

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English as a foreign language there are four skills that need to be mastered, one of which is writing. Writing is one of the important skills that students need to master. Writing is a process of expressing ideas or thoughts in the form of writing. Writing is a process that can give students more thinking time than they get attempt spontaneous conversation (Jeremy, 2007). In writing is a way to convey information, emotions, and experiences to readers in the form of writing. Writing can be done in various forms such as paragraph, essays, articles, short stories, etc. To develop writing skills can be honed through practice, feedback, and continuous learning. If students can master these skills, it can make it easier for them to communicate with readers clearly. Moreover writing is crucial to improve students writing skill because they can use it to share their ideas to readers clearly.

Writing is a process of arranging and organizing someone thought. It is a productive skill because it purpose to communicate, share ideas, information to people in written form. In the process of writing, the writer have to know about the rules and components to make a good writing. Writers need hard thinking to produce ideas and makes a sentences into paragraph withing writing process to create a good writing. The writer are required to think creatively an develop their ideas. In addition, writer should be master vocabulary, spelling, punctuation, paragraph organization, and grammar to making a good paragraph. Therefore, writing is crucial skill that must be mastered bye students in learning language.

Writing is crucial as a fundamental means of communication that allows us to convey thoughts, ideas, emotions, and information to others. In writing also has various purposes in different contexts in communication writing enables us to communicate efficiently over distances and time. Whether it's through letters, essays, etc., that we can convey our thoughts and messages to others. Writing can allows individuals to express themselves creatively through paragraph, essays, articles, stories, writers can share their unique perspectives, imagination, and emotions with others. In education writing is core component of education. Students learn to articulate their ideas effectively, develop their critical thinking skills, and engage with different subjects through writing assignments, paragraph, essays, article, and etc.

In writing students should be able to write a few short paragraph to their creativity and develop their ideas more easily. They must have already thinking about what will they write. Writing have many types that can be descriptive, narrative, argumentative, recount, procedure, etc. When writing need to adjust punctuation, grammar, spelling, and vocabulary to fascinating results (Dewi & Krismayani, 2023). Once they find concept and ideas to write about, the next step for them is to develop their writing skills. Most of students need to develop their writing skill using structure of the paragraph. Because if they want to develop their writing skill, they have to understand how to construct a paragraph.

Descriptive paragraph is a piece of writing that use to describe people, objects, animals, and places with specifically. The structure of descriptive paragraph involves three components are introduction, body paragraph, and conclusion. In the introduction the writer introduces the topic that will be describe, whether related to

describe people, objects, animals, and places. In the body paragraph the writer describe the objects clearly and in detail. And in the conclusion the writer concluding on the describe content. With descriptive paragraph student can provide or describe every detail and how it affects the senses. Using descriptive paragraphs students are asked to make a writing by describing people, objects, animals, and places with specifics. In this study, researchers will with picture as a media to make it easier for students to create descriptive paragraph.

Therefore it can be said that writing is not an easy thing to do because in writing it is necessary to think of ideas that will be used in writing. Therefore there are still many who do not know how to write correctly according to the structure. According to Oshima and Hogue (2007:16) there are several steps that in writing, namely prewriting, organizing, writing, revising. The first step is called prewriting is a way to get ideas. In this step students must choose a topic and collect ideas to explain the topic. The second step is organizing is a way to organize the ideas into a simple outline. Third step is writing this step is the way to write a rough draft, using your outline as a guide. Write a rough draft as quickly as you can without stopping to thin about grammar, spelling or the punctuation. The next step is revising, in this step you polish what you have written. In addition, the author also need to think of sentences or word that are right for their writing.

Based on the observation, the seventh-grade students still have difficulty in making a good paragraph, especially in organizing their ideas in descriptive paragraph. This results in students writing scores are not enough and they assume that writing is difficult. Therefore the teacher should provide appropriate teaching strategy. The teacher should know learning strategies that are suitable for students

which can motivate students learning. However, the teacher still use monotonous strategy to teach writing. The teacher give the material and example of writing, and then give instructions to students to create their own paragraph. Besides that, the teacher does not give clear attention to their writing process, so that making student not good in making their paragraph.

