

CHAPTER I

INTRODUCTION

1.1 Background of The Study

There are four skills to be mastered in English language teaching: speaking, writing, listening, and reading. Writing is one of the productive skills that should be learned by students in all grades. Students make an effort to express their minds through language in writing. Writing is also known as the ability to put meaningful thoughts into words. Through writing, the writers could transfer ideas, opinions of something and feeling as well. If they cannot express it verbally, they can express it in written form. In school, writing is taught to develop and generate the students' ideas or thoughts in written form. Furthermore, in the teaching and learning process, students develop and generate their ideas and learn how to use writing components such as vocabulary, grammar, spelling, punctuation, and conjunction. These components are important in constructing a well written composition.

According to Johnson (2008:203), writing is having ideas, arranging ideas and communicating ideas. In this sense, grammar, spelling and punctuation are a means to an end, but they are not ends by themselves. In addition, a productive skill plays an important role in communication since not all language can be expressed verbally. Good writing could not be separated from the process itself. Oshima and Hogue (2007:15) state that the process of writing has roughly four steps; creating an idea, organizing the idea, writing the rough draft and polishing the rough draft by editing it and making a revision. Those steps are crucial for students so that they can practice and improve their writing skills. Furthermore, the students are able to learn how to make a good paragraph and how to develop their idea based on the criteria of a paragraph with the process of writing.

A paragraph is a group of sentences about a single topic. Together the sentences of the paragraph explain the writer's main idea about the topic (Zemach and Rumisek, 2005:11). When the writers want to develop a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain or describe something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. If students can focus, they can write successfully. Zemach and Islam (2005:iv) state paragraph writing is designed to help low-intermediate students analyse model paragraphs, find ideas, put them into sentences, organize them into paragraphs, and review and revise their paragraphs. This process will develop their paragraph writing ability and encourage them to become independent and creative writers.

Based on preliminary observation, some students of the eighth grade at SMPN 2 Kuta Utara had difficulties in making a good paragraph, especially in generating and organizing their ideas in descriptive paragraph construction. In addition, they did not know how to arrange the paragraph well using the correct format and punctuation and mechanic. Because of those difficulties, the students' scores in writing paragraphs were not good enough, and they had less interest in writing. To help them, the teacher should provide an appropriate teaching strategy. If the teacher used it, the students would be successful in writing a good paragraph. The teacher should know about an interesting strategy to make the students more motivated. Therefore, the students enjoyed the teaching and learning process in the class, and they felt that making a paragraph was not as hard as they thought.

Based on an interview with one of the teachers in SMPN 2 Kuta Utara, the teacher used a monotonous strategy to teach writing. The teacher explained the material and showed the example, and then students were asked to make their own

paragraph based on the example given. Sometimes, the students were asked to write a paragraph without guidance on constructing a good paragraph. Moreover, the writing process was not given clear attention and without considering the organization of the paragraph and other criteria. In writing paragraphs, they still had difficulties generating and organizing the ideas into a well-written paragraph.

The teacher still used teacher-centered learning as the focus in the learning and teaching process. However, it was an old technique that must be changed because, in the curriculum 2013, the teacher must focus on student-centered learning. It means that students must be more active than the teacher is and always involved in the teaching and learning process. The teacher tended to ask the students to make a paragraph after explanation. Besides, the students were asked to listen carefully to the explanation and then make a paragraph based on what have explained by the teacher. It would make them bored because the learning process was uninteresting since they were not involved in the teaching and learning process.

To solve the problem of the students, the researcher found an interesting and effective teaching strategy to help them generate and organize the ideas into a good paragraph by using Tell- Show Strategy Combined with Picture. According Peha (2003), Tell-show is a strategy that can make it easier for the students to write paragraphs, especially when they want to describe something and make it more detailed. The strategy would use T-Chart which there will be two columns, "Tell", which would tell the identification part and "Show", which would show the specific description based on the identification. Therefore, this strategy would involve the students' activeness in its application. It will make them easier to arrange a descriptive paragraph since this strategy is easy to understand and interesting to improve writing. In addition, the focus would be student-centered.

