

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is one of the productive skills in Learning English, which has purpose is to communicate the language in written form. Through writing, people can share ideas and information, persuade and convince people in written form. In addition, writing is very worth to be mastered. Some profits are given by writing. First is communication. Good writing skill allow the writers to deliver their message clearly with audiences. Second, writing has an important role in education especially for those who are studying at universities. Writing will help them to finish their assignment such as write an essay, paper, proposal, thesis, and others. Third, writing can lead the writers to find a job. Through writing, they are able to write curriculum vitae to apply a job.

English is one of the main lessons that is required to be learned and mastered by Indonesian students. There are four language skills in English learning; they are listening, speaking, reading, and writing. Writing is one of the skills that should be improved such as writing a message in e-mail, writing invitations on Facebook, or writing letters (Hawthorne and Glenn (2011:9). Writing is a cognitive activity by coding linguistics symbols into a media to communicate. Graham (2008:4) states that to become an effective writer, the students need to acquire knowledge about the characteristic of good writing itself as well as the different purpose and forms of writing which going written. The process refers to the act when the writers gather the ideas and make it until the text can be presented to the reader.

According to Zemach and Rumizek (2005:3) when the writer write, they do more than only put words together to make sentence. Good writers go through several steps to produce piece of writing, such as choose a topic, gather ideas, organize, write, review structure and content and last revise structure and content. Harmer (2003:257) states that in teaching writing we can focus on product of that writing or on the writing process itself. The students are expected to be able to generate their ideas easier and write some simple paragraph with the topic that related to their own creativity. Writing is one product skills which some into many types such as: descriptive, recount, narrative, argumentative and so on.

In writing skill, the things must be really concerned are punctuation, grammar, spelling, vocabulary and so on. Therefore, good concentration of the students is really necessary in this stage. However, in fact, every person can find difficulties when they start or the middle of writing something. Taylor (2009:4) states that for most people writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking them. Then, they do not know how to express their ideas through written form. Besides writing also

can be most frustrating task for students because it is complicated activity in which they have to understanding good format in written form.

In writing, many students do not know how to write paragraph based on text structure. To enable the students to write well, the students must know how to create paragraph. Taylor (2009:17) states that to write well, the writers need progressively to learn about themselves and how their mind works and also about the ways in which they attain the knowledge. To make students interested in learning writing, the students should start write about what they know. It is not easy to start writing something for your writers. Many students have difficulty in writing. Putting words on paper often seems to mystify young writers (Greenman, 2010: 2). Students have problems on how to start writing. What they need to write first is in the writing and how to finish it.

Oshima and Hogue (2007:15) state that writing is never a one-step action; it is an ongoing creative. The process of writing has roughly four steps. In the first, the writers can create ideas. In this step, they can choose a topic and collect ideas to explain the topic. In the second step is organizing, the writers organize the ideas into a simple outline. In the third step is writing, the writers write a rough draft using their outline as guidance. In the final step is called polishing, the writers polish what they written. Polishing is most successful if they do it in two steps. First, they have to make the revision of the paragraph. Then they have to edit the paragraph that have been written by the students.

The smallest unit of writing which is called paragraph writing also should be given serious attention since it forms the basis of good and effective composition. Hougue (2008:4) state that paragraph is a group of related sentences

about a single topic. The topic of paragraph is one and only one, idea. A paragraph has three main parts such as: topic sentence, supporting sentence and concluding sentence. 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 sentence explains the writer's main idea. A paragraph can give information, tell opinion, explain something, or even tell the short story. The other sentences in paragraph, called supporting sentence, give more information about the topic.

Another reason, writing is not a simple task because it needs hard thinking to product idea, words, sentences, paragraph and composition. It also needs to be clear about objective or criterion like right spelling, punctuation, grammar, words, choice and so on. According to Harmer (2004:257), there are a number of different approaches to the practice of writing skill both in and outside classroom. Some writing techniques which can be used by the teachers in teaching writing have their own purpose for writing accomplishment. The problems in writing occur that at SMP Negeri 12 Denpasar. Some factors can occur and influence student's motivation and achievements in improving writing skill. For instance, students still find difficulties in organizing ideas to start writing.

