

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is essential able for success in college, the workplace, and in the community. Writing helps us to develop our communication and thinking skills. Writing is an important way to show who we are as people. Writing enables us to see and remember our thoughts and learn from them more easily. Writing allows students to explore and develop their own opinion, ideas, or feeling in written form. Still, writing isn't an easy activity because it isn't only putting the ideas into written form, but it needs to consider some important effects, similar as the purpose of writing, the followership, the structure, and the grammar that will be used. Also, writing ability plays an important part in mortal communication. Some forms of writing forms determine writing as part of language communication that cannot be separated from real life. In educational life, writing is also important for those who are studying in an academy or university. Thus, it must be learned to finish their assignments, such as writing a proposal, paper, thesis, and others.

Harmer (2001:80) states that the type of writing that students will write dependson their age, level, and interests. When teachers set targets for primary school students, they ensure that students have or can learn enough language to perform the assignment. Particular attention is paid to the language that students speak and what can be achieved by using that language. In addition, the letter is primarily an agreement to record the speech and to consolidate the grammar and lexical features of the language (Brown, 2004: 218). These individual actions

include keeping notes, defining a central idea, drawing an outline, drafting, and editing. Writing should be done with the understanding of the past time to inform and express what had happened.

Writing is not an easy ability to learn because students have to analyze and pay attention to the role or position of writing and begin to express their emotions and thoughts. Students then write them down in order of significant and well-prepared concepts. It may be very important to expand your thinking in constructing a paragraph or text. To make well-prepared paragraphs, students need to understand the writing aspect. When students write, they do more than put together phrases to make sentences; they must observe the writing ladder. Therefore, an outstanding creator needs to go through various steps to provide a piece of writing as follows: pre-writing, drafting, reviewing and revising, and rewriting (choosing a topic gathering ideas, organizing, writing, reviewing structure and content, revising structure and content, proofreading, and making final correction) (Zemach and Rumisek, 2005:3).

On the other hand, writing isn't always an easy ability due to the fact the writers want to consider what they're going to put in writing and additionally want to satisfy our minds with many thoughts. It is hard to begin writing with no thoughts of writing. The difficult component that human beings confronted in writing are in getting the idea. Thus, the people who need to begin writing should think first about the concept and believe what they need to put in writing. For example, in writing a file the writer cannot begin without a relevant idea and notes to support it. There are a lot of issues that students faced in learning writing. Furthermore, they're hard to create an amazing idea even for a short descriptive paragraph. Generally, the

students cannot write a descriptive paragraph due to the fact numerous teachers in Indonesia only provide them with an identity and ask them to put in writing down a short paragraph without teaching them a way to write in a particular descriptive paragraph. Thus, if the coaching-mastering system is like that, almost all the students could be unsuccessful in getting the material and by no means be an achievement in the future.

In doing this observation, the researcher went to the school where the observation was going. The researcher looked for information about the English teacher who taught in grade VIII at SMPN 2 Kuta Utara. When the researcher got the teacher's contact, the researcher immediately contacted the English teacher for permission to conduct observations to conduct research in class VIII F. After getting permission, the English teacher invited the researcher to join class VIII. Based on observations made by students at SMPN 2 Kuta Utara, especially grade VIII students in the 2022/2023 academic year, these obstacles arise from the methods used by teachers during teaching and learning techniques in class. The teacher who teaches in this class used a three-stage method. In this technique, the teacher asked students to do prewriting in their own way where students are not taught how to write descriptive paragraphs without hesitation and they have to adhere to long steps in writing descriptive paragraphs.