To maximize the application of tell-show, it would be combined with a picture. Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. By using the tell-show strategy combined with picture, the students can immediately see the picture and write the identification based on the picture given. They did not need to imagine all the things anymore because there would be a picture that would be described above the T-chart. Picture as media may help the students explore their ideas and motivate them to write a good paragraph. The existence of pictures as media will guide the students in generating their ideas in making a descriptive paragraph so that it would stimulate students.

According to the explanation above, the researcher was interested in implementing tell-show strategy combined with picture in the teaching and learning process to improve the students' writing skills in making a descriptive paragraph. It was stated clearly that the strategy would help the students face their problems, especially in generating and organizing their ideas into a well-arranged paragraph. In addition, it would be a good solution for them. This strategy is also appropriate to make the students more active in the teaching and learning process. The researcher believed that this strategy would improve their writing ability and their scores as well. Therefore, the researcher conducted the present study entitled "The Use of Tell-Show Strategy Combined with Picture to Improve Writing Skill of the Eighth-grade Students in SMPN 2 Kuta Utara in Academic Year 2021/2022".

1.2 Research Problem

Based on the background of the study, the students had difficulties in generating and organizing their ideas in constructing a descriptive paragraph. They were also still confused about what they would like to describe in their paragraph.

Finding the right strategy could be a good solution to solve the student's problem. Moreover, a strategy that was used was expected to make their writing's ability improve. Tell-show combined with picture was a strategy that could be used to improve the students' writing ability. In addition, the present research problem could be formulated in the form of a question as follows: can writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 be improved through tell-show strategy combined with picture?

1.3 Objective of the Study

The research was conducted to solve the problem that was faced by the students in writing by applying an appropriate strategy. There were so many different strategies to improve the students' achievement in writing. To make this study has direction, it needed to declare an objective to be achieved. Based on the problem of the study, the students had difficulties in generating and organizing their ideas in constructing a good descriptive paragraph. The present study was conducted to answer the research question which has been previously determined. Thus, the main objective of this study was intended to find out whether writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture.

1.4 Limitation of the Study

Teaching writing has a complex analysis and criterion. There were so many problems in writing. Moreover, many strategies could be used as the solution to fix the problem in writing. It was really important to limit the study to avoid complicated discussion. Since the complexity and broadness of the writing skill problem, the present study was limited to using tell-show strategy combined with

picture to improve the descriptive paragraph writing ability of the eighth-grade students in SMPN 2 Kuta Utara in academic year 2021/2022. The curriculum that would be used in the present study was curriculum 2013. The researcher needed to know the syllabus used in the school to make a lesson plan. The present study would focus on the fourth main and basic competencies since it was writing skills.

The fourth basic competency was constructing short and simple oral and written about person, thing and animal according to a social function, text structure and language features correctly and contextually. Therefore, writing skill in the present study focused on constructing descriptive paragraphs that described things and people and consisted of generic structure: identification, description, and conclusion. Furthermore, it should fulfil the scoring rubric criteria by Oshima and Hogue (2007), which focused on format, punctuation and mechanics, content, organization, and grammar and sentence structure. Moreover, there would be a picture of a thing or person as the media to help the students generate their ideas. The students must describe the picture of a thing or person that was provided and follow the criteria of a good paragraph based on the scoring rubric.

1.5 Significance of the Study

The researcher paid attention to using tell-show strategy combined with picture to improve the writing ability of the eighth-grade students in SMPN 2 Kuta Utara in academic year 2021/2022. The research findings were expected to give theoretical and practical information of the importance and useful using tell-show combined with picture in teaching writing, especially if the students wanted to describe something. Both theoretical and practical were important to make sure that the present study would give beneficial impacts. Moreover, theoretical and practical

to support and strengthen explanation that presented properly. The theoretical and practical significance could be defined as follows:

Theoretically, the research study was aimed to strengthen the theories of writing. In addition, knowing the purpose of writing and Tell-Show strategy combined with picture. The findings of using the tell-show strategy to support and contribute to the theory in developing students' writing skills. The theories that used in this study could enrich the existing references and support the explanation. The present research findings could be used as empirical evidence that was expected to give information to other researchers in the future if they wanted to conduct classroom action research, writing skills and Tell-Show strategy combined with picture. Therefore, the theories could assist the teacher in understanding and developing the strategy for the teaching and learning process.