Based on the explanation above, the researcher will apply the PPP technique to solve the problems. The PPP technique can help student in process of making descriptive paragraph because the PPP technique consists of three phases: Presentation, Practice, and Production (Harmer:2007). In Presentation explains the material that teacher want to convey to the students. In Practice, the students are asked to practice what they have learned using the materials provide by teacher. In this case teacher still supervised the students. In the Production, students will express their opinion on the topic. In this step students create their own paragraph based on the topic taught. To significantly improve, teacher can revise at the end of the writing process.

In this study the researcher will use picture cued to teach writing to the students. In teaching and learning writing, picture cued are one of teaching strategies that use picture as a media. Picture have an important role in teaching-learning process, especially in teaching-learning writing. Picture can be a stimulus in gaining students attention. Picture can be a stimulus for gaining and exploring students' ideas. From researcher has observed an EFL class when the students have a writing task. The teacher give them a topic of the writing, that the students write a description about the picture that teacher given.

Based on the explanation above, writing is not an easy thing to do. To improve students' writing skills, researchers use the appropriate technique and materials to make it easier for students to understand the lesson. In this research, the researcher used PPP technique to improve students writing skills. The researcher used this technique to solve students problems in writing. The use of PPP technique can help students in process of writing a descriptive paragraph. Besides that, the researcher use picture to make easier for the students in writing of descriptive paragraph. The use of picture can help the students to improve their writing, because they can write what they see or they know about the picture that given.

1.2 Research Problem

Based on the explanation contained in the background of the study, there are still students who have problems in writing descriptive paragraph. In addition, students still have difficulty in writing descriptive paragraph. To solve this problems, the researcher decided to use PPP techniques combined with picture to help students solve their problems in writing. Based on the background of the study above, the research problem could be formulated as follows: can the writing skill of the seventh-grade students of SMPN 2 Ubud in academic year 2024/2025 be improve through the PPP technique?

1.3 Objective of the Study

Formulating a research problem is important in conducting a research to make a specific discussion. As what has been stated in the background of study, the seventh-grade students of SMPN 2 Ubud faced difficulty in writing. There are many

techniques to teach writing skill that are currently being applied to improve the students writing achievement. To find out whether or not writing skill of the seventh-grade students of SMPN 2 Ubud in academic year 2024/2025 can be improve through PPP technique.

1.4 Limitation of the Study

There needs to be a limitation in this research in a study with the aim that the discussion is more specific and complex. The limitation of this study is in improving students writing skills in writing descriptive paragraph using PPP techniques combined with picture. In this research, the researcher uses lesson plans and learning materials designed for PPP techniques to support the needs of researchers in the data collection prosses. In this present of the study, SMPN 2 Ubud applied the Merdeka Kurikulum. In this research, the researcher focused on the fourth main competency and basic competency, it will be focused on processing, presenting, producing the real of concretes and abstracts following what will be learn in school, acting affectively and creatively, and using methods according to scientific principles.

Based on the learning objective 7.8 state that When the students are given a topic, they are able to write descriptive paragraph about place based on format, punctuation and mechanics, content, organization, grammar and sentences structure correctly and precisely. While writing a paragraph, the students must paying attention to social functions, paragraph structures, and appropriate language based on the scoring rubric. Therefore, the writing skill in the present of this study is restricted on writing performance by implementing the PPP, which is related to the

basic competency. PPP is one of the communicative learning strategies in which students can be free with the language and encouraged to be creative and explorative in pairs to actively engage in the learning process and improve their understanding of the content.

1.5 Significance of the Study

It is hope that every problem occurs in the field can be resolved well. What is expected in conducting this research is the importance of the expected research findings. This research related to the teaching and learning process of writing descriptive paragraph using the PPP techniques as teaching strategy to improve students writing skills and knowledge. It is hope that this significance can contribute to SMPN 2 Ubud with both theoretical and practical significance and it is hope that the findings of the research will provide theoretical and practical meaning that can be elaborated on. This present research mainly intends to know how the strategy can solve the problem faced by the students.