From the preliminary observation, most of students face some difficulties in writing paragraph. They have a problem in constructing the paragraph in a good format. They feel confused how to start and set them chronological order based on the generic structure of the descriptive paragraph because most of them did not understand how to write descriptive paragraph well. They still have difficulties in organizing ideas and fear if they make mistake in using grammar. As the result,

they feel bored and sleepy during the learning process. In teaching learning process, the teacher used a traditional method which teacher only explained the material and learning based on the textbook. The teacher only gives them the material and from their textbook without any explanation then, the teacher asks students to make a paragraph without asking them to practice first. Furthermore, there is no encouragement for the students in understanding the structure. The teacher's technique makes the students confused in writing paragraphs, it makes the students don't really understand about writing descriptive paragraph and also students will not be interested for writing it. Therefore, the teacher should make the learning process interesting and creative for the students to improve their writing skills.

In learning, the teacher usually rarely makes presentations in explaining the material. Teacher described the material in front of the class and then students were asked to do the exercise in the worksheet. There was no activity that encouraged the students to understand and analyze the structure of writing a paragraph. This problem can be solved if a teacher selects and employs effective strategy in teaching writing. Hence, a good technique is needed in teaching writing.

Based on the explanation above, the researcher applied PPP technique to solve the aforementioned problems. Harmer (2007: 65-66) states the PPP technique can help students in construct descriptive paragraph because PPP technique consists of three phases. Firstly, presentation phase is the researcher will explain about descriptive paragraph, this phase is controlled by the researcher. Secondly, practice phase is the students practice in written form step

by step and still lead by the teacher. In this phase, the researcher provides positive feedback to the students and correct students' mistake. Last, Production phase is giving chance for the students to make descriptive paragraph which based on generic structure and consists of 6-12 sentences. The researcher does not generally intervene or correct in this phase.

According to Vsytaelova (2009:30) there are some advantages of PPP technique. The first advantages that PPP technique provide clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the least controlled. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

Therefore, this technique can help the students easily in writing descriptive paragraph. The students could be easier to write a descriptive paragraph because the researcher guided them in writes the paragraph and explain the descriptive paragraph well by using PPP technique. Furthermore, the researcher is extremely challenged, motivated, and interested in conducting a research entitled, "Improving Writing Skill of the Seventh-Grade Students of SMP Negeri 12 Denpasar in Academic Year 2022/2023 Through PPP".

1.2. Researcher Problem

Based on the explanation of background of the study, the students have problem in writing descriptive paragraph. In addition, the students still have some difficulties to write a descriptive paragraph and the main problem of this study has been explained that the students have low ability in writing skill. Therefore, the

researcher needs to choose and use an appropriate technique. This researcher decides to use PPP technique because it can help students to solve their problem in writing. Based on the background of the study above, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 be improved through PPP?

1.3. Objective of the Study

The seventh-grade students of SMP Negeri 12 Denpasar faced difficulty in writing. In solving the research question, objective of the study is defined as a goal in which the researcher plans to do or achieve during the study. There are many kinds of techniques to teach writing skill that are currently being applied to improve the students' achievement in writing skill by teachers. Based on the research question above, the purpose of the study is to figure out whether or not writing skill can be improved through the implementation of PPP of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023.

1.4. Limitation of the Study

It is important to limit the study in order to avoid complicated discussion. Therefore, the present study is limited on improving writing skill of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 through PPP. It is important for the researcher to know the curriculum and the module that apply in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMP Negeri 12 Denpasar is applying the revised Merdeka curriculum. According to the curriculum of the school, the

researcher focuses on the learning goal flow and learning achievement based on Merdeka curriculum.

According to the curriculum Merdeka the researcher focuses on the third element for the D phase as students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency. Furthermore, the students construct about descriptive paragraph which consist of 6-12 sentences and focus concern to the generic structure such as identification, description and conclusion.

1.5. Significance of the Study

One of the principles and practical reflections that are taken into account in undertaking the present investigation is the significance of the expected research finding. This research is concerned with the teaching and learning process in writing Through PPP to improve students' writing skills and knowledge. Moreover, the result of the study is mainly expected to be useful in teaching descriptive text through PPP as a part of teaching strategy. Furthermore,

the result of the study is expected to provide both theoretical as well as practical significance as follows:

Theoretically, the present study is purposed to strengthen the theories of the writing, especially the theories of writing, classroom action researcher and PPP technique. Furthermore, it is proving that particularly theory used in present study is effective. In addition, it is also to strengthen empirical reviews. the result of the study is supposed to evolve the other theory. Moreover, it can be adding references for the other researcher in the future that had similar observation or variable.

