

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a vital skill in English language learning that helps students express their ideas clearly and effectively. It is not just about forming words or sentences but also involves organizing information logically. Students must learn to construct coherent text and create texts with a well-defined structure. According to Nurini et al. (2014), writing skills include expressing thoughts, organizing information, and developing cohesive text. In addition, technical aspects such as grammar, punctuation, vocabulary choice, and spelling are crucial for quality writing. These elements ensure clarity and precision in communication. Writing allows students to convey their ideas meaningfully and effectively. Mastering this skill enhances their ability to participate in academic and professional contexts. It also strengthens critical thinking and creativity in expressing ideas. Therefore, writing is an essential component of English education.

Teaching writing requires a structured and systematic strategy that balances creative and technical aspects. Harmer (2004) highlights that writing integrates various language skills, including understanding sentence structures, vocabulary selection, and applying insights from reading and listening. Effective instruction guides students through stages like brainstorming, drafting, revising, and editing. It also focuses on fostering coherence and cohesion in students' work. Additionally, the use of descriptive language is encouraged to enhance clarity and reader engagement. By addressing both the process and the product, teachers can help

students develop strong writing skills. This strategy not only improves technical accuracy but also supports creativity in expression. As a result, students become more confident and effective communicators. Writing instruction is thus essential for comprehensive language learning.

In teaching descriptive text, educators should emphasize developing students' observational skills and guiding them to translate observations into vivid descriptions. Effective strategies encourage the use of sensory details, such as sight, sound, touch, taste, and smell, to create engaging and immersive content. Students should be taught to organize their ideas logically, ensuring a coherent flow in their writing. By focusing on these elements, teachers can help students convey vivid imagery and evoke emotions in their readers. Additionally, providing examples of well-written descriptive texts can inspire and enhance students' writing skills. Structured exercises, such as guided observation and descriptive prompts, can further support skill development. Encouraging peer feedback and revision fosters a deeper understanding of how to improve clarity and detail. Ultimately, these strategies enable students to master descriptive writing effectively.

Despite its importance, many students face considerable challenges in developing their writing skills. Initial observations at the tenth-grade of SMA (SLUA) Saraswati 1 Denpasar revealed that students' ability to write descriptive texts remains below the expected standard. Common issues include difficulty in organizing ideas logically and limited vocabulary, which hinders their ability to express thoughts effectively. Additionally, many students lack the ability to include sufficient detail when describing objects, leading to vague and underdeveloped descriptions. Starting their writing is a frequent challenge, often resulting in

fragmented and incoherent sentences. These difficulties collectively prevent students from creating cohesive and meaningful texts. Addressing these issues requires targeted strategies that improve idea organization, expand vocabulary, and develop descriptive writing skills.

Additionally, students often produce general descriptions lacking specific details, making their writing unclear and unengaging. This issue is exacerbated by a lack of confidence, insufficient practice, and anxiety about making mistakes. Many students fear being judged for errors, which discourages them from experimenting or improving their skills. According to Mirnawati and Firman (2019), the inability to connect ideas logically leads to disjointed writing that is challenging for readers to follow. This disconnect further diminishes the overall quality of their work. To address these challenges, educators must create a supportive environment that encourages practice and reduces fear of mistakes. Providing constructive feedback and reinforcing logical connections in writing can help students overcome these barriers and build confidence.

To address these challenges, teachers play a vital role in guiding and supporting students through the writing process. Effective strategies include providing clear explanations and modeling good writing practices to demonstrate structure and style. Constructive feedback is essential to help students identify areas for improvement and build confidence. Teachers can facilitate brainstorming sessions to help students organize their ideas before drafting. Peer review activities and collaborative writing exercises foster a sense of community, allowing students to share insights and learn from one another. Additionally, incorporating visual aids, such as pictures or videos, can inspire creativity and stimulate imagination. These

tools help students identify specific details to enhance their descriptions, making their writing more vivid and engaging. By combining these strategies, teachers can support students in overcoming writing challenges and developing stronger descriptive skills.

To address the challenges in students' descriptive writing, the researcher proposes implementing the ESA (Engage, Study, Activate) method combined with pictures. This method, developed by Harmer, offers a structured and interactive strategy to learning. It begins with the Engage stage, where students are introduced to visual media, such as pictures, to capture their attention and inspire creative thinking. This stage activates their prior knowledge and encourages them to connect emotionally with the topic. In the Study stage, students focus on understanding the key elements of descriptive texts, including structure, vocabulary, and language features. Teachers play a vital role in guiding students through these concepts. The final stage, Activate, allows students to apply their learning by writing descriptive texts based on visual prompts. At this stage, students express their ideas independently, incorporating specific details observed in the pictures. This strategy not only enhances creativity but also helps students build confidence in their writing skills. The integration of the ESA method and visual aids aims to make the learning process more engaging and effective.