On the other side, the technique that the teacher used made the students difficult to express their idea. The teaching-learning procedure particularly writing became nonetheless teacher-centered so the students did not no longer recognize learning English, especially writing because this learning procedure reduced the students' danger to explore their abilities in writing. The students simply got here

and sat down. When the teacher got here into the class, the students simply listened and did what the teacher told them without discussing ideas together. If students were given stuck in drafting, they couldn't hold to the next step and advanced their ideas. Consequently, the teaching-learning procedure became on occasion dull for students due to the fact the teacher can't practice the approach very well. Therefore, it made them lazy to discover ways to write an excellent paragraph, particularly a descriptive paragraph. That makes the writing ability of the students quite low. In order to settle down the problem, therefore, it was urgently needed an appropriate technique, that can offer students learn how to make a good descriptive paragraph. In other words, the technique allowed them to discover their ideas. At the same time, the students have to be encouraged to position the ideas in well-structured sentences. As has been mentioned above, that writing is an ongoing process that needs extra practice. Hence, the students have to accept such a technique that encourages them to write rather than accepting the intimidating writing concept from the teachers. The researcher suggested that the teacher should change the teaching technique to achieve a good bring about teaching-learning process. The researcher believes that the usage of a suitable approach emerges as an excellent manner to grow students' writing ability. Some techniques should discover the classroom atmosphere and the student's motivation to enhance their ability in writing. However, in the present study, the researcher used ESA.

By using the ESA technique in the present study, the researcher could catch the students' attention by showing and explaining the material in class. While the teacher will explain, students can write down the main point of the explanation. Thus, students have a chance to think and have ideas to make a good descriptive

paragraph. When students are interested in the material, they can explore their ideas to write a short descriptive paragraph using their own words. It has a simple writing step that is not long and makes the students bored. Besides, in the present study, students could more confident in learning writing because the implementation of the technique takes short time rather than a three-phase technique in which students have to follow long steps in writing an especially descriptive paragraph that made students bored.

In conclusion, writing is not an easy task that students can do without knowledge. As a result, by looking at the result from the observation above, the researcher was also highly interested and motivated to research on "The Implementation of ESA to Improve Students Writing Ability of the Eighth Grade Students of SMPN 2 Kuta Utara in Academic Year 2022/2023."

1.2 Research Problem

As has already been mentioned, the achievement of students in writing changed into pretty low and it's going to affect on their language capacity so the right approach has to be applied. It wanted some other coaching approach for coaching writing; ESA changed into a suitable approach in fixing the students' weaknesses in writing. Thus, the studies trouble that changed mentioned in this observation may be formulated as follows: can the writing ability of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023 be improved through ESA?

1.3 Objectives of The Study

The research problem that has been previously formulated should be answered by conducting a scientific investigation. The objectives of the study are wanted to be organized through the researcher. Thus, the research will run nicely and attain the goal. Based on the research problem which has been previously stated, the writing ability of the eighth-grade students of SMPN 2 Kuta Utara still needed to be improved. Therefore, this study was conducted to find a solution to the research problem above. As a result, the objective of the present study was to find out whether or not the writing ability of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023 can be improved through ESA.

1.4 Limitation of The Study

The discussion of writing ability becomes too complex and complete to be mentioned in the unmarried insurance of the observer. The dilemma may be very essential to get tons of extra legitimate findings. To keep away from false impressions amongst readers, the discussion of the observation becomes constrained in the implementation of ESA to improve students writing ability of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023. Besides, the principal competency becomes centered on attempting to process and offering the whole thing withinside the concrete domain (using, explaining, stringing up, editing, and constructing) and summary domain (writing, reading, calculating, drawing, and composing) in keeping with the mastering cloth which has been discovered at college and different reasserts which might be theoretically the same. Meanwhile, the fundamental competency becomes centered on

composing easy descriptive paragraphs in oral and written shapes approximately a person, things, or animals, primarily based totally on social feature paragraph shape, and language functions successfully and contextually. Also, this observation becomes centered on enhancing the college students' writing capabilities especially in writing descriptive paragraph which describes humans in such brilliant element and it includes the everyday shape of the descriptive paragraph: identification, description, and conclusion. Thus, the readers ought to without problems visualize and imagine what's described.