Theoretically, this research aims to strengthen writing theories, especially writing theory, classroom action research, and PPP techniques. Which proves that the particular theory used in this research is effective. Apart from that, it is also to strengthen the empirical picture. These findings can be useful as theoretical evidence regarding PPP implementation. In addition, it is hope that the results of this research can be enrich theory and be used as a reference for further research related to PPP techniques in teaching writing skills. Apart from that, this findings can be used as empirical evidence that provides further information to other researchers. The results of this study will be useful as empirical evidence of the

application PPP strategy with pictures in improving the writing skill of seventh-grade students.

Practically, the findings of the study are expected to be defined for English teachers, students, and other researcher. For the English teacher, the findings of this research can be used as evidence PPP combined with pictures is one of the effective strategies to improve students writing skill. Moreover, this present study is expected to help the teacher in solving students' problem in generating and organizing idea in descriptive paragraph based on the structure. For the students, the teaching-learning process is more active and interesting and motivate the students to improve their writing skill and it is hope this research can solve students' problems, especially in improving writing skill. For the other researchers, it is hope that this research can be a reference for future researchers to overcome the problems faced in the future. That can also increase and develop their knowledge about techniques that will be used in the future.

1.6 Definition of Key Terms

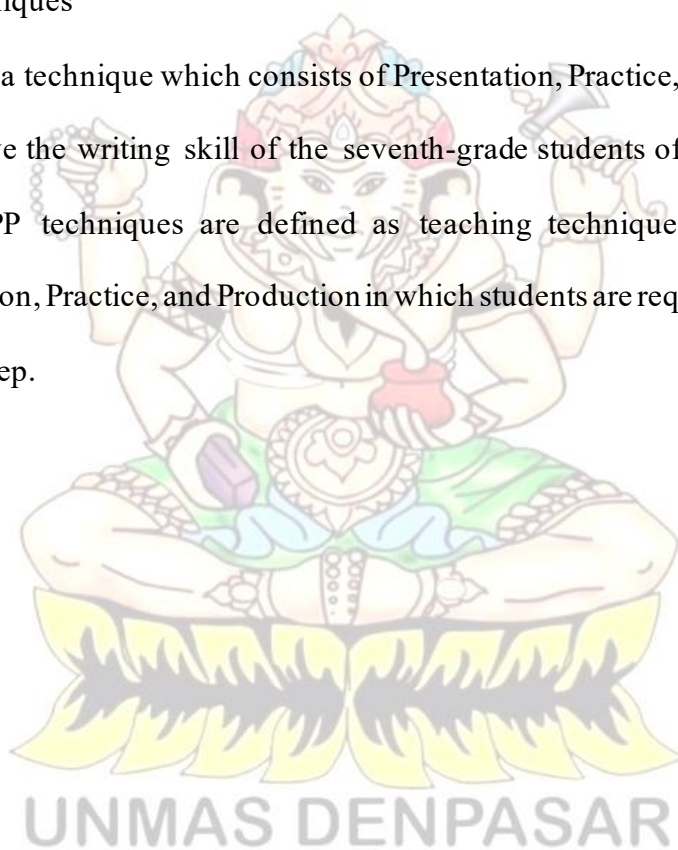
The definition of key term is important to define the understand of the present study. Definition of key term are word that used in this research and give a clear operational definition used in this present study. Therefore, in order for the reader to understand and avoid misunderstandings in this research. Some of those key terms are writing skill and PPP techniques. These two key terms are clearly defined as follows :

- a. Writing skill

Writing skill is the skill of the seventh-grade students of SMP Negeri 2 Ubud in writing a descriptive paragraph. In the process of writing, students must be briefly in constructing descriptive paragraph about place and it must consist of 6–12 sentences of a complete general structure: introduction, body paragraph, and conclusion.

b. PPP techniques

PPP is a technique which consists of Presentation, Practice, and Production to improve the writing skill of the seventh-grade students of SMP Negeri 2 Ubud. PPP techniques are defined as teaching techniques consisting of Presentation, Practice, and Production in which students are required to perform step by step.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theory can be defined as an interrelated concept by presenting as systematic view by explaining and predicting phenomena. To conduct a scientific study, it must be based on a theoretical foundation. This is used by researchers to support this research based on facts. This study is aimed at finding out that the use of PPP technique to improve students writing skill. In this study the researcher discusses certain theories that are relevant and important for this study. This research is conducted based on several theories outlined such as writing skills, descriptive paragraph, PPP technique, and writing assessment in the form of theoretical frameworks.