The combination of ESA and pictures provides several advantages. Visual aids help students organize their ideas, enrich their vocabulary, and overcome their struggles with starting and structuring their writing. This strategy also enhances students' ability to include sensory details and create vivid descriptions, addressing the observed difficulties in detail and coherence. Research by Sholeh (2018)

supports the effectiveness of visual media in improving students' creativity, engagement, and writing quality.

The combination of the ESA method and pictures offers an innovative and effective solution to improve students' descriptive text writing skills. By systematically guiding students through engaging, studying, and activating stages, and providing visual stimuli, this strategy addresses common writing challenges such as idea organization, vocabulary limitations, and lack of detail. Implementing this strategy in the tenth-grade of SMA (SLUA) Saraswati 1 Denpasar is expected to enhance students' writing abilities and foster greater confidence and motivation in learning English. Based on these considerations, the writer is interested in conducting a classroom action research study entitled: "Improving Writing Skill of the Tenth-Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2024/2025 Through ESA Combined with Pictures."

1.2 Research Problem

Based on the background of the study, the writer tries to improving students writing skill in descriptive text by using ESA combined with pictures for the tenth-grade of SMA (SLUA) Saraswati 1 Denpasar. So, the problem is "Can ESA combine with pictures improve the writing skill of the tenth-grade students of SMA (SLUA) Saraswasti 1 Denpasar?".

1.3 Objective of the Study

The objective of this study is to improve students writing skills in descriptive text by using ESA combined with pictures for the tenth-grade of SMA (SLUA) Saraswati 1 Denpasar. To achieve this, the study implements the ESA

(Engage, Study, Activate) method combined with the use of pictures as a teaching strategy.

1.4 Limitation of the Study

Writing is an essential skill in English learning that enables students to express their thoughts, ideas, and knowledge effectively. It involves not only the ability to write words and sentences but also to organize ideas into coherent text and meaningful texts. Developing strong writing skills is crucial for students as it enhances their communication abilities, critical thinking, and creativity. However, many students face difficulties in mastering writing, especially when it comes to organizing ideas, using appropriate vocabulary, and maintaining grammatical accuracy. Therefore, innovative and structured teaching methods are needed to address these challenges and help students improve their writing proficiency.

This study focuses on improving the writing skills of tenth-grade students at SMA (SLUA) Saraswati 1 Denpasar, specifically in writing descriptive texts. Descriptive text, as one of the key genres in English learning, requires students to describe objects, places, or people in a clear and vivid manner. However, initial observations revealed that many students struggle with organizing their ideas, selecting appropriate vocabulary, and providing sufficient detail in their descriptions. To address these issues, the researcher employs the ESA (Engage, Study, Activate) method combined with pictures as a teaching strategy. This strategy aims to engage students' interest, help them understand the structure of descriptive texts, and stimulate their creativity through visual media.

1.5 Significance of the Study

The results of this study are expected to have both theoretical and practical applications. Theoretically, the findings aim to contribute to the field of English language teaching, particularly in writing descriptive texts, and provide valuable insights for future research on effective strategies to enhance learning activities in this area. Practically, the study benefits various stakeholders. For students, it seeks to improve their skills and understanding in writing descriptive texts by employing the ESA (Engage, Study, Activate) strategy combined with picture-based strategies, which can facilitate quicker comprehension and better writing outcomes.

For teachers, it offers a creative and engaging method to teach descriptive texts, enabling them to create more effective and interesting learning experiences. For researchers, the study provides a deeper understanding of the ESA strategy combined with pictures as a learning strategy, serving as a foundation for further exploration and development of efficient teaching methodologies.

1.6 Definition of Key Terms

1. Writing Skill

Writing skill is the skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the academic year 2024/2025 to create descriptive texts. These texts consist of two main components: identification and description, the text consists of 15 – 20 sentences divided into three text. Based on the scoring rubric the indicators of writing skills include the clarity of content, logical organization of ideas into coherent text, appropriate use of varied vocabulary, grammatical accuracy, and proper application of mechanics such as punctuation, capitalization, and spelling.