1.5 Significance of The Study

The result of this study is truly predicted to be theoretical and realistic which is conducted on the eighth-grade students of SMPN 2 Kuta Utara. This research was concerned with the implementation of the ESA technique to improve the writing ability of the eighth-grade students of SMPN 2 Kuta Utara. Moreover, the results of this study were expected to provide both theoretical as well as practical significance as follows:

Theoretically, the findings of the take a look at had been predicted to be a reference or a guided take a look at for the following research. Moreover, the findings of the prevailing take a look at had been predicted to aid the present empirical proof for the following research. Besides, the theories of the working principles and knowledge of English language teaching could be used as guidance in improving the students' writing ability by using ESA.

Practically, the examiner became notion to be realistic which became to offer instructional comments for the English instructors, the scholars, and the alternative

researcher. First, for the English instructors, the locating of this examination may be a manual to resolve the trouble that is already located withinside the college specifically in the learning-teaching to know the technique. In addition, this examination is anticipated to assist the English instructors in organizing strategies of coaching as a manner to create a brand-new temper booster for students' motivation. They could make brand-new surroundings and a brand-new ecosystem with an awesome manner of coaching writing competencies, specifically in a descriptive paragraph. By enforcing ESA strategies, the trainer could make the scholars love their subjects.

Second, for scholars, it may enhance the scholars' writing competencies in unique methods specifically a way to assemble an awesome descriptive paragraph and it additionally makes the scholars get a brand-new ecosystem throughout the getting to know technique withinside the class. Therefore, scholars can effortlessly write down their thoughts in writing competencies primarily based totally on the established shape and grammatical. Third, for the other researcher, this study will be as guidance for their next research and it is also expected to overcome the problem that would be faced on the next research method that will use ESA as their teaching technique.

1.6 Definition of Key Term

In the present study, the period in clinical studies is simply too complex for the readers and the definition does now no longer deliver clean reduce clarification. The definition of the important thing period is related and it's far very crucial to outline to make higher know-how withinside the gift study; in addition, the

definitions of key terms are used to make the readers a profound understanding of the present study. The definitions of key terms are operationally defined as follows:

1. Writing ability

Writing ability is operationally defined as the ability of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023 in writing descriptive paragraph which describes person, things, or animals in vivid detail and it consists of a generic structure of descriptive paragraph: identification, description, and conclusion.

2. ESA

ESA is the technique used to improve the writing ability of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023, especially in a descriptive paragraph that has three stages: Engage, Study, and Activate. In engage, the students are shown some pictures of a person, things, and animals for giving brainstorming to the students. In the study, the students focus to learn about the material taught by the teacher. In activate, the students are asked by the teacher to write down their work and revise it by using their own words.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concepts and terms from experts that are used and required in this study. Therefore, the theoretical review is used for the scientific study and it is based on the theoretical background and empirical evidence. There are some theoretical reviews written in this chapter that include a lot of relevant theoretical reviews from much-related literature to support the present study. As a result, some theories were related to the theoretical backgrounds that were discussed as follows: (1) Writing Ability; (2) Descriptive Paragraph; (3) ESA; and (4) Assessment Writing.

2.1.1 Writing Ability

Writing is one of the language abilities this is studied in school. Writing is an activity of combining words into sentences and then combining sentences into a text. Writing as one of the four language abilities and most usually studied as the last one, plays an important position in the processes of language learning. Writing is considered an ability that includes listening, speaking, and reading. On the other hand, learning this ability same as learning all language abilities. As a result, if the students have good writing abilities, they could have good language abilities. Furthermore, the four language competencies are integrated, so developing one ability supports the development of the others.

Writing is also considered a very important role in today's world. Almost

information exchanges academic and non-academic around the world takes place thru written texts. Takes for example, when humans are going to make research, they publish it in form of written form. Moreover, Broughton et al statethat writing is considered a personal and public activity. People normally write to either communicate something to different humans (the writing is meant to be read via way of means of others) or for use for their personal use (the writing is not normally intended to be read by others).