Practically, the outcome of the present classroom actions research is expected to give a contribution and feedback in general to English teacher in teaching writing through PPP. For the teacher, the researcher hoped to be able to improve teacher's knowledge and technique in improving the students' achievement in writing ability through PPP, it also helps teacher to create useful and effective condition in teaching writing and the teacher would be easy to teach descriptive paragraph and get the simple way to teach. For the students, the present study is expected to be able to solve the students' problem particularly in improving their ability in writing and also to help them enrich their knowledge about writing through the use of PPP technique. In addition, for the other researcher this study would be reference for next researcher to overcome the problem which is face in the future. It can also increase and develop their knowledge about new technique that going to be used in the future.

1.6. Definition of Key Term

The title of the present study is “Improving Writing Skill of the Seventh-Grade Students of SMP Negeri 12 Denpasar in Academic Year 2022/2023 Through PPP”. Therefore, to make the readers clearly understand and avoid misunderstanding and confusion on the part of readers, it is necessary to operationally define the key term especially used the context of the present study. There are some key terms, which needed to be briefly clarified to provide clear insight into the study. It is expected to be meaningful for the readers when they read this present study. Furthermore, the key terms which would be used in the present study are writing skill and PPP Technique. The two key terms that are used in this study were clearly defined as follows:

1. Writing Skill

Writing Skill is defined as the ability of seventh grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 in writing descriptive paragraph which describes about person which the paragraph should consist of 6-12 sentences based on the generic structure of descriptive such as: identification, description and conclusion

2. PPP Technique

PPP Technique is defined as a technique of teaching descriptive paragraph writing of the seventh grade students of SMP Negeri 12 Denpasar which consists of Presentation, Practice and Production. Firstly, in presentation the researcher explains the materials in the class. Secondly, in practice the researcher will ask the students to practice step by step. The last is production, this phase the teacher ask students to make descriptive paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical Review is an abstract concept that defines a term in an academic discipline. This, assume both knowledge and acceptance of the theories that depends on. The purpose is to provide information on knowledge towards variables. Theoretical review consists of theoretical framework, which allows the researcher to present the researcher in light of summary of the literature. To support the ideas of this research, some theories and some information will be included to help the writer design this research. Then, the theoretical frameworks of this study included; 1) writing skill 2) descriptive paragraph 3) PPP technique and assessment of writing.

2.1.1. Writing Skill

Writing is the most important skill of the four language skills that should be learnt by the students besides other language skills. Writing is one of the productive skills beside speaking skill which requires a product of its result in form of written product such as report, letter, story, diary, message and so on. There are so many theories related to definition of writing itself as it is reviewed below. According to Chen and Zhou in Sahbaz and Duran (2011:702), writing is a complicated process of problem solving, which involves controlling the text, planning-arranging the thought and collecting data for the target. It means that writing needs hard thinking to generate ideas, words and sentences at the same time to produce a good paragraph or text.

In process of writing, the use of grammar and punctuation is important. (Graham and Perin, 2007:9) Writing can be defined as a skill that is used to express the opinion with support evidence and deepening the students' knowledge. According to Pollard (2008:49), writing is a productive skill and such as the way we treat it in class has some similarities with the teaching and learning of speaking. Writing is a product, when they learn about speaking, they should know how to



write a form of they speak. It means that the writers use words and sentences and construct it into paragraph to express their idea in their writing that has purpose to make the reader understand about the idea that the writers want to share. Writing is described as a process that is the stage a writer goes through in order to produce something in its final written form.

Pollard (2008:51) states that the process of writing, as the name suggests, focuses on the process rather than a final product. In teaching writing, the teachers should consider on some factors which influence the organization of writing such as; structure, grammar, spelling, mechanics and organization of ideas. 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 audience. The academic writing requires certain skill including sentence structure, organization, grammar, and punctuation. Sentence structure in academic writing is related to how to 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.

Furthermore, Brown (2004:218) points out that we also fully understand the difficulty of learning to write well in any language, even in native language. Every educated child in developed countries learns rudiments of writing in his or her native language, but very few learners are able to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.

Taylor (2009:2) sate that in writing we bring knowledge into being, we record and preserve it. Writing is the seed; the fruit and the pickle of the person understand. All in all, writing skill is one of the language skills that allow people to present a language into visual tactile forms.

