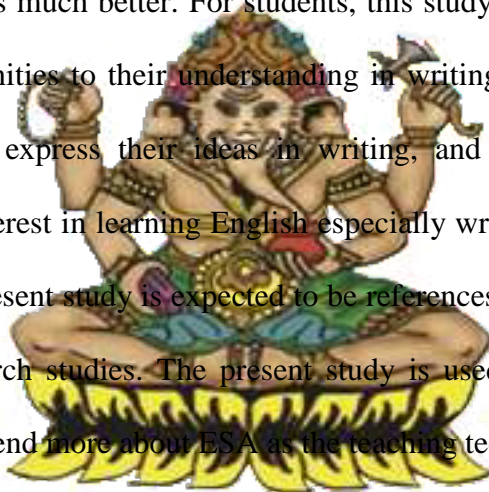
1.6 Definition of Key Term

The definition of the key term is very important to be defined. It can be used to make a better understanding of the topic that is discussed in the present study briefly. Moreover, the definition of key terms is typical words used in this research, wherein the researcher should give clear operational definitions used in the present study. It is important to define the key terms in a research to ensure that the readers would understand the components of the study because often the writers and readers may have their understanding of the key terms, or they are not be familiar with them at all. The key terms should be clearly and briefly stated,

and there were two key terms in this study: writing skill and ESA. Thus, the researcher defines the key terms operationally. The operational definitions of the key terms that were used in the present research can be briefly elaborated as follows:

1. Writing Skill

   Writing skill in this study is operationally defined as the ability of the eighth-grade students of SMPN 3 Petang in writing a recount paragraph which retells about personal past experiences, and the recount paragraph should have a complete generic structure: orientation, event, and re-orientation.

2. ESA

   ESA is a technique that can be used to guide students in learning to write. In addition, a technique is a must to achieve the students' improvement in learning writing skill. In writing it is needed to pay attention to several processes to make a good writing. ESA has three steps: Engage, Study, Activate. In engage, a media that is related to the material is shown to the students to catch their attention and give brainstorming. In study, the teacher and students focus on learning about the recount paragraph material. In activate, students are asked to write a short and simple recount paragraph based on the topics given.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is about related theories which are used in this research. Therefore, the researcher uses relevant theories to give more evidence in this research. Besides, the relevant theories taken from some sources to support the underlying theories are concisely conducted on theoretical basis. Furthermore, relevant theories that are required must be taken from some sources, mainly from experts, to support the present study. Moreover, it allows the readers to understand the construction and evidence in this study. Theoretical reviews also guide the researcher in conducting and determining the present research, so this research is conducted based on supporting theories to strengthen the findings. In this chapter, four related theoretical reviews are briefly and concisely discussed as follows: writing skill, ESA, recount paragraph, and writing assessment.

2.1.1 Writing Skill

Writing is one of the ways that people usually use for communicating. It is an important form of communication in daily life. Writing is also one of the skills that should be mastered by the students in learning a language. Developing strong writing skills is very important for students. Since it is not only helping their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. Moreover, students can explore and convey their ideas in written work, such as paragraphs or texts, through writing skill. However, writing is the most difficult skill to be mastered According to McDonald et al. (2002:47), writing is one of the four main skills in English.

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Writing is artwork, and the artwork will be valuable in society if it has good quality. Writers need to understand the purpose of writing before finally creating a beautiful literary work. According to Oshima and Hogue (2007:15-18), writing is never a one-step act; it is a continuously creative act. Writing has roughly four stages called pre-writing, organizing, writing, and revising or editing. In the pre-writing stage, writers collect ideas from the selected titles, and they can list any ideas that come to their minds. The next step is organizing, and the author organizes the ideas collected in a simple outline in the next process. In the next step, the author begins to write a rough draft and outline. The final step is to revise the content and organization of their writing and edit the grammar, punctuation, and mechanics. These steps would make their writing much better.

Writing as one of the productive language skills is considered difficult because students have to learn how to write a paragraph with good grammar. The process of transforming thoughts or ideas on paper is called the writing process. Brown (2004:220) states that writing is a process of putting ideas on paper to turn thoughts into words, to sharpen your main ideas to give them a coherent organizational structure. When converting ideas from the brain into written form, teachers must ensure that all students pass the criteria for good writing. Criteria for good writing must exist in student learning activities. As a result, students can easily convert what is in their mind related to the criteria of good writing. This is important things to remember by good writers so that they could write an interesting idea that could attract the readers to read their composition.

