

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is categorized as a productive skill in learning a language. It is one of the crucial skills that students must master besides speaking skills. Writing is very important since writing is a part of communication in life. Writing is an active process of conveying ideas using symbols and arranging them into readable form. Moreover, writing is a complex process that involves brain activity to control the flow of ideas. Writers must know what they will write and develop it in writing, communicating with others, developing imagination, conveying information, and expressing expression freely.

According to Nunan (2003:88), writing is both physical and mental acts. Physical act means the act of arranging words onto paper. At the same time, mental act means thinking about new ideas, how to express the ideas, how to arrange them, and others. Writing is the process of thinking to invent ideas. Writers must think about expressing ideas in good writing and arrange the ideas into statements and paragraphs clearly. In addition, writers should pay attention to vocabulary choice, spelling, and sentence patterns in arranging their ideas into written form. Therefore, writing is not just about arranging words, and it is also about expressing the ideas, opinions, and feelings of the writer.

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, writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their views on a topic (Hyland, 2003:9). Learning writing is very useful for students since they can develop their language

mastery. Moreover, students can develop their creativity and critical thinking through writing. They also learn to deliver their ideas, opinions, and feelings in written form. It will be good and useful when the students already get used to writing. Writing skills are often used for academic and career purposes, such as making proposals, curriculum vitae, reports, etc. Therefore, writing is crucial and must be mastered by students in learning a language, and especially English should master it.

Even though writing has its advantages for the students: however, as what has been stated by Zemach and Islam (2006:iv), writing is also one of the most difficult skills to master by English language learners. In writing, students must think creatively and develop their ideas. Nevertheless, thinking of new ideas is very challenging to do by the students. Moreover, students must be concerned about the correct writing components, which makes writing more difficult. They should master vocabulary, spelling, punctuation, organization, and grammar. In addition, learning to write requires perseverance and patience in practice. Therefore, learning writing is never easy.

Based on the result of the observation by interviewing the teacher who taught in SMK PGRI 1 Denpasar, the students had difficulties in writing. They did not know the correct uses of capital letters in terms of punctuation and mechanics. Furthermore, incorrect word spellings are also the students' problems in writing. Elaborating unity written product is also difficult for the students. In addition, incorrect sentence structure and grammar are also the students' problems. Therefore, the students made inappropriate or inappropriate sentences in line with the focus. In terms of organization, the student could not organize their ideas into a good text based on its structure. The students made some word order errors and

unclear meanings in their writing which caused misunderstanding. Therefore, they had less interest in writing because of these difficulties, and the teacher must guide them during the teaching-learning process, particularly in writing.

Many factors can affect the improvement of students' skills. One of them is the teacher's teaching technique. The teacher uses a monotonous technique in teaching. The teacher focuses on teacher-centered learning, where the teacher explains the material without students' involvement. This teaching technique is focused on the teacher as the source of the knowledge. The students tend to be passive since they listen to what the teacher says. In addition, the teacher explains the material generally based on the textbook. This kind of teaching tends to cause the students to forget the learning material, which affects their achievement easily.

The use of teaching techniques in the teaching-learning process is very crucial. It can affect the result of the lesson, one of them is the students' improvement. Thus, teachers need to consider using the appropriate teaching technique. Teachers should use a technique to make an interesting and exciting class. However, based on the problem above, the researcher concludes that the teacher's technique is ineffective in writing because the teacher only explained the learning material and asked them to construct a text without practice or guidance. It made them confused and difficult in developing their ideas into a text. Furthermore, the teacher only gave a score to the students without any corrections to their works. The teacher rarely told the criteria that were assessed in their writing skill since they did not know their writing mistakes.

Many teaching techniques can be used in teaching writing. The present study chose ESA and combined it with video to write a descriptive text. The technique that is appropriate to be used in teaching writing is ESA. ESA is a

technique with three important elements: Engage, Study, and Activate. Harmer (2007:57) states that these elements are the basic building blocks for successful language teaching and learning. In addition, videos can stimulate students to reveal and explain their ideas. Students are expected to be more interested and motivated to write a descriptive text using this technique and media. Therefore, video is a useful medium for teaching writing descriptive text since it provides a focus of interest for the students.

