

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that is recognized and used by almost all people in the world. English is used to communicate not only in daily interactions but also in other aspects such as doing business, economics, and politics. English is the main language in science. The four skills that must be mastered by students in language learning are listening, speaking, reading, and writing. One of the basic language skills that is important is writing. Writing is one of the skills that must be mastered in English, writing is an activity that makes people creative. The writing has an important role to help the learners to comprehend a text they write.

The researcher found some students who have some problems in writing skill and to the lack of vocabulary, low learning motivation, and ineffective teaching writing strategy that makes students lazy and bored in the classroom interaction. Other factors also arise from the teacher. The teacher does not provide a writing process for students so there are no stages that help students to write. The students are confused about what they should write in their text. Instead, they commonly rewrite what they had written before.

According to Harmer (2002: 26) states that writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001: 13) also mention that writing involve planning what we are going to write. First, it is composing. Next is

reviewing and editing what we have written and produce the final version. Furthermore, Oshima & Hogue (2007: 15) states that when starting to write something, the writer has thought about what to say and how to say it. Then after we finish writing, we read what we have written and make change and correction. The writing has an important role to help the learners to comprehend a text they write. From the preliminary observation done by the researcher, the researcher found some students have some problems in writing skill such as: students were lack a vocabulary, they did not have motivation in learning writing skill, the teacher used monotone strategy in teaching writing skill, it made students lazy and bored in the classroom. Other factor also arise from the teacher. The teacher does not provide a writing process for students so there are no stages that help students to write. The student are confused about what they should write in their text. Instead, they commonly rewrite what they had written before.

In writing activities, writers must skillfully utilize graphology, language structure, and vocabulary. Writing is a physical and mental act, about finding ideas, thinking about how to communicate, developing them into statements and paragraph that can be understand by readers. Writing have two goals to express & impress, writing is a process of continuous thinking and organizing, rethinking, and rearranging. This means that writing is a complex activity in our minds in processing and creating sentences. Back and forth plan a little, put words on paper, stop the plan when we want to say next, go back and change the sentence, or change. Tenth grade students of SMA (SLUA) Saraswati I Denpasar are expected to be able to express and write descriptive paragraph based on generic structures. However, after conducting investigation and observation at SMA

(SLUA) Saraswati I Denpasar, it was found that most students have difficulty in writing especially in expressing their ideas and developing them into descriptive paragraph. In addition, researcher also found that they still did not know how to make good descriptive paragraphs with the correct generic structure. According to

Hyland (2003:xv), writing is among the most important skill that second language students need to develop. Writing trains the students to convey their ideas systematically, coherently, and concisely so that the readers can understand about the content of the paragraph.

In learning to write, students are trained to produce words, and express ideas, feelings and opinions. In addition, Oshima & Hogue (2007: xi) stated that to teach writing successfully, students should be divided into study groups while still practicing student writing skill individually. This means that in order for students to be able to write and express opinions about the material provided in the writing class well, writing practices must be collaborate with study group. Thus, teaching writing is a way of teaching English to students to produce descriptive paragraph through picture description. In addition, teaching writing is about how to arrange their ideas in a meaningful and logical order. Therefore, teaching writing should be focused on giving students the opportunity to write and express their English opinions rather than emphasizing based on the final product.

According to Zemach and Islam (2005:9) paragraph is a group of 6-12 sentence about one topic. Every sentence in one paragraph is about same topic. All the sentences explain the writer's main idea. A paragraph can give information, tell opinion, explain something, or event tell the short story. The other sentences in paragraph, called supporting sentence, give more information

about the topic. They add specific, details and explanation. Halsanova (2001), images are defined as visual representations or images that are painted, drawn, or photographed, and presented on a flat surface. The main advantage of a picture is its clear visibility to students. Using picture can bring benefits to teaching, because they promote students' interest in acquiring a foreign language. In addition, the imagination of students can also be inspired. For example, it is assumed that visual aids in general, especially colored picture and poster, can add to the appeal of the classroom atmosphere. Picture help teacher and students, because they provide motivation to students when speaking or writing and picture can stimulate students' discussion and interpretation of the topic.