Writing is the process of turning ideas into words on paper. It is also a way to generate language when students write and when they speak. Writing is communicating with others verbally. Zemach and Rumisek (2005:54) state that

the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers. Harmer (2007:327) states that writing is a process that is often influenced by genre constraints, so these elements must be present in learning activities. In writing process, genre elements also influence pouring ideas into written form.

A written text, letter, or book that is read is a product of writing produced by the author. Writing is the author's way of producing something in written form. According to Harmer (2004:79), the writing process is the stages that a writer goes through to produce something in final writing. Thus, once the writers write down their thoughts on paper, they will produce a product like letters, essays, novels, texts, paragraphs, reports, etc. From the definition above, the writers can conclude that writing is a way to produce language from our thoughts. By writing, the writers can share feelings, ideas, and whatever is on their minds. It is influenced by the author's attitudes and social experiences and impacts certain political and institutional contexts. Posts will be read whenever the author is not present. Writing is also the ability to make a word form that has a higher value.

Further, teachers need to assess what they have already taught to their students. Writing is a very important skill for students to learn at school. It is the primary basis upon which one's learning and intellect will be judged. Writing skill equips students with communication and thinking skill. It also fosters their ability to explain and refine their ideas to others and themselves. Writing skills are an important part of communication. This is due to the progress of writing itself in

daily lives in this era of globalization. Writing is a productive skill, which requires a written form to be produced. Students need more thinking time and knowledge to produce it. It gives some importance that supports why students should study writing. Several theories by experts also mention them:

Writing has a strong relationship with our oral activities. By writing students can focus on using language. According to Harmer (2004:79), the importance of writing is different from the teaching situation. When writing, students often have more time to think than they do in oral activities. They can search for what they know in their minds, and even consult dictionaries, grammar books, or other references to help them. Writing encourages students to focus on the accurate use of language. Language is used to communicate with other people like English as an international language to connect people worldwide. Weigle (2002:1) also states that writing effectively is becoming increasingly important in our global community. Teaching writing is therefore assuming an increasing role in both second and foreign language education contexts.

The last, teachers need to assess what they already taught to their students. Writing is a very important skill for students to learn at school, writing is the primary basis upon which one's learning and intellect will be judged. Writing skill equips us with communication and thinking skill. It also fosters our ability to explain and refine our ideas to others and ourselves. Writing skills are an important part of communication. This is due to the progress of writing itself in our daily lives in this era of globalization. Developing writing skills is very important for students since it helps their grades and prepares them for a professional future. Students could also deepen their critical thinking and knowledge through writing in which they can express their ideas in written forms.

2.1.2 ESA

The ESA technique is a technique that can be used to guide students in learning to write, especially writing recount paragraph. This technique was applied at SMPN 3 Petang, especially towards the eighth-grade students. ESA is a teaching technique that has simple steps to guide the students to construct a good recount paragraph, and this teaching technique is interesting to apply. In addition, an appropriate technique is a must to achieve students' improvement in learning writing skill. According to Harmer (2001:84), ESA has three elements that can be presented in any teaching-learning process. Hence, in the present research. ESA was chosen as the appropriate teaching technique to improve students' writing skills, especially in constructing recount paragraphs. Hence, in the present research. ESA was chosen as the appropriate teaching technique to improve students' writing skills, especially in constructing recount paragraphs.

Harmer (2001:25) states that this is the point of the teaching sequence where teachers try to raise the students' interest and involve their emotions. Most of the people remember lessons at school where they switch off from what is being through. This is because they are bored and are not emotionally engaged with what is going on in the classroom. Pollard (2008:22) states getting the students attention or interest or getting them involved. Teachers could achieve this by using a personal story, a picture or other media that stimulate discussion or anything close that awakens students' interest and active involvement when the teaching and learning process is conducted in the classroom on the basis of their interest.