Practically, the findings of the present study were expected to give benefits for the teachers, students, and other researchers. The present study was expected to help the teachers to solve the students' problem in generating and organizing ideas in descriptive paragraphs based on the criteria needed as well. On the other hand, the findings were expected to motivate the students to improve their writing skills. The strategy could be applied continuously in school to improve the quality of the teaching and learning process. At last, the present study could be used as a reference for the other researchers who would conduct a similar research using classroom action research design and applying tell-show strategy combined with picture.

1.6 Definition of Key Term

In conducting classroom action research, some terms were used in this study. As the terms in the research were sometimes too broad and explained many

things, it was important to make it specific what would be the study's variables. The key terms in the present study were divided into two parts. The first is writing skill and the second was, Tell-Show strategy combined with picture. Moreover, the key terms used in the present study need to be operationally and clearly defined to avoid misunderstanding and make the researcher easier to understand the point of explanation. The definition of key terms that were used in the present research could be operationally defined as the following elaboration.

1. Writing Skill

In the present study, writing skill is operationally defined as the skill of the eighth-grade students in SMPN 2 Kuta Utara in constructing a very short and simple descriptive paragraph that consists of 6 – 12 sentences which consists of a complete generic structure: identification, description and conclusion.

2. Tell-Show Combined with Picture

Tell-show combined with picture is a teaching technique that combines tell-show and a teaching media in the form of a picture, and it is used in teaching descriptive paragraphs to the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 which was started by making T-chart of two columns "Tell and Show", to help the students generating and organizing their ideas. In the "Tell" column, they would write simple sentences for identification, description and conclusion based on the picture/topics. In the "Show" column, they would develop the sentences as detail as possible according to the simple sentences in identification, description, and conclusion After they finished completing the chart, they could compose a good descriptive paragraph based on the Tell and Show column.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of some theories related to the study. To conduct a scientific study, it must be based on a theoretical foundation. In addition, it is also in concern to the concept and theories which will be used as a standard in every research. To support the understanding of the research problem, some theories were reviewed related to the concept of writing skill and the strategy used. The researcher described some important points from related literature to support the study. The present study was based on the following theoretical framework: writing skill, descriptive paragraph, tell-show combined with picture, and assessment of writing. These frameworks could be explained as follows:

2.1.1 Writing Skill

Writing is one of the skills that all students should master. Besides, writing needs a process to make a well-written product. The skill is one of the productive skills which requires a product of its result. Writing is not only putting words down on the paper, but writers put their feeling as well. Through writing, they could express their thoughts and feelings when they could not speak in a spoken way. Communication could be done through writing. Furthermore, writing is an important skill that students need to master and develop. If they can speak it, they can write it. It is a unity that cannot be separated. Thus, learning how to produce good writing is important. There are so many related theories that define writing.

According to Oshima and Hogue (2007:15), writing is never one step action; it is about ongoing creative acts. When writers start writing something, they have

already thought about what to say and how to say it. Then after finishing it, they read what they have written and probably will revise it until they are satisfied that their writing expresses exactly what they want to say. The process of writing itself has roughly four steps. The first step is called prewriting. It is a way to get ideas by choosing a topic and collecting ideas to explain the topic. The second step is called the organizing step. The writers need to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writers write a rough draft by using the previous outline. The last step is called revising and editing step. In this step, the writers polish what they have already written.