According to Brown (2004:218), today, the ability to write down has becomean indispensable ability in our global literate community. Writing ability, at leastat rudimentary levels, is a necessary circumstance for attaining employment in lots of walks of life and is simply taken for granted in literate cultures. Now we understand the uniqueness of writing as an ability with its features and conventions. We additionally absolutely apprehend the issue of getting to know to write down "well" in any language, even in our native language.

According to Harmer (2004:3), writing is a process when a writer is going thru to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the kind of writing (Shopping list, letters, essays, reports, or novels), and the medium its miles written in (pen and paper, computer word files, live chat, etc.). In the process of writing there are four main elements; making plans, drafting, editing,and the final model. In the making plans section, there are a few elements that must be centered on writers. These comprise the purpose, audience, and content structure (or the collection of the facts, ideas, or arguments include) in their writing. The drafting section refers back to the writers' first model draft where writers have manifested

what they have got deliberately right into a text, but it could nonetheless require a few revisions. Harmer (2004:5).

According to Rumisek and Zemach (2005:3), the writing process goes through. Several steps to produce a well written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to makesentences. The writer should undergo several steps to make sure that what has been written follows the right development of the writing process.

Based on the definition above, it can be concluded that writing is an important element in the teaching and learning process. Writing is a way to share unspokenideas or feelings through paper. In writing, there are some language components such as grammar, vocabulary, spelling, and punctuation that relate to each otherto make writing meaningful and the purpose of writing is achieved.

2.1.2 Descriptive Paragraph

A descriptive paragraph is a paragraph or sentence with words that describe a place, thing, and person in great detail. Oshima and Hogue (2007:61) state that a very good description is a phrase picture; the reader can consider the item,place, or man or woman in his or her mind. The description gives the info of the item being defined which pursues to giving a clean picture; hence, readers can consider the item very genuinely thru the ink at the paper. In different phrases,it's miles phrases that play a significant function to update the item. Hence, describing something could make the reader experience genuinely what the writer conveying.

Checkett and Checkett (2010:159) define descriptive writing is like portray items in readers' minds wherein writers decorate and bring that means via exclusive

colorations in unique information. Thus, to create photos in readers' minds, unique information must be sufficiently elaborated. Kane (2000:351) defines that description offers visible enjoyment and notion over the item; thus, it targets giving an outline of ways the item looks, sounds, and tastes. A similar concept additionally comes from Oshima and Hogue (2007:61) who explain that descriptive writing offers five senses to the readers which can be how the item feels looks, sounds, tastes, and smells. It might be controversial that it is probably not possible to put in writing descriptively without eye-catching as a minimum one of the five senses (Hutchinson, 2005:48).

According to Kane (2000:351), the outline is ready for the sensory reveal in of ways something looks, sounds, or tastes. A description is one of the maximum crucial matters withinside the motive of language, in particular in a descriptive paragraph. Description can deliver creativity and experience approximately something. In different phrases, the use of many varieties of senses is crucial in describing something. A correct creator has to use phrases that enchant to five senses, which include sight, taste, touch, hearing, and smell, in writing a descriptive paragraph. The readers can get extra brilliant facts primarily based totally on the descriptions. In addition, the readers additionally try and shop and consider the descriptions. Thus, the readers can without difficulty consider the item this is being defined in the sort of brilliant element to make it more descriptive.

Wagner (2002:95) argues that sensory info names for readers collaborating in writing given that writers join the non-public influence and perspectives at the item thru the simplest use of verbs, adverbs, and adjectives. These impressions ought to be sharply presented; therefore, they could offer phrase pics in readers'

minds (Hogue, 2008:95). Furthermore, writing the info may be very important although given that writer ought to place themselves as readers too to understand whether or not the info is clean or vague.

In constructing a good descriptive paragraph, following the generic structure of a descriptive paragraph is very important. According to Savage and Mayer (2005:33), there are 3 factors of a descriptive organization. The first one is an advent which tells the overall announcement of the topic. The 2nd one is the framed paragraph which offers a bright rationalization of the topic. The description may be approximately the bodily appearance, character of the subject, or the item or subject's uniqueness. The final is the realization which tells the author's very last opinion approximately the description. In this part, the author additionally concludes the paragraph or restates the identity with unique words. These organizations are also called an identification, descriptions, and a conclusion of a descriptive paragraph.