ESA combined with videos is an interesting technique used in the teaching-learning process. Using the technique, the researcher could catch the students' attention and make them conscious during the learning process. When the students were aware, their learning outcome would be better. Besides, this technique was combined with video, stimulating students to reveal and explain their ideas. It could help them organize their thoughts and develop their text. Using this technique and media, students are expected to be more interested, motivated, and comfortable learning to write a descriptive text. Furthermore, this technique has simple steps that are easy to manage and does not cost any expenses. Therefore, ESA combined with videos is the perfect combination of technique and media that could teach writing a descriptive text.

The researcher tried to apply ESA combined with videos in teaching writing based on the study's background. The researcher considered ESA and video as the appropriate teaching technique and media to improve students' descriptive writing skills. Using ESA combined with videos, the teacher could catch their attention and motivate them before explaining the material. It also stimulated and helped them better understand by observing the picture. When the students already understand the learning material, they can produce a better

writing composition. According to the statement above, the researcher was highly interested in conducting a research entitled “Improving Writing Skill of the Tenth-grade Students of SMK PGRI 1 Denpasar in Academic Year 2020/2021 through ESA combined with videos.”

1.2 Research Problem

Formulating a research problem is important in conducting research to make a specific discussion. As what has been stated in the background of the study, the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2021/2022 have many difficulties in writing. Those problems do affect their writing skill, especially in writing a descriptive text. Thus, it should be improved by using an effective teaching technique and media. Hence, considering the background of the study, the research problem can be formulated as follows: can writing skill of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2021/2022 be improved through ESA combined with videos?

1.3 Objective of the Study

The research problem that has been previously formulated is answered by conducting a scientific investigation. The objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the research goal. Based on the research problem above, the ability of the tenth-grade students of SMK PGRI 1 Denpasar in writing skills still needs to be improved. Therefore, this study was conducted to find the solution above. This study aims to determine whether or not the writing skill of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2020/2021 can be improved through ESA combined with videos.

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 tenth-grade students of SMK PGRI 1 Denpasar in academic year 2021/2022 through ESA combined with videos. The researcher needs to know the curriculum and the syllabus applied in the school to produce lesson plans and learning material as the research requirement. In the present study, SMK PGRI 1 Denpasar applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the use methods according to scientific principles. Besides, the researcher focuses on the fourth basic competency 4.3 about constructing a very short and simple transactional interaction text about giving and asking information about place and person based on social function, text structure, and language feature correctly and contextually used video. In the present study, the researcher focuses on writing a very short and simple descriptive text about place and person.

1.5 Significance of the Study

This research was focused on investigating improving the writing skills of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2021/2022 through ESA with video. It was concerned with teaching writing skills by applying ESA combined with videos to improve students' writing skills, especially when describing written form. In addition, the findings of this study are expected to give theoretical and practical significance.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem faced above. The findings of this study are expected to contribute to English

teaching, especially in teaching writing skills. It is also expected to be references or guidance for future studies related to classroom action research, writing skills, and ESA combined with videos. 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 likely to be helpful 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 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 study's results are expected to be used as a reference in using ESA as a technique and video as media in teaching writing. The research findings are expected to increase their motivation and interest in learning writing for the students. It is also likely to improve their writing skill, specifically in writing descriptive text. The research findings can be used as references and empirical reviews for the other researchers to make a better study for future research in the same field. Furthermore, it also provides an alternative source and guidance for the next prospective research to get a better and more accurate result.

1.6 Definition of Key Term

The definition of key terms is significant to briefly define to make a better understanding of the present study. Moreover, the definition of key terms is typical words used in this research and the research should give a clear operational definition used in the present study. It can be very useful in avoiding confusion and misunderstanding of the readers. The key terms need to be stated clearly and briefly, and there were two key terms: writing skill and ESA combined

with picture. Therefore, the researcher defines the key terms operationally. The operational definitions of the key terms that are used in the present research can be briefly elaborated as follows:

1. Writing Skill

Writing skill is operationally defined as the skill of the tenth-grade students of SMK PGRI 1 Denpasar to construct a short and simple descriptive text that vividly describes a person and place. The text should consist of 15-20 sentences which are divided into three paragraphs, and it follows the generic structure of descriptive text such as an identification, descriptions, and a conclusion.