As a good writer, the writer must consider some factors in writing such us purpose, audience and topic. The purpose in writing are to inform, to entertain, and to persuade the reader or the audience. It might be more specific purpose in accordance to express feelings and share experiences. The second factor is audience, which is not as physically present. It's important to shape the writer's writing as the writer choice of the personality and purpose. The last important factor is topic. The writer needs to consider how that topic will affect how he or she writes. In conclusion, topic should be clear and specific.

Zemach and Islam (2005: iv) states that paragraph writing, to the teacher, is designed to help low-intermediate students analyze model paragraph, find ideas for their writing, put their ideas into sentence, organize their sentence into paragraph, review and revise their paragraph so that they become even stronger. These processes will not only develop the students' paragraph writing skill but also encourage them independent and creative writers. Zemach and Rumizek (2005: v) also states that, to the students, academic writing in your own language, but even from other writing in English.

According to Weigle (2002:4), in comparison to speaking, listening, and reading, writing can be seen as a more standardized system which must be acquired through special instruction. Instead of attempting an all-encompassing definition, then, it may be more useful to begin by delineating the situation in

which people learn and use second languages in general and second-language writing in particular, and the types of writing that are likely to be relevant for second-language writers. Writing should be made more creative, communicative and enjoyable. In order to influence the students to be interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into formal assessment. Moreover, teachers can set writing topic into something that valuable to the students, it can be said as contextualized topics.

Sever in Sahbaz and Duran (2011;703) states that if the writers explains their thought well written, they should have these skills; choosing, at least, words appropriate to aim, using the chosen word appropriately (word level), forming meaningful sentence inserting the sentence to suitable forms according to the purpose (sentence level), inserting the sentence to a formation which conveys a thought and making formations to develop thought in the paragraph. Writing is not only a product, but it goes through a process. A good writing pays attention on the process itself; furthermore, the process of writing consists of some stages such as; pre-writing, drafting, reviewing, revising, and rewriting.

To sum up, based on all theories, writing which is conducted in classroom is called academic writing. This writing requires skill such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, so writing requires product in form of written product. The process in writing will not only develop the students' paragraph writing skill but also their creativity. Lastly, writing can be mastered through working hard and practice continuously; thus, a writer can construct which can improve his or her

communicative ability in written form and assist the writer to share their ideas, knowledge, feelings and opinion to other people.

2.1.2. Descriptive Paragraph

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 sentence about a single topic. A good paragraph consists of topic sentence, supporting sentence and concluding sentence (Hogue, 2008;4) and it should maintain consistent flow. Students need to learn and practice the art of putting word together in well-formed sentences, paragraph and texts. 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. A paragraph has unity when all sentence in that paragraph support that point. An effective paragraph is containing a good topic sentence.

Thus, Savage and Mayer (2005;2) state that paragraph is a group of sentence about topic. A typical paragraph is beginning with 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 an end. In addition, Zemach and Rumizek (2005;25) define that a descriptive paragraph explains how someone or something looks or feels. This paragraph uses adjective, which tell us how things look, feel, taste, sound, or smell. It also uses preposition to tell us how space is organized. In writing descriptive paragraph, there are generic structure which have to be considered such as; identification, description and conclusion.

To support the paragraph above, Zemach and Islam (2005;9) state that paragraph is a group of 6-12 sentence about one topic. Every sentence in one paragraph is about same topic. All the sentence explains the writer's main idea. A paragraph can give information, tell opinion, explain something, or even tell the short story. The other sentence in paragraph, called supporting sentence, give more information about the topic. There are some kinds of paragraph in writing. One of the paragraph is descriptive paragraph.

According to Folse et al. (2010;135), a descriptive paragraph is a paragraph which describes how something or someone looks or feels. It gives an impression of something. A descriptive paragraph describes, gives impression, and creates a sensory image in the reader's mind. Good writers use words that appeal to some or all of the five sense, 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 appeal 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 reader can feel what is written by the writer.

According to Fiderer (2002), a descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing, and sight. Descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reads catch the picture of information in the paragraph easily. A good description is a word picture, the reader can image the object, place or person in his or her mind without see the real

thing which is described. The goal of good description writing is to involve the reader in the story as much as possible. Good descriptive makes the reader feel as if he or she is present in the scene (Savage and Mayer, 2005:28).

