

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is categorized as a productive skill in language learning. It is one of the crucial language skills that students must master beside speaking skills. Writing is pivotal to be learned since it is a part of communication in life. Writing is an active process of delivering ideas by using symbols and arranging them into a readable form. Moreover, writing is a complex process that involves brain activity to control the flow of ideas to be well-presented to the readers. Writers must have an idea of what they are going to write and develop in writing. In addition, communicating with others, creating imagination, conveying information and showing expression can be freely done through writing.

According to Nunan (2003:88), writing is both a physical and a mental act. Physical act means the act of arranging words onto paper. Whereas mental act implies the act of thinking of new ideas, how to express their thoughts, how to organize them and others. Writing is the process of thinking to invent ideas. Writers must think about expressing ideas in good writing and arrange the pictures into statements and paragraphs. In addition, writers should pay attention to vocabulary choice, spelling, and sentence patterns to organize their ideas into written form. Therefore, writing is not just about arranging words; it is also about expressing thoughts, opinions and feelings. Since writing takes a lot of imagination, each writer has a different point of view. As a result, the written product is highly influenced by background knowledge.

Writing is used as an aide-memoire or practice tool to help students practice and work with a language they have been studying (Harmer, 2007:112).

In addition, writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their views on a topic (Hyland, 2003:9). It means learning writing is very useful for students since they can develop their language mastery. Moreover, students can develop their creativity as well as their critical thinking through writing. They also learned to deliver their ideas, opinions, and feelings in written form of communication. It will be good and useful when the students already get used to writing. Writing skills is often used for academic and career purposes such as making proposals, curriculum vitae, reports, and other written products. Therefore, writing is a fundamental productive language skill, and students in learning English, should master it.

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

Based on the result of the preliminary observation by interviewing of the English teachers who taught the eighth-grade SMPN 4 Kubu the students had difficulties in writing. In terms of punctuation and mechanic, they did not know the correct use so capital letters. Furthermore, in correct words spellings and misuses of the period and other punctuation were also the students' problems in writing. In terms of content, the students made an appropriate and inappropriate

sentences in line with the focus. The students could not organize their ideas into a good paragraph based on its structure in terms of organization. In terms of grammar and sentence structure, the students made some word order errors and unclear meanings in their writing which caused misunderstanding. Therefore, the students had less interest in writing because of these difficulties, and the teacher must guide them during the teaching-learning process, particularly in writing.

Many factors could affect the students' language skills; one of them was the teacher's teaching technique. Based on the interview with one of the English teachers of SMPN 4 Kubu, the technique was still conventional. The teacher focused on using the teacher-centered learning technique, namely the demonstration technique. This technique required the teacher to explain the materials without their involvement. This teaching technique was focused on the teacher as the source of knowledge. The students tended to be passive in learning, especially in writing class, since they listened to what the teacher said. The teacher also explained the material generally and never asked the students to practice writing a paragraph. This kind of teaching tended to cause the students to forget the learning material that could affect their writing achievements.

The use of teaching techniques in the teaching-learning process is very crucial. It can affect the result of the lesson, one of them is their improvement. Thus, teachers need to consider using teaching techniques. Teachers should use a technique where they can make an interesting and exciting class. However, the researcher concluded that the teacher's technique effectively taught writing based on the problem above. It might happen because the teacher only explained the learning material and asked them to construct a text without practice or guidance. It made the students confused and difficult in developing their ideas into a text.

Furthermore, the teacher only gave a score to the students without any corrections to their works. The teacher rarely told the criteria that were assessed in their writing. These activities made the students unable to improve their writing skills since they did not know their writing mistakes.

Many teaching techniques can be used in teaching writing. In the present study, the researcher chose ESA to write a descriptive paragraph. A technique that is appropriate to be used in teaching writing is ESA. ESA is a technique with three important elements: Engage, Study, and Activate. Harmer (2007:57) states that these elements are the basic building blocks for successful language teaching and learning. Besides, the suitable support in teaching and learning writing descriptive paragraphs. Harmer (2007:178) states that pictures are extremely useful for various communication activities, such as describing and drawing activities. In addition, pictures can stimulate students to reveal and explain their ideas. Using this technique and media, students are expected to be more interested and motivated to write descriptive paragraphs. Students are also hoping not to feel bored in the teaching-learning process. Furthermore, this technique has simple steps which is easy to manage and does not cost much. ESA can be used to improve students' writing skills.

