

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning Writing is one of the four basic skills of language learning that must be mastered by students. According to Brown (2004:218), writing is the skill that is the exclusive domain of scribes and scholar in education or religious institutions. The purpose of teaching writing is to improve students ability to make a unified and coherent paragraph in writing. Thus, the students can convey their idea and information. In writing there is a written form which has three steps: pre-writing, compiling and revising. This makes writing a skill with a complex activity.

In learning to write, there are several components such as vocabulary, spelling, sentence structure, and punctuation. Students must understand the components so that it helps them to make good paragraphs with creative and interesting ideas. According to Zemach and Islam (2005: IV), writing is also one of the most difficult skills to master in English. Therefore, to master writing, students must practice more to improve their ability to produce good written products.

According to Oshima and Hogue (2007), there are four steps in the writing process, namely: prewriting, organizing ideas, composing and polishing. Prewriting is a way to get some ideas. In this step, the writer chooses a topic and collects ideas to explain the topic. The second step in the writing process is to organize the ideas into a simple outline. The third step is to create a draft, using the outline as a guide. It last is polishing in which the students polish what they

have written. Those steps are the important parts in writing process.

Writing is one of the skills that important to be mastered by the eighth grade students of SMPN 2 Ubud in academic year 2022/2023. Based on the interview with one of the student in eighth grade students of SMPN 2 Ubud, they still find difficulties when they want to start to make a descriptive paragraph. It because of less vocabulary and do not understand with the components of writing. They are still confused when the teacher asks them to make descriptive paragraph because they have some problems to arrange a sentence into a good paragraph and complete generic structure of descriptive paragraph. Besides, the students do not know the generic structure of descriptive paragraph such as identification, description, and conclusion.

Based on interview with English teacher in SMP N 2 Ubud, the teacher said it is true that the students are lack in writing especially in making paragraph. The problems that the researcher saw, the English teacher of SMPN 2 Ubud still apply traditional techniques in teaching writing such as reading first and then rewriting. First, the teacher explains the material and gives examples to students. Second, the teacher asks students to rewrite the given word according to its structure. In addition, the teacher only observes students when they work individually without directing them. Based on the explanation above, the teacher's technique makes students face problems in writing. Students have difficulty in understanding the structure of writing. Therefore, most students have difficulty writing according to the structure given by the teacher. This makes class activities passive and boring because only writing and no communication between students and teachers. In addition, the weakness of the teacher's technique is that the teacher only provides

limited opportunities for students to discuss difficult words when writing. When students find difficult words, it makes them feel confused and it is difficult to rewrite the said words. In writing there are some strategies that can be used. One of them is tell-show strategy

Tell-Show strategy is one of the strategy that is appropriate for the teacher to use in teaching learning process especially when the teacher teaches writing paragraph. The strategy to produce a better descriptive paragraph that consists of identification, description, and conclusion. Peha (2003:36) states that Tell-Show strategy helps the students to think creatively and visualize clearly about what they are going to show in detail. It makes the students easier to develop and explain their ideas by mentioning sub-topics first before explaining the detail about the topic. Tell-Show is development strategy of T-chart technique. The purpose of the Tell-Show strategy are to give clear explanation about an object of the topic and then give a picture on the readers' mind. The strategy is started with making two columns then the students have to take any simple sentence in one of the columns that mention something which they describe and write it down on the tell side of the chart. Then they make a picture based on the sentence in their mind and write down all the things on the show side.

Therefore, the researcher chose to apply the Tell-Show strategy in teaching writing to VIII grade students of SMPN 2 Ubud in the academic year 2022/2023.

1.2 Research Problem

The most important aspect in conducting research is formulating research problems. Researcher must decide on specific and correct questions to answer and collect them to find answers. Based on the problems mentioned in the research

background, students still face crucial problems in writing; for example, they cannot write or make paragraph well. As a result, they experience errors in interpreting the word because a different letter has a different meaning. Therefore, the research problem can be formulated as follows: can the writing skill of the eighth grade students of SMPN 2 Ubud for the academic year 2022/2023 be improved through Tell-Show strategy?

1.3 Objective of the Study

In order for this research to have a direction; Of course, there is a need to state a goal to be achieved. It is a guide in making any necessary decisions and also a starting point in conducting research. Based on the research problems above, the purpose of this study is basically to find out whether the writing skill of the eighth grade students of SMPN 2 Ubud in the academic year 2022/2023 can be improved through Tell-Show.

