

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Writing is one of the productive skills in English, by writing people can convey information and bright ideas to express. Writing skill is one of the difficult skills to be learned by students at every level of education. Because generally writing requires a lot of ideas and more time to think. Mastery of vocabulary and tenses is the key to good writing. In addition, writing is also one of the basic skills that must be mastered by students, because most of the learning process is assessed using written form. Therefore, every student must master writing skills to avoid misunderstandings between the teacher and students and also give positive points when the teacher receives an answer. On the other hand, writing is a complex skill, requiring students to present their own ideas. Some language learners realize that learning to write well is difficult.

According Kane (2000:3) states that writing is valuable to learn. This is an immediate practical benefit in almost any job career. Of course, there are lots of jobs that you can do without having to be able to write clearly. However, Hyland (2003:xv) states that writing is one of the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Oshima and Hogue (2007:15) one-step action; it is a continuous creative act. When students write something, they have thought about what and how to write. Then, they reread what they have written and make changes and corrections after they have finished writing it.

Students write and revise and write and revise again until they are satisfied that their writing expresses what they want to say.

Generally, every student must master it in writing. Mastery of writing skills is important because students will be able to express ideas, feelings, and experiences within a certain time. However, most of the students think that writing is the most difficult skill to master because the ability to write in a foreign language is more complicated than other skills. Thus, students are expected to be able to write and express meaningful ideas in the form of descriptive paragraphs



according to their specifications. In fact, students cannot write good paragraphs because of their knowledge such as confusion in writing identification, description, and also conclusions in the teaching and learning process.

Based on an interview with an English teacher at SMPN 4 Mengwi the problem was caused by two factors. One of the factors is the students' writing skill were still low, especially their ability to write descriptive paragraphs. They lack vocabulary, find ideas, and how to write good paragraphs with the correct generic structure of descriptive paragraphs. This makes their paragraphs boring and uninteresting to read. Another factor is the technique used by the teacher. In the learning process the techniques used previously were not able to improve students' ability; As a result, students cannot be motivated properly.

Technique that had been implemented by the teacher was PPP technique. Based on interviews with English teachers at SMPN 4 Mengwi using the PPP technique, the teacher only explained the material about descriptive paragraphs and provided exercises without providing other instruments to develop students' skills. The teacher only thinks about students based on books, besides that the teacher asks students to write descriptive paragraphs without guidance, and sometimes the teacher uses pictures as keys. By using the PPP technique students do not understand descriptive paragraphs, besides that students seem bored and less motivated when learning to write. Therefore, this technique makes students bored and confused to make sentences and then students find it difficult to imagine and develop students' ideas, because the teacher only gives pictures.

To improve students' writing skill, the teacher must think how to make students find their purpose of writing. In teaching English, the teacher tried to

apply appropriate technique to help the students to be good writer. The researchers believe that using an appropriate technique is the best way in improving writing skill. There was alternative strategy to help the teacher and the students in teaching and learning process. To make a good descriptive paragraph, a proper strategy needed to be applied by teacher that could be the students' knowledge in writing descriptive paragraph. ESA technique is one of the techniques that can be used in teaching writing for junior high school students.

One of the appropriate techniques to be used in teaching descriptive paragraph writing is ESA. Because, ESA has three important elements, namely Engage, Study, and Active. Hamer (2007:57) states that these elements are the basic building blocks for successful language teaching. In addition, this technique has stages that are simple and easy to manage. The Engaged stage is carried out to provoke students to think and speak in English, as well as the first step towards learning. At the Study stage, usually most of the lessons focus on the core of the lesson. Learning activities are usually through Student Worksheets. At the Activate stage, exercises and activities are carried out that aim to provoke students to use communicative language according to their respective abilities.