During the observation at SMKN 1 Denpasar, the researcher found that the tenth-grade students had low writing skill. Moreover, based on the interview with the English teacher, the researcher found that problem the students had difficulty mostly in fluency, comprehension and grammar in speaking. Those problem maybe also caused by the teachers' technique. The teacher implemented the technique that was made the students feel bored in every meeting because the teacher always gives lecture techniques. In some meeting when the students were asked to make a monologue, the teacher only asked them to make a monologue then performed it in the front of the class without any explanation and example how to make a monologue first by the teacher. The most crucial problem was lack of practicing their English after the teacher finished presenting the materials. Those condition was made the students think English was scary, hard to understand, not really interesting; therefore, make them feel bored to learn English.

Furthermore, the teacher technique was not an effective technique to help the students in writing skill. The problem happens because the teacher always gives the same technique in every meeting. The teacher only used the lecture technique. This technique is not given an opportunity for students to practice a descriptive paragraph. The learning process of this technique is ineffective because the more active ones are teachers not students. Students only become writers and do not have the opportunity to proceed in practice in terms of writing. Therefore, this technique is not suitable for increasing students' ability to speak English because technique is a technique where the teacher is more active and where students will be more passive.

In the present study, the researcher proposed PPP technique to improve writing skill of the tenth grade students of SMKN 1 Denpasar. PPP stands for three stages they are Presentation, Practice, and Production. By using this technique, the students can easily to understand the material because the teacher gives them an explanation and example first based on the material or topic before the teacher asks them to make a descriptive paragraph. The progress of the students can also be motivated easily and clearly by the teacher because they can monitor easily and clearly by the teacher because they can directly control how the students learn the language. As a result, this technique will be implemented in the classroom because this technique can make the students interested in writing and get a lot of chances to improve their ability in writing skill.

By using the PPP technique, the students who low in English and not to be confident become smart and confident because this technique will help students from the beginner levels. Based on the three stages of PPP technique the Students

easily understand the steps to create a descriptive paragraph. The students have the opportunity to demonstrate what has been explained and exemplified by the teacher. The students are expected to be able to write fluently. This technique also expected to change the mindset of the students that learning English is interesting and easy to understand. The students do not to think learn English is not so difficult and feel bored. The most important thing for this technique is that the students feel comfortable and happy in learning English.

Therefore, based on the explanation above, teaching technique that was used by the teacher may give affects to the students' learning achievement and it could increase their motivation in learning. Thus, the use of appropriate technique is very important in order to improve students' achievement in writing skill. One of the effective techniques that is appropriate to improve students' writing skill is PPP technique. In the present study, the researcher was highly interested and motivated in conducting the present study to find out the improvement of writing skill. Therefore, the researcher was interested to carry out a research entitled "Improving writing Skill of the tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2019/2020 through PPP Technique with Picture Description."

1.2 Research Problem

Based on the background of the study above , the main problem of this study had been explained that the tenth grade students of SMA (SLUA) Saraswati Denpasar had low in writing skill. Therefore solution to solve the problem by changing the strategy that the teacher used previously with the new

strategy to improve the students skill in writing. In addition, that strategy is could be used to improve the students' writing skill with picture description . Therefore, the present research purpose to answer the question following: Can writing skill of the tenth Grade Students of SMA (SLUA) Saraswati I Denpasar in academic year 2019/2020 be improved through PPP with pictures ?