Writing is more than just sitting down and then talking on a piece of paper. Writing involves thinking, planning, writing and revising. There are four steps to be a good writer: prewriting to get ideas and organize them, writing the first draft, checking and revising the work, and writing the final copy (Hogue 2008:28). It cannot just be done in one step, but to produce good writing, it must be followed the steps. According to Fulwiler (2002:20), how to produce good writing such as prewriting, re-seeing the first words and determining whether or not they do the job writers want them to do. The more drafts they can manage, the better their final piece is likely to be. The writers usually get their satisfaction in composing their ideas when they see their final writing is important as well.

According to Hyland (2003:9), writing is a way of sharing personal meaning, and writing courses emphasize the power of students to conduct their own views on a topic. By giving space for students, they can create their own meanings within a positive and cooperative environment. A teacher can see their roles to emphasize the individual power to build their own views topic as writing is about development process letting the students make and share their writing without

intimidating their views will make them confident. Their confidence in sharing their thoughts is crucial in writing to show how they see the topic based on their perspective. Therefore, the teacher must support their creativity that comes out of their confidence. It also gives a chance to them to stimulate their ideas.

Urquhart and Mclever (2005:3) state that writing is a process of exploration that benefits students and content area teachers alike. As students write to make their ideas clear and understandable, they experience the fun of discovery, and so do their teachers. When students get their ideas and successfully make a written product, students and teachers will feel satisfied. Through writing, the students can practice exploring and developing their ideas. In addition, they will transfer it in written form. Therefore, they are exploring and developing their ideas and practising how to write with correct grammar and punctuation. It needs time to master writing, but their writing skills will improve as the students keep practising. Writing should be a process oriented; it should not be only product oriented.

Graham (2008:2) states that writing is a complex skill requiring considerable effort and time to master. As students move towards the middle-high school grades, writing becomes more complex, as it no longer revolves around a single teacher at each grade level. Writing and writing instruction becomes a shared responsibility across disciplines. Teachers must all devote significant attention to the teaching of writing if they expect students to learn how to write effectively within disciplines. Teachers must guide the students and make sure that they get the writing instruction as clear as possible. Clear direction will direct the students immediately to the objective of writing itself. It is not an easy job as a writing teacher, but seeing that what the teacher teaches could make the students successful is the greatest satisfaction as a good and professional teacher.

According to Brown (2004:335), writing as a written product is often the result of thinking, drafting and revising procedures that require specialized skill. The upshot of the compositional nature of writing has produced writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise it for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Composing process of writing requires the understanding of writing itself. Producing good writing means that putting the process of how to produce it into a well-organized idea.

Patel and Jain (2008:125) state that writing is a kind of linguistic behaviour. It presents the sound of language through visual symbols. Writing may be very important for one group of students but less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill that must be taught and practised as well. Writing is an essential feature of learning a language because it provides a very good way of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at the highest stage. Good writing is the most efficiently acquired when the students practice in writing parallels practice in other skills. Writing provides an excellent consolidating learning activity.

Furthermore, writing is a rational activity and valuable activity. Writing is rational means that it is an exercise of mind requiring the mastery of the techniques anyone can learn. However, the writers do not have to be genius to write clear, effective English. The writers just have to understand what writing involves and know how to handle words, sentences, and paragraphs. In addition, the important point is that they can learn. If they do, they can communicate what they want to

communicate in words other people can understand. The second assumption is that writing is worth learning. It is of immediate practical benefits in almost any job or career. If they know how to write, they will get along faster and farther. Certainly, there are many jobs that they can get along with. Writing is a way of growing. No one would argue that being able to write will make the writers morally better. However, it will make them more complex and more interesting (Kane, 2000:1)

In conclusion, writing as a productive skill that the writers use to express their feeling and thoughts and deliver the information clearly. To make a good writing product, the writer should follow the process of writing because writing is such a complex skill. Based on some theories that have already been mentioned above, the researcher intended to use the theory from Oshima and Hogue (2007:15) which explained that writing has roughly four steps that writers must follow to achieve good writing, those are; prewriting, organizing, writing, and revising and editing process. These steps should be procedurally conducted to produce a well-written paragraph. The theory that was used was relevant to the present study because it was about improving the students' paragraph writing ability.