2. ESA Combined with Pictures

ESA (Engage, Study, Activate) approach combined with pictures is the teaching strategy to improve writing skills in tenth-grade student of SMA (SLUA) Saraswati 1 Denpasar. This strategy has 3 steps there are engage, study and activate. In the Engage stage, pictures are used to attract students' interest and inspire their creativity. The Study stage focuses on analyzing the pictures and learning the components of descriptive texts, such as vocabulary, grammar, and text structure. In the Activate stage, students write descriptive text based on the pictures provided.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review comprises expert concepts and terminology vital for this study. It aims to offer practical insights, supported by relevant theoretical frameworks and empirical evidence. By drawing from foundational theories, the review addresses specific research problems and helps narrow the study's focus. It emphasizes key variables and serves as a guide for data collection and analysis. In this research, the theoretical review explores concepts related to writing skills, descriptive text, the ESA (Engage, Study, Activate) method combined with pictures, and writing assessment. These areas are identified as the primary theoretical foundations and are discussed comprehensively. The review not only provides context for the study but also ensures a structured strategy to understanding and analyzing the research focus.

2.1.1 Writing Skill

Writing is a complex process that involves the production of text to communicate ideas, thoughts, and information. Hyland (2003) defines writing as a "skill of encoding thoughts in a meaningful and organized manner for the purpose of communicating with others." It serves as a tool for individuals to express their ideas, share knowledge, and influence or inform their audience. Writing is not simply the act of putting words on paper or a screen; it also engages cognitive processes such as planning, organizing, drafting, and revising. These processes help ensure that the message is clear, coherent, and effectively conveyed. The ability to write well is essential in academic, professional, and personal contexts, making it a

vital skill in modern communication. Through writing, individuals can reflect, argue, persuade, and connect with others, highlighting its importance as a communication tool. The process of writing is iterative, requiring continuous revision and refinement to improve the clarity and impact of the message. As such, writing is not just about generating text but also about engaging with ideas in a thoughtful and structured way.

The writing skills of students in class the tenth-grade are demonstrated through their ability to compose descriptive texts that follow three main structures: identification, description, and conclusion. These texts usually consist of 6 to 12 sentences, providing students with the opportunity to effectively showcase their descriptive writing proficiency. The identification functions as the introduction, setting a clear focus or topic for the description. The description section elaborates on the characteristics, features, or qualities of the subject, allowing students to offer a detailed and vivid portrayal. Finally, the conclusion summarizes or provides an overall impression of the subject, bringing the text to a coherent close. These three components work together to form a complete and well-organized descriptive text, highlighting students' ability to convey information clearly and creatively. Through this structure, students learn to organize their thoughts and present descriptions in a logical and engaging manner.

According to Gerot and Wignell (1994), descriptive texts are designed to "describe a particular person, place, or thing," and they achieve this through a clear organizational structure that ensures coherence and comprehensibility. In evaluating students' descriptive writing, a scoring rubric is employed, focusing on several key aspects. Content evaluates the relevance and depth of the information

provided, ensuring that students offer a thorough description. Organization examines the logical flow of ideas, ensuring that the text is structured in a coherent manner. Language use assesses grammatical and lexical accuracy, highlighting the importance of correct language conventions. Creativity reflects the originality and engagement of the writing, encouraging students to add their unique perspective. Mechanics covers aspects such as spelling, punctuation, and capitalization, which are essential for clarity and readability. This structured strategy aligns with Brown's (2004) emphasis on using rubrics to establish clear and consistent criteria for evaluation, which helps students understand their strengths and identify areas for improvement. By integrating these criteria, teachers can provide a comprehensive and fair assessment of students' descriptive writing skills, fostering both creativity and linguistic precision.

In conclusion, the use of a structured scoring rubric is essential for effectively assessing students' descriptive writing skills. This rubric allows teachers to evaluate key aspects such as content, organization, language use, creativity, and mechanics. By focusing on content, the rubric ensures that students provide relevant and detailed information, enhancing the quality of their descriptions. The organization aspect helps maintain the logical flow of ideas, ensuring that the text is cohesive and easy to follow. Language use is critical, as it ensures grammatical and lexical accuracy, reinforcing the importance of correct language conventions. The creativity component encourages students to present unique and engaging perspectives in their writing. Additionally, mechanics such as spelling, punctuation, and capitalization contribute to the readability and clarity of the text. This comprehensive strategy aligns with Brown's (2004) recommendation to use rubrics

for consistent and transparent evaluation. By integrating these key criteria, teachers can provide clear feedback that highlights students' strengths and areas for improvement. Ultimately, this structured assessment promotes both creativity and linguistic precision, supporting students' growth as effective writers.