1.3 Objective Of the Study

To make the present study well directed, it is needed to declare an objective to be achieved. In accordance with the research problem that has been stated above, every research has the goal of why it should be done. Generally, finding a solution of the research problem is the main objective of the study. In the process of learning to write foreign language, it's really possible for students to face the problems of writing. Furthermore, the teaching process must be modified with a good technique, such as using PPP technique with picture description in teaching writing. This present study is concerned with the goals based on success indicator of the study . this study is supposed to answer the research problem that has been stated and determined above. Therefore the Objectives of the study are to find out whether or not writing skills of the tenth grade Students of SMA (SLUA) Saraswati I Denpasar in academic year 2019 can be improved by implementing of PPP with picture.

1.4 Limitation of the study

The discussion of writing skill is considered very broad and complex in the coverage of the study and the researcher has limited time to do study.

Therefore, in order to focus on a specific area of writing skill and to avoid misunderstanding and misleading in doing the classroom action research. The limitation of the present study is actually based on the problem discuss on the background. The study limits on writing descriptive paragraph of the tenth grade students of SMA (SLUA) Saraswati I Denpasar in academic year of 2019/2020 implementation of PPP with picture description. Because school use the 2013 curriculum. Based on the tenth student syllabus that the researcher obtained from English language teachers this study mainly focused on the fourth main competency and basic competency.

The fourth main competency is to process, reason, and serve in the realm of concrete and abstract domains related to the development and learning in schools independently, to act effectively and creatively, and to be able to use methods in accordance with scientific principles. Basic competence (4.2) is to compile oral and written texts to express, and respond to expressions that provide suggestions and offers, taking into account social functions, text structures, and correct linguistic elements. Students' writing skill are limited to making descriptive paragraph in simultaneous roundtable which describe about person and thing based on a picture which contains of generic structure; identification, description, and conclusion.

1.5 Significance of the Study

This research was concerned with improving writing skill of the tenth grade students of SMA (SLUA) Saraswati I Denpasar the implementation PPP technique with picture description. This study is expected to be useful for the

readers, especially for the English teachers. There are two significance of this study. They are theoretical significance and practical significance. Theoretically, the result of this study will give for students to improve and developed their good English, especially in writing skill implementation Presentation, Practice and Production strategy. This research is also expected to be a guideline and reference for subsequent researchers as a comparative study and application of learning. Finally, this research report will be displayed in the library and is expected to be a source of learning for library visitors.

Theoretically, the present study is purposed to strengthen the theories of writing, especially the theories of writing, classroom action research and PPP technique, furthermore, it is proving that particularly theory used in used in the present study is effective. In addition, it is also strengthen the empirical reviews. Besides, the present study is hoped to be empirical review for the next researcher. In addition, the findings can be used as empirical evidence that provides information to other researchers and to strengthen contributions. These findings can reveal further research on foreign languages and are expected to be used as a basis for conducting similar studies in the area.

Practically, simulation is expected to give good contribution to teacher, students and the other researchers for the teacher, the result of this research can be used to solve students' problem in writing skill and improving students' writing skill. For the students', the result of this research can help them to improve their writing skill. So it can motivate them to build up their writing skill more seriously. For the other researchers, this research will be useful reference for the researchers who would plan to make any related study especially to improve writing skill.

Furthermore, the teacher can implement strategies to increase student knowledge and make the atmosphere in the learning process more active and interesting. For students, the results of this study are expected to solve students' problems in learning to write and also improve their writing skill to gain their confidence in writing English. Finally, for other researchers, the research findings are expected to be used to add simultaneous roundtable references and also to find weaknesses to enhance further research.

1.6 Definition of Key Term

The title of the present study was “The Implementation of PPP Technique to Improve Writing Skill with Picture of the tenth grade students of SMA (SLUA) Saraswati I Denpasar In Academic Year 2019/2020.” During the research, the researcher used several specific key terms that were related to this study. Therefore, Some terms are used in this study and the terms should be defined to avoid misunderstanding. The terms about writing and PPP technique with picture. They enable readers and writers to get the same understanding of the terms. The definitions of the key terms are defined as follows:

1) Writing skill

Writing skill is defined as the ability of the tenth grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2019/2020 in writing description paragraph which describes about persons and place which the paragraph should consists of 6-12 sentences based on the generic structure of descriptive such as : identification, description, and conclusion.