1.4 Limitation of the Study

Writing actually has a broad scope, so it is necessary to have a study limit. There are many things that can be used as subjects to be observed by people who want to do research in this field. Because writing has many things to observe, the researcher needs to narrow this research area. Therefore, the researcher limits the research that focuses on improving the writing skill in descriptive paragraph about thing and animal of eighth grade students of SMPN 2 Ubud in the academic year 2022/2023 through Tell-Show.

1.5 Significance of the Study

One of the principles and practical reflections that are taken into account in

conducting this research is the importance of the expected research findings. This research is related to the importance of improving writing skill through Tell-Show. The results of this study are expected to be useful and relevant theoretically and practically.

Theoretically, the present study can be used to add new theory of strategy in teaching writing and develop teacher's knowledge in teaching writing especially descriptive paragraph through new strategy that is Tell-Show strategy. Furthermore, the researcher can be used the theory as referenced in teaching writing to improve writing skill of eighth grade students of SMPN 2 Ubud in the 2022/2023 academic year.

Practically, the results of this study are able to provide useful contributions for teachers, students and other researchers. For teachers, the learning outcomes are expected to provide feedback, teachers get new techniques and will be more creative in teaching writing skill. For students, it can improve students' ability in writing skill gradually because they are not only writing, but also trying to know what they are writing.

1.6 Definition of Key Term

Conducting the present study to improve writing skill is not easy. In conducting this present study, some key terms are used in this study. The key terms in this research are operationally defined in order to avoid misunderstanding and provide clear information for the readers. Therefore, the research only focus on two key terms. They are writing skill and Tell-Show strategy.

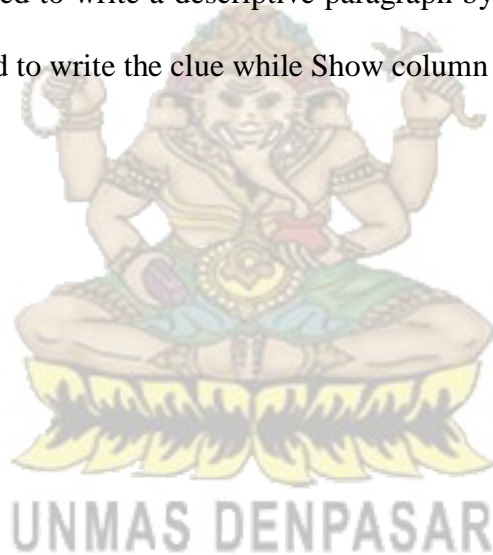
1. Writing Skill

Writing skill is ability in learning English that should be mastered by the

students. In this present study, writing skill concerns with the ability of eighth grade students of SMPN 2 Ubud especially in constructing short descriptive paragraph which describes about thing and animal based on the generic structure of descriptive paragraph which consists of identification, description, and conclusion. Moreover, it should consist of 6-12 sentences to make descriptive paragraph.

2. Tell-Show

Tell- Show strategy is defined as a technique of teaching descriptive paragraph writing to the eighth-grade students of SMPN 2 Ubud in which the students are assigned to write a descriptive paragraph by using tell show column. Tell column is used to write the clue while Show column is used to list description based on the clue.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientifically related theoretical review is expected to contribute of practical significance and should be carried out on the basis of several relevant theoretical constructs and empirical evidence. The review of related theories is an important part of scientific research because it allows the reader to understand the basis of the research problem. Therefore, this study is based on the following theoretical reviews: (1) writing skill, (2) Tell-Show and (3) assessment of writing skill.

2.1.1 Writing Skill

Writing is one of the language skills that students have to know, practice and to be mastered. It can be used as a communication tool in daily life; it is written communication that help students in expressing their language through the natural ways in response to a real need. Writing itself gives chance to the people to express their ideas and opinion. Therefore writing is particularly important to us especially in our life today as writing can be bridge which can connect to each other understanding. Writing is used in many areas of our lives which makes becoming important to be learned, such as writing makes our thinking and learning visibly, develops our ability to explain our ideas to the others clearly, and preserves our ideas and memories permanently. This present study is supported by some theories of the expert views from different side about writing which are described below relevantly.

Harmer (2007:4) states the basic purpose of writing is communication

because writing is used for a wide variety of purpose. It is produced in many different forms such as shopping list, essay, text, notes, and so on. Zemach and Islam (2005:v) state writing is a very important part for the students in the school and university study. Writing is not only expressing something into a piece of paper; however, when the students start to write, they should focus and write something in a good way and make the reader understand and interested with your written.