Harmer (2007:183) states that the study describes any teaching and learning element where the focus is on how something is constructed, whether

relative clauses. Crucially, in this model, a study may be a part of a focus on forms syllabus or my grow out of the communication task where the student's attention to form is drawn to it either by the teacher or through their own noticing activities. According to Pollard (2008:23), study as the name suggested involves focus on an organized. It can involve the teachers explaining or students working out the rules for themselves using example as a basic. Activating involves having students use the language, preferably in a realistic context that is as close to real life as possible to incorporate activities that students have using any languages they know and not just focused on one structure. This is very important.
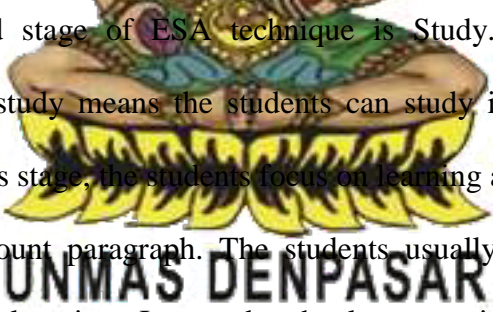
Harmer (2001:26) states that this element describes exercises and activities designed to get the students to use language as freely and communicatively as they can. Meanwhile, activate exercise offers students a chance to try out real language use with little or no restriction, a kind rehearsal for the real world. Pollard (2008:22) states that activate is involved in having students use the language, preferably in a realistic context that is as close to real-life possible. The teacher tries to incorporate activities with students using any language they know and not just focus on one structure (controlled language use). To make a clear explanation on the implementation of ESA, the three steps of ESA which would be implemented in the present research are elaborated as the following discussion:

1. Engage

   In the first step of this technique, engage also involves getting students' attention so that when the students are involved or engaged in the learning process, they will be more open-minded in the teaching and learning process. It means that the teacher here should give good brainstorming to catch the students' attention. As a result, by catching the students'

attention in the pre-learning, the students can feel comfortable and conscious during. Harmer (2004:85) states that the point in engaging unless the students are engaged, emotionally, what is going on, their learning less will be effective. The teacher engages students by presenting a picture or a situation by drawing them or other means. In this stage, the students are expected to imagine the picture or situation as a brainstorming. Thus, the teacher could easily get the students 'attention in imaging what they would learn in the next stage. In the present study, trying to arouse their attention and interest is the main point in this first stage of ESA. In addition, this step is crucial in teaching sequences as it will affect the results of the teaching-learning process of writing.

2. Study

The second stage of ESA technique is Study. According to Harmer (2001:52), study means the students can study in a variety of different ways. In this stage, the students focus on learning about the construction of a good recount paragraph. The students usually need something to be focused on learning. It may be the language itself, such as grammar, vocabulary, pronunciation, or how a written paragraph is organized. Before asking the students to construct a paragraph, the teacher explains how to construct a good recount paragraph. The teacher also needs to explain the elements that must be added in writing a recount paragraph. Students can use examples as a basis for developing their writing skills. In the present study, the researcher stimulated the students to ask questions related to the recount paragraphs and facilitated and answered their questions. In addition, learning materials about recount paragraphs were

also presented by the researcher. In other words, the teacher could ask the students to do all the intellectual works rather than leaving it to the teacher. Sometimes, the students could read a text together and find words or phrases they wanted to concentrate on or later study. Those activities were focused on student activities in developing their writing skill in construction a recount paragraph more enjoyable.

3. Activate

The third stage of ESA technique is Activate. According to Harmer (2007:53), this element describes exercises and activities designed to get students to use language as freely and communicatively as possible. In this stage, the students practice what they have learned during the teaching-learning process. The students have to practice or construct a text in this stage of ESA. Activating involves having students use the language, preferably in a realistic context that is as close as possible to real life. The point in an activate activity is that the students use any appropriate language for a given topic. In this stage, the teacher may ask the students to produce and develop their writing by using their own language and paying attention to the topic. In the present study, the researcher gave topics about personal experience to the students, and they could choose one of the topics to be developed into a paragraph. Besides, the researcher also guided the students to draft and write the recount paragraph based on the generic structure of the paragraph and related to the topics given.