2) PPP with picture

PPP technique is defined as a technique of teaching descriptive paragraph writing of tenth grade students of SMA (SLUA) Saraswati 1 Denpasar it consists of presentation, practice, and production. Firstly, in presentation the researcher show the picture to the student. Secondly, in practice the researcher will ask the students to practice step by step. The last is production, this phase the teacher ask them to make descriptive paragraph. In addition the researcher used implementation of PPP with picture.



CHAPTER II

THEORITICAL AND EMPERICAL REVIEW

2.1 Teoretical Review

In this chapter, researcher discuss the implentation of PPP Technique

Theoretical review is an abstract concept that defines a term in an academic discipline. The purpose is to provide information on knowledge towards variables. A scientific investivigation is expected to contibute practical significance and should be conducted on the basis of same relevant theoritical construct and emperical evidence. Theoretical review consists of theoritical framework, which allows the researcher to present `the researcher in light of summary of the literature. Then, the theoritical frameworks of this study included : 1). Writing skill, descriptive paragraph, PPP technique, assessment of writing.

2.1.1 Writing Skill

Writing is an activity that expresses thought, idea, and feeling expressed in written language. In another sense, writing is an activity to express thought and feeling in written form which is expected to be understood by the reader and functions as an indirect communication tool. Thus, it can be emphasized that the idea of writing is an activity to convey ideas to readers in write language so that

they can be understood by the reader. Referring to Zemach and Islam (2005:iv) states that writing is one of the most difficult skills to master in English. It presents language sound through visual symbol. Most writing activities are indirect communication such as putting letters, symbols, or words on paper.

Writing is a process of creating and organizing ideas, writing a rough draft, and finally polishing the rough draft through editing and revisions (Oshima and Hogue 2007:15). In accordance with that statement, writing is not only putting down the ideas into written form but also organizing, editing, and revising them in order to deliver the ideas appropriately, therefore the message can be administered well. Writing is very important to students both in high school and university since most of the assessment requires them to write starting from simple sentences, paragraphs, essays or even reports and thesis. In order to write in English, students need mastery of structures and organization. In writing a text, students do not only express and develop the ideas but also need to focus on writing a text structure that good and correct.

According to Pollard (2008:49) 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. The focus of this chapter will be longer written assignments and creative writing; we will not cover written exercises that are designed to practise a language point. Let's first of all review what was mentioned in Chapter 4 and apply the principles to the teaching of writing. According to Wallace (2004:15) writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.

Descriptive paragraph are supporting sentences that provide clear details to describe the topic, so that the topic seems clear and can be felt. In addition, supporting sentences in descriptive paragraphs provide details that prove the truth of the topic sentence and also make the writing rich and interesting and use the details that are included while giving an opinion or thinking. Conclusions are part of paragraphs that summarize the topics that have been stated in the identification and description. (Hogue 2008:100) states that the conclusions from the description can repeat the ideas stated in identification. The conclusion of a descriptive paragraph is a closing sentence that leads back to the significance of the descriptive paragraph topic.

According Pollard.L. (2008: 51) 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; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide student through the stage one uses when writing. The stage are : Brainstorming and noting down any ideas connected to the topic, deciding from the brainstormed list which ideas are the most relevant to the topic. Task or title, deciding which order to put those ideas in. this can be done in the form of a plan or a mind map. Preparation of the first draft the focus at this stage is organisation of the piece of writing. This doesn't mean that grammar and accuracy are not important, it just means that they are not the focus at this stage. Revision and editing of drafts, focusing initially on content, relevance and organisation . then moving onto correcting grammar, punctuation, vocabulary and linkers.