Based on the background of the study, the researcher tried to apply ESA in teaching writing. The researcher considers ESA as the appropriate teaching technique to improve students' writing skills in descriptive paragraphs. By using ESA teachers can catch students' attention and motivate them before explaining the material. It can also stimulate them and help them to get a better understanding. When the students already understand the material, they can produce a better composition. Based on the statements, the researcher is interested

in conducting research entitled “Improving Writing Skill of the Eighth-grade Students of SMPN 4 Kubu in Academic Year 2021/2022 through ESA.

### **1.2 Research Problem**

Formulating a research problem is important in conducting a research to make a specific discussion. As what has been stated in the background of the study, the eighth-grade students of SMPN 4 Kubu in the academic year 2021/2022 have many difficulties in writing. Those problems do affect their writing skill, especially in writing a descriptive paragraph. Thus, it should be improved using an effective teaching technique. Based on the background, the research problem can be formulated as follows: can writing skill of the eighth-grade students of SMPN 4 Kubu in academic year 2021/2022 be improved through ESA?

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

The research problem that has been previously formulated should be answered by conducting a scientific investigation. The objective of the research is needed to be arranged by the researcher. Thus, the research would run properly and reach the goal. Based on the research problem which has been previously stated, the writing skill of the eight-grade students of SMPN 4 Kubu still needed to be improved. As a result, the present research objective was to determine whether the writing skill of the eighth-grade students of SMPN 4 Kubu in academic year 2021/2022 can be improved through ESA.

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

It is important to limit the study to avoid complicated discussion. Therefore, the present research is limited to improving the writing skill of the

eighth-grade students of SMPN 4 Kubu in the academic year 2021/2022 through ESA. The researcher needs to know the curriculum and the syllabus applied in the school to produce lesson plans and learning material as the research requirement. In the present study, SMPN 4 Kubu applied the revised 2013 curriculum. According to the school's curriculum, the researcher focused on the fourth main competency and basic competency.

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

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

This research is focused on investigating improving writing skills of the eighth-grade students of SMPN 4 Kubu in the academic year 2021/2022 through ESA. It will be concerned with teaching writing skills by applying ESA to improve students' writing skills, especially when describing something in written form. In addition, the findings of this study are expected to give theoretical as well as practical significance.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem

faced above. It is also expected to be references or guidance for future study related to classroom action research, writing skills and ESA. Additionally, the findings are also useful in choosing appropriate techniques in teaching writing.

Practically, the present study results are also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, the results of this study are expected to be used as a reference in using ESA as a technique in teaching writing. For the students, the study results are expected to increase their motivation and interest in learning writing. For the other researchers, it is expected to be references and empirical review to make better study for future research in the same field. For the students, the present study is expected to solve the students' problems, particularly in improving their ability in writing and also to help them enrich their knowledge about writing through the use of ESA technique. Furthermore, it also provides an alternate source and guidance for the next future study to get better and more accurate results.

### **1.6 Definition of Key Term**

The definition of key terms is very important to understand the present study briefly. Moreover, the definition of key terms is familiar words used in this research, and the research should give clear operational definitions used in the present study. The researcher defined the operational definition of writing skills through ESA to avoid confusion. The definitions of key terms are operationally defined as follows:

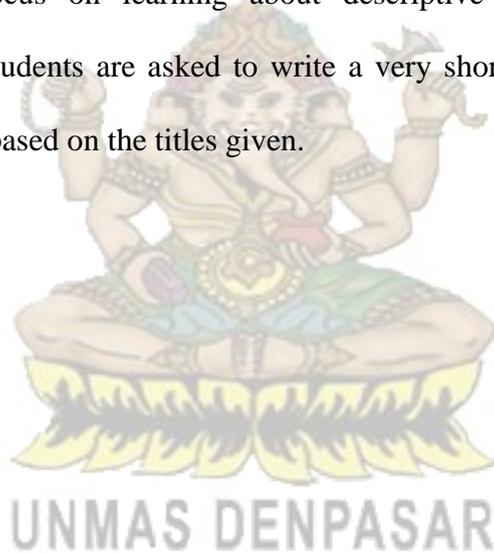
#### **1. Writing Skill**

Writing skill is operationally defined as the skill of the eighth-grade students of SMPN 4 Kubu in constructing a very short and simple

descriptive paragraph about a person and animal contextually. In addition, the paragraph should consist of 6-12 sentences and follow the generic structure of descriptive paragraphs such as identification, description and conclusion.

## 2. ESA.

ESA is a teaching technique and teaching technique. ESA has three steps: Engage, Study, Activate. In Engage, the material is shown to the students to catch their attention and give brainstorming. In study, teachers and students focus on learning about descriptive paragraph material. In Activate, students are asked to write a very short and simple descriptive paragraph based on the titles given.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is the review of theories that are related to the present study. The review of the theories is important to be concerned by the research as the foundation of the scientific research. Moreover, it allows the readers to understand the construction and evidence in this study. Theoretical reviews also guide the researcher in conducting and determining the present study. This chapter discusses three related theoretical reviews: writing skill, descriptive paragraph, ESA, and assessing writing.

##### **2.1.1 Writing Skill**

Writing is an important form of communication in daily life. Writing is also one of the skills that have to be mastered by the students in learning a language. Developing strong writing skills is very important for students. Since it is not only helping their grades but also prepares them for a professional future. This process can deepen their critical thinking and knowledge. Moreover, students can explore and convey their ideas in written work through writing skills, such as paragraphs or texts. However, writing is the most difficult skill to master (Richards and Renandya, 2002:303). The difficulty lies in generating and organizing ideas and translating the ideas into a readable text. In addition, their creativity in thinking and composing words and ideas is also influenced by writing skills.

According to Ioannou-Georgiou and Pavlou (2003:68), writing is difficult, especially in a foreign language. The writers need to be concerned with mastery of

language areas such as spelling, grammar, vocabulary, and skills such as handwriting and punctuation. Mastering some language areas is already difficult, plus writers need to think and outline their ideas. Writers need content and direction in producing a written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in teaching and guiding students to develop their writing ability. A writing class should be made more creative, communicative and enjoyable. 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 the formal assessment. Moreover, teachers can set writing topics into something valuable to the students, and it can be said as contextualized topics.

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

Writing, which is categorized as an output skill, must be mastered by all grade students. As stated by Nunan (2003:88), writing is both a process and a product. The writer through some process in producing a written product. Writing is not only about composing letters into words or sentences into paragraphs. It is about representing what the writer thinks. Therefore, the writers put all of their

ideas, opinions and feelings into written form. The process of writing is very complex. Writing is about patience since it needs a lot of revisions. Thus, writing is not an easy thing to do for all people, especially students.

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

In a nutshell, writing is an important part of communication which is very useful to communicate information and specific purposes from writers to readers. Regarding the theories that have been mentioned, the researcher uses the theory of Oshima and Hogue (2007:15), which explains that writing is a creative text which requires several steps in producing it. Four steps in the writing process that should be followed in creating a well-written text are prewriting, organizing, writing, revising, and editing. These steps can be followed in making all types of texts. It will be easier to construct a written product when the writers know and apply

these steps. This theory is relevant to the present study since it is concerned with improving writing skills.

### **2.1.2 Descriptive Paragraph**

A paragraph is a group of related sentences developed by a writer about a subject. A paragraph can give information, opinion, or even tell a short story. Zemach and Islam (2006:9) state that a paragraph is a group of about six to twelve sentences about one topic. In other words, all of the sentences explain the writer's main idea or most important idea. In constructing a paragraph, the writer needs to arrange all sentences logically to avoid confusion of the readers. Moreover, a well-arranged paragraph easily delivers the writer's point to the reader.