Based on the above steps, it can be seen that the ESA technique will help students to write, get started the first sentence, put data information in it, and end their paragraphs. Strategies provide structure to help students generate and

organize ideas and to write sentences and paragraphs. ESA technique is useful because it provides cues to help students remember and implement the activities involved in the planning and writing process. ESA has three basic elements that take a simple way in guiding the students to construct a recount paragraph. The first stage of ESA, engage, is where the teacher focuses on catching students' attention. Second, the study is where the teacher explains recount paragraph and shows some examples to the students. The last stage of ESA, activate, is where the students try to use any appropriate language that they know to produce and develop a recount paragraph contextually based on the given topics which is interesting to read.

2.1.2 Recount Paragraph

A Recount paragraph is a paragraph that retells past events or experiences to inform or entertain. According to Anderson and Anderson (1997:39-50), this could include personal events, factual incidents or imaginary incidents. A recount paragraph is considered a genre that tells other people writers' experience or someone else's experience. It might be about exciting, boring, disappointing, or other experiences. The topic of the text can be a holiday experience, an unforgettable day, a journey to a place, a hero's biographies, a historical place, or other topics that are in one scope of past experience area. It means that it is easier to write an English paragraph if the students master the language skills and components well. Some theories also support the statement, such as;

A Recount paragraph is one kind of paragraph in writing skills. Recount paragraphs are used to relate experiences or retell events to inform, entertain, or reflect the readers. It can be personal, factual or imaginative. Knapp and Watkins

(2005:232) state recounts are the simplest paragraph type in this genre, and formally, recounts are sequential paragraphs that do little more than sequence a series of events. In addition, the recount paragraph shares an interesting past experience which is intended to inform the readers. The recount is one of the paragraphs which retells events of experience in the past, and it is quite similar to the narrative. Its purpose is either to inform or the audience of the story or experience. It is known that a recount paragraph is a paragraph that retells past events or experiences to inform or entertain the audience.

Anderson and Anderson (1997:50) explain that the recount paragraph is organized to include an orientation of the story that provides background information needed to understand the paragraph, i.e., who was involved, where it happened, when it happened, and what happened of the story. Besides, a series of recount paragraphs also provides a record of events of the story usually recounted in a chronological order time and personal comments of the story and/or evaluative remarks on the incident. A recount paragraph writing also needs a concluding sentence but is not always necessary. They mention that a recount paragraph consists of orientation, series of events and re-orientation.
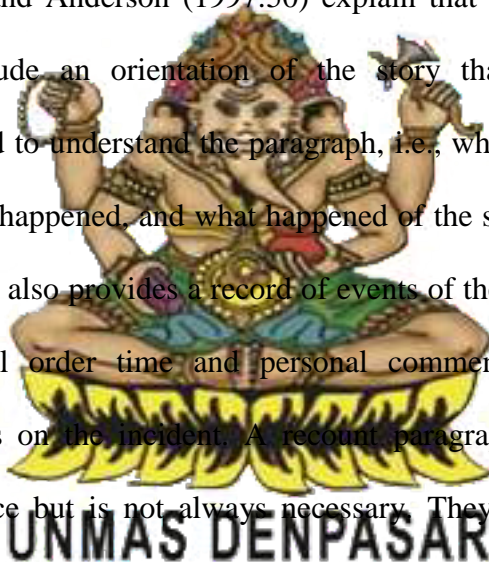
1. Orientation

   Orientation is a part in which the necessary background is established to provide the reader with information about 'who', 'when', 'where', 'what', and 'why'. These give the readers background to build understanding concerning the paragraph. Besides, orientation is very important to create the initial setting of the recount. It is very important to give one or two sentences that initiate the paragraph.

2. Series of Events

The next step, after constructing the orientation, is to organize the events in chronological order or logical sequence. A good series of events is well-organized and relates events in sequence using appropriate linking and cohesive devices. The focus should be on the important participant in the events; moreover, retelling the events should be done in line with the type of the recount (i.e., personal or factual recount). To make the events more interesting and informative, it is suggested to give elaboration in each event. The elaboration is essential to build information on the series of events.