Writing skill is one of the productive skills that should be mastered in using a language. Writing skill has significances in improving communicative competence of learning the language in English. Susan (2005: 7), defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in studying of something, providing with knowledge, causing to know or understand. Based on the definition above, the teacher should be find a good way or technique to teach writing to the students, and make the student interesting in learned writing.

Writing skills is also states that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose and occasion define all types of writing and effective writing fulfils the researcher intention and meets the students' needs. It means that writing is a complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process.

Based on the definitions above, definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Hogue (2008 :2) states that the kind of writing which is done in the classroom is called academic writing because it is done in college classes. The purpose of the academic writing is to explain and give information about something with teacher and classmates as the audiences. The academic writing requires certain skill including sentence structure, organization, grammar, and punctuation. Sentence structure in academic writing is related to how arrange words in a sentence while organization related to arrange ideas in paragraph. To supporting the statement Wallace (2004:15) states that writing is the final product of separate acts that are hugely challenging to learn simultaneously. Among these separable acts are not taking, identifying a central idea, outlining, drafting, and editing.

According Pollard,L, (2008: 51) 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; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide student through the stage one uses when writing. The stage are : Brainstorming and noting down any ideas connected to the topic, deciding from the brainstormed list which idea s are the most relevant to the topic. Task or title, deciding which order to put those ideas in. this can be done in the form of a plan or a mind map. Preparation of the first draft the focus at this stage is organisation of the piece of writing. This doesn't mean that grammar and accuracy are not important, it just means that they are not the focus at this stage. Revision and editing of drafts, focusing initially on content, relevance and

organisation . then moving onto correcting grammar, punctuation, vocabulary and linkers.

2.1.2 Descriptive Paragraph

Descriptive paragraph that is to used to describe a vivid detail of a person, place, thing, animal, etc. zemach and rumisek (2003:25) write that a descriptive paragraph explain how someone or something looks or feels. According to Oshima and Hogue (2007:61) explain that descriptive writing appeals to the sense, so it tells how object, place, or person looks, feels, smells, taste, and sound. A good description is a word picture which means that the readers can imagine the object, place, or person in their mind. A description usually follows a pattern of organization that is called spatial order. It helps the readers understand the object, place or person better. Writing is also the way of thinking, telling and remembering the facts and ideas. The ideas come from people's own memories, imagination from what they see and feel, fiber comes from people's insights.

Based on Langan (2008: 179) states that descriptive paragraphs are paragraph descriptions that describe an object by providing an image based on the state of the object or the picture provided. The aim is to give the reader an idea of what the writer is writing about. In addition, the descriptive meaning of paragraphs is writing that describes a story that aims to invite the reader to be able to understand, feel, and enjoy the object being discussed such as moods, activities and so on. Descriptive paragraphs also aim to move opinions and impressions based on observation and vision. Therefore, to make paragraphs it is necessary to

express and arrange ideas and then arrange them in chronological order based on what type of paragraph it is.

A paragraph is a group of sentences about a topic. Together, paragraph sentences explain the writer's main ideas about the topic according to Zemach and Rumisek (2005: 11). They also state that one paragraph in academic writing is often between five and ten sentences, but can be longer or shorter depending on the topic. According to Evans (2000) Descriptive paragraphs have a generic structure consisting of introduction, main body, and conclusion. Introduction is telling about general structure of the paragraph, such as the writers write the name, age or when or where they meet them it can be called identification. Main body is in which the writers describe physical appearance, personal quality, and hobby. This can be called description. The last one is conclusion which concludes the paragraph. It can be summary, comment, or feeling about the object.

According to Kane (2000;351), description is about sensory experience, how something looks, sound, tastes. Mostly is about visual experience, but description also deals with other kinds of perception. Whatever sense it appeals to, descriptive writing is of two broad kinds; objective and subjective. In objective description unique to himself and concentrates on describing the percept (that is, what is perceived) in itself, in subjective (also called impressionistic) description a writer projects his or her feeling into the percept. Objective description says "this is how the thing is"; most description involved both.