Beside by using ESA, the researcher can catch the students' attention by showing the material in front of the class. When students are interested with the material, they can explore their ideas to write a short descriptive paragraph by using their own words. It can help the students to organize their thoughts before they develop them into paragraph. In addition, this technique could help the teacher in teaches. In addition ESA can give the student chance to learn descriptive paragraph especially in writing. And using ESA technique that have

three steps there are engage, study, and activate, every steps in ESA technique it can motivate the students to brainstorm and make student easier to write their ideas.

Besides, it will be interesting and challenging technique. ESA technique can motivate the students to brainstorm and write their ideas, in addition in ESA technique the researc catch tudent attention, 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 the learning process, and can learn how to construct a paragraph especially a descriptive paragraph very well. Furthermore, it can help the students to organize their thoughts before they develop them into paragraph. In addition, this technique could help the teacher in teaches; the teacher just gives the topic and guided the students to write a descriptive paragraph by using ESA technique the student can learn in happy atmosphere.

In conclusion, writing is not easy thing that students can do without knowledge. In addition, writing has it own procedure that student have to follow or learn to, make a good paragraph. In accordance with the explanation before the researcher decided to use ESA as one of preferable technique, because it has some structure steps in teaching which make students easier in learning process. As a result, by looking the fact above the researcher highly interested and motivated to do research on Improving Writing Skill of the Eight Grade Student of SMNP 4 Mengwi through ESA in Academic year 2021/2022

## **1.2 Research Problem**

Formulating a problem is one of the most important aspects of conducting any research. The eight grade students of SMPN 4 Mengwi in the 2021/2022 school year still face crucial problems or difficulties in writing, especially in writing descriptive paragraphs. Students find it difficult to generate and express their ideas in descriptive paragraphs because students are still afraid to make mistakes in writing their ideas. It can be solved by applying better teaching techniques in improving writing. To solve the problem the researcher uses ESA technique as a solution in teaching writing. Based on the research background, the research problem can be formulated as follows: Can writing skills of the eighth-grade students of SMPN 4 Mengwi in academic year 2021/2022 be improved through ESA?

### **1.3 Objective of the Study**

Generally, finding the solution of the researcher problem is the main objective of the study. Research objectives need to be regulated in the implementation of research. In order to make this study has direction, any scientific studies needed to answer the research question that has formulated and determined. Based on the researcher problem above, the writing skills of eighth grade students of SMP N 4 Mengwi still need to be improved. the present study would be conducted to answer the research question. Therefore, the objective of the study is to find out whether descriptive paragraph writing skill writing skill of the eighth - grade students of SMPN 4 Mengwi in academic year 2021/2022 can be improved through ESA strategy

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

It is important to limit the research to avoid complicated discussions. The problem faced by the eighth grade students of SMPN 4 Mengwi in learning to write English is very complex to deal with in this study. Therefore, for this study, researchers set limits on improving writing skills through ESA in eighth grade students of SMPN 4 Mengwi. It is very important for researchers to know the curriculum and syllabus applied in schools to produce lesson plans and learning materials as research needs. In this study, SMPN 4 Mengwi applies the 2013 curriculum. In accordance with the curriculum and syllabus applied at SMP N 4 Mengwi, researchers focus on the four main competencies and basic competencies. The fourth main competency is focused on processing, presenting and producing in the concrete and abstract realms in accordance with what has been learned in school and acting effectively and creatively, and being able to use methods according to scientific rules.

The fourth main competency was focused on processing, presenting and producing in the realm of concrete and abstract according to what has been learned in school, acting effectively and creatively, and using methods according to scientific principles. Besides, the researcher focused on the fourth basic competency 4.6 about constructing a very short and simple transactional interaction text about giving and asking for information related to existence a person, thing, and animal based on social function, text structure and language feature correctly and contextually. The researcher focused on writing a very short and simple descriptive paragraph about a person and animal in the present study