2.1.2 Descriptive Paragraph

Students are expected to make written product since writing is an important skill that should be mastered. A written product that meant, in this case, is a paragraph. According to Zemach and Islam (2005:9), a paragraph is a group of about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanations. Then it would make the readers can capture the

meaning of the paragraph easily. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers will easily understand what the writers are going to tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It gives more information about the topic, specific details and explanation. The last is the conclusion as the closing of a paragraph. It is about how the writers' feelings. The statement can be assumed that a paragraph is a group of sentences explaining and discussing the main point or one subject based on the topic sentence.

There are four types of paragraphs, one of them is a descriptive paragraph. The descriptive paragraph describes a thing, place or person clearly, based on the generic structure of identification, description and conclusion. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how a person, thing, animal, or place looks or feels. An adjective is needed to describe person, thing, place, and animal in vivid detail in writing a descriptive paragraph. Writers use an adjective to describe how the writer feels, tastes, sounds, or smells. In addition, descriptive paragraph uses present simple pattern. The teacher must make sure that to teach their students descriptive paragraphs in writing. They must know the use of adjectives and simple present tense since it is based on fact.

Furthermore, Kane (2000:351) states that description is about the sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Whatever

sense it appeals to, descriptive writing is of two broad kinds; objective and subjective. In the objective description, the writers set aside those aspects of perception unique to themselves and describe the perception itself. In the subjective (also called impressionistic) description, writers project their feeling into the percept. If the objective description says, "This is how the thing is.", subjective says, "This is how the thing seems to one particular consciousness."

Moreover, according to Oshima and Hogue (2007:61), a descriptive paragraph tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture, and the readers can imagine the object, place or person in their mind. The more details the writer includes in a descriptive paragraph, the more clearly the reader would imagine what the writers are describing. The details should appeal to the five senses. They should tell the reader how something looks, smells, sounds, feels and tastes. Write about colours, sizes, shapes, odours, noises and texture. The students would describe it as clearly as possible to make the readers imagine it easily, which is the key success of writing a descriptive paragraph.

Descriptive writing uses the word to build images for the readers. These images come from sights, sounds, smells, tastes or feelings. It can be assumed that the reader can get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel as if she or she is present in the scene. Furthermore, there are three points of descriptive organization such as: introduction, body paragraph and conclusion. In the introduction, the writer introduces what is going to describe related to the topic, including the object or event. In the body paragraph, the writer explains the most description of something as clear as possible. At last, in conclusion, the writer put their final opinion about the description that is explained (Savage and Mayer, 2005:30)

Moreover, to support the theory above, according to Evans (2000:11), the generic structure of a descriptive paragraph is an introduction, main body and conclusion. In the introduction, the writers tell about location, population and reason, for instance. The main point is they tell the general information of the paragraph, whether it is about describing a place, person, thing or animal. The main body of the paragraph is about a specific description. If it is about describing a person, it can be their physical appearance, characteristics, hobby, habit, etc. The last part is a conclusion which is about how the writer ends the paragraph. It can be how the writer feels, comments, or sometimes there will be a recommendation.

Based on the statements above, a descriptive paragraph is a paragraph that describes a person, thing, animal or place, which consist of a generic structure. Regarding the theories mentioned, the researcher used the theory of Zemach and Rumisek (2005:5), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels, and it is described by using adjectives. In addition, the researcher used the theory of Savage and Mayer (2005:33), which explains the three important points in a descriptive paragraph; introduction or identification, a body paragraph or description and conclusion. Those theories could be used as a guide; in addition, it was relevant in the present research.