In order to support the statement above, Savage and Shafiei (2007;30-34) argue that in descriptive paragraph, the writer uses words that create an image and help the reader see, feel, touch, tastes, or smell the topic that the writer describe. A

descriptive paragraph describes a persons, place or thing that the reader can imagine in his or her mind. It may also include the writers' feeling or opinion about the item that the writer describing about imagery and precise wording to establish atmosphere in their descriptive paragraphs to write another personal sketch.

According Zemach and Rumisek (2005;30) descriptive paragraph explains how someone or something looks or feels. In writing descriptive paragraph, it should consist of generic structure, identification, description and conclusion. This developed some kind of sentence, such as topic sentences, supporting sentence, and concluding. Topic sentence introduce the item that the writer will describe, while supporting sentences give some background information, giving detail description about the item. Concluding sentences intoduce paragraph that restates the idea in the topic sentences using words and usually signals the end of paragraph. Futhermore, it reminds the reader of the important point and function to emphasize the reader to imagine the subject that has been described.

In writing students are expected to produce a product in such written form. In this case, the product that mentioned is a paragraph. Paragraph is a group of related sentences about a single topic. A group paragraph consist of topic sentence, supporting sentence, and concluding sentence (hogue, 2008:4) it should maintain consistent flow. Student need to learn and practice the art of putting word together in well-formed sentences, paragraphs and texts. The words and grammar and also the way of organizing ideas aren probably d different from what you are used Oshima and hogue (2007;3) state paragraph is a group of related

statement that writer develop about subject. The first sentence states the specific point, topic, or idea. The rest of the sentence in that paragraph support that point.

A paragraph has unity when all sentence support one single idea. An effective paragraph is contains a good topic sentence. Thus . Savage and Mayer (2005:2) a paragraph is a group of sentences about a topic. A typical paragraph begins with a topic sentence, which introduces the topic. The sentence that supports the idea in the topic sentence with explanation, reason and other details. the concluding sentence brings the paragraph to and end. According savage and mayer (2005;18) The concluding sentence should restate the idea in the topic sentence to reinforce the main idea for the reader

To support the paragraph above, Zemach and Islam (2005:9) state that paragraph is a group of about 6-12 sentences about one topic. Every sentence in one paragraph is about the same topic. All the sentences explain the writers main idea. A paragraph can give information, tell an opinion, explain something or even tell short story. In academic writing, a paragraph has a topic sentence that directly tells main idea. The other sentences in the paragraph. Called supporting sentences, give more information about the topic. According to evans (2000) descriptive paragraphs have a generic structure consisting of introduction, main body, and conclusion. Introduction is telling about general structure of the paragraph, such as the writers write the name, age or when or where they meet them it can be called identification. Main body is in which the writers describe physical appearance, personal quality, and hobby. This can be called description. The last one is conclusion which concludes the paragraph. It can be summary, comment, or feeling about the object.

2.1.3 PPP Technique with Pictures Description

PPP technique is one of teaching technique that can be applied in the class to solve the problems in teaching speaking on the class when the old technique could not improve the students' ability. PPP is one of communicative language teaching that works through progression of three sequential stages. Based on some experts say that the PPP technique has three stages. According to Harmer (2007: 78) and Richard (2002: 8) states that PPP stands for Presentation, Practice and Production. In presentation stage, the teachers begin the lesson by explaining materials. In practice stage, the students practice the new language in a control way. In the production stage, the students are encouraging to use the new language in a free way or in a similar context introduced by teacher.

According to the development of technology, one of learning media that could be used by the teacher in the learning process is picture description. Holsanova J. (2007: 248) state the combination of visual and verbal data shows that the objects are focused on and conceptualised on different levels of specificity, object's location and attributes are described and evaluated, judgements about properties and relations between picture elements are formulated, metaphors are used as a means of comparison and finally, the object's activity is described. In using pictures students can describe what they see in the picture and after that they can make a short descriptive paragraph about what is in the picture.