2.1.1 Writing Skill

Writing is one of the four fundamental skill of language such as listening, speaking, reading and writing. Writing is frequently attribute as the most complex skill of language. This perhaps due to some inherent difficulties bound to be faced by every writer. Proficiency writing skill is essential for every students, teacher, researcher. As writing plays an important role in academic activities, there should be concrete knowledge about the general concept of writing, the approach, methods and technique of teaching. Writing skill bears s significant role in each and every domain of human interest.

Writing is an important skill for communication that students need to develop. According to Gautam (2019), claimed that writing skills have an important role beyond the usual understanding of society. According to Ayu et al (2022), writing skill is complex, detailed and sometimes difficult for students. Having good writing skills can help readers to communicate messages clearly. By writing can express ideas and ideas in order to channel information and clarify the thoughts of writers and readers. Before writing, students need to listen, read, speak in order to get enough information to pour it into writing. Therefore writing skills are skills to express ideas, thoughts and feelings in written language.

Writing is one of productive skills beside speaking skill, which requires a product of the result in the form of written product such as a letter, story, diary, message, etc. In writing needs hard thinking to generate ideas, words, and sentences simultaneously to produce a good writing. In the process of writing, the use of grammar and punctuation is important. Writing can be defined as a skill that use to express opinion. In writing the writers use words, sentences and construct it into paragraph to express their idea in their writing that has a purpose of making the reader understand the idea that the writers want to share.

Writing activity involves the procedure of thinking process and making decision to produce written text used for communication in daily activity. Writing is a skill not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. It enables individuals to communicate effectively, express themselves creatively, and engage in intellectual exploration. Writing is important because it consist the clarification of someone through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the

concept by using word or papers. In writing indeed, the students can express their ideas, thought, and fact in well-formed structure.

Writing is the representation of language in a textual medium through a set of signs or symbols. Writing is a way of expressing ideas, thoughts, and feelings to others in written symbols or in language. According to Brown (2004:218) states that writing is a productive skill that needs creativity from the writer to deliver their idea in writing. Every writer has a purpose based on the content of their writing. The purpose have to do with the goals that are often referred to as aims of writing or writing intentions because writing is used for various purposes, produced in many different forms.

Writing is not a natural skill. Before the students have to write, they should be able to listen, speak, and read. Writing skill differs from other skill, like speaking and listening. For example, when the teacher ask the students to write about certain topics, actually they may collect information from internet, book, television, and directly communicating with experts of related the topics. after they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking, and reading skills. Therefore nobody can master this skill easily and directly. Writing belongs to a productive skill rather than perceptive one. It produce a message to communicate. Writing is not only about accuracy. It also about having a message and issues the purpose of writing and the content structure of the writing.

Writing serves as an important means of conveying information and ideas to reads, aiming to clarify, inform, and engage. To achieve these goals effectively,

writing requires a variety of skills and techniques, each of which contribute to the clarity and coherence of the text. Writing is aims to explain and give information about something with the reader. Writing requires certain skills including sentence structure, organization, grammar, and punctuation. Sentences structure in writing is related how to arrange words in sentence, while organization is related to arranging ideas in the paragraph. In writing the writers bring knowledge into being in writing and they record and preserve it. Therefore writing skill is one of the language skills that allow people to present a language in visual forms of writing.

In writing, students cannot only focus on their writing, they should pay attention on the steps in writing to produce a good writing. There are four steps namely pre-writing, drafting, revising, and publishing. The first step is pre-writing that is the writer collects and prepares everything for writing starting from collecting ideas to write and various other supporting things. The second step is drafting where the writers are starting to write their ideas or topic they have collected and selected before. The third step is revising in which the students are checking their drafts that have been written. The last step is publishing where the students are allowed to publish their writing to readers. To make a good writing students must pay attention to several step of writing.

