

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the productive skills in language learning. It can be the process of arranging words into sentences and then paragraphs or texts according to particular rules. It is one of the crucial language skills that Indonesian students must have. Moreover, writing is actually a way of communicating with people and expressing ideas. Learning how to write is crucial because it is an essential way of communicating ideas and expressing thoughts (Laely et al., 2023). Writing is always a continuous act of creativity (Oshima & Hogue, 2007:15). After they had finished writing, they read it over, changed it, and then corrected it. Writing can be in the form of paragraphs or texts based on the type of paragraph and the genre of the text. Hence, writing is a free way to express their thoughts, feelings, and ideas.

Writing has several purposes that students must consider. Albright and Langan (2020:10) state that there are three most common purposes of writing such as to inform, to persuade, and to entertain. To inform means to provide facts that will explain or teach something to readers. To persuade means to give facts, but their main goal is to argue or prove a point to readers. And to entertain means to write to entertain in various ways, through fiction and nonfiction. Students may think about these purposes to adapt their writing to the audiences. Writing is difficult to learn, especially in creating paragraphs. When students write, they must consider various elements like sentence structure, grammar, spelling, punctuation, vocabulary, and paragraph or text organization. Thus, students need to pay attention to the correct writing elements on written products.

Students must write in coherent paragraphs and with well-organized structure. For well-organized structure, students must master the writing steps. According to Zemach and Rumisek (2005:3), there are four steps in writing, those are pre-writing, drafting, reviewing and revising, and rewriting. Pre-writing is the first step that students can choose a topic, gather ideas, and organize the ideas. The second step is drafting, students may write their writing paragraph or essay from start to finish and use their notes about their ideas and organization. The third step in writing is reviewing and revising. Students may check their writing by reading their work silently or perhaps asking their friend to give their opinion. The last step in writing is rewriting. In this step, students may use their ideas to rewrite their text and make improvements to the structure and content. Thus, to write good paragraphs, students must follow all the steps in writing.

The researcher in this study concentrated on descriptive paragraphs related to the learning objectives that students must achieve in the work that they produce. Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that the writer discusses about a topic. To write a good descriptive paragraphs, they must organize every single idea. Moreover, a descriptive paragraph is a type of writing that appeals to the reader's five senses (Oshima & Hogue, 2007:61). It tells how something looks, feels, smells, tastes, and sounds. The descriptive paragraph has three generic structures, they are identification, description, and conclusion. Identification means providing general information about the subject, description provides more specific and detailed information about the subject in the paragraph and conclusion is summarizing the information. Therefore, a descriptive paragraph

can be considered well written when a writer can easily visualize the object, location, or person they are describing.

Based on the researcher's interviews with the English teacher, the seventh-grade students especially in 7B class had difficulties in making good paragraphs. The difficult thing that students faced in writing apart from getting ideas, students also found it difficult to engage in learning. Before students carried out writing activities, student involvement such as participating and interacting in learning were important because students can initiate and think about the topics to be discussed. An effective teaching method should be provided by the teacher. The teacher should know an interesting method to motivate the students to learn. However, during observation, the researcher realized that teacher need to modify teaching method to accommodate writing learning.

To solve the problem of the students, the researcher found an interesting and effective method to help the students improve their writing skills in making a good descriptive paragraphs by using the ESA method. ESA is a method 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 supporting media in teaching and learning writing descriptive paragraphs is picture. According to Harmer (2007:330), pictures can provide stimulation for writing habit activities. By using ESA with picture, it encouraged and motivated the students to write and they got meaningful interpretation easily. Then, the use of picture as media can attract students' attention because they were more engaged with visuals than abstract words. Therefore, the

researcher conducted research with the purpose to solve the problem and see the improvement in writing after implementing the ESA method with picture.

1.2 Research Problem

Based on the background of the study, writing is still considered a challenging skill to master by the students. In other words, the seventh-grade students of SMP Negeri 14 Denpasar still faced several difficulties in writing. This condition needs to be resolved immediately through the implementation of an innovative method and support by using media. Thus, the problem should be solved, and their writing skill should be improved by using an ESA combined with picture.

1.3 Objective of the Study

The research must have a clear objective of the study to solve the problem. Based on the research problem, writing is still considered a challenging skill to master by the students, the writing skill of the seventh-grade students of SMP Negeri 14 Denpasar needs to be improved. It should be improved by using effective teaching method with the media. The present study intends to find out whether the writing skill of the seventh-grade students of SMP Negeri 14 Denpasar in the academic year 2024/2025 can be improved through ESA combined with picture.