Furthermore, Zemach and Rumisek (2005:3) state that when the students write, the students do more than just to words together to make sentences. Most of students find difficulties in starting their writing. The students feel confused to begin to write a sentence or paragraph because they afraid to express their own idea. In writing skill, students have to be able to create their idea in writing and it makes the students not interested to study. They do not have idea in writing. Besides, they do not have idea they also have problems in vocabulary and structure or grammar when they were started writing. Before they write, they should be planning. Harmer (2007:4) states before starting to write, they should plan what they are going to write. So, in writing skill the teacher or the students have to make the concept and process in writing activities and the writer should make the reader be able to read and understand what the writer write.

Writing is a powerful instrument for students used to express their thoughts, feelings, and judgment about what they have read, seen, or experienced (Ontario Ministry of Education, 2005: 12). Furthermore, Harmer (2007: 323) states that we judge people as literate, in the other words, if they can read and write in certain situations and for certain purposes, some of which are more prestigious than others. In addition, Taylor (2009:2) states if we are to write well, we need to know (as well

as we can) what we are thinking about. In order to find out what, we are talking about we need to write. And the students should think about the topic at the first, then putting the ideas based on the topic before creating the sentences into a paragraph which is seemed as written work. Zemach and Rumisek (2005:7) state in free writing, students write whatever which comes into their head about the topic, without stopping. It can express their ideas in their own sentences. Writing is a complex activity and active process because there are many activities that can be done. It needs more work hard and practice in learning this skill because writing is not natural talent for everyone time.

Most contexts of life (school, the workplace, and the community) call for some level of writing skill Graham and Perin, (2007:9). This opinion is also supported by Brown (2004:218) states that writing was a skill that was the exclusive domain of scribes and scholars in education or religious institution. Writing is fundamental importance to learning, to development of the person in each learner, and to success in the educational system. Writing is very important in education so everyone wants to know the best way to teach it (Peha, 2010:1). On the other hand, writing as one of the four skills in English is considered as the most difficult and most challenging skill compared to the other skills either for most students or even for teachers Ayub, (2013:2). As teachers, we need to work continually to aid our students in their search for fulfillment as writers Graham and Harris in Ha, (2011: 4).

From the above statement, it can be concluded that writing is one way that can be used as a communication tool written by the author to the reader to communicate information and specific intent. Writing as one of the most difficult

skills than the other three skills in English poses new challenges to teachers in particular to be able to teach and improve the writing skills of students with an effective and innovative manner. This is because of the importance of mastering writing skills by the students for education and personal life.

2.1.2 Descriptive Paragraph

In writing, the students are expected to be able to produce a product in written form and they can express their ideas and feeling. In this case, the product is a paragraph. There are some kinds of paragraph in writing. One of the paragraphs is descriptive paragraph which usually presents something about characteristics of thing and animal. A descriptive paragraph gives a clear picture of a thing, animal, object, events, or idea. Details for descriptive paragraph come from the writer's senses; those are: smell, taste, touch, hearing, and sight. A descriptive paragraph explain how someone or something looks or feels (Zemach and Rumisek, 2005:25).

Descriptive paragraph is a skill in writing that gives detail information about the subject through sensory detail that makes the reader catches the picture of information easily. Besides, Folse et al. (2010:135), descriptive paragraph is focused on describing how an object looks or feels which gives an impression of something. They state that descriptive paragraph is related to the five senses including hearing, taste, sight, touch, and smell to describe a topic that creates a sensory in the reader's mind. The similar statement comes from Fiderer (2002:17) who states that a descriptive paragraph gives a clear picture of thing, animal, object, event, or idea. Details for the descriptive paragraphs come from the writer's senses such as, smell, taste, touch, hearing, and sight. These are known as sensory details.

Hogue (2008:95) argues that description are "word pictures". It means that

the writer tells about how an object looks, feels, tastes, sound, and smells. Hogue also adds that there are two keys to write good description. one of them is using many descriptive details. Descriptive paragraph is using attribute, identifying process, using adjective and classifiers in nominal group, and using present tenses. Descriptive paragraph has generic structure that builds up the paragraph itself such as identification; identifying the phenomena to be described and description; describing the phenomena in parts, and characteristics.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how an object looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, thing and animal in the mind. A description usually follows a pattern of organization and it's called spatial order. Spatial order is the arrangement of thing in space. When someone describes something, they should imagine the object that can make them easy to tell how the object looks like. This is appropriate with the students' achievement of this present study which can be improved students' writing skill consistently in descriptive paragraph.