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

The researcher is concerned with the assessment of the writing skills of eighth grade students of SMPN 4 Mengwi in the 2021/2022 academic year. The results of this study are about improving writing skills using the ESA strategy. In addition, the importance of this study is to find out how the strategies in solving problems faced by students and English teachers in writing skills. Similarly, the findings of this study are expected to provide both theoretical and practical significance as follows:

Theoretically, the results of this study are expected to contribute to the relevant theory and support the empirical results of the theory from the two previous references. The findings of this study can be used to expand the ESA theories that provide information about the technique, and can be applied in the teaching and learning process, especially in teaching writing. Furthermore, this research can also be implemented as an empirical evidence base and can be approved in investigating the effectiveness of ESA techniques to stimulate creative learning, especially writing. Furthermore, the study can also be implemented as the basis of empirical and approvable evidence in investigating the effectiveness of the roundtable technique to stimulate creative learning.

Practically, the findings of this study are expected to be able to contribute both to teachers, students, and researchers who wish to conduct similar research. For teachers, this research was applied during teaching activities in their classrooms teaching eighth grade students at SMPN 4 Mengwi as a new method. Moreover, for the students, the present study is given the way to write descriptive paragraph effectively in learning process. Furthermore, they also get the new way



to write descriptive paragraph easier. This research is expected to be a reference and empirical review to make better research

## **1.6 Definition of Key Term**

Conducting a study to improve writing skill is not easy. In the present study, the terms in scientific research are too broad and sounds complicated to the readers. Moreover, the key terms in this research are operationally defined in order to avoid confusion and misunderstanding on the part of readers about writing skill. In addition, also provides clear information so that it made of the study clear. The research defines two operational of key terms which are used in the study and they are completely explained below;

### **1. Writing skill**

In this study, writing skill is operationally defined as the skill of the eight grade students of SMPN 4 Mengwi in writing a descriptive paragraph which describes about person, and animal and it also consist of six to twelve sentences in such detail descriptions based on the generic structure of descriptive paragraph such as identification, description and conclusion.

### **2.ESA**

In this study, ESA is learning that stands for engage, study and activate.

In engage, the students were showed the picture and the example of descriptive paragraph so that the students are curious to learn about writing especially descriptive paragraph. In study the students are focused to learn about the material that though to the student. It is

generic structure, language features, and social function. In activate, the students are asked.



## CHAPTER II

### THEORITICAL AND EMPERICAL REVIEW

#### 2.1 Theoretical Review

This theoretical review is review of relevant and related theories from the expert about the variables. Theoretical reviews are used in scientific studies which must be based on some theoretical background and empirical evidence. Therefore, in this chapter, there are some important points which are included a lot of related theoretical reviews from many relevant theories to support the present study. The description is presented as follows; (1) writing skill, (2) descriptive paragraph, (3) Teaching writing through ESA, and (4) assessment of writing skill. The explanation of those points is briefly explained in this chapter.

##### 2.1.1 Writing Skill

Writing is one of the language skills that must be learned and mastered by students. This skill is also one of the productive skills. Therefore, writing is an activity to express ideas, problems, events, feelings or thoughts to others through written form. The ideas come from the memory, imagination, and insight of the person himself, and aspects of his own unique outcome. Writing can be used as a communication tool in everyday life because not all languages can be expressed verbally. However, writing is the most difficult skill to be mastered (Richards and Renandya, 2001:303). The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. In addition, writing

skills are also influenced by students' creativity in thinking and composing words and ideas.

Writing is one of productive skill is considered to be difficult because students have to learn how to write a good grammar, punctuation, organization, and vocabularies and they should make it understandable. Zemach and Islam (2005:5) state that writing is an important form of communication in day-to-day life, but it is especially important in high school and college. When students want to write something, they sho have information, ideas, and thought in their mind so,



they would be able to express their ideas into sentences, paragraph, and the reader can clearly catch the information about the writer's paragraphs.