1.4 Limitation of the Study

There are complex considerations and analysis when teaching writing. In writing, there are several challenges. Moreover, there are other solutions that can be employed to solve the writing challenge. To avoid complicated discussions, it is important to limit the study. Based on the objectives of the study, the present study is limited to improving the writing skill of the seventh-grade students of SMP

Negeri 14 Denpasar in the academic year 2024/2025 through ESA combined with picture. The school applies the Merdeka curriculum so that the flow of learning objectives and learning material is based on the Merdeka curriculum and module for seventh-grade students of SMP Negeri 14 Denpasar.

Based on the teacher module, this present study focused on exploring writing in a descriptive paragraphs. Moreover, the researcher used a picture of person as a media that assists students to generate their ideas and focuses on writing a paragraph with the correct and complete generic structure such as identification, description, and conclusion. Additionally, when describing a person, the students followed the criteria of a good paragraph as given in the scoring rubric.

1.5 Significance of the Study

This present study mainly intends to know how the method can solve the problem faced by the students. The research focuses on improving the writing skill of seventh-grade students of SMP Negeri 14 Denpasar in the academic year 2024/2025 through ESA combined with picture. The result of this research is expected to provide information about improving student's writing skill using the ESA (Engage, Study and Activate) method, especially in writing a descriptive paragraphs. Related to the target of this research, the research has to be significant, theoretically, and practically.

Theoretically, the findings provide benefits as theoretical evidence about the application of the theory based on the problem at hand. The findings of this study should help with teaching English, especially in terms of writing skill. Then the results of this study are expected to enrich the theory of language teaching and become guidance to help improve the writing skill of students through the use of

ESA combined with picture. Moreover, it can be used as a reference for further research related to Engage, Study and Activate in teaching descriptive paragraphs. These findings are expected to make students and teachers better in the teaching and learning process in the classroom. Thus, theoretically the results of this study are expected to be beneficial to other researchers.

Practically, the results of this study are also expected to provide educational feedback for teachers, students, and other researchers. For teachers, the results of this study are expected to be used as a reference in using Engage, Study and Activate in teaching writing. For students, the teaching learning process is more active, interesting, and also motivates the students to improve their writing skill. It is expected that students will have the opportunity to express their own ideas in written form. For the researchers, the findings of this study can motivate the next researcher to add more good ideas about learning writing with the ESA method. Additionally, it is expected to be recommended to make better study for future research.

1.6 Definition of Key Term

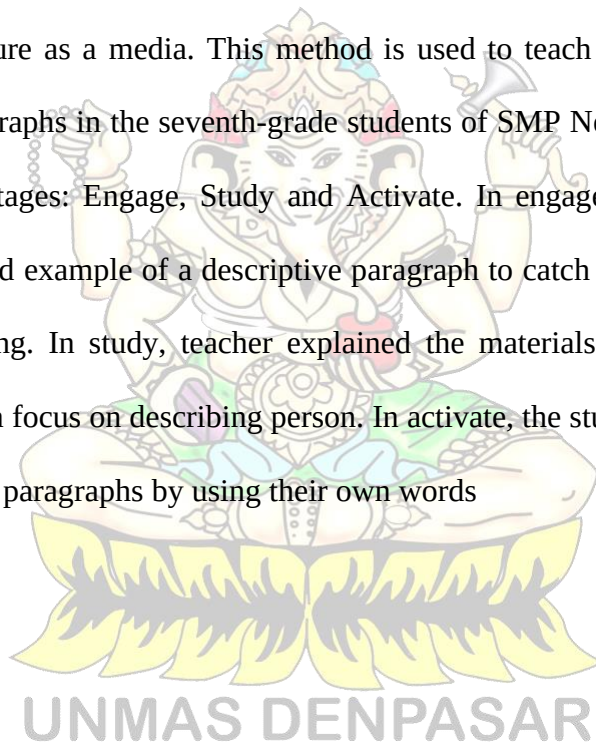
The definition of key terms is very important to define and make a better understanding in this brief research. The title of the present study is improving the writing skill of seventh-grade students of SMP Negeri 14 Denpasar in the academic year 2024/2025 through ESA combined with picture. To avoid confusion, the researcher states two definitions of a key term used such as writing skill and ESA (Engage, Study and Activate) combined with picture. The two key terms used in this study are clearly defined and briefly explained, and then it is elaborated as follows:

1.6.1 Writing Skill

Writing skill in this study are related to the skill of class seventh-grade students of SMP Negeri 14 Denpasar in writing descriptive paragraphs that describe a person based on the generic structure of descriptive paragraph consisting of identification, description, and conclusion.