In addition, according to Evans (2000:11), the generic structure of descriptive text is introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write some statements which show about describing of the object in the whole paragraph. The main body or description is explaining about the description of the object, for instance, the physical appearance, hobby and characteristic it can be called description. The last one is conclusion which conclude about the paragraphs. It is a summary of the paragraph or the writers' comment about the object described. The

conclusion of the paragraph is repeating the idea started from identification.

In conclusion, descriptive paragraph is a paragraph that explains how an object looks, tastes, sounds, feels and smells. The present study concerns in writing descriptive paragraph which consists of six until twelve sentences. The paragraph should be written by the eighth grade students of SMPN 2 Ubud in the form of descriptive paragraph writing which consists of generic structure such as the first is identification which tells about identifying the phenomenon to be described; the second is description which tells about describing the phenomenon in parts, qualities and characteristics; and the last is conclusion which tells about mention the personal comment which is optional.

2.1.3 Tell-Show Strategy

Starting to write something and finding a good topic is one of the hardest parts of learning writing. The students need a way become successful in learning writing. When the teacher teaches about writing paragraph and the teacher asks the students to make a paragraph especially descriptive paragraph, almost all of the students are confused and do not know about what they should have written in the beginning of the paragraph and make it coherent. Tell-show strategy is one of the strategies in teaching writing that can help the students to write something very simple and describe it in detail. The ways to help the students to make a paragraphs are to create a chart or a column because it can help the students compose the paragraphs easily.

Galko (2001:27) states that charts are ways to group the ideas visually. There are some different kinds of charts which can help to make a good paragraph. Mostly, the chart is divided into two columns, so it is called T-chart. This chart will

help the students to generate and organize their ideas in writing paragraph. Each column will state different things, but they are still connected each other. It helps the students in developing ideas as their focus will be restricted on the specific small topic that is going to be discussed.

According to Peha (2003:33), there are some reasons why showing is better than telling: the first is showing is more specific than telling: it means that every single object can be described to the readers more detail by showing, so it will make the readers can imagine what is being described and get information of the object that has been described; the second is showing help readers make pictures in their mind; it means by showing the readers can imagine the object more specific, the writer is supposed them to have same imagination about the object, if not, they will not get same object in their mind between the writer and the readers; (3) showing is more interesting than telling: it means that when the writer describes the objects by showing them in details, it makes the readers more interested and easier in writing because the object can see easily to make a clear picture about the detail object.

Besides, Linse and Nunan (2005:88) state that graphic organizers are tools to help learners visually organize the information that they have read or well read. A wide variety of graphic organizes can be used to help students tackle and comprehend a paragraph. Graphic can be used in all of ability level and varying skill. In writing, graphic can be used to give the crystal clear draft of the paragraph. Thus, by using graphic the students can visualize an object in details and they will get information about the object. Moreover, graphic is used to help the students to develop their ideas and they can make a paragraph in clear and well-organized, so the students can be easily in making a paragraph.

Peha (2003:36) states that Tell-Show strategy helps the students to think creatively and visualize clearly about what they are going to show in detail. Tell-Show strategy is one of the strategies that the teacher can use in teaching writing to help the students make a paragraph easier. It can be concluded that using tell-show strategy is a good way to develop students' ideas and help the students easier to arrange paragraph coherently especially in making descriptive paragraph. In addition the teacher guides the students in writing descriptive paragraph through tell-show strategy as follows: the first is the teacher makes a clue about the object in the tell column; the second is after the teacher makes a clue about the object in the tell column, the students describe in detail based on the clue in the show column; the third is the students can make a paragraph based on the topic that has been given by the teacher and use clue in the tell column and describe the topic in the show into a paragraph.

2.1.4 Assessment of Writing

In writing there are process and product. Assessing is needed here to assess the product itself. Besides, assessing activity is to measure the ability of the students that already understand or not about the material; to analyse the technique, methods, and strategies that are appropriate in used to apply for the students in teaching and learning process. Marzano (2006:5) states that classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback will enhance learning. The assessment that is used by the teacher must be appropriate with the curriculum elements such as lesson plan and syllabus.

Brown (2004:6) states that the function of assessment is divided into two parts which are formative and summative assessment. Most of the classroom

assessment which is evaluating students in process of "forming" their competencies and skills with the goal of helping them to continue that growth process. Summative assessment is to measure or summarize what the students has understood, and typically occurs at the end of course. It means students' understanding are measure by asking them to conclude the material.