2. ESA combined with videos

ESA combined with videos is a combination of ESA as a teaching technique and video as teaching media. ESA has three steps: Engage, Study, Activate. In the engage, a picture that is related to the material is shown to the students to catch their attention and give brainstorming. In the study, the teacher and students learn about descriptive text materials. In the activate, students are asked to write a very short and simple descriptive text based on the titles given.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the review of theories related to the present study. The review of the theories is important to be concerned by the research as the foundation of the scientific research. 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 study. In this chapter, three related theoretical reviews are discussed as follows: writing skill, descriptive text, ESA combined with videos, and assessing writing.

2.1.1 Writing Skill

Writing is an important form of communication in daily life. Writing is also one of the skills that have to 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 skills. However, writing is the most difficult skill to master (Richards and Renandya, 2002:303). The difficulty lies in generating and organizing ideas and translating the ideas into a readable text. In addition, students' creativity in thinking and composing words and ideas is also influenced by writing skills.

According to Ioannou-Georgiou and Pavlou (2003:68), writing is difficult, especially in a foreign language. It is because the writers need to be concerned

with mastery of language areas such as spelling, grammar, vocabulary, and skills such as handwriting and punctuation. Mastering some numbers of language areas is already difficult, plus writers need to think and outline their ideas. Writers need content and direction in producing a written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in teaching and guiding the students in developing their writing ability. The writing class should be made more creative, communicative, and enjoyable. To influence the students interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into the formal assessment. Moreover, teachers can set writing topics valuable to the students and contextualize topics.

Students must have ideas of what they are going to write. Even though they take notes during the class, they need to think hard before writing them on their notebooks. Writing helps students learn (Raimes, 2001:3). It means students understand better in learning when they write. In addition, writing is a powerful instrument for students since it expresses their thoughts, feelings, and judgments based on what they have read, seen, or experienced. Writing helps students in developing their memory and delivering what they think about. Moreover, students can practice writing spelling correctly, using vocabulary choice appropriately, and making sentence patterns orderly through writing. To sum up, the more students write, the better-written text they create.

Writing, categorized as an output skill, must be mastered by all grade students. Nunan (2003:88) stated that writing is both a process and a product. Writer the writers usually through some process in producing a written product. Imagining writing, organizing the idea, making drafts, editing the text, and reading and rereading again. Writing is not only about composing letters into

words or sentences into paragraphs. It is about representing what the writer thinks. Therefore, the writers put all their ideas, opinions, and feelings into written form. The process of writing is very complex. Writing is about patience since it needs a lot of revisions. Thus, writing is not an easy thing to do for students.

Writing is not an instant action, and it is an ongoing creative text (Oshima and Hogue, 2007:15). Four steps need to be followed in constructing a well-written text. Firstly, it is called the pre-writing step. In this step, the writer needs to choose a topic and collect the ideas to explain the topic. Secondly, it is called the organizing step. In this writing process step, the writer needs to organize the ideas into a simple outline. Thirdly, it is called a writing step where the writer also needs to write a rough draft using the outline previously made as a guide. In addition, the writer needs to write the rough draft quickly without concerning about grammar, spelling, or punctuation. Just write the ideas down on the paper and add some ideas not written on the previous outline. The last step is called revising and editing. Polishing the text that has been written must be done by the writer. The well-written text will be successfully obtained if the writer makes revisions and edits in the text.

In a nutshell, writing is an essential part of communication, which helps communicate information and specific purposes from writers to readers. 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 addition, writing is a creative text which requires several steps in producing. Four steps in the writing process that should be followed in creating a well-written text are pre-writing, organizing, writing, revising, and editing. These steps can be observed in making all types of

texts. When the writers know and apply these steps, it will be easier to construct a well-written product, and it will be interesting to read.

2.1.2 Descriptive Text

Text is a group of related paragraphs developed by a writer about a topic. All of the sentences in the paragraphs explain the writers' main idea or most important idea. A text can give information, an opinion, or even tell a short story. In constructing a text, the writer needs to arrange all sentences logically to avoid confusion. Moreover, a well-arranged text efficiently delivers its point to the readers. Besides, a descriptive text describes a person, thing, or place vividly. The description presents the details of the object being described. The descriptive text aims to give a crystal-clear picture or visual of the object that is being described. Hence, the readers can imagine the object through ink on the paper.