1.6.2 ESA Combined with Picture

ESA combined with picture is a combination between ESA as a teaching method and picture as a media. This method is used to teach writing especially descriptive paragraphs in the seventh-grade students of SMP Negeri 14 Denpasar. ESA has three stages: Engage, Study and Activate. In engage, the students are shown picture and example of a descriptive paragraph to catch their attention and give brainstorming. In study, teacher explained the materials about descriptive paragraphs which focus on describing person. In activate, the students are asked to make descriptive paragraphs by using their own words



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of theories related to this research. The study of these theories is important to be considered by research as the basis of scientific research. Additionally, the relevant theories need to be applied in order to provide additional evidence for this study. It allows the reader to understand the constructions and evidence in this study. The theoretical review also guides the researcher in conducting and determining this research. The researcher provides an explanation of four main concepts from relevant research to support this study. The present study is based on the following theoretical review: (1) writing skill, (2) descriptive paragraph, (3) ESA with picture, and (4) assessing of writing.

2.1.1 Writing Skill

Writing is an important language skill. Harmer (2004:4) states that writing is a language skill that uses a variety of written languages such as letters, essays, reports, or novels. Writing properly needs a writer to follow particular rules in order to ensure that the writing is understandable. To be a good writer the students needed to know the important thing or basic skills, which included punctuation, dictation, and the use of different sentence structures, and grammar. Moreover, to inform and express what happened in the story, writing needs to be done with an understanding of the time. It means writing helps students to support their memories of the past or present and share their ideas about the future. Thus, not all things in writing are as simple as people imagine.

Students are able to express their ideas or thoughts in written form through writing and they are able to modify their ideas into interesting content. Ontario (2005:3) states that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgment about what they have read, seen, or experienced. Moreover, they are able to put ideas in a way that engages interaction or communication between the writer and the audience. Students can collaborate on a topic by sharing their personal understanding. Through writing students can improve their creativity in expressing ideas clearly. Hence, writers need knowledge while trying to produce excellent writing.

Writing is defined as a productive skill in this section because it requires students to participate actively in order to make them have a good writing outcome. Based on Harmer (2001:246), writing is categorized as productive skills in particular and has to be both coherent and cohesive. In coherent writing, students need to follow the sequence of ideas and points to understand the writing. Meanwhile, in cohesive writing is more technical and concentrates on making connections between ideas in phrases and sentences. Moreover, to be a good writer students need to focus on the writing process than the final product. Therefore, students should concentrate on the writing process and consider coherent and cohesive writing while they write.

As students move towards phase D, writing becomes more complex. Graham (2008:2) argues that writing is a complex skill requiring considerable effort and time to master. It is supported by Maharani (2022:159) that writing skill is the most multifaceted skill to master. Students need to generate and organize ideas and translate the ideas into a readable text. Teacher should ensure that they provide

students with clear instructions and guide the students well in accordance with writing. Clear instructions and direction will direct students immediately to the objective of writing itself. Thus, to help students succeed in writing, a good and professional teacher should provide clear instruction.

In writing, there are several categories of written performance. According to Brown (2018:229), there are four types of writing performance such as imitative, intensive, responsive, and extensive. In imitative, students must achieve basic skills, basic tasks of writing letters, words, punctuation marks, and short sentences. Intensive writing focuses on meaning and context for making correct and appropriate paragraphs. Responsive, learners learn how to link sentences into paragraphs and create sequences of two or three logically connected paragraphs. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. In this present study, researcher choose responsive writing to ask the students to create descriptive paragraphs. In such, depending on the four types of writing, the students can learn how to write properly.

Writing is a complex activity of producing a sequence of sentences arranged in a particular order and linked together in certain ways. Fairbairn and Winch (2011:65) state that writing is a process in which they move between thinking, planning, writing and revising although not necessarily in that order, gradually developing a coherent way of presenting their views. Additionally, writing requires the control of content, sentence structure (grammar), vocabulary, organization and mechanics (punctuation, spelling and letter formation). In the teaching and learning process, the teacher should guide the students well in accordance with writing.