Zemach and Rumisek (2005:25) state that a descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives. Moreover, adjectives tell us how things look, feel, taste, sound, or smell. Adjective words are very helpful in descriptive paragraphs since they explain the object in vivid detail. In line with that, Kane (2000:351) states that description is about the sensory experience of how a thing, person, or place looks, sounds or tastes. It means using different kinds of sensory information is important in describing something. Thus, the readers can easily imagine the object being described by the writer.

Descriptive writing appeals to the senses, and it tells how something looks, feels, smells, tastes, and sounds (Oshima and Hogue, 2007:61). A good description is a word picture. It means the reader can vividly imagine the object, place, or person in their minds. It gives a clear picture and tells the writer's idea in detail. Furthermore, describing something should follow a pattern of organization,

namely spatial order. Based on Oshima and Hogue (2007:61), spatial order is the arrangement of things in space. It means the writer should describe the object chronologically. It can be from top to bottom, far to near, or vice versa. Therefore, the readers can understand the point of the paragraph and visualize what has been written by the writer easily.

In constructing a good descriptive paragraph, following its generic structure is important. According to Savage and Mayer (2005:33), there are three points of descriptive organization. The first one is an introduction, which tells the general statement of the topic. It gives information about the object or subject that the writers want to describe. The second one is body paragraphs, which gives a vivid explanation about the topic. The description can be about the physical appearance, personality of the subject, or the uniqueness of the object or subject. The last is a conclusion, which tells the writer's final opinion about the description. In this part, the writer also concludes the paragraph or restate the identification with different words. A conclusion is unnecessary, but it is very helpful to the readers because it gives the end signal.

Regarding the theories mentioned, the researcher uses the theory of Zemach and Rumisek (2005:25), which states a descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives. Moreover, the theory from Savage and Mayer (2005:33) is also referred to in the present study, which explains the points of descriptive organization. This organization is very helpful in guiding to write a well-organized paragraph. These theories are relevant to the present study since it is concerned in improving writing skills in constructing descriptive paragraphs. This is important to underlie the present research.

### 2.1.3 ESA (Engage, Study, Activate)

A teaching technique is required to make the teaching-learning process runs well. Moreover, it has an important role to help the students understand the material well. The appropriate one must be chosen to improve the students' writing skill in writing descriptive paragraphs in choosing a teaching technique. Various teaching techniques can be used for teaching writing. In the present study, the researcher chooses ESA as the teaching technique. This technique will be applied at SMPN 4 Kubu, especially the eighth-grade students. ESA is a teaching technique with simple steps in guiding them to construct a descriptive paragraph.

ESA is a teaching technique that stands for Engage, Study, Activate. Generally, Engage stage involves getting students' attention or interest through stimuli. The stimuli can be in the form of a picture, story, video and so forth. The study stage is where the teacher and students focus on learning the language point. It could be grammar, vocabulary, pronunciation or how a written text is organized. Activate stage involves the activity of using any language that the students know. These three elements of ESA need to be present in lesson sequences, and this does not mean that they should always occur in the same order (Harmer, 2007:54). In line with that, Pollard (2008: 23) states that all three ESA stages can be used in one lesson but not necessarily in that order. The order may be changed depending on the goals that want to be achieved.

ESA are not sequential; the application does not have to be sequential as ESA patterns. The crucial things are in each element, there are language activities that direct students to get engage, study and activate. These elements can be presented in any teaching-learning process. When we think of what to do in our lessons, we have to decide what we hope our students will achieve by the end of

the lesson (Harmer, 2007:57). Hence, the implementation of ESA must be clear in the teaching-learning process and make the students understand better.