3. Re-orientation

This part in which the writers can put personal comments or closing statements is also optional in the recount paragraph; thus, if the writers write it, it is suggested to write an interesting ending that attracts the readers. Besides, including details and personal responses may add the readers' interest. Thus, the readers would have a final note on the composition.
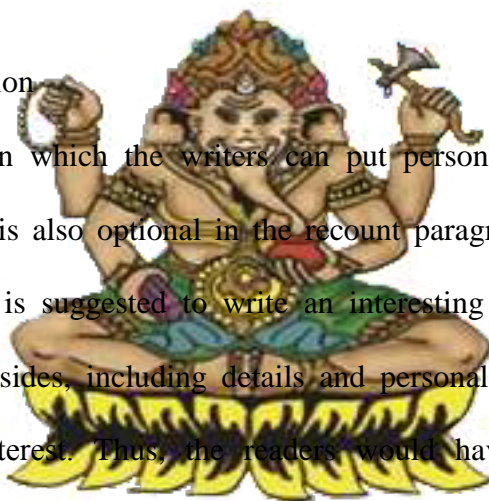
Based on the statement above Recount paragraph is more than just arranging a sequence of events in order. Other writing considerations must be counted, such as the paragraph's function, the paragraph's generic structure, and the paragraph's language features. Since the activities and events happened in the past, the students need to learn about the language features such as past tense and conjunctions to make the time coherent. The social functions of recount paragraphs are to document a series of events and evaluate their significance somehow. It is also to inform and entertain the audience or the reader. Thus, to

construct a good recount paragraph, the writer has to pay attention to those three characteristics of the recount paragraph. The reader can easily understand and be entertained by the writer's past experience.

2.1.3 Assessing of Writing

Assessing students will be the most important part of the teacher during the teaching and learning process, especially writing recount paragraphs. According to Brown (2004:4), assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that covers a much wider domain. Whenever a student responds to a question, comments, or tries a new word or structure, the teacher must subconsciously assess the student's performance. In addition, written works ranging from note-down phrases to formal essays, which will ultimately be assessed by themselves, the teacher, and perhaps other students, are also a form of students' performance assessment to make it more objective in language assessment.

Assessing students' language skills is important to do during the teaching and learning process. According to Nunan (2004:138), assessment is the procedure for collecting the students' data. Furthermore, as what has been stated by Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, the teacher knows how far the improvement of their skill and understanding of the material taught by the teacher. Assessment is the process of evaluating learners' achievement in the learning process. The assessment result is used to inform and enhance students learning

process and the teaching course itself. Therefore, assessment has an important role in the teaching and learning activities, including learning descriptive text writing.

As a starting point for designing assessment strategies, it is useful to identify teachers' objectives to assess student writing. Coffin et al. (2003:75) state that the purpose of assessing students' writing skills is to equip students with the right concepts and encourage them to write better. In addition, the assessment has another purpose, namely, to show how effective the technique is to students when they express their ideas or feelings based on their knowledge and understanding in writing. On the other hand, Brown (2004:6), there are two purposes of assessment, namely formative and summative assessment. Formative assessment means evaluating students in "shaping" their competencies and skills to help them continue that growth process. On the other hand, summative assessment means measuring or summarizing what students have understood and usually occurs at the end of a course or teaching unit during the teaching-learning process.

Pollard (2008:49) states that in developing an assessment tool, writing is a productive skill, and as such, the way we treat it in class has some similarities with the teaching and learning of speaking. Try to choose topics that will interest your students and introduce variety into the type of writing activities you do with other students to keep their interest Process writing, as the name suggests, focuses on the process of writing rather than on the final product. This involves teaching students about the stages involved in writing. The aim is to help students see each stage as important and dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing. The teacher's role throughout is to provide ideas, guidance and feedback. You will also need to encourage students to edit their own work and to incorporate your feedback. One

advantage of the process approach to writing is that it helps students see that a piece of writing goes through many procedural stages to make the writing more interesting.