2.1.2 Descriptive Text

Descriptive text is a genre of writing that aims to convey a clear and vivid image of a person, place, thing, or event, allowing the reader to form a detailed mental picture. According to Anderson and Anderson (1997), descriptive texts provide comprehensive information to help the reader visualize the subject in question. The core of this type of writing lies in its focus on sensory details, encouraging the writer to describe how something looks, smells, feels, sounds, or tastes. By utilizing specific and precise language, descriptive texts enhance the reader's ability to imagine and experience the subject as if they were directly encountering it. These sensory details are what make descriptive writing both engaging and immersive, as they help evoke emotions and create a strong connection between the reader and the text. Furthermore, the use of clear and vivid descriptions ensures that the subject is portrayed in a manner that is both accurate and compelling. Through careful attention to sensory perception, descriptive texts have the power to transform ordinary subjects into extraordinary experiences for the reader. This strategy not only strengthens the impact of the writing but also enhances the reader's ability to retain and recall the details described. Ultimately, descriptive writing helps the audience connect with the subject on a deeper level, making it an essential skill in both creative and informational contexts.

In descriptive writing, the structure typically consists of two main parts: the identification and the description. The identification introduces the subject being described, while the description elaborates on the physical appearance and characteristics of the subject. For example, in describing a person, the identification might include their name and role, while the description would delve into details such as their height, hair color, clothing, and mannerisms. According to Siahaan and Shinoda (2008), this clear organization is essential in making the text easy to understand and visually engaging for the reader. Goal of the descriptive text was clear, namely to explain, describe or express a person or an object (Sugeng, 2018).

When writing descriptive text, there are several sets of common generic structure, the structure is:

- a. Identification, contains the identification of matter a will be described.
- b. Description contains the explanation description of the thing person to mention a few properties.

In conclusion, the organization of a descriptive text into two main parts—identification and description—is essential for effective writing. The identification serves as an introduction to the subject, providing necessary information such as the name or role of the person, place, or thing being described. This helps the reader understand what or who is being discussed. The description, on the other hand, delves deeper into the subject's physical appearance and characteristics, offering details that allow the reader to visualize it clearly. According to Siahaan and Shinoda (2008), such clear organization is key to making the text both easy to understand and visually engaging for the reader. By structuring the text in this way, writers ensure that their descriptions are coherent and that the audience can form a

vivid mental image of the subject. Sugeng (2018) further emphasizes that the goal of a descriptive text is to explain, describe, or express the essence of a person or object, making this structure fundamental in achieving that purpose. The identification and description work together to present a complete and engaging portrayal of the subject. This structure not only helps in organizing ideas but also ensures that the reader is effectively engaged in the writing. Overall, a well-organized descriptive text allows the writer to communicate their ideas clearly and captivates the reader's imagination.

2.1.3 ESA with Picture

The ESA (Engage, Study, Activate) strategy is a widely recognized and effective language teaching methodology aimed at boosting student engagement and enhancing the learning experience. It is structured into three clear stages: Engage, Study, and Activate. The first stage, Engage, involves capturing students' attention through stimulating activities or materials that spark their interest. In the second stage, Study, students focus on learning specific content or language features, such as vocabulary, grammar, or text structure, with the teacher's guidance. Finally, in the Activate stage, students apply what they've learned by producing language independently, often through interactive tasks like writing or speaking exercises. When the ESA strategy is combined with the use of pictures, its effectiveness is further enhanced. Visual aids can increase student interest and engagement by providing concrete examples that support the learning process. Kasih (2023) suggests that pictures help improve comprehension by offering students a clear, visual representation of the content they are studying. This combination of ESA with visual aids not only captures students' attention but also

facilitates deeper understanding and retention of information. By integrating visual elements into the ESA strategy, teachers can create a dynamic and interactive learning environment that encourages active participation and learning.

The ESA strategy in this study utilizes a structured teaching strategy consisting of three main stages: Engage, Study, and Activate, supported by visual aids in the form of pictures relevant to students' daily lives. This strategy is designed to enhance students' descriptive writing skills in an engaging and meaningful way. In the Engage stage, the teacher uses captivating pictures of animals, such as cats, dogs, or birds, and people engaged in familiar activities, like children playing or adults working. These visual aids are chosen for their relevance to students' everyday experiences, aiming to spark curiosity and increase their engagement in the learning process. During the Study stage, students are introduced to the structure of descriptive texts, including the identification of objects and detailed descriptions. The teacher explains the use of relevant vocabulary, such as adjectives to describe characteristics and prepositional phrases to indicate location or relationships. As part of the learning process, students analyze example texts that describe the provided images, such as a white cat with blue eyes or a child playing football. In the final stage, Activate, students are encouraged to apply what they have learned by writing their own descriptive texts based on the pictures provided. For instance, they may write about a colorful bird they see in the image or a child reading a book in the park. This activity is designed to help students use their knowledge in a real and meaningful context.