Students will be guided to the writing goal with clear direction and instructions. In summary, writing is a skill to make a form of words that have a higher value.

Practicing writing continually has a good effect on the student's skill. This is in line with Dwijanatha et al. (2022:29), in writing students will know the number of words that have been collected in order to connect the sentences to other sentences. Moreover, through writing students can communicate with the reader, so the ideas themselves should be seen as the most important aspect of writing. Students can identify their writing mistakes, and correcting these mistakes can help them write better in the future. Furthermore, through writing students may identify what they do not understand, afterward mark the parts they need to read again to get a better understanding. Thus, writing helps students pay attention to developing their ideas.

To sum up, according to all theories, writing is an essential skill that deserves to be practiced in the classroom. Writing is one of the productive skills which requires a product in the form of a written product. Moreover, writing is an ongoing creative act and the process of writing includes prewriting, organizing, writing, and revising. In other word, writing can be mastered by practicing continuously. Therefore, writing requires skills such as organization, sentence structure, grammar, and punctuation. The theory that will be used is relevant to the present study because it focuses on improving students' skill especially in creating paragraphs.

2.1.2 Descriptive Paragraph

Paragraph is a group of sentences that a writer develops related to a particular topic. Oshima and Hogue (2007:3) state a paragraph is a group of related statements

that the writer discusses about a topic. Additionally, the main point or idea of the topic is stated in the first sentence. The rest of the sentences in the paragraph are supporting sentences. According to Zemach and Islam (2004:9), a paragraph is a group of about 6 – 12 sentences about one topic. Moreover, a paragraph can give information, give an opinion, explain something, or even tell a short story. Thus, a paragraph has one topic to be discussed.

Each paragraph begins with a topic sentence that informs the reader of the main idea. According to Zemach and Rumisek (2005:11), the sentences of the paragraphs explain the writer's main idea about the topic. Next, the paragraph refers to the other sentences as supporting sentences. Supporting sentences will offer additional information about the topic and understandable explanation of the topic. The writer will add specific details information and explanations to the topic, the words will be used to play a central role to replace the object. Thus, readers can easily understand the point of the paragraph and visualize what has been written by the writer.

A good descriptive paragraph makes the readers feel as if they are appearing or present in the scene. Descriptive paragraph use present tense and usually use to be or adjective (Hyland, 2007:31). In addition, descriptive paragraph is a kind of genre that gives an account of imagined or factual information. In writing descriptive paragraph, words are used to help readers imagine particular situations. These images come from the five senses of descriptive paragraphs such as smell, taste, touch, hearing, and sight. Moreover, a good descriptive paragraph allows the readers to feel that they are part of the situation. It means the reader can vividly imagine the object, place, or person, in their minds. To sum up, the reader can easily

imagine the object described through five senses by the writer.

The common part of speech while writing a descriptive paragraph is an adjective. To connect with the reader, the writer may use adjectives when describing specify characteristics, qualities, and detailed introduction of objects. The object can be a person, thing, animal, and place. Moreover, the reason of using adjective are refers to the statement of (Oshima & Hogue, 2007:61) which state five senses like looks, feels, smells, tastes, and sounds are all described in descriptive paragraphs. Besides that, a descriptive paragraph also uses simple present tense to support the form of a descriptive paragraph. To sum up, focus on the simple present tense and the use of descriptive adjectives to build a descriptive paragraph.

Descriptive paragraph is the paragraph that provides a detailed description of person, thing, animal, or place. Descriptive paragraph explains the appearances or feelings of someone or something with adjectives and prepositions (Zemach & Rumisek, 2005:25). Moreover, descriptive paragraph may describe an event or a place and describe feeling or emotion. The writer must convey information that appeals to all of those senses in order to give the best possible description. The senses include five senses such as smell, taste, touch, hear, and sight. In addition, in organizing a good descriptive paragraph, the writer should provide more details about the object to help the reader visualize the descriptions.

Descriptive paragraph can give an image and feel about the object that is described. Kane (2000:351) argues that description is about sensory experience, how something looks, sounds, and tastes. Mostly, description is about visual experience (looks) as it refers to the writer's observation skills about something that can help the reader imagine and feel about the experience. Therefore, while

describing something, using various senses are important in this case. Additionally, descriptive paragraph is a paragraph that may be defined as a group of sentences which are closely related in thought to describe what the object, person, place, and animal's look like. In short, the students can easily make a descriptive paragraph with their imagination.