Brown (2004:221) states that a more general genre assessment can include several criteria such as expected conventions for each piece of writing, conveying the intent, purpose, or main idea, use of effective writing strategies, demonstration of syntactic variations, and fluency in rhetoric. Teachers will conduct an assessment based on what has been taught, and they will be given tests based on the curriculum and topics that have been taught in school. As a result, they can pass the exam very well based on the material that has been taught. In conclusion, the text construction test was given to students by researchers to determine whether or not students' writing abilities were achieved. In addition, the assessment is given based on an assessment rubric consisting of writing criteria. As a result, the assessment in the writing test was valid to be used to measure students' learning achievement. In addition, the assessment rubric criteria are grammatically and lexically correct.
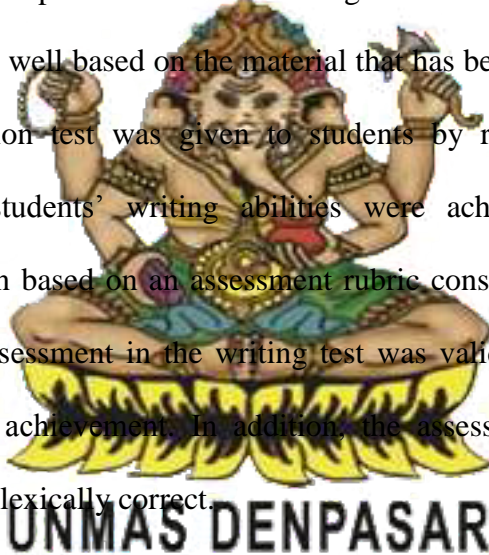
Assessing writing is giving scores and feedback about students' work in writing to know the achievements of students writing ability. Johnson and Johnson (2002:6) state that assessment collects information about the quality or quantity of the change in a student, group, teacher or administrator. Performance assessment collects information about a demonstration of achievement involving actually performing a task or a set of tasks, such as conducting an experiment, giving a speech, writing a story, or operating a machine. After the intended

outcomes of instruction are defined, the procedures are used to determine their achievement to achieve the purpose that matches the students' performances.

2.2 Empirical Review

Empirical review is a way to get information and theory about previous research that is still available today. To elaborate a deep understanding of theory and information are the main points of an empirical review. That is, an empirical review will review research that other researchers carry out. This review aims to strengthen the result topic in the present study. The function is also as the comparison because the present study is relevant and similar to the previous researcher. It is important to review those researchers who can be a reflection of the present research. This research is expected to get a better result which is completed by the previous research. Some researchers described the use of guided writing strategy with pictures to improve student writing skills. This point is also focused on discussing the review of two researchers.

Putri (2018) conducted the first similar study entitled "Improving Writing Skill of the eighth-grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 through ESA". The purpose of the study was to find out whether or not writing skill of the eighth-grade students of SMPN 1 Mengwi in Academic Year 2018/2019 can be improved through the implementation of ESA. The result of this study showed that students' writing skill improved after the implementation of ESA technique. The subjects' scores were changing and showed improvement from pre-test to post-tests. In addition, the subjects could write a descriptive paragraph by the researcher guidance, which affected their achievement.

The strengths of this study were the researcher also provided good and related theories from experts to support the statements. In addition, the scoring rubric used was adapted from Harmer (2001:52), which was very clear. However, the researcher did not mention how many sentences the subjects should write on the test instructions. It confused the students about how many sentences should be written in their text because complete instructions were important to avoid this. Therefore, in the present study, the researcher put some sentences that the subjects should write on the test instruction. The students were instructed to write a descriptive paragraph of about 15-20 sentences divided into three paragraphs. Attaching the number of sentences on the test instruction would make the instructions clearer and avoid the subjects' confusion in doing the test.

The second similar study was conducted by Astrini (2019) entitled "The Use 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 writing skill of the eighth-grade student of SMPN 2 Kediri can be improved through ESA. ESA is one of many teaching techniques that can be used in classroom teaching to improve the students' writing skill. Based on the tests given to the subjects, the results showed an improvement in the subjects' achievement in writing a descriptive paragraph. It could be seen that the subjects' scores increased in each cycle of the research. Thus, after implementing the teaching technique, ESA, the subjects' writing skills significantly improved.

The strength was in term of the paragraph scoring rubric that was used. The researcher that was adapted from Oshima and Hogue (2007) Which has five elements, such as: format, punctuation and mechanic, content, organization, grammar and sentence structures. A clear paragraph scoring rubric made both

researchers were easier to assess the descriptive paragraph that were made by the student. However, in the lesson plan, there were two focuses of the learning materials in one cycle, for example using the topic of person and thing. Different topics would make students unable to practice their writing optimally because the time allotment for one meeting was 90 minutes. Meanwhile, the researcher had to explain the material and ask the students to practice writing. Furthermore, the exercise would not be optimal if in each session there was a new topic which resulted in the students who were not getting more opportunities to practice.