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

Teachers can use pictures in teaching writing descriptive paragraphs. According to Harmer (2007:178), teachers can use picture-whether drawings taken from books, newspapers, and magazines, or photographs to facilitate learning. A picture is very simple because it can be drawn or printed in any size or color. The picture can be used to engage the students and deliver language meaning. The picture used in the classroom should be simple, clean, well-printed and easily seen by the students. The picture is needed in teaching descriptive paragraphs to help the students imagine the object. Furthermore, it can raise students' motivation and interest in learning. To make a clear explanation, three steps of ESA are discussed as follows:

#### 2.1.3.1 Engage

The first stage of ESA technique is Engage. The teacher needs to engage the students by using pictures relating to the material in this step. Teachers can engage the students by showing pictures, and they are expected to imagine the

picture as a brainstorming. Therefore, teachers will easily catch students' attention in imagining what they will learn in the next stage. This step is crucial in teaching sequences because it will affect the result of the teaching-learning process. When the students are properly engaged in this stage, their involvement is likely more obvious in the study and activate stages (Harmer, 2007:52). In line with that, Pollard (2008:23) states that if students are engaged, they are more open to the learning process. In other words, if the students are engaged emotionally, their learning will be effective. Therefore, the teacher should give good brainstorming to engage the students and get beneficial results.

#### 2.1.3.2 Study

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

#### 2.1.3.3 Activate

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

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

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

#### **2.1.4 Assessing Writing**

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

of the assessment is used to inform and enhance students' learning process. Therefore, assessments have an important role in teaching and learning activities.

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

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

Teachers found assessing students' writing skills remains a problematic practice. It is important to find the best way to effectively score students' writing skills and focus on writing assessment's important areas. Oshima and Hogue (2007:196) argue that the scoring rubric's elements for assessing writing paragraphs are format, punctuation and mechanics, content, organization, grammar, and sentence structure. Firstly, in format, the title, tidiness and margin of the paragraph are assessed. Secondly, punctuation and spelling are assessed in the punctuation and mechanic parts. Thirdly, the point that is assessed in content is the main idea of the paragraph. In the organization, the generic structure of descriptive paragraphs is assessed. The last part is grammar and sentence structures which assess the grammatical and sentence structure of the paragraph.

In the present study, a paragraph construction task was given to the students to know whether students' writing skills were improved. Regarding the theories mentioned, the researcher uses the theory from Oshima and Hogue (2007:196), which explains the scoring rubric's elements for assessing writing paragraphs: format, punctuation and mechanics, content, organization and grammar and sentence structure. These five elements were adapted for scoring writing paragraphs. It is relevant for the present study since it is concerned with improving students' writing skills in constructing a descriptive paragraph.

## **2.2 Empirical Review**

The empirical review is the review for showing relevant research related to the present study. In addition, it can be used as references in conducting the present study, which is in the same field. Empirical review can be used to consider whether or not the present study could be as successful as the relevant studies. In

the present study, the researcher wants to improve students' writing skills through ESA. Some relevant studies are summarized as follows:

Yani conducted the first similar study (2017) entitled "Improving Writing Skill Through ESA of the eighth-grade Students of SMPN 2 Susut Bangli in Academic Year 2016/2017". The objective of this study was to find out whether the writing skill of the eighth-grade student of SMPN 2 Susut can be improved through ESA. Based on the tests given to the subjects, the results showed an improvement in the subjects' achievement in writing descriptive paragraphs. It can be seen that the subjects' scores are increased in each cycle of the study. Thus, after giving treatment of ESA, the subjects' writing skill was significantly improved.

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

The second similar study was conducted by Kusumadewi (2018) entitled "Improving Writing Skill of the Tenth Grade Students of SMK PGRI 1 Denpasar in Academic Year 2017/2018 Through ESA". The purpose of the study was to find out whether or not writing skill of the tenth-grade students of SMK PGRI 1

Denpasar in academic year 2017/2018 can be improved through the implementation of ESA as the technique. The result of this study showed that students' writing skills improved after the implementation of ESA technique. The subjects' scores are changing and showed improvement from pre-test to post-test. In addition, the subjects can write a descriptive paragraph by her guidance, which affects their achievement.

The strengths of this study were the researcher provided well related theories from experts to support the statements. In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear. However, the researcher did not mention how many sentences the subjects should write on the test instruction. Therefore, in the present research, the researcher put a number of sentences that the subjects should write on the test instruction. The students were instructed to write a paragraph that consisted of 6-12 sentences. Attaching some sentences on the test instruction would make the instructions clearer and avoid confusion of the subjects in doing the test.