As what has been stated by Savage and Mayer (2005:28), descriptive writing uses words to build images for the readers. The images come from sights, sounds, smells, tastes, or feelings. The terms used to build these images are adjectives, telling the readers how something looks, feels, tastes, sounds, or smells. Adjectives are very helpful words since they can explain the object in such vivid details. Furthermore, adverbs are beneficial to make the experience more vivid. The scene is often described with prepositions and prepositional phrases to specify the location or position in space in describing something. These words are helpful in descriptive writing to make it more expressive.

According to Kane (2000:351), the description is about the sensory experience of how something looks, sounds, or tastes. Description mainly about visual experience, but it also deals with other kinds of perception. Description can

give imagination and feel about something. In other words, using many types of sensory is essential in describing something. In writing a descriptive text, a good writer should use words that appeal to five senses, such as sight, taste, touch, hearing, and smell. The readers can get more vivid information based on the descriptions. In addition, the readers also try to save and imagine the descriptions.

Descriptive writing appeals to the senses. It explains how someone or something looks or feels (Zemach and Rumisek, 2005:25). A good description is a word picture. It means the readers can vividly imagine the object, place, or person in their mind. It gives a crystal-clear picture and tells the ideas of the writer in detail. Besides, describing something should follow a pattern of organization, namely spatial order. Based on Oshima and Hogue (2007:61), spatial order is the arrangement of things in space. It means the writer should describe the object chronologically; it can be from top to bottom, far to near, or vice versa. Prepositional phrases of location or position can be used as spatial order signals in describing something vividly. Thus, the readers can easily understand the point

In constructing a good descriptive text, following the generic structure of a descriptive text is very important. According to Savage and Mayer (2005:33), a descriptive organization has three points. The first one is an introduction, which tells the general statement of the topic. The second one is the body paragraph, which gives a vivid explanation of the topic. The description can be about the physical appearance, personality of the subject, or the uniqueness of the object or subject. The last is the conclusion, which tells the writer's final opinion about the description. In this part, the writer also concludes the text or restates identifying different words. These organizations are also called identification, descriptions, and a conclusion of a descriptive text.

In developing a clear, descriptive text, the writers need to develop their skills. According to Brannan (2010:74), to describe an object effectively, the writers need to build some composition techniques, such as (1) using specific language: helps the writers to create vivid images; (2) using five senses can also create details in describing something; (3) establishing the dominant impression focuses on details that show a feeling, thought or impression to strengthen the dominant impression of the object being described; (4) organizing description spatially can organize details from one point in space to another; (5) using space and time transitions can link sentences with connectors, such as repeated words, synonyms, and transitions are essential to make your ideas flow smoothly.

Regarding the theories mentioned, it can be concluded that a descriptive text is a text that describes a place, person, or thing in such vivid detail. Moreover, in constructing a good descriptive text, the writer should follow its generic structure. The generic structures of the descriptive text are identification, descriptions, and a conclusion. Identification is where the writer tells the general statement of the topic. Descriptions are where the writer describes the topic vividly by using sensory details. The last part is a conclusion, where the writer concludes the text by restating the identification. This organization is beneficial in guiding the writer in writing a well-organized descriptive text.

2.1.3 ESA Combined with Videos

A teaching technique is required to make the teaching learning process run well. Moreover, it has an important role in helping the students understand the material well. In choosing a teaching technique, the appropriate one must be chosen to improve the students' writing skill in writing descriptive text. Various

teaching techniques can be used for teaching writing. In the present study, the researcher chooses ESA as the teaching technique. This technique would be applied at SMK PGRI 1 Denpasar. ESA is a teaching technique that has simple steps in guiding the students to construct a good descriptive text.

ESA is a teaching technique that stands for Engage, Study, Activate. Generally, the engage stage involves getting students' attention or interest through stimuli. The stimuli can be in the form of a picture, story, video, and so forth. 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 using any language that the students know. These three elements of ESA need to be present in lesson sequences. This does not mean that they should always occur in the same order (Harmer, 2007:54). In line with that, 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 depending on the goals that want to be achieved.

ESA is not sequential; the application does not have to be sequential as ESA patterns. The crucial things are in each element, and there are language activities that direct students to get engaged, 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 we hope our students will achieve by the end of the lesson (Harmer, 2007:57). Hence, the implementation of ESA must be precise in the teaching-learning process and make the students understand better. A suitable media should be used in the teaching-learning process. Media plays a vital role in the teaching and learning process since it helps the students understand the material. One of many teaching media that are popular is video.