According to Fulcher and Davinson (2007:27-28), assessment and learning are integrated within the classroom. In classroom, the teacher is deeply involved in the assessment, and cares about the outcomes of the assessment. Teacher are constantly assessing, but the primary purpose of the assessing also has purpose to give positive feedback for the teacher and the students. For the teacher, the assessment is to give information about the progress of the students about the material which has been given during teaching and learning process. Besides, for the students the assessment is used to inform the achievement of their ability.

Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grade. Score and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. Without the information gained from assessment, it will be difficult to identify gap between students' current and target performance and to help them progress. In this case there are five reasons to evaluate students especially in writing skill; placement, diagnostic, achievement, performance, proficiency. Assessing writing is important because good writing ability is highly sought by higher education instruction and employers (Coombe et al., 2007:71).

Meanwhile, Weigle (2002:1) states that the best way to assess students' writing ability is to get them to write. It follows that a test of writing involves at

least two basic components one or more writing task, or instruction that tells task taken what to write and means of evaluating the writing sample that test taker produce. Moreover, Linse and Nunan (2005:153) state that writing is assessed by eliciting and examining a sample of writing. The students can write a sample consisting of a sentence, paragraph, or essay. This sample can be both fiction or non-fiction and assessed using analytic or holistic rubric which are different in categories with other skill's rubric.

In the present study, the researcher feels that it is necessary to assess the students' writing ability by carrying out a test. The test includes of pre-test and post test. The researcher asks the students to write a descriptive paragraph and the students' writing is scored by using rubric which adapted from Oshima and Hogue (2007:196). There are five criterias: format, punctuation and mechanics, content, organization, and grammar and sentence structure. When the students write a paragraph, they should write a paragraph in 6-12 sentences and they have to remember with those criterias in making a good paragraph.

2.2 Empirical Review

Empirical review is about reviewing the studies that have been done by other researchers related to this research to support this research by considering the results. There have been several studies that have been conducted on the effectiveness of Tell Show. These are the two researchers of a kind that the researcher chose. They are Santika Ningsih and Alit, as follows:

The first similar research was conducted by Santikaningsih (2019) in his research entitled "The use of tell-show strategy combined with reality to improve students writing skills of the eight grade students of SMPN 1 Mengwi in the

academic year 2019/2020". The object of this study was intended to find whether or not writing skill of the eighth-grade students of SMPN 1 Mengwi in academic year 2019/2020 could be improve through Tell-Show strategy. In general, this research revealed that tell-show strategy can be effectively used as a strategy of teaching writing in junior high school.

A second similar study was conducted by Alit (2020) in his research entitled "Improving writing skills of the eighth-grade students of SMPN 2 Abiansemal through Tell-Show Strategy in Academic year 2020/2021". The objective of the present study was to face the difficulties in writing and to know whether or not writing skill of the eighth grade students of SMPN 2 Abiansemal in academic year 2020/2021 be improved through Tell-Show strategy. The result of the present study had proven that Tell-Show strategy was an effective strategy to improve students' writing skill especially in descriptive paragraph.

The strength of both researchers are the students were successful to improve their writing ability in descriptive paragraph by using Tell-Show strategy and the students can get the score more than the minimum standard passing grade in those school from cycle I and cycle II after they had taught through Tell-Show strategy. However, in implementing the strategy both researchers implemented the steps did not clear, so it made the students confused about the activity and they were difficult to develop their ideas. Besides, the topics they had chosen were easily for the eighth students. Furthermore, when they arranged the lesson plan, the steps in the whilst activity and the theory were not matched each other. According to Oshima and Hogue (2007), there are four steps in the writing process, namely: prewriting, organizing ideas, composing and polishing. Prewriting is a way to get some ideas.

In this step, the writer chooses a topic and collects ideas to explain the topic. The second step in the writing process is to organize the ideas into a simple outline. The third step is to create a draft, using the outline as a guide. It last is polishing in which the students polish what they have written. Those steps are the important parts in writing process. In the present study, the researcher uses Tell-Show strategy with clear steps to avoid misunderstanding of the students and avoided students' confusion about descriptive paragraph. In addition, the researcher makes the lesson plans which have clear steps in which the steps in whilst activity are based on the Syntax of Tell-Show strategy that have been explained previously and make a topic appropriate for eighth grade students.