2.1.3 Tell-Show Combined with Picture

Students found it difficult when they started to write something, especially a paragraph. They tend to be confused about what they are going to write because they have no idea. However, they have to be successful in writing a good paragraph. To help them improve their writing, especially paragraph writing, it is necessary to find an appropriate strategy to make them easier in writing a good paragraph. Tell-

show that is adapted from T-chart is one of the strategies that could be used to facilitates the students to write a paragraph. This strategy was combined with a picture which is related to the topic. It would help the teacher to solve the problem as well as it could make the students construct the paragraph easier.

Winebrenner (2006:163) states that one of the ways to help students in writing is by applying the chart. It is a variation of the other split page note-taking method. The students may use it to study writing by adopting the chart so that the students easier to make a paragraph. Using this strategy, the students have a blank copy of a form consisting of two columns. The left column is labelled "Tell" and the right column is labelled "Show" The students write the draft of their writing in the column according to the function of each column. After completing the column, the students will directly arrange the paragraph based on what they have written in the column. It will help the students to construct the paragraph well.

Charts are ways to group ideas visually (Galko, 2001:27). The chart will help the students to organize the ideas logically. The chart is divided into two columns, it called T-Chart. Using this chart will help the students generate and organize their ideas in writing a paragraph. Furthermore, this strategy will help the students develop the ideas as their focus should be restricted on the specific small topic that will be discussed. The teacher asks students to write simple sentences in the tell column and then develop it in the show column to facilitate students using this strategy. The simple sentence that they generate as the result of their overview of the topic being discussed will discuss specific in the show column.

According to Peha (2003:33), tell and show strategy can help students easier if they want to describe something. There are some reasons why showing is better than just telling. First, showing is more specific than just telling. Instead of just

telling, students can explain every single object in detail, so the readers can imagine what is being described. Second, showing helps readers make a picture in their minds. A reader only has words, so it is better to show them what the students imagine in their minds. Third, showing is more interesting than just telling. Students need to add something detail in the object being described so the reader will be interested in figuring things out. Showing is said that the most sophisticated technique students can use. It makes the writing richer and more descriptive. It also helps students discover new ways to say things.

According to Nunan (2003:270), the students learn best when visual reinforcement such as charts, pictures, graphs, etc., make the learning environment more pleasant, relaxed and attracts the students to stay focused. The teacher, in this case, can use the media in the form of a t-chart according to the topic covered to facilitate the students to write a descriptive paragraph. The picture is one of the media that can make the students easier to generate ideas when they want to write in written form. By using visual media as a picture, the students can directly see what they are going to describe. It is appropriate to combine t-chart with a picture as media since their characteristics to support more enjoyable learning.

A picture is one of the visual aids that can be used to guide the teaching-learning process. Furthermore, pictures as visual aids have a greater impact than words alone (Turk, 2003:181). Students are naturally more interested in pictures than abstract words. It means that they will more interested in learning something if it can attract their attention. Sometimes, when they write a descriptive paragraph, students often do not know what to write and difficult to imagine what they are going to describe. Through the picture, it can help students to get their ideas which are often not thought about. It could save time since they do not have to imagine

what they are going to describe and think for so long. They will immediately write what they see and describe based on the picture provided by teachers.

Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. Students can describe a picture and write the descriptions based on the picture given. It will stimulate their brain to think fast about what they are going to describe. Teachers have always used pictures or graphics to draw, taken from books, newspapers, and magazines or photographs, to facilitate learning. A picture can be in the form of a flashcard, large wall picture, cue cards, photographs or illustration. Some teachers also use projected slides, images from an overhead projector or sometimes draw on the board. The existence of pictures as media in writing descriptive paragraphs will make the students immediately see and think fast without putting the picture in their minds. In addition, they will construct their writing easier as media stimulate them (Harmer, 2007:178)

The tell-show strategy combined with picture as a medium is the appropriate strategy to improve the students' writing ability. The application of the t-chart column made the students clearly see what they should have done. In the tell column, they only put simple sentences as their overview of the topic. In addition, in the show column, they state specifically and clearly what is mentioned in the tell column. If they are confused in generating the ideas, they could see the picture of the topic to make they think fast. It is the use of a picture to help the students find the ideas they do not previously find. By using a tell-show strategy combined with a picture and following the steps, the students construct a well-arranged and good descriptive paragraph. The steps of applying tell-show strategy combined with picture were carefully adapted from Peha (2003). These steps are as follows.