Descriptive paragraph is paragraph that describes a vivid detail of person, place and thing. Zemach and Rumizek (2005:25) states that descriptive paragraph explains how someone or something looks or feels. It also supported by Zemach and Islam (2005:3) who states that when you describe a place, you can develop your paragraph by adding descriptive details that tells how a place looks, sounds, or smells, or feels. According to Hogue (2008:85), descriptions are “word pictures”. You tell how something looks, feels, smells, tastes and sounds. He also added that there are two keys to writing good descriptions. One of them is using many descriptive details. Descriptive paragraph is using simple present for the grammar and using adjectives in vocabulary. Descriptive paragraph has generic structure that built up the paragraph itself such as identification; identifying the phenomenon to be described and description; describing the phenomenon in parts, qualities, or and characteristic.

2.1.3. PPP Technique

PPP technique is one of technique that can be applied in writing class to overcome the problems. PPP technique is one of communicative language teaching that work through three sequential steps. The first phase is Presentation which focuses on warm-up and lead-in in this case the teacher introduces descriptive paragraph to be taught. And the second phase in Practice; it means the students usually focus on form of generic structure. In this phase the teacher provides opportunities to the students in making descriptive paragraph. The end

phase of PPP is Production, which some trainers have called ‘immediate creativity’. Here the students are used their own language in sentence and help them generate new ideas that are related to the topic.

Presentation Practice and Production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language, too, presented. Later the students, using the new language, make sentences of their own, and this is referred to as production. It means that the PPP technique there are three steps: Presentation, Practice, and Production, this procedure the teacher presented, then the students practice the language using accurate reproduction techniques such as choral repetition. It is a good place to start in terms of applying good communicative language teaching in the classroom.

In applied Presentation, Practice, Production (PPP) method, for the first is the teacher introduction of lesson and give explanation about the material that want to deliver to the students. Then, in practice it focused on the teacher and the students working and interacting together to put the new material into practice, and the last production is a chance to students express their idea in a test. it is also to measure how far the students understand about the material. These three stages of Presentation, Practice, Production (PPP) method help the student to consolidate the new word in their mental vocabulary bank.

Presentation, Practice, Production (PPP) method is a common way to introduce a new word to students in the English Foreign Language (EFL) classroom. Presentation, Practice, Production (PPP) method in English teaching is

a three steps lesson plan that helps the students learn, understand and practice new vocabulary. Presentation, Practice, Production (PPP) method not only can be applied to teach grammar and vocabulary items, but It can be used with any subject matter. According to Pollard (2008:22) in presentation involved, the name suggests presenting a language point. It usually done by the teacher., it can be achieved through explanation and demonstration. Barker and Westrup (2000;25) stated during the presentation phase, the teacher introduces the new language items that the students need to learn.

Pollard (2008;22) states that writers that practice refers to controlled practice, it involves students using the target language in control way. Harmer (2007:64) states that in practice, the students practice about the new language that the teacher presents for the students. Usually in practice, the teacher puts the students in pairs to practice together, Barker and Westrup (2000:27) state that practice is important that students have enough of new language that the teacher explain to them however, practice must not begin using. Practice must begin in a very simple way where the teacher controls everything the students say and write. The teacher also direc the students to make a good written. At this stage the teacher correct the students' sentence construction, use of language and pronunciation.

The last step is production. Pollard (2008:8) writes that production refers to the free practice; students use the target language in their own sentence. Harmer (2007:64) adds that production is a stage in which some teacher has called immediate creativity. In this step the students are asked to use the new language in sentence of their own. Ricards (2003:8) state that the new grammar structured is

presented, often by means of conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

There are steps of PPP technique in writing skill they are, presentation, in presentation the teacher explains about the material that want to deliver to the students. The second is practice; in practice the students try about what they understand from the material that given by the teacher. Practice in this case is still guided by the teacher. The teacher always gives hint to help the students. The last is production, production is chance to the students express their idea in the writing test. In this case, students make a paragraph based on the topic that gives by the teacher. It also to measure how far the students understand about the material.

2.1.4. Assessment of Writing

Writing skill 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 improved or not can be known and analysed. Linse (2005;153) states that writing is assessed by electing and examining a sample of writing. The learners can write a sample of consisting of sentence, paragraph or essay. This sample can be both fiction or non-fiction and assessed using analytic or holistic rubric.