Anker (2010:638) states that there are four fundamentals of precise descriptive writing: it creates a crucial effect which exposes normal effect, feeling, or creativeness approximately the subject; it includes unique information to guide the principle effect and additionally to offer examples; it helps the information which appeals to five sensories; and it brings the outline into the existence of the readers; therefore, they could apprehend the complete textual content the use of all senses they have. Furthermore, Checkett and Checkett (2010:170) intricate that there are ten crucial steps to compose a powerful description: deciding on a subject, considering the subject and area expression, writing a subject sentence, creating a listing of the information, setting every of the information into separate sentences,

rewriting the sentences, ensuring the figurative and sensory languages create a descriptive image, doing proofreading, and the ultimate is making ready the outline to be gathered to perform a task.

Regarding the theories mentioned, it could be concluded that a descriptive paragraph is a paragraph that describes an area and character in vibrant detail. Moreover, in building a very good descriptive paragraph, the author has to observe its regularly occurring structure. The regularly occurring systems of the descriptive paragraph are an identity, descriptions, and a conclusion. An identity is in which the author tells the overall declaration of the subject. Descriptions are in which the author describes the subject vividly via way of means of the usage of sensory details. The ultimate component is a conclusion, in which the author concludes the paragraph via way of means of restating the identity. This agency is useful in guiding the author in writing a well-prepared descriptive paragraph so that the paragraph is exciting and fun to read.

2.1.3 ESA

A teaching technique is needed to make the coaching-gaining knowledge of the system runs well. Moreover, it has a crucial position in supporting scholars to recognize the fabric well. To enhance the scholars' writing talent in writing a descriptive paragraph, the perfect coaching method ought to be chosen. Various coaching strategies may be used for coaching writing. In the existing study, the researcher selected ESA because of the coaching method. This method becomes implemented at SMPN 2 Kuta Utara, particularly toward the eighth-grade students. ESA is a teaching technique that has easy steps to guide the students to assemble a very good descriptive paragraph, and this teaching technique is thrilling to apply.

Is a teaching approach that stands for Engage, Study, and Activate. Generally, an interact degree includes getting college students' interest or hobby via stimuli. The stimuli may be withinside the shape of a picture, story, video, and so forth. A study degree is in which the trainer and college students awareness of studying the language point. It might be grammar, vocabulary, pronunciation, or how a written paragraph is organized. Activate degree includes the pastime of the usage of any language that they know. These ESA factors want to be found in lesson sequences. This does now no longer suggestthat they ought to constantly arise withinside the equal order (Harmer, 2007:54). Pollard (2008: 23) states that all three ESA ranges may be utilized inone lesson however now no longer always in that order. The order can be changed, and it relies upon the dreams that need to be achieved.

ESA become utilized in coaching descriptive paragraphs at SMPN 2 Kuta Utara withinside the gift has a look at, particularly the eighth-grade college students. ESA has 3 simple factors that take an easy manner of guiding the scholars. The 3 steps of ESA can assist the scholars to get extra data consistent with the topic. In addition, it encourages college students to write down extra exactly and permits them to check their know-how in writing descriptive paragraphs. Furthermore, the paragraph utilized in ESA can deliver a connection between the mastering cloth and actual life. The procedural implementation of the approach could be very important. To make a clean explanation, the three steps of enforcing ESA on this have a look at are elaborated as follows:

2.1.3.1 Engage

The first stage in the ESA technique is Engage. Pollard (2008:23) states that engaging have interaction additionally entails getting students' interest, so that once the scholars are entailed or engaged in the learning process, they may be extra open-minded in coaching and getting to know the technique. The method that the trainer right here needs to provide appropriate brainstorming to seize the scholars' interest. As a result, with the aid of using catching the scholars' interest withinside the pre-getting to know the scholars' experience cushy and aware throughout the getting-to-know technique and discover ways to assemble a paragraph especially a descriptive paragraph very well.