1. Teacher gives a tell-show chart and picture above the chart for the students.

2. Teacher asks the students to write an identification, description and conclusion in “Tell” column in the form of simple sentences or draft.
3. Teacher asks the students to write the complete sentence in “Show” column based on the tell column and the picture provided.
4. Teacher asks the students to compose the Tell and Show column and write a good descriptive paragraph.

2.1.4 Assessing Writing

Writing contains process and product, and assessment is needed to assess the product. Assessment is conducted to know the students’ ability or achievement. Assessment is an ongoing process that encompasses a much wider domain. Whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the students’ performances (Brown 2004:4). Assessment is also called evaluation. In addition, a teacher should assess students based on objective evaluation, not subjective. It’s important to know by a teacher to make the assessment fair. Furthermore, it is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare themselves and work their best to get a maximum assessment.

Furthermore, Cheng and Fox (2017:1) say that assessment plays an essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher’s most important, complex and demanding tasks. As teachers, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices and use them in ways that best support the students’ learning. Assessment activity can be carried out between a teacher and a student or a group of students. Besides, the activities

include the classroom test and daily assessment that the teachers use. It is called umbrella term, which includes both the daily classroom assessment practice and large-scale testing which is externally designed and administered to students. being successful in an external, large scale context is one of the learning goals of students, which in turn influence the instructional and assessment goals.

According to Black and William in McKay (2008:140), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It may be formative when teachers collect information about students' strengths and weaknesses to provide feedback to students to make further decisions about teaching. It may be summative when teachers collect information at the end of a period, generally reporting progress. A summative assessment carried out by teachers may also inform their teaching. In addition, formative assessment is called assessment for learning. Furthermore, assessment can be designed to achieve the curriculum objective, and this enables teachers not only to check that learning is taking place, but also to use the feedback.

The construct of writing assessment may be determined by the curriculum and/or by theory (McKay, 2008:245). Constructing an assessment for students, a teacher must construct it based on the curriculum, basic competency and learning objective. The teacher may use some theory from an expert that is related to the assessment. In assessing especially writing, the important thing that teachers must consider is the criteria of good writing. According to Brown (2004:247), assessment take on a crucial role in such an approach. To give the students maximum benefits of assessment, it is important to consider earlier stages, which consist of the free-writing process until the first or the second draft. The later stage consists of revising and finalizing a written text as it will be published.

Coffin et al. (2003:2) state that assessment is often a major purpose for students' writing. Students may be required to produce essay writing, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. In assessing writing, the teacher focuses on the content and form of the writing: the language used, the text structure, the construction of argument, grammar, and punctuation. Assessment can be obtained from directly examining students work to assess the achievement of learning outcomes. Besides, it can be obtained from their attitude and participation in every class activity, such as answering the teachers' and friends' questions.

Brown (2004:218) states that the assessment of writing is no simple task. A teacher must consider the objectives and criteria must to be clear in assessing students' writing ability. Teachers must know what is actually they are going to test, and the objectives must be clear enough. Each objective can be assessed through a variety of tasks. There are types of writing performance; imitative, intensive, responsive and extensive. In addition, a paragraph is part of responsive level of writing ability. The assessment task requires students to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs (Brown, 2004:220)

In this case, the students were asked to make a descriptive paragraph with certain topics, the researcher would assess the products, and the scores would determine whether their writing would improve or not. Some criteria must students fulfilled. According to Oshima and Hogue (2007:195), teachers sometimes assigned points for each writing skill when grading a paper. They often use a rubric for a scoring paragraph. In the scoring rubric, especially for paragraphs, there are five criteria. The first is about the format of paragraph 5 points. The second is about

punctuation and mechanics 5 points. The third is about the content of paragraph 25 points. The fourth is about the organization of paragraph 40 points, and the last is about grammar and sentence structure 25 points. The maximum score given for students if they fulfil all the criteria is 100 points. Therefore, the criteria must be explained before they construct a good paragraph.