The process of describing involves providing facts so that the reader understands what the writer has seen or experienced. According to Brannan (2010:74), to describe effectively, there are five following compositions that will help students to create more vivid descriptions. First, using specific language: words can be either relatively general or relatively specific, belonging to a larger or a smaller grouping. Second, using five senses: sight, hear, touch, smell, and taste, these senses in writing help to involve readers in the description. Third, dominant impression: writers bring specific words, sensory details, and feelings together to establish the dominant impression in descriptive paragraph. Fourth, organize descriptions by using spatial arrangement: organizing details from one point in space to another so readers can visualize the scene. Fifth, locating the reader in space and time: linking sentences with connectors such as repeated words, synonyms, and transition are essential for readers to follow the flow of the ideas.

In steps to constructing a descriptive organization, it is important to follow the generic structure. Based on (Savage & Mayer, 2005:33), there are three parts of descriptive organization. The first is identification, it means the students introduce the object. The writer provides details about the object that the writers want to describe. The second is body paragraph, it means the students present the descriptions with specified information. The description can be in the form of

physical appearance, personality or the uniqueness of the object. The last is the conclusion, it means the writer gives the final opinion about the description. It can be a summary of the paragraph or the writer's opinions about the object described. Furthermore, the generic structure of descriptive paragraph can be shortened as; identification, description, and conclusion.

Based on the explanation above, a descriptive paragraph is a paragraph that describes a person, thing, animal, or place, which consists of generic structure. In this research focused on describing person. Regarding the theories mentioned, the researcher used the theory of Zemach and Rumisek (2005:25), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels, and it is described by using adjectives. Moreover, the researcher used the theory of Zemach and Islam (2004:9), which states that a paragraph is a group of about 6 - 12 sentences about one topic. These theories are relevant to the present study since it is concerned in improving writing skills in constructing descriptive paragraph. This is important to underline the present research.

2.1.3 ESA (Engage, Study and Activate) with Picture

The teaching and learning process, especially in teaching writing, needs a way in order to become successful. It is important to recognize that using method links thought and actions because teaching is not entirely about one or the other, the teaching as the actions of a teacher in a classroom and the thoughts that underlie the actions (Freeman & Anderson, 2011). To improve the quality of the students' writing, it is necessary to use an appropriate method. There are numerous teaching methods that can be applied in teaching writing. Thus, in this present study the

researcher used the appropriate method to improve the students' writing skill especially in constructing descriptive paragraphs.

One of the teaching methods for teaching descriptive paragraph is called ESA. ESA is the method that the researcher does in this research at SMP Negeri 14 Denpasar. This method helped the teacher solve the problem of teaching writing as well as making the students compose the paragraph easily. Related from the statement of Richards and Rodgers (2001:19), method is an overall plan for the orderly presentation of language material and ESA has three elements that are presented orderly in any teaching sequence. Harmer (2007:51) states that ESA has three elements such as: Engage, Study and Activate. For clarity, these elements are explained briefly in the following sub-discussion.

There are three stages to do ESA method. In engage stage, it involves getting students' attention or interest through stimuli. The stimuli can be in the form of a picture, story, video, and so forth (Harmer, 2007:52). In study stage, the teacher and students focus on the construction of something it can be grammar, vocabulary, pronunciation, or how to write text. In activate stage, students practice or explain what they have learned in the teaching and learning process. According to Harmer (2007:53), in the activate stage students can be encouraged by using English language as they can. Hence, the implementation of ESA must be clear in the teaching and learning process and make the students understand better.

Media plays an important role in the teaching and learning process. They can help students understand something and the teacher will get student's attention easily so the students will be interested in learning. According to Harmer (2007:330), pictures can provide stimulation for writing habit activities. By using

media as a picture, the students immediately understand what they are going to describe. In this case, picture as teaching media can encourage and motivate the students to understand the subject matter, which will improve their writing skill. Thus, teaching writing can be done easily, especially by using picture.

The teaching and learning process can be guided by the use of visual aids such as picture. Furthermore, picture as visual aids have greater impact than words alone (Turk, 2003:181). Picture can engage students' interest more naturally than abstract words. It means that they will be more interested in learning and can help to get ideas that they often do not think about. In addition, pictures can be an effective way for students to save time in thinking when describing something and develop their imagination in a topic. To sum up, students will write what they see and describe based on the picture given by the teacher.