Writing is a complex skill. It needs considerable effort and many times to become a master in writing. An effective teacher can have very strong effect on writing development of the students. Writing becomes a discipline instruction. In addition, the students will learn how to write effectively within their discipline in following the learning process. Writing classrooms have achieved a more balanced perspective of composition theory; consequently, traditional teacher-centred approaches are evolving into more learner-centered courses and academic writing is viewed as a communicative social act (Carter and Nunan, 2001:29

Brown (2001:11) states that writing is one of four language skills that should be learned by the students since the curriculum says that the objective of teaching English is to be able to develop their communicative competency. In writing, we can communicate our feeling and ideas. Most of communication in our life is medium of printed words known as writing. Writing is both a physical and mental act that is used as media of meaningful and effective communication. According to Taylor (2009:4), for most people writing is an extremely difficult tasks if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which does not necessarily get easier with the passage of time.

Hyland (2003:9) states that writing is a way in expressing personal meanings and writing course emphasize the power of the individual to construct his or her own a topic. To share, writing is one of some ways which can deliver the meaning of the topic to be discussed. Writing is the most important in teaching

learning process to show the students' ability and students' achievement in the lesson since as a productive skill. In addition, Pollard (2008:50) states that writing is productive skill; it needs a reason or purpose of writing. In writing, it just focuses on the process rather than a final product. This involves teaching students about the stages. The goal is to help students see every stage as being important things. The role of the teacher is really need as a guidance for the students when they are writing.

On the other hand, Wallace et al., (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneous. Among this the separable acts are not-taking, identifying a central idea, outlining, drafting and editing. Writing should be done with the understanding from the past time in order to inform and express what had happened. It should be well-organized to make the readers understand. Ramet (2007:1) states that writing something, anything, every day will enable you to build up the discipline and commitment required to ensure that you can produce a complete manuscript in whatever genre you choose. An everyday training will enable them to build up the discipline in all of skills; consequently, people need to write something in every single chance to build up their ability in writing a good paragraph.

Urquhart and Mever (2005:3) state that writing is process exploration that offers benefits to students and content area teachers alike. As a students write to make their ideas clear and comprehensible they experience that fun of Oshima and Hogue (2007:15) The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it

and making revisions. In this step the write polish what they have written in rough draft by editing it until the writers are satisfied.

In relation with the statement above, the research decided to focused on Oshima and Hogue's theory. It is about the writing process. Because there are four steps of writing process. The first step is pre-writing; the students choose a topic and construct ideas. The second step is organizing; the students organize their ideas into simple outline, in writing they compose a draft using outline and finally in revising and editing they polish the written form and do some revising. Those steps were adopted for the sake of the study

### **2.1.2 Descriptive Paragraph**

Zemach and Islam (2005:9) a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about that topic. When the writer wants to write about a new main idea, he / she begins a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say. In academic writing, a paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph, called supporting sentences, give more information about the topic. They add specific details and explanations. In academic English, the topic sentence is usually (but not always!) first or last.

Descriptive paragraph is a paragraph which expresses or describes the object in clear detail that the readers can easily imagine or visualize the object to

be described. Kane (2000:351) states that description is also about sensory experience, such as how something looks, sounds, tastes. It means that the description in descriptive paragraph should be expressed in detail and vivid description even to have good description, and using sensory experience is important to create clear description. In addition, descriptive paragraph is written with the sense since the paragraph will make the readers picture the object by using their senses too.

Oshima and Hogue (2007:3) state that a paragraph is a group of related sentences that a writer develops about a subject. The first sentence states the main idea of the topic and then the rest of the sentences support that point. A paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph called supporting sentences, give more information about the topic. They add specific details and explanations. Savage and Meyer (2005:28) give the other theory about descriptive paragraph. They stated that descriptive writing uses words to build images for the reader. It can be assumed that in descriptive paragraph, the reader can get the information or clear descriptions about how the objects look like.