In conclusion, writing is an important skill for communication that students need to develop. Based to Brown, states that in writing the writer need creativity to deliver their ideas in writing. So, writing is a way of expressing ideas, thoughts, and feelings to others in written symbols or in language. Writing is produce a message to communicate. Writing is aims to explain and give information about something with the reader. In writing, students can not only focus to their writing, they must

pay attention to the several step how to make a good writing such as pre-writing, drafting, revising and publishing.

2.1.2 Descriptive paragraph

The students in this study are expected to produce a product in such written form in writing. In this case, the product mention is a paragraph. Paragraph is group of sentences about a single topic. A paragraph is a series of sentences that explain a topic. A paragraph is a fundamental unit of writing that serves to convey a coherent set of ideas or arguments. Paragraphs can be defined based on their length, such as a paragraph is a group of sentences consisting of at least five sentences, a paragraph is half a page long, etc. However, basically the unity and coherence of ideas between sentences is what forms a paragraph. So, a paragraph is defined as a group of sentences or a single sentence that forms a whole and also support the main idea.

A good paragraph consists of a topic sentence, supporting sentence and concluding sentence. Students need to learn and practice the words together in well-formed sentences. A typical paragraph begin with a topic sentence which introduces the topic or main ideas. This is followed by supporting sentences that provide examples, or elaboration to strengthen the topic sentences. The sentences support the idea in the topic sentence with explanation, reason, and other details. The concluding sentence bring the paragraph to an end. In the context of teaching writing with the uses of descriptive paragraph, the writer pay attention to the structure how to organize the present information or description effectively.

Descriptive paragraph is a form of writing which expresses or describe place, thing and person in detail. According to Oshima and Hogue (2007:61) descriptive

writing appeals to the senses, so it tells how something looks, feels, smells, tastes, or sounds. In writing descriptive paragraph, the students can be able to describe something by using ideas then arrange the sentences into a good paragraph to make the reader understand the idea of the paragraph. A descriptive paragraph provides a vibrant experience for the reader through vivid language and descriptions of something.

Descriptive paragraph is group of sentences that explains or describes an object. Besides that we use descriptive paragraph to describe or to make a description about certain place, person, or things. In descriptive writing, actually we are painting a picture with words. They are word that appeals to one of our five senses, sight, smell, touch, or hearing. Moreover, in writing descriptive, it is often important for the readers to be able to see in their mind the object being describe. It means that must try to make the description well-organized. In this case, writing is needed by the author. It means that in writing descriptive paragraph, the words showed must be clear, moreover descriptive details make the description more interesting.

Descriptive paragraph is a group of sentences that explains or describe an object. Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with others kinds perfection. Good descriptive writing can stimulate the readers imagination form sensory responses. In descriptive paragraph there are two generic structure: identification or general statement and description. Descriptive paragraph is a group of sentences which relate to each other logically, that has three parts in each paragraph, they are topic sentence, supporting sentence, and concluding sentence.

Descriptive paragraph is invariably describing about people, place and object. In description have two aspects to be required as a effective description. First, the reader need explicit, specific details from the mental image from their mind. The reader can get the mental image if the writers can deliver it so well, and if the details appeal to all sense, sight, hearing, taste, touch, and smell. Second, the readers need a legitimate sequence of detail in partial order, if the writers tell about place, person, or an object it supposed to detailly and able to deliver what they want to depict. This approach not only engages the reader's imagination but also enhances their understanding and connection to the described subject.

According to Faisal & Suwandita (2013), descriptive paragraph is characterized by sensory details, which appeal to the physical senses and details that appeal to a readers emotional, physical, or intellectual sensibilities. A description is usually arranged spatially but can also be chronological or emphatic an the focus of a description in the scene. The generic structure of descriptive paragraph covers identification which is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object.

A descriptive paragraph describe how something or someone looks or feels. It gives impression something. A descriptive paragraph is a text which says what person or thing is like. The purpose of descriptive paragraph are to describe reveal a particular person, place, or thing (Khusaini et al, 2021). In this study, the researcher using descriptive paragraph as a material to teach. According to Langan (2008) cited Cahyadi et al (2019), when describing something or someone, the

writers must give the readers a picture. So in this study the researcher giving a picture to the students to get easier for the students describe the topic that given.