A picture can be an illustration, a big wall picture, cue cards, flashcards, or a photograph. On the other hand, teacher can use projected slides, picture from an overhead projector, or projected computer images (Harmer, 2007:178). A picture is manageable because it can be drawn or printed in any size or color. Teacher can use picture taken from books, newspapers, and magazines, or photographs to facilitate learning. The picture is needed in teaching descriptive paragraph to help the students imagine the object. Thus, teacher can use picture in teaching writing descriptive paragraph.

Using picture as a teaching media is a great way to help students in creating descriptive paragraph. Picture can provide a suitable stimulus for written production (Brown, 2018:237). Moreover, to make students easy to understand, the picture must be simple and unambiguous. Students can create a descriptive paragraph as

clearly as they can because the object is already put as a picture. In the other word, students' mastery of imagination can develop by seeing certain objects in a picture. In such, by using picture students can easily arrange their ideas.

The researcher focused on using picture as media and combining with ESA as a method. This method can make it easier for students to construct paragraphs and help teachers solve the problem in teaching writing as well. In addition, the teacher can guide students in writing descriptive paragraph by implementing the ESA method which adapt from Harmer (2007:54) in the class to the students and described as follows:

2.1.3.1 Engage

The first stage of ESA method is engage. In order to keep the students interested, teachers can use picture that are related to the materials in this step. Teacher can engage the students by showing picture, and they are expected to imagine the picture as a brainstorming. Therefore, the teacher can easily engage the students' attention in imagining what they will learn in the next stage. In other words, the teacher needs to provide engaging brainstorming activities based on the topic to get the students interested. As a result, by catching the students' attention in the pre-learning, the students will be comfortable and conscious during the learning process and participating in creating descriptive paragraph in well-organized.

2.1.3.2 Study

The second stage of ESA method is study. In study, the teacher shows students a particular word in the present tense, and the teacher tries to make sure the sentences are written correctly. Moreover, students can read a paragraph

together and find words or phrases to concentrate on study. Before constructing a paragraph, the teacher explains the way to construct a good descriptive paragraph. Teacher needs to explain the generic structure in writing a descriptive paragraphs. As a result, students are focused on developing their writing skill in constructing a descriptive paragraph.

2.1.3.3 Activate

The third stage of ESA method is activate. In this stage, students work to design and describe their idea about person. The focus in activate is to provide students the opportunities to put together all of their language skills in a realistic context that is as close as possible to real life. In this present study, students are asked to produce and develop their writing based on the topic given by the researcher. Furthermore, in this stage, the researcher as a teacher guides the students on how to draft and construct a good descriptive paragraph concerning the generic structure of the descriptive paragraph.

2.1.4 Assessing Writing

Assessing students, especially in writing descriptive paragraphs is the most important part that must be done by the teacher during the teaching and learning process. Nunan (2004:138) states that assessment is a procedure for collecting the students' data. Teachers should make assessments to the students as a way to know how well students are writing descriptive paragraphs. Assessment can be in simple or difficult forms, depending on the part that will be assessed. The results of the assessment can help students find out their knowledge and for teachers can be used as evaluation for the next teaching and learning process in the classroom. In brief, assessments are important for teaching and learning activities.

In constructing an assessment, the teacher should consider the curriculum and the study's learning purpose, which have already been stated or explained. According to McKay (2006:245), to construct of writing assessment may be determined by the curriculum or by theory, in the same way as discussed for reading. The teacher should give an assessment in the form of a test based on the curriculum and topic that has been taught. English teachers need to conduct assessment because they will be able to know how well their students have achieved the materials. Moreover, the students will know how grades will be assigned to their writing. In brief, students will pass tests based on the curriculum and topics that have been taught.

As a starting point in creating an assessment strategy, it is important to identify the objective that the teacher is required to assess students' writing. The objective of assessing students' writing skills is to provide them with the right concepts and motivate them to write properly. Based on Brown (2018:7), there are two functions of an assessment such as formative and summative assessment. Formative assessment means evaluating students in the process of "forming" their competences and skill with the goal of helping them to continue that growth process. The meaning of formative assessment is forming the knowledge of the students based on the materials that have been taught. On the other side, summative assessment means to measure or summarize what a student has grasped, and it typically occurs at the end of a course or unit of instruction.