Video can be used as a teaching aid to help the students understand better since it is presented visually. Video works in stimulating students' creativity and imagination which is very useful in producing a writing product. Teachers can use pictures in teaching writing descriptive text. Video is a standard tool to support teacher learning, as it provides an opportunity for reflection on teaching practices. Video clubs are one professional learning experience that integrates video, allowing teachers to discuss videos from their teaching collaboratively. However, few research studies have focused on the characteristics of videos used for teacher learning. We engaged teachers in a video club over an academic year and analyzed the relationships between the videos teachers discussed and the complexity of the videos. Findings indicate teachers were less likely to select videos with higher complexity for discussion; however, they commonly discussed videos that included multiple participation structures for students. Teachers also discussed videos that included teacher questioning and scaffolding, student misconceptions, and student thinking initially seemed inflexible. We provide the Video Complexity Framework for teacher educators and researchers to describe the complexity of the videos in teacher education.

2.1.3.1 Engage

The first stage of the ESA technique is Engage. As what has been stated by Pollard (2008:23), the engage stage also involves getting students' attention or interest and getting them involved. In this step, the teacher needs to engage the students by presenting interesting material and combining it with pictures related to the material they will learn. In this step, a teacher can engage the students by showing video, and they are expected to imagine the video as a brainstorming. Therefore, the teacher will easily catch students' attention in imagining what they

will learn in the next stage. This step is crucial in teaching sequences because it will affect the teaching-learning process of writing.

According to Harmer (2007:52), when the students are appropriately engaged in this stage, their involvement is likely to be more evident in the study and activate stages. In other words, if the students are engaged emotionally, their learning will be more effective. Most students often easily forget about whatever they have learned. The students are not involved emotionally with what is being taught. Thus, the teacher should give an excellent stimulus to engage them properly and get beneficial results. The researcher showed a picture and a descriptive text example to catch their attention in this study. The researcher also guided them to identify the social function, text structures, and language features.

2.1.3.2 Study

The second stage of the ESA technique is studied. Harmer (2007:52) states that study means the students can study in various ways. The teacher may show the language examples and explain descriptive text and ask the students to work out the rules. Moreover, the teacher may ask the students to do the intellectual work rather than leave it to the teacher. Students can read a text together and find words or phrases to concentrate on or for later study. Students can use examples as a basis. Before constructing a paragraph, the teacher explains how to construct a good descriptive text. Teachers also need to explain the elements added in writing a descriptive text. Therefore, students are focused on developing their writing skills in constructing a descriptive text.

2.1.3.3 Activate

The third stage of the ESA technique is Activate. In this stage, the students practice what they have learned in the teaching-learning process. The focus in

activation is that they get a chance to use all the language they know, preferably in a realistic context that is as close as possible to real life. In other words, the activities should not be focused on one structure or controlled language use. According to Harmer (2007:53), in the activate stage, the students are encouraged to use any language they know to describe the object. The students are asked to produce and develop their writing based on the titles given by the researcher. Furthermore, the teachers' role in this stage is to guide the students on how to draft and construct a good descriptive text by concerning the generic structure of the descriptive paragraph itself. As a result, students know the first step until the last step when constructing a paragraph (Pollard, 2008:23).

Regarding the theories mentioned, the researcher focuses on the theory from Harmer, which states three important elements of ESA. First, in the engage stage, the teacher focuses on catching students' attention by using pictures to make their involvement more obvious in the study and activate stages. Second, in the study stage, the teacher teaches a descriptive paragraph and shows some examples. Third, in the activate stage, students try to use the appropriate language to produce a descriptive paragraph. The theory is relevant to the present study since it concerns improving writing skills through the ESA technique.

2.1.4 Assessing Writing

Assessing students' skills is important during the teaching and learning process. According to Nunan (2004:138), assessment is the procedure for collecting the students' data. Assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, the teacher knows how far the students' improvement and their understanding of the material. The assessment

result is used to inform and enhance students' learning process. Therefore, assessment has an important role in teaching and learning activities.

The teacher, in doing an assessment, must consider some aspects. For instance, in assessing writing, the teacher must know what component will be assessed. According to Brown (2004:221), the assessment of more common genres may include some criteria such as expected conventions for each of writing, convey purpose, goal, or main idea, the use of effective writing strategies, syntactic variety demonstration and rhetorical fluency. Furthermore, McKay (2006:245) states that the curriculum may determine the construction of writing assessment and or by the expert's theory. In constructing an assessment, the teacher should concern with the curriculum and the learning objective that has already been explained. Teacher designs assessment and evaluation to assess the content of the curriculum and critical thinking. The teacher does the assessment based on what is taught to the students.