Harmer (2004:99) states that the point of in engage interaction unless the scholars are engaged, emotionally, in what goes on, their mastering much less can be effective. The teacher engages college students via way of means of supplying a photograph or a scenario via way of means of drawing them or via way of means of a few different means. In this stage, the students are anticipated to picture the photograph or scenario as a brainstorming. Thus, the teacher might be effortlessly received the scholars' interest in imagining what they might analyze withinside the subsequent stage.

2.1.3.2 Study

The second stage in the ESA technique is Study. Harmer (2001:52) states that look at the method students can look in plenty of specific ways. The teacher can also additionally display examples of language, and the rationale of the descriptive paragraph, and requested them to work out the rules. In different phrases, the

teacher can ask the students to do all of the highbrow work, as opposed to leaving it to the teacher. Sometimes, the students can examine textual content collectively and locate phrases or terms that they need to pay attention to or later look at. Those sports are centered on students' sports in growing their writing capabilities and cap potential in building a descriptive paragraph.

According to Harmer (2007:66), study and learning elements are in which the focal point is on how something is constructed, whether or not it's far relative clauses, precise intonation patterns, the development of paragraph or text, the manner a lexical word is made and used, or the collocation of a selected word. Before constructing the paragraph, the teacher was explained to students the manner a way to assemble a great paragraph or how the paragraph written by focusing on the grammar and the vocabulary which turned into primarily based totally on the language point. As a result, students have the fundamentals of a way to construct a good paragraph during they learn in the class.

2.1.3.3 Activate

Activate involves having to apply the language, ideally, in a practical context this is as near as feasible to actual life. Besides, activate is also trying to comprise sports that students have recognized via way of means of the usage of any languages that they realize and it isn't always simply targeted on one shape (managed language use). During the coaching and getting-to-know process, teachers guided the scholars approximately the guidelines on the way to draft and assemble an excellent paragraph primarily based totally on the regular shape which starts from the identification to the conclusion. As a result, college students realize

which one is the first step to the final step after they need to construct a paragraph (Pollard (2008:23) Activate involves having to apply the language, ideally in a practical context this is as near as feasible to actual life. Besides, activate is also trying to comprise sports that students have recognized via way of means of the usage of any languages that they realize and it isn't always simply targeted on one shape (managed language use). During the coaching and getting-to-know process, teachers guided the scholars approximately the guidelines on the way to draft and assemble an excellent paragraph primarily based totally on the regular shape which starts from the identification to the conclusion. As a result, college students realize which one is the first step to the final step after they need to construct a paragraph (Pollard(2008:23)

According to Harmer (2004:84), in the activate, the students are advocated to apply any or all languages that they realize to explain the object. In addition, students can use their language to increase their writing. In different words, this interest may be referred to as a communicative interest which to this degree the scholars are requested to provide their paintings in the class. In this phase, the scholars exercise what they've already learned during the teaching-learning process.

2.1.4 Assessment Writing

Assessing students' ability is important to be accomplished for the duration of the teaching and learning process. Assessing writing is giving scores and comments about students' work in writing form which will realize the achievements of students writing ability. According to Nunan (2004:138),

assessment is the process of collecting the students' data. Furthermore, as what has been stated by Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, the teacher knows how long way the students' ability and know-how of the trainer's cloth are taught. Assessment is the system of evaluating learners' achievement in learning. The assessment result is used to tell and decorate students' learning process and the teaching course itself. Therefore, assessment has an important function in teaching and learning activities.

Assessing students is the most essential part that a teacher must do throughout the teaching-learning process specifically writing a descriptive paragraph. According to Carter and Nunan (2001:138), assessment is achieved to accumulate facts on learners' language proficiency and/or achievement that maybe utilized by the stakeholders in language mastering programs for numerous purposes. In addition, Brown (2004:4) the assessment is a famous and sometimes misunderstood period in the current educational practice.