According to Brown (2004:218) the assessment of writing is to simple task. In assessing students' writing ability, as usual it needs to be clear about objective e or criterion such as handwriting, ability, correct spelling, writing sentences 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 students have to focus on the content and form of writing.

Brookhart in Fulcher and Davidson (2007:27-28) argue that assessment and learning are integrated within the classroom. Teacher are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. In the classroom, the assessor is therefore deeply involved in the assessment, and cares about the outcomes of the assessment. There is nothing distant about intervening in the lives of learners. Assessment, furthermore, is an ongoing process that encompasses a much wider domain. Whenever the students respond to a question, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Tests, then, are a subset of assessment which is used for assessing the students' knowledge.

Brown (2004:247), assessment takes on a crucial role in such an approach. Learning now to become a good writer places the students in an almost constant 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. Scores 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 is having the desired impact and that students are being judged fairly. Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performance and to help them progress in learning process in the classroom.

Marzano (2006:3) states that classroom assessment can have a dramatic influence on student achievement. Given this finding, one might be tempted to conclude that assessing students more automatically increase their learning. Moreover, many conclusions provide insights into effective classroom assessment, such as, (1) feedback from classroom assessments should give students a clear picture of their progress on learning goal and how they might improve, (2) feedback on classroom assessment should encourage students to improve, (3) classroom assessment should be formative in nature, and (4) formative classroom assessments should be frequent and continue for get better result.

Rudner and Schafer (2002:6) state in their book that measurement of students' performance may seem "objective" with such practices as machine scoring and multiple-choice test items, but even these approaches are based on professional assumptions and values. Whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decision. Assessment can be used as reflection for the teacher to improve the teaching learning methods.

Moreover, teacher can make a better learning process and instruction process for the next learning process and assessment.

Black and William in McKay (2006:140) state that classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. It may be formative when teachers are collecting information about children's strength and weaknesses in order to provide feedback to learners and to make further decisions about teaching, or it may be summative, when teacher are collecting information at the end of a period of time, generally to report to other about children's progress. Summative assessment carried out by teacher may also inform their own teaching. Formative assessment is also called assessment for learning while summative assessment is final test.

Moreover, Oshima and Hogue (2007 :196) describe that the success of writing can be shown from its completeness of some writing aspects Those writing aspects can describe as follows:(1) Format refers to be rules and styles in writing skill (margin) (2) Mechanics refers to the use of correct spelling and punctuation Incorrect spelling and punctuation was made different sense of writing. (3) Content to the substance of writing It means that the supporting sentences should develop the main idea clearly (unity). (4) Organization refers to the logical information of the content (coherence). It contains an arrangement of sentences which is being written and the sentences should go smoothly. (5) Grammar and sentence structure refer to the use of correct grammar and how sentence structure is used to combine and organize the words into phrases and sentences.

Assessment is very important in order to know and analyze whether the students have mastered in such a skill, in this case is 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 is 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.

2.2. Empirical Review

An empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. In addition, empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. One of the purposes of empirical review is to show that the problem being studied has not been done before or has not been done before in the way proposed by the author. 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 is used to improve the students' writing skill belongs to I Kadek Bayu Wismaya Putra (2020/2021), he conducted a classroom action research entitled "Improving Writing Skill of the Tenth-Grade Students of SMK Pariwisata Dalung in Academic Year 2020/2021 Through PPP". The objective of the study is intended to find out whether the writing skill of the tenth grade students of SMK Pariwisata Dalung can be improved through PPP Technique. As a result, based on the research, the researcher had proved that PPP technique well worked and it was accepted by the subject. Moreover, PPP technique could

significantly improve writing skill of the eighth grade students of SMK Pariwisata Dalung in academic year 2020/2021.

Another research is written by I Putu Adi Suryana Kastawa (2021/2022) entitled “Improving Writing Skill of the Tenth-Grade Students of SMK N 5 Denpasar in Academic Year 2021/2022 Through PPP Technique”. The objective of the study was intended to find out whether the writing skill of the tenth grade students of SMK N 5 Denpasar can be improved through PPP technique. The result is the present study was intended to improve the students’ writing skill through PPP was successfully achieved after two cycles were carried out.

In conclusion, previous researchers used K.13 while the research being conducted now uses curriculum Merdeka, because basically the curriculum is a refinement of K.13. If the application in the classroom is the same, but the learning section contains Basic competencies while the indicators in the Independent Curriculum only include learning objectives and achievements.