According to Harmer (2007), the ESA method, when combined with visual aids like pictures, creates an enjoyable and interactive learning experience that

engages students and enhances their language skills. This strategy not only motivates students but also helps them connect more meaningfully with the lesson content. Research by Kusumaningrum (2020) supports this view, highlighting that incorporating pictures relevant to students' daily lives can significantly increase their motivation to write. Pictures serve as effective visual stimuli, making it easier for students to organize and express their descriptive ideas. By providing a concrete reference, visual aids help students focus on the key features of the subject and inspire creativity in their writing. The use of familiar images also facilitates a deeper understanding of the content, enabling students to draw on their own experiences and observations. This method fosters both engagement and learning, as students become more confident in their ability to produce descriptive texts. As a result, the ESA strategy, enriched with visual aids, creates a dynamic and motivating classroom environment that encourages active participation and successful language acquisition.

In conclusion, integrating the ESA method with visual aids, such as pictures, offers a powerful strategy to enhance student engagement and learning. Harmer (2007) emphasizes that this combination creates an interactive and enjoyable learning environment, which captivates students' attention. The visual aids provide a concrete reference that helps students connect with the lesson content in a more meaningful way. Kusumaningrum's (2020) research supports this idea, showing that pictures related to students' daily lives can significantly boost their motivation to write. By offering students familiar and relevant visuals, teachers can inspire creativity and make it easier for students to organize their thoughts and ideas. This process also makes the descriptive writing tasks more accessible and less daunting,

as students can draw from real-life experiences. The use of visual aids encourages active participation, allowing students to feel more confident in their ability to create well-structured texts. Additionally, the ESA method's three stages—Engage, Study, and Activate—are enhanced by the inclusion of pictures, making each stage more effective. Overall, this strategy not only improves writing skills but also deepens students' understanding of the content. It ultimately leads to a more motivating and productive learning experience, where students are encouraged to actively engage with their writing tasks.

2.2 Empirical Review

Many writers have reported to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the writers' finding bellows:

Pratiwi (2021) conducted a research entitled "Improving Writing Skill of the Tenth-Grade Students Of SMKN 2 Denpasar in Academic Year 2020/2021 through ESA Combined with Picture". This was done to determine the writing skills of tenth-grade students at SMKN 2 Denpasar can be improved through ESA combined with images or not. For To achieve this goal, the researcher conducted two cycles of classroom action research. Next, the necessary data is obtained by providing research instruments: tests and questionnaire. The research data was analyzed by comparing the pre-test and post-test, namely showed a significant increase in the subject's average score from the pre-test and post-test. Furthermore, the results of the questionnaire showed the subject's positive response to implementation ESA combined with images. It can be concluded that the writing skill of the tenth-grade

students of SMKN 2 Denpasar in academic year 2020/2021 can be upgraded through ESA combined with pictures.

Astrini (2020) conducted a research entitled “The Use of ESA with Colorful Pictures to Improve Writing Skills of the Eighth Grade Students of SMPN 2 Kediri in the Academic Year 2019/2020”. This study sought to determine whether the ESA method, combined with colorful pictures, could improve the writing skills of eighth-grade students at SMPN 2 Kediri. The findings showed that students responded positively to the use of ESA with colorful images, resulting in improved writing skills, particularly in writing descriptive text.

Previous studies have some weaknesses that need attention. Pratiwi's research (2021) lacks detailed explanations regarding the steps for implementing the ESA (Engage, Study, Activate) method in the lesson plan. Additionally, the variation of topics in the pre-test and post-test was not highlighted, limiting students' ability to express their writing skills across various themes. Meanwhile, Astrini's study (2020) faced challenges with the limited number of topics in the pre-test and post-test, which made it difficult for students to develop and elaborate on their ideas optimally. This study also did not provide an in-depth explanation of how colorful pictures were utilized in each phase of ESA to support the improvement of writing skills.

In conclusion, both studies demonstrated improvements in students' writing skills, especially in descriptive text, through the use of the ESA strategy. However, Pratiwi's study lacked clarity regarding the specific steps of implementing ESA within the lesson plan, while Astrini's study was limited by the small number of test topics, which hindered students' ability to elaborate on their ideas effectively. The

results of this study show that the application of the ESA method combined with pictures significantly improves the writing skills of tenth-grade students at SMA (SLUA) Saraswati 1 Denpasar in the academic year 2024/2025. The average student score increased from the pre-test to the post-test, and students responded positively to this learning method, as indicated by the questionnaire results. With systematically designed ESA steps and the use of varied pictures, this study provides an important contribution to enhancing writing instruction methods at the high school level.