According to Folse et al (2010:135) descriptive paragraph is a paragraph which describes how something or someone looks or feels. It gives an impression of something. Descriptive paragraph creates a sensory image in the reader's mind. Good writers use words that appeal to some or all of the five senses, they are sight, taste, touch, hearing, and smell to help describe a topic. Good writers constantly consider their audience as they write. Moreover, Oshima and Hogue (2007:61) express that descriptive writing appeals to the senses (looks, feels,



smells, tastes and sounds). A good description is where the readers can imagine the object. It is usually written evidently and logically so that the readers can feel what is written by the writer.

Besides, Evans (2000:42) states that the generic structure of descriptive text is introduction, main body and conclusion. Introduction or identification is telling about the general structure of the paragraph. The writers write some statement which shows the object that will be described. Main body or description is talking about the description about the object, for instance, the physical appearance, characteristic and so on. The last is conclusion which concludes the paragraph. The conclusion is optional but it normally gives the signal of the end of the paragraph. It can be summarizing of the paragraph or writer's comment about the object described.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the same, so it tells how something looks, feels, smells, tastes, and or sounds. It that the reader can visualize the object, place, or person in his or her mind easily. Descriptive paragraph is using simple present tense for the grammar and using adjectives in vocabulary. Descriptive paragraph has own generic structure as follows: identification, description and conclusion. In identification the object of the descriptive paragraph is introduced and identified, meanwhile description is a part of descriptive paragraph in which the object is described in vivid details to help the reader visualize the object of the paragraph.

In conclusion, the present study focused on Oshima and Hogue's theory and Evan's theory. There are three main points that should be considered in making descriptive paragraph. The first is introduction or identification. The second is

main body or description. The third is conclusion. Those points are adopted for the sake of accomplishing study.

### **2.1.3 ESA**

In the teaching process, teaching techniques are one of the most important so that the teaching and learning process runs well. In addition, teaching techniques help greatly help students to understand the material well. In choosing a teaching technique, it must be considered first, so that the technique used is appropriate for the purpose of improving descriptive paragraph writing skills. Various teaching techniques can be used to teach writing. In this study, the researcher chose Esa as a teaching technique. This technique will be applied at SMPN 4 Mengwi, especially for eighth grade students. Because, ESA is teaching technique which has simple steps in guiding the students to construct a good descriptive paragraph.

ESA is a teaching technique which stands for Engage, Study, Activate. Generally, activities are involved in getting students' attention or interest through stimulation. The stimulus can be in the form of pictures, stories, videos and so on. The learning stage is where the teacher and students focus on learning the points of the language. This could be grammar, vocabulary, pronunciation or how the text is organized. The activation stage involves activities using any language that students know. Third, ESA does not need to be in the order of lessons, it does not mean that it must always occur in the same order (Harmer, 2007: 54). In line with that, Pollard (2008:23) states that the three stages of ESA can be used in one

lesson but not necessarily in that order. The order can change depending on the goals to be achieved.

ESA are not sequential; the application does not have to be sequential as ESA patterns. The crucial things are in each element there are language activities that direct students to get engage, study and activate. These elements can be presented in any teaching learning process. When we think of what to do in our lessons, we have to decide what it is we hope our students will achieve by the end of the lesson (Harmer, 2007:57). Hence, the implementation of ESA must be clear in the teaching learning process and make the students understand better.

A suitable media should be used in the teaching learning process. Media play an important role in teaching and learning process since it helps the students easier to understand the material. One of many teaching media that popular is picture. Picture can be used as teaching aid to help the students understand better since it is presented visually. According to Brown (2004:224), picture displayed with the objective of focusing on familiar words whose spelling may be unpredictable. In addition, picture can provide stimulation for writing-habit activities (Harmer, 2007:330). Picture works in stimulating students' creativity and imagination which is very useful in helping them producing a writing product.