2.1.3.1. Presentation

According to Pollard (2008: 22) state that PPP stands for Presentation, Practice and Production. Firstly, stage is Presentation where there the teacher

shows the picture explains the material clearly to the students. Presentation involves, as the name suggest, presenting a language point. This is usually done by the teacher. It can also be achieved through explanation and demonstration. In this stage, the teacher use picture to presents the new word, an event which involves the presentation of how to make a monologue especially in fluency, comprehend and grammar. The teacher might use the picture and model of the sentences that describe the picture, the teacher might present the grammar rules of the sentences that describe the picture. In this stage, the researcher more explain clearly about how to describe people, place and thing.

2.1.3.2. Practice

The second stage is Practice, refers to control practice that involves students using the target language in a controlled way. According to Pollard (2008: 22) practice refers to controlled practice it involves students using the target language in a controlled way. This might involve drilling, controlling speaking activities, correcting mistakes and modelling the correct forms. In this stage students focus on their work or creativity and own ideas. The students will be given the picture and practice how to describe the picture and make short descriptive paragraph. Then the Students will be given the opportunity to do something based on the picture what the teacher has explained there are to make a short descriptive paragraph and practice it in the front of the class.

2.1.3.3. Production

The last stage that the last activity of technique, where there is a period of less-controlled practice and the students will get their chance to use the new word

and relate it into their knowledge and experiences. Furthermore, Richard (2006:8) states that in the production, the students practice using the new structure in different context in order to develop fluency with the new pattern. When the students have completely mastery the form and have learn how to produce it without mistakes in practice, they can proceed to the production stage where they can use the newly learnt language structure to oral production. This stage is known as free practice. In the last stage, production, the researcher asks the students to make a short descriptive paragraph .

2.1.4 Assessment of writing

Writing skills contains both process and product. The process involves pre writing, drafting, and revising. Because writing is a productive skill, it requires product in such written form. Assessment is needed here to assess the product itself. Then through assessment, whether the skill is improve or not can be known and analyzed. Alderson.J.C and Bachman.L (2002:) statement, it follows that a test of writing involves at least two basic components, one or more writing text, or instruction that tell test takes what to write

Combee et al. (2007:9) state assessment includes a broad a 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 costructed 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 much be carefully chosen because if the researcher make test, the test must appropriate with the test taker.

When students re 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 reference,including the learner. While assessment is related to the achievements of learners, testing is a part of assessment and it measures learners achievements.

According to brown (2004: 2018) the assessment of writing ins no simple task. As you consider assessing students' writing ability, as usual you need to be clear about objective or criterion such as handwriting ability, correct spelling, writing sentence that are grammatically correct, paragraph construction, or logical development of main idea. Coffin et al.(2003: 2) express that in assessing writing, teacher focus on both the content and the form of the writing , which is the language use, the text structure, the construction of argument, grammar and punctuation. To make a good writing the student have to focus on the content and form of writing.

McKay.P (2006;220) writing, like reading, is both a process and a product. Writing as a process involves the pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing. The 'products' of writing are numerous, and in many forms, determined by different purposes and audiences and contexts for writing, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and else where.

Brown (2003;220) according to state that for types of writing performance.

- (1) Imitative, the learnes must attain in the fundamental, basic, tasks of writing letters, words, punctuation and very brief sentences. At this stage, from is the

primary is not exclusive focus, while the context and meaning are of secondary concern, (2) Intensive; beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence, (3) Responsive, here assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph creating a logically connected sequence of two or three paragraphs, (4) Extensive writing implies successful management of all processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis, as the classification of writing above, writing assessment is classified by the types of writing. The teacher should assess the student writing based on each writing classification.