Teachers find out that assessing students' writing skills are still challenging. It is important to find effective ways to assess students' writing skills and focus on the important parts of writing. Moreover, it is better to give a score of all aspects of

the writing. Oshima and Hogue (2007:196) state that the scoring rubrics elements for assessing writing paragraphs are format, punctuation and mechanics, content, organization, grammar, and sentence structure. Firstly, in format focus on title, tidiness, and margin of the paragraphs. Secondly, punctuation and spelling are assessed in terms of punctuation and mechanics criteria. Thirdly, point that is assessed in content is the coherent and unified of the paragraphs. Furthermore, in the organization, the generic structure of descriptive paragraphs is assessed. The last criteria is grammar and sentence structure which focus on assessing grammatical and sentence structure of the paragraphs.

Validity and reliability are required for the assessment. When designing or selecting an instrument for use, validity is the most crucial concept to take into consideration. Fraenkel et al. (2023:143) state that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences research makes. In validity there are three main types such as content-related evidence of validity, criterion-related evidence of validity, and construct-related evidence of validity. Content-related evidence of validity refers to the content and format of the instrument. Criterion-related evidence refers to the relationship between scores obtained using the instrument and scores obtained using the other instruments. Construct-related evidence of validity refers to the nature of the psychological construct or characteristics being measured by the instrument.

Reliability is the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel et al., 2023:143). To obtain reliable research results, it is necessary to use a reliable instrument for data collection. Reliability is ensured by this method. Therefore,

researcher must be able to control the object under study, improve their skills, and use instruments to measure the variables studied. Reliability and validity always depend on context in which an instrument is used. If the data is unreliable, that cannot lead to validity. As reliability improves, validity may improve. In short, reliability and validity are concepts to consider when selecting or designing the instruments.

In the present research, the researcher focused on assessing students' skill in writing descriptive paragraphs. The researcher needs to test the students to score them. Therefore, the researcher used the paragraph construction task that was given to students by the researcher to know whether the improvement of students writing skill. The researcher focused on the theory from Oshima and Hogue. The theory is about the element of the rubric for assessing writing which covers five criteria, such as format, punctuation and mechanics, content, organization, grammar and sentence structure. It is relevant to the present study since it focuses on improving students' skill to write descriptive paragraphs.

2.2 Empirical Review

An empirical review is a review to get the information and theories about previous researcher that are relevant with the present study. In the empirical review, the title of this research had a relationship to the other research investigation that was covered by the researcher. In addition, empirical review could be used to determine whether or not the present study could be as successful as earlier studies. There are two similar researchers with the selected researcher. This point was also focused on discussing about strengths, weakness, and the differences between two previous researchers and this present study. The researchers, as follows:

The first similar research was conducted by Widiastiti (2023) entitled “Improving Writing Skill Through ESA Combined with Picture of the Eighth-Grade Students of SMPN 2 Denpasar in Academic Year 2022/2023”. The objective of this study is find out whether the writing skill of the seventh-grade students can be improved through ESA. The results of previous research indicated that the ESA technique could improve students’ skill to write descriptive paragraphs. It can be seen of the subjects’ score are increased in each cycle of the study. Thus, after giving treatment of ESA, the subjects’ writing skill was significantly improved.

In this study, the researcher provided a clear explanation of the theory that the researcher used in the teaching and learning process. The researcher used the theory from Harmer to explain about writing and ESA technique, then Oshima and Hogue’s theory for the scoring rubric. However, the previous researcher was not consistent in writing the name of ESA as a technique or a strategy. In the present study, the researcher used ESA as a method in teaching writing based on the theory.

The second similar research is conducted by Pratiwi (2021) entitled “Improving Writing Skill of the Tenth-Grade Students of SMKN 2 Denpasar in Academic Year 2020/2021 Through ESA Combined with Picture”. The objective of this study is find out whether the writing skill of the seventh-grade students can be improved through ESA combined with picture. The results of this study confirmed that implementing the ESA technique to students’ writing improved their skill. It can be seen from the result of the pre-test and post-test which showed that the students’ writing skills had significantly improved.

The second similar research, the researcher provided a good and complete theory to support the data of the study. Moreover, the implementation of the ESA

technique was explained clearly by the researcher. Nevertheless, the instrument used by previous researcher was unclear in the test and was not based on the theory. Moreover, the researcher did not explain the number of the questionnaire. In the present study, the researcher used paragraph construction task from Brown for the instrument and the students created paragraphs consist of six to twelve sentences based on the generic structure such as identification, description, and conclusion. Moreover, the researcher gave clear number of the questionnaire based on the Likert rating scale 1-5.