The assessment normally refers to the full variety of information gathered and synthesized by teachers about their students and their classrooms (Arends, 2012:217). This information may be collected via observation of the students, which is known as informal ways. In formal ways, it may be gathered via a take-a-look-at or report. In other words, assessment is ready to get the result of the students and the teaching technique carried out by the teacher. Assessment may be used as a reflection for the teacher to improve the teaching-learning methods. Moreover, the teacher could make a better learning process and instruction process for the next learning process of writing and assessment. The assessment also can motivate and manual the students to be more active during the teaching-learning

process.

According to Brown (2004:241), there are three major approaches to scoring writing overall performance this is usually used by test designers: holistic, primary trait, and analytical. In holistic scoring, a single rating is assigned to a paragraph, which represents a reader's general overall assessment. Primary trait scoring is a variant of the holistic method. The achievement of the primary purpose or trait of a paragraph is the only factor rated. Analytical scoring breaks a test-taker-written paragraph down into some subcategories (organization, grammar, etc.) and offers a separate score for each.

Assessment is important in the teaching-learning process, which has many functions that the teacher needs to realize earlier than administering it. As a starting point for devising an assessment strategy, it is useful to identify the purposes for which the teacher needs to assess students' writing (Coffin et al., 2003:75). The purposes of administering the assessment in their writing might also additionally include: imparting proof in their know-how and knowledge, imparting proof in their capacity to use know-how and knowledge, indicating how successfully college students can specific their know-how and knowledge in writing; supporting students analyze or consolidate their learning, imparting comments on their works; motivating students; providing a diagnostic assessment in their writing; helping teachers compare their teaching, and finally supporting students evaluate their learning.

According to McKay (2006:245), the curriculum and expert's theory can be determined by the construction of writing assessment. In constructing an assessment, the teacher should take note of the school's curriculum and the learning

goal of the study that has already been instructed or explained. The teacher designs evaluation and assessment to evaluate the content material of the curriculum and students' critical thinking. The purpose of assessing their writing ability is to realize whether or not the teaching technique is carried out efficiently in teaching writing descriptive paragraphs. The teacher does the assessment based on what has been taught to the students. Therefore, they might pass the take look at very well based at the material that has been taught during the teaching and learning process.

To construct a good writing assessment, teachers have to know the kinds of writing which might be suitable to students' capabilities. Furthermore, four kinds of writing performances may be used to evaluate the student's writing: imitative, intensive, responsive, and extensive (Brown, 2004:220). Imitative writing is the form of assignment wherein the rookies need to reap the essential simple assignment of writing letters, phrases and punctuation, and quick sentences. Intensive writing calls for the rookies to supply precise dictions inside the context, collocations and idioms, and accurate grammatical capabilities in sure length. Responsive writing entails the rookies to make up related sentences till composing paragraphs. Furthermore, huge writing implies the rookies to compose along with an essay, a file period paper, or maybe a thesis.

Writing assessment has clean pedagogic goals as it can without delay affect teaching and promote learner development whilst informing teachers of their very own effectiveness and the effect on their courses (Hyland, 2003:214). Writing an evaluation may be very critical to administer; however, teachers observed assessing students' writing abilities stays problematic. Teachers frequently consist of

subjective judgments in assessing writing. Thus, it is critical to discover a nice manner to efficiently rate the students' writing abilities and awareness in the critical writing evaluation areas. Oshima and Hogue (2007:196) argue the scoring rubric factors for assessing writing paragraphs: format, punctuation and mechanics, content, organization, and grammar, and sentence shape to make it extra objective.