In this his present study, the researcher felt it is necessary to assess students' writing skills by carrying out a paragraph construction as the test. However, in choosing or designing a writing test, Weigle (2002:40) states that the logical place to begin is by considering the researchers plan to use the test. The researcher planned to use two test: pre-test and post-test. The researcher asked the students to write a descriptive paragraph based on the picture given. The students' writing was scored by using the scoring rubric criteria adapted from Oshima and Hogue (2007:196). The paragraph must consist of 6-12 sentences, and they had to remember those criteria to make a well-written paragraph. Thus, the students would try to construct a well-constructed paragraph based on the criteria.

2.2 Empirical Review

An empirical review is a review in which the information and the theories currently available concerning the topic and the historical background of a topic are reviewed. Furthermore, the empirical review states that observation and measurement derive knowledge from actual experience. The purpose of an empirical review is to show whether the problem being studied has been done before the researcher conducts the present study. In addition, it was also used as a consideration whether the present study could be as successful as the relevant studies or not. In the present study, the researcher wanted to improve the students'

writing skills through tell-show strategy combined with picture. These are the relevant studies that the researcher review as an empirical review.

The first study was conducted by Sari (2021) entitled “The Use of Tell-Show Strategy with Picture to Improve Writing Skill of The Seventh Grade Students of SMPN 2 Denpasar in Academic Year 2020/2021”. The objective of the study was to figure out whether or not the writing skill of the seventh-grade students of SMPN 2 Denpasar in academic year 2020/2021 can be improved through tell-show strategy. Tell-show is one of the teaching strategies that can be used in the teaching and learning process to improve the students’ writing skills. The result of the study showed that writing skills could be improved using the strategy. The students’ scores in the test delivered were showing improvement. In addition, the students’ responses toward the study were positive.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. However, in the theoretical review part assessment of writing, no theory stated the scoring rubric criteria by Oshima and Hogue that the researcher used to assess the students’ descriptive paragraph. Moreover, in the lesson plan, the steps of the tell-show strategy with picture in part exploring and associating was not in accordance with what the researcher stated in the theoretical review. Besides, there was no list of adjective words that students could use in the learning material. Regarding the weaknesses above, the present study stated the criteria of scoring rubric by Oshima and Hogue (2007:196) that the researcher used to assess the students’ descriptive paragraph as clear as possible. In addition, the researcher stated the steps of tell-show strategy combined with picture following what has already been explained in the theoretical review clearly to guide the researcher to implement the strategy. Furthermore, in

the learning material, the researcher stated a list of adjectives that students can use to describe the thing and person in detail as possible.

The second study was conducted by Kristyanthi (2020) entitled “Improving Writing Skill of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2019/2020 Through Tell-Show Strategy with Picture”. The objective of the study was to figure out whether or not the writing skill of the eighth-grade students of SMPN 5 Mengwi in academic year 2019/2020 can be improved through tell-show strategy with picture. Tell-show with picture is one of strategies that can make the students have the improvement in writing. The results of the study showed that students’ writing skills could be improved through the strategy of tell-show with picture. Besides, the students’ responses toward the implementation of the strategy were positive. It can be seen on the result of the questionnaire was delivered.

The strengths of this study were the researcher already stated several expert theories to support the study. The steps of tell-show strategy with picture were explained in the theoretical review. However, the researcher did not explain the implementation of tell-show strategy with picture in the learning material and how to compile it into a paragraph. Regarding the weaknesses above, the present study stated the implementation of tell-show strategy combined with picture in the learning material clearly that consisted of identification, description and conclusion in “tell” part, then made the complete sentence in “show” part. In addition, the researcher stated how to compile it into a well-arranged paragraph. It was crucial to teach the students using the strategy before delivering the test in order to make the students good in practicing and writing the paragraph.