According to Arends (2012:217), the assessment usually refers to the full range of information gathered and synthesized by teachers about their students and their classrooms. This information can be gathered through the observation of the students. These are known as informal ways. In formal ways, it can be gathered through tests or reports. In addition, Arends (2012:217) adds that information about classroom and teacher's instruction can also be part of the assessment. In other words, assessment is about getting the results of the students and the teacher. Assessment can be used as a reflection to improve the teaching-learning methods. Moreover, the teacher can improve the learning process and instruction process for the next learning process and assessment. Teachers found assessing students' writing skills remains a problematic practice.

It is important to find the best way to effectively score students' writing skills and focus on writing assessment's important areas. Oshima and Hogue (2007:196) argue that the scoring rubric's elements for assessing writing paragraphs are format, punctuation and mechanics, content, organization and grammar, and sentence structure. Firstly, the title, tidiness, and text margin are assessed in format. Secondly, grammatical, punctuation, and spelling are assessed in the punctuation and mechanic parts. Thirdly, the point assessed in content is the text's main idea. Fourthly, the generic structure of the descriptive text is assessed in the organization. The last part is grammar and sentence structures which assesses the grammatical and sentence structure of the paragraph in the text. In the present study, a paragraph construction task is given to the students to know whether there is an improvement of students' writing skills.

Regarding the theories mentioned, the researcher uses the theory from Oshima and Hogue (2007:196), which explains the scoring rubric's elements for assessing writing paragraph: format, punctuation and mechanics, content organization, and grammar and sentence structure. These five elements are adapted for scoring writing paragraphs. It is relevant for the present study since it concerns improving students' writing skills in constructing a descriptive text.

2.2 Empirical Review

The empirical review is the review for showing relevant research related to the present study. An empirical review can obtain some information and theories from previous researchers that are still currently available. It can also be used as a reference in conducting the present study in the same field since it gives a preview of the study result that is fairly the same as what is going to be conducted. The

empirical review can consider whether or not the present study could be as successful as the relevant studies. In the present study, the researcher wants to improve students' writing skills through video ESA. Some studies have been conducted related present study. In this part, two relevant studies are summarized and discussed briefly as follows:

The first similar study was conducted by Yani (2017) entitled "Improving Writing Skill through ESA of the Eighth Grade Students of SMPN 2 Susut Bangli in Academic Year 2016/2017". The objective of this study was to find out whether the writing skill of the eighth-grade students of SMPN 2 Susut can be improved through ESA. ESA is one of many teaching techniques used in classroom teaching to improve students' writing skills. Based on the tests given to the subjects, the results showed an improvement in the subjects' achievement in writing a descriptive paragraph. It can be seen that the subjects' scores increased in each cycle of the research. Thus, after implementing the teaching technique and ESA, the subjects' writing skills significantly improved.

This study's strengths were the researcher already provided well-related theories from experts to support the statements. In addition, the researcher put clear instructions in finishing the tests. However, implementing the ESA technique in the lesson plan was unclear. In the 'engage' phase of ESA, the researcher only showed an example of a descriptive paragraph without guiding the students to read the paragraph. Concerning the weakness above, in the present study, the researcher used pictures to engage the students and give a good stimulus. Then, the researcher gave and invited the students to read an example of descriptive text related to the picture. Engaging the students with a picture will make understanding what they will learn easier.

The second similar study was conducted by Kusumadewi (2018) entitled “Improving Writing Skill of the Tenth-grade Students of SMK PGRI 1 Denpasar in Academic Year 2017/2018 through ESA”. The purpose of the study was to find out whether or not the writing skill of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2017/2018 can be improved through the implementation of ESA. This study showed that students’ writing skill improved after the implementation of the ESA technique. The subjects’ scores were changing and showed improvement from the pre-test to post-test. In addition, the subjects could write a descriptive text by her guidance, which affected their achievement.

The strengths of this study were the researcher also provided a good and related theory from experts to support the statements. In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear. However, 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 several sentences that the subjects should write on the test instruction. The students are instructed to write a descriptive text 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.