In conclusion, assessment could be very critical to be administered by the teacher to know students' achievement and understanding of the material. In the present study, a paragraph construction project is given to the students to know whether or not college students' writing talent is improved. Regarding the theories which have been mentioned, the researcher makes use of the principle from Oshima and Hogue (2007:196), and this is the reason for the scoring rubric factors for assessing writing descriptive paragraphs. They are format, punctuation and mechanics, content, organization, grammar, and sentence structure. These five elements are adapted for use for scoring students' descriptive paragraphs to yield a whole lot more goal scores. The paragraph construction checks changed given to students through the researcher to know whether or not or now no longer the success and development of college students writing ability. Besides, the evaluation changed given primarily based totally on the scoring rubric which consisted of the writing standards. The scoring in writing check changed into valid; as a result, the standards of the scoring rubric had been format, punctuation and mechanics, content, organization, grammar, and sentence structure.

2.2 Empirical Review

The empirical review is the review for displaying applicable research

associated with the existing examination. Some information and theories from previous research which might be nevertheless presently to be had may be acquired via an empirical evaluation. It also can be used as a reference in engaging in the existing examination in the identical discipline because it offers a preview of the result of the examiner that within reason similar to what's going to be carried out. The empirical evaluation can keep in mind whether or not or now no longer the existing examination might be a success because of the applicable research. In the existing examination, the researcher desired to enhance students' writing ability via ESA. Some research had been carried out associated with the existing examination. In this part, there had been applicable research that had been summarized and mentioned in short as follows:

The first similar study was conducted by Putri (2019), in her classroom movement research entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 thru Engage Study and Activate (ESA)". The objective of her research become to enhance students' writing skills thru ESA. Moreover, it become discovered in his research, primarily based totally on assessments that the researcher become given to the students, extensively the topics confirmed the development of success in writing descriptive paragraphs every post-test. Thus, the result of his has a look at the researcher's goals for the development of students' writing ability of descriptive paragraph thru ESA.

Looking at the result of her study, the researcher has improved the subjects' ability, especially in writing paragraphs through ESA. It showed that the subjects' ability will be progressed via ESA in the teaching-learning process. However, while she created the Pre-test, especially on the second instruction, she did not point

out the topics of the descriptive paragraph. In addition, she did not point out the length of the time limitation used in building the paragraph. So, it made the students pressured and not realize how long they should end their work. Now, while the researcher-construct the Pre-test; it was more entire thorough giving the topics, the duration of the sentences, and time hindrance that turned into used in the pre-test; in addition, the researcher has assembled the check more precisely to make less misunderstanding of the students.

The other research was from Astrini (2019) in her classroom action research entitled "The Use of ESA with Colorful Picture to Improve writing Skill of the Eighth Grade Students of SMPN 2 Kediri in Academic Year 2019/2020". The purpose of her study was to improve the students' know-how in writing ability through the ESA technique. After she did cycles of classroom action research, the scores of the students proven the development of the student's writing ability.

Looking at the result of her studies, the researchers have improved the subjects' ability in particular in writing paragraphs thru ESA. It confirmed that the subjects' ability will be improved thru ESA in the teaching getting-to-know process. In implementing ESA techniques, the students had been capable of making a descriptive paragraph thru guidance given by her. However, in her lesson plan especially in the while-activity, the stairs of ESA were still unclear. Thus, she did not mention the stairs to implementing ESA. Besides, when she created the instructions for the pre-test and post-test, she only mentions the wide variety of the sentences, the time allotment, the topics, and the generic shape. Now, in this research study, the researcher made the lesson plan more entirely via way of means of following the steps of the usage of ESA, especially in while activity based on

the expert, Pollard (2008) and Harmer (2001, 2004, 2007). Moreover, the instruction in particular in each the pre-test and the post-test had been greater entire with the topics, the length of sentences, the time allotment, the criteria of the paragraph together with the format, punctuation and mechanics, content, organization, and grammar and sentences shape in the written form.

From that previous research, the researcher tried to put in force the ESA technique to improve students' writing skills. In this research, the researcher makes use of specific gadgets for analysis. The way that the researcher did this research became more specific than the ones researchers did due to the fact they researched the usage of a digital teaching-learning process.