It can be concluded that description is a part of paragraph which describes parts, qualities, and characteristic of the person or something that will be describe. It should be describe in detail, so the reader can get clear description of the object. In writing descriptive, it is often important for the readers to be able to see in their mind the object being describe. Good descriptive writing can stimulate the readers imagination form sensory responses. The social function of this paragraph is to describe a particular person, place or thing. The generic structure of descriptive paragraph such as identification and description.

2.1.3 PPP

PPP technique is a teaching technique that can be applied in the writing class to overcome the problem. PPP is a communicative language teaching that works through three sequential steps: presentation, practice, and production. It has three stages in language teaching technique that can allow the students to improve their writing skill. According to Maftoon (2012), PPP use a classic deductive approach with grammar being explicitly introduced in the Presentation stage, the first parts of the class, by the teacher. PPP technique is a common technique in communicative language teaching that works through progression of the sequential stages.

PPP technique is one of communicative language teaching and learning. In first step is the presentation which focuses on warm-up and lead-in in this case. In this step teacher introduces descriptive paragraph to be taught. And the second step is the practice in which the students usually focus on writing practices. In this step,

the teacher provides the students opportunities to write a paragraph. the end on this step is production, which some trainers have called immediate creatively. The students use their language in a sentence and help them generate new idea related to the topic. This technique is interesting to be apply in the teaching and learning process of writing.

PPP is a technique that can be used by teachers in the learning process to explain and demonstrate material so that it can be easier for the students to understand. Students then practice the language within controlled parameters, including language drills. Finally students are allowed to be free with the language and encouraged to be creative and explorative. PPP is relatively straight forward and structured enough to be understood by students and new emerging teacher easily. Thus, this method makes it teachers easier to understand the material to the students. Yahya et al (2023) states that PPP technique can provide opportunity for students to get the input of the language as given in presentation stage.

The teacher plans a teaching writing techniques to teach writing to the students. The purpose of using the techniques is to find an easy and interesting way of teaching. PPP is techniques in which teachers present the context an situation for learning by explaining and demonstrating. The PPP is variation of audiolingual and a traditional of language teaching. PPP is a technique for teaching and it can stimulate the students are able to speak (Artha & Yasmin, 2022). In this procedure the teacher introduces a situation which contextualizes the language to be taught. Based on Harmer (2007), PPP techniques can elaborated as follows : presentation, practice, and production.

A variation on audiolingual in teaching is the procedure most often referred to as PPP, which stands for Presentation, Practice and production (Harmer,2007:80). In this procedure, the teacher introduces a situation that contextualizes the language to be taught. And the students using the new language to makes sentences of their own, referred to as production. During the implementation of the PPP technique, teachers present and then they ask the students to practice the language that has been taught and they ask them to practice the language. It is good to start applying good communicative language teaching in the classroom.

The three steps, presentation, practice and production can be described as follows. The first step is presentation. Presentation, in this step teacher present the material a creative and interesting as possible to attract the students attention. Harmer (2007:64) states that presentation sessions the teacher presents the context and the situation for the language and both demonstrate in the form of the new language. This step is the starting point that is intended to direct or focus the students attention to the materials which is going to be discussed. It can be done through brainstorming or asking some questions that relate and direct the students to the learning material to be taught so that the students are ready to continue to the next phase.

The second step is practice. Practice in this step the segment where reinforcement is conducted by giving the students practices. It is important that students have enough practice of the new language. Harmer (2007:65) states that practice is very important to practice which involves students using the target language in controlled way. When the teacher give the students practice, teacher

should correct the students mistake and guide them to study English correctly. In this step the students are invite to actively interact with learning materials through various exercise.

Third step is production. Production is the last step in of the PPP technique. In this step, students are given a chance to practice or use the material taught. In other words, the students should be more active while the teacher just pay attention to them during they do the practice and note the students mistake so that could be generally corrected at the end of the practices. Harmer (2007:66) adds that this step is important because the students should be encouraged to use the language that the students have already learned in previous lesson. In this step, the students try to perform the material contextually which has been taught.

To improve students' skills, besides using the PPP technique, teachers can also combine this technique with pictures in the learning process. Picture-Cued Task is a learning activity that uses images as stimuli to encourage students to produce written responses. Picture-Cued Task is effective in the learning process as it helps students in writing, enhances their understanding of vocabulary and grammar, and provides visual context to make it easier for them to comprehend and use the language.