Brown (2004:247), according to assessment takes on a crucial role in such an approach. Learning how to become a good writer places the students in an almost content stage of assessment, in giving students the maximum benefit of assessment, it is important to consider earlier stages, which are consisted of the pre-writing process until the first or second draft, and later stages, which are consisted of revising and finalizing of producing a written text. Involvement of self, peers, and teacher at appropriate steps in the process become further factors in assessing writing.

Hyland (2003:212) finds that assessment is not simply a matter of setting exams and giving grades. Score and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. An understanding of assessment procedures is necessary to ensure that teaching that having the desired impact and that students

are being judged fairly. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performances and to help them progress in learning process in the classroom.

Assessment is very important in order to know and analyze whether the students have mastered in such a skill, in this case writing skill. Therefore, related to this study, the assessment only focuses on assessing students' writing skill in writing descriptive paragraph. The students are asked to make a descriptive paragraph with certain topic, the product it assessed, and the score is given through using Oshima and Hogue's rubric that consist of format, punctuation and mechanics, content, organization, grammar and sentence structure.

According to Urquhart and Malvern (2005:27-28), writing-as-evaluation holds student and teachers accountable for content learning. Ideally, when the student write-to-demonstrate what they have learned, teachers use tools that measure to the content that is covered, are designed and evaluated by the teachers, themselves and provide information that teachers can use to modify future instruction. Therefore when student write-to-demonstrate, teachers do not evaluate their writing for grammatical correctness, instead teachers evaluate only for level of content knowledge and understanding, which then becomes one of several contributing factors to students' final grade. He also added that effective instructions require students to analyze, apply knowledge, and integrate ideas. Effective's assessments measure these skills and writing assessments in particular are especially measuring them.

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. In relation to this study, the researcher focuses on assessing students' ability in composing a good descriptive paragraph; furthermore, the researcher focuses on teaching descriptive paragraph which describes things, place or person. The students are asked to make a descriptive paragraph based on the topic already given and they have to submit their works, then the researcher analyzes and gives the score for student's works.

2.2 Empirical Review

Empirical review is the information and theory currently available concerning the topic. Empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. Empirical review was to review the result of studies which have been done earlier by other researchers. Therefore, it could be used as a reference for the present study. In the present study, there are two empirical reviews as the resource of the study.

The first comes from Saputra (2014) in which the research entitled "The implementation of PPP technique to improve Writing skill of the eight grade students of SMP N 3 Bangli in academic year 2013/2014". The objective of his study was to improve writing skill of the eight grade students of SMP N 3 Bangli in academic year 2013/2014 in descriptive paragraph writing. The strength of this research was the students were easy to write the

descriptive after knowing about the generic structure and how to develop the sentence on the paragraph. They also showed their enthusiasm during the teaching learning process.

The second empirical review comes from Wirasamawan (2014) entitled *The Application of Presentation, Practice, and Production (PPP) technique to improve writing skill of the eight grade student of SMP N 3 Manggis in academic year 2013/2014*. The research question is, "can Presentation Practice and Production (PPP) technique improve writing skill of the eight grade students of SMP N 3 Manggis in academic year 2013/2014?" The result of the study showed that the PPP technique successfully improved descriptive paragraph writing of the eight grade students of SMP N 3 Manggis in academic year 2013/2014.

The strength of his research was the use of PPP can help them easily in developing their ideas. Both of the studies were successful in improving students' writing skill especially in descriptive paragraph with videos. In addition, the steps of PPP technique were clearly explained. Thus, it did not make the teacher confused in applying PPP in the teaching learning process. However, in both of the studies, they did not mention the number of sentences and also the topic in pre-test and post-test. In addition, the researchers also found that both researchers' lesson plans were conducted not in accordance with PPP technique. In the while activity, they only asked the students to identify the social function and find the generic structure as the practice phase. Moreover, the weakness also found in their scoring rubrics, especially in content and organization criteria which were not written in detail.