Teacher can use picture in teaching writing descriptive paragraph. According to Harmer (2007:178), teacher can use picture-whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. Picture is very simple because it can be drawn or printed in any size or color. 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. Picture is needed in teaching descriptive paragraph to help the students imagining the object. Furthermore, it can arise students' motivation and interest in learning. Picture also stimulates the students to reveal and explain their ideas.

ESA was the technique that the researcher that used in doing this research at SMPN 4 Mengwi especially in eighth grade student. It offers students the security of appropriate controlled practice (depending on variables such as the students' age, personal learning styles and the language in question), while also letting them have a go at using all and any language they know. Such eclecticism - choosing between the best elements of a number of different ideas and methods - is a proper response. According to Harmer (2004:84), ESA has three elements that can be presented in any teaching technique, whether of five, fifty, or hundred minutes. The three followings are the definition of three elements of ESA: Engage, Study and Activate

1. Engage

Pollard (2008:23) states that engage also involves getting the students' attention so that when the students are involved or engaged the learning process, they will be more open in teaching learning process, It means that the teacher hereand give good brainstorming to catch the students attention. As the result checking the student attenticon in the pre-learning the student can feel comfortable and conscious during learning process and can learn how to construct a paragraph especially descriptive paragraph very well.

2. Study

Harmer (2007:66) states that study and learning elements are where the focus is on how something is constructed, whether it is relative clauses, specific invitation patterns, the construction of paragraph or text, the way a lexical phrase is made and used, or the collocation of a particular word. Before constructing paragraph teachers explain to the students the way how to construct a good paragraph or how the paragraph is written by focusing the grammar and the vocabulary which based on the language point. As the result, student have the basic how to construct a good paragraph during they learn in the class.

### 3. Active

Involves Having Use the Language preferably in a realistic context that is a close as possible to real life. Besides, activate is also trying to incorporate activities that student s have known by using any languages that they know and it is not just focused on one structure (controlled language use) During the teaching and learning process, teacher here guide students about the rules how to draft and construct a good paragraph based on the generic structure which starts from the tittle to the conclusion. As a result, student knows which one is the first step to the last step when they want to construct a paragraph. (Pollard (2008:23)

#### **2.1.4 Assessing Writing**

Assessment is the process of evaluating learners' achievement in learning. it is also the feedback of the result of teaching and learning process. According to

Carter and Nunan (2001:138), assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they will know the skill of the students especially in writing descriptive paragraph. Assessing students was the most important part that teacher should do during the teaching learning process especially writing descriptive paragraph.

Combee et al. (2007:9) state assessment includes a broad range of activities and the teacher used tasks to evaluate students progress on a daily basis. However, assessment is much more than test. Test may be constructed primarily as device to reinforce and to motivate the students or primarily as means of assessing the students' performance. Here, the items of the test must be carefully chosen because if the researcher make test, the test must appropriate with the test taker. When students are taking a writing test, the effect can be both increasing and decreasing students' ability in writing. Evaluation includes the whole course or program and the information is collected from any references, including the learner. While assessment is related to the achievements of learners, testing is a part of assessment and it measures learner achievement. Therefore, without doing test the researcher cannot assess the student.

According to Brown (2004:241), there are three major approaches to score writing performance that is commonly used by test designer: holistic, primary trait, and analytical. In holistic scoring, a single score is assigned to an essay, which represents a reader's general overall assessment. Primary trait scoring is a variation of the holistic method. The achievement of the primary purpose or trait

of an essay is the only factor rated. Analytical scoring breaks a test-takers written text down into a number of subcategories (organization, grammar, etc) and gives a separate rating for each. The aim is to help students continue the process of growth and assessment which are essential for gathering information at the end of the period, generally for reporting to others about the student's progress.

Beside, assessment is an integral part of writing instruction. It allows teachers to determine if their writing program is working, whether it needs to be adjusted, and if some children need extra help. Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performance and to help them progress. In this case there are five main reasons to evaluate learners especially in writing skill; placement, diagnostic, achievement, performance, proficiency.