It can be concluded that PPP technique is one of communicative language teaching and learning. PPP is a communicative language teaching that works through three sequential steps: presentation, practice, and production. In first step is the presentation which focuses on warm-up and lead-in in this case. In this step teacher introduces descriptive paragraph to be taught. And the second step is the

practice in which the students usually focus on writing practices. In this step, the teacher provides the students opportunities to write a paragraph. The end on this step is production, the students use their language in a sentence and help them generate new idea related to the topic.

2.1.4 Writing Assessment

Assessment is one of the essential parts of the teaching and learning process in the classroom. When the teacher assess the students writing, they need to understand the criteria of writing assessment. According to Wiliam (2011) states that assessment are used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequence was complete. The process involves prewriting, drafting and revising. because writing is productive skill it requires a product in such written form. Assessment is need to assess the product. Then, through assessment we can know that the skill is improved or not.

According to Brown (2004:218) states that assessment of writing is no simple task. To assess student writing there are several criteria that need to be considered. Some of these things needs to be clear about objectives or criteria such as handwriting, skill, correct spelling, writing grammatically, correct sentence, paragraph construction of the main idea. Assessment important in writing because it focuses on finding the best way to assess students writing skill. To make a good writing, students have to focus on the content and form of writing. Therefore, assessment is ongoing process that encompasses a much wider domain.

According to Tontus (2020), assessment is the process of gathering and discussing information from various sources and activities in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. Assessment is the systematic field for reasoning about the development of students of the effectiveness in educational activities. The assessment can impact a greater on students learning and teaching, assessment exceptionally influences how students react to their studies. With assessment, teachers can measure the extent of students' abilities during the learning that has been carried out.

Assessment is a process used to measure abilities or skills in order to obtain expected results. Assessment for learning requires teachers and learners to use to improve instruction and learning. It is about assessing learners progress, providing them with feedback and deciding on the next step in the teaching and learning process. According to Brown (1990) cited by Yambi (2020), assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. In assessment there are two essential terms to understand educational assessment such as formative and summative assessments.

According to Kagan (2009), formative assessment is ongoing while learning is occurring. We perform observation and activities to monitor students learning and the effectiveness of the teaching strategies. For the summative assessment is not ongoing. It is a one-time, final test to sum thing up to evaluate students proficiency. It is a test after learning has occurred. In this assessment, the goal is not to improve teaching or learning in the present. But, the goal is to test what students have learned. Summative assessment is outcome oriented. In summary,

formative assessment are ongoing and focus on improving the learning process, whereas summative assessment are final and focus on measuring the outcome of the learning process.

According to Brown (2004:247), assessment takes on crucial role in such an approach. Learning how to become a good writer places the students in an almost constant assessment stage. In giving students maximum benefit of assessment, it is important to consider earlier stages, which are consisted of the prewriting process until the first or second draft, and later stages, which are consisted of revising and finalizing producing a written. English teacher should assess what they have already taught their students to know the extent to which they have achieved the previously formulated instructional objectives.

An understanding of assessment procedure is necessary to ensure that teaching has the desired impact and that students are being judged fairly. Without the information from assessment, it would be difficult to identify the gap between students current and target performance and help the progress in the classroom learning process, particularly writing. Assessment can be used as a reflection for the teacher to improve the teaching-learning methods. Moreover, teacher can improve the learning process and instruction process for the next learning process and assessment to refresh the teaching and learning process. It is important to make the teaching and learning process much better.

Assessment is a popular and sometimes misunderstood term in current educational practice (Brown: 2004). Assessment is a process of collecting and analyzing the data to measure the result of students achievement. Assessment is an

ongoing process that encompasses a much wider domain. By assessing the students, teacher can measure how far the students understand the material that has been given in the process of learning. Assessment also linked to teaching since it is impossible to teach writing or learn to write without constantly engaging in assessment. In writing assessment, the researcher apply PPP technique to students combined with picture. The researcher will implement with Picture-cued assessment which that will be used. Picture-Cued assessment can help students to improve their writing skills.