Giving assessment needs to be done by English teachers because they will know to what extent the students have achieved the materials. The students also know how their writing will be scored. Toolan (2009:149) states that attainment for writing after learning processes are pupils' writing is often organized, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different forms of writing are use dappropriately, beginning to be adapted to different readers. Sequences of sentences extent ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually

accurate, including that of common, polysyllabic words. Punctuation to mark sentences-full stops, capital letters and question marks-is used accurately.

Weigle (2002:109) says that the first decision to be made in determining a system of scoring is what type of writing skill will be used. The following rating scale is the result of considerable and careful research conducted in scoring of composition. The analytical method is used for making class compositions. This methods depends on marking scheme which has been carefully drawn up by the examiner. It consists of an attempt to separate the various features of classroom, because certain features have been graded separately. Students are able to see how their particular grade has been obtained. In this classroom action study, the researcher administers a paragraph construction test which gives the students an opportunity to make their own paragraph based on the topic given by the teacher.

The present study thought that it was necessary to assess the students writing skill by conducting a test. In this present study, the students are asked to write a descriptive paragraph which consists of generic structure, such identification, description, and conclusion. The result of the test was strictly assessed by using a rubric prepared by Oshima and Hogue (2007:196) and the elements of the rubric are (a) format: the points assessed are title, tidiness, and margin of the paragraph; (b) punctuation and mechanics: the points assessed are punctuation and spelling; (c) content: the point assessed is the main idea of the paragraph; (d) organization: the point assessed is the generic structure ofdescriptive paragraph; (e) grammar and sentence structures: the points assessed are the grammatical and sentence structure.



In conclusion, assessing writing used in the present study focused on theory proposed by Oshima and Hogue (2007). It is about the elements of scoring rubric. There are four elements of the scoring rubric used; those are format, punctuation, mechanics, content, organization, grammar and sentence structures- which talk about the elements of rubric.

## **2.2 Empirical Review**

An empirical review is needed to provide empirical evidence to support this research. An empirical review is, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. Action research has now been carried out by several studies. There are two studies that are relevant to this study and the researcher decides to review those as empirical review as follows.

The first research was conducted by Oktariyani (2015) entitled Improving Writing Skill through ESA Technique at the Eighth Grade Students of SMP Sapt Andika Denpasar in Academic Year 2014/2015. The objective of her research was to know whether or not writing skill of the eighth grade students of SMP Sapt Andika Denpasar in academic year 2014/2015 can be improved by using ESA technique. The result of her study was the use of ESA technique could improve the students' writing skill.

Another research was conducted by Citradewi (2014) entitled "Teaching Writing Skill through ESA Technique to the Seventh Grade Students of SMP Negeri 1 Kuta Utara". The objective of the study was intended to improve the writing skill of seventh grade students of SMP Negeri 1 Kuta Utara in Academic Year 2013/2014."The objective of her research was to know whether or not

writing skill of the seventh grade students of SMPN 1 Kuta Utara in academic year 2013/2014 can be improved by using ESA technique. The result of her study was that teaching writing through ESA could make the students writing skill.

Both researchers provide the steps of the ESA technique that must be completed. They provide the steps of ESA technique well. However, in the implementation of the test they did not provide clear topics about people and things to write descriptive paragraphs that students would construct. They do not provide a clear explanation of how many sentences to write and generic structure in descriptive paragraphs, making students confused in the learning process. In this research, the researcher gives a clear topic about person and animals. When the topic is about people, the researcher asks students to describe how someone looks likes and the theme was about favorite artist and the researcher showed to the student picture of some famous artist, on the other hand, when the topic was about animals, the researcher was show the favorite animals to the student, it was make the student easier to write down the descriptive paragraph about animals. When the students constructed a descriptive paragraph, the paragraph consisted of six to twelve sentences based on its generic structure, such as: identification, description, and conclusion.