It can be concluded that assessment is important role in process of teaching and learning process. Assessment is a process of collecting and analyzing data to measure the result of students achievement. In the context of writing, assessment becomes particularly significant as it provides insight into how well students are mastering various writing skills. Assessment important in writing because it focuses on finding the best way to assess students writing skill. Assessment is very important to know and analyze whether the students have mastered such as a skill, in this case is writing skill. Therefore, related to this study, the assessment only focus on assessing students writing skill in writing skill.

2.2 Empirical Review

The empirical review is the review of relevant research conducted in which it reviews the previous research relevant to the present research. In addition, it can be used as a references in conducting the study in the same field. Empirical review can be used to consider whether the present study could be as successful as the relevant studies. In this study, the researcher want to improve students writing skills through

PPP technique combined with picture. This research is supported by two basic references from previous research. Related research is thoroughly describe in the next section:

The first research was conducted by Kastawa et al (2022) “The Groundbreaking of PPP Technique to Enhance Writing Skill”. This research present aimed at figuring out whether writing skill of the tenth-grade student of SMKN 5 Denpasar can be improved through the implementation of PPP technique. The research design of this research was classroom action research and the research was executed through implementing PPP technique within two cycles. The data obtained gathered by administering pre-test, post-test 1 and 2, and questionnaire. The results of this research showed there was a crucial improvement in the subjects’ descriptive paragraph writing. Based on the results, it can be summed up that writing skill of the tenth-grade students of SMKN 5 Denpasar can be improved through PPP technique.

The weakness of this study, the lack of specific examples for the implementation of PPP techniques. Specific examples of how each phase (presentation, practice, production) is carried out in the classroom that would enhance understanding. Such as, how the presentation phase introduces the descriptive paragraph, and what types of exercises are used in the practice phase. In addition, this study lacks details about data analysis. Where the researcher did not explain what methods were used to analyze the pre-test and post-test results, as well as questionnaire responses that would make the research design stronger.

Apart from that, there are also strengths of this study. The background thoroughly explains the importance of English and writing skills, setting a clear

context for the study. The background includes observations and interviews from specific school. the study emphasizes improving students experiences and outcomes, focusing on engagement, practice, and confidence-building. The study identifies specific problems faced by students, such as lack of vocabulary and motivation. The background sets clear objectives for the study, aiming investigate and improve writing skills through a specific technique, making the study's purpose transparent and focused.

The second research was conducted by Mila and Anita (2020) "Improving Writing Skill of the Tenth Grade students of SMA (SLUA) Saraswati I Denpasar in Academic Year 2020/2021 PPP with Picture Description". This research present study was to find out whether the extent of writing skill through PPP with picture description. There for to achieve the present of study the researcher consisted of pre-test, post-test, and questionnaire. In this study, it showed that the students reaction is possitively after the implementation of PPP, it can say that writing skill of the thentg grade student of SMA (SLUA) be improved through PPP with picture description through a classroom action research.

The weakness of this study is the explanation of how the PPP Technique is applied specifically to teach descriptive paragraphs is not accompanied by images. Although the researcher mentioned three stages of the PPP technique, the researcher did not provide specific examples of how images are used in each stage to improve teaching in writing descriptive paragraphs. In addition, in the assessment method the researcher did not explain the assessment criteria and methods used to evaluate students' descriptive paragraphs. such as using rubrics applied in practice and how rubrics can help assess students writing effectively.

Apart from that, there are also strengths of this study. In this study, the researcher identifies specific issues faced by students in writing, providing a clear rationale for the study. This study has a well-defined objective aimed at improving writing skills using a specific technique. The researcher explain clear outlines the scope of the study, ensuring a focused and manageable research area. Besides that, the researcher also provides clear definitions of key terms, ensuring consistency and understanding throughout the study.

Therefore, in this study, the researcher provides or explains specific examples in each phase of the PPP technique where the researcher explains in detail about the implementation or process of each phase of the PPP technique. In addition, in this study, the researcher uses a method used to analyze the results of the pre-test and post-test as well as responses from the questionnaire. In the assessment, the researcher uses a rubric to assess the results of students' writing. such as using a rubric where the criteria for assessing student writing have been explained in the rubric. So it can be concluded that this study is different from the research explained above.

