

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 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.

Oshima & Hogue (2007:15) state that writing is never a one-step action; it is an ongoing creative act. The writing process involves about four steps. First, the writer could generate ideas. In this step, they could choose a topic and gather ideas to explain it. The second step is organization. In organizing, the writer arranges ideas into a simple outline. The third step is writing. In this step, the writer writes a draft using their outline as a guide. The final step is called polishing. By polishing, writers polish what they have written. Polishing would be more effective if they do it in two steps. They must revise their text, and then they have to edit it into a well-developed written text.

Taylor (2009:4) states that writing is challenging for most people if they are trying to grapple in their language with new ideas and ways of looking at them. Then they do not know how to express their ideas in written form. Besides, writing

could be the most frustrating task for students because it is a complicated activity in which they must understand suitable written formats. In writing, many students do not know how to write a text based on text structure, and to write well, the students must know how to create a well-developed text. He also states that writers need to learn about themselves progressively, how their mind works, and how they obtain knowledge to write well. To make students interested in learning writing, they should start writing what they know.

Teachers should also pay attention to the other skills that the student needs before because teaching writing is complex. Appropriate and effective education could bring out optimal learning activities. Thus, it could be seen as the criteria for students' success. The effort lecturers make to succeed in the teaching-learning process is not easy. A lecturer often gets complaints in teaching English subjects, especially in writing language skills, that many students still have bad grammar knowledge. If there are writing assignments, students still have many mistakes of grammar. Thus, the students need a lot of feedback and notes from lecturers, especially in pointing out grammar errors.

Many students find difficulties in a writing activity and still had many grammar mistakes. The facts of the students' problems in the writing activity above also became the problems encountered by the seventh-grade students writing in SMPN 5 Kuta Selatan. The researcher used observation and interviews as a method in this research. The researcher has observed in SMPN 5 Kuta Selatan the impact of giving feedback on grammatical errors in writing. The researcher also interviewed the seventh-grade students of SMPN 5 Kuta Selatan to know how far their writing ability was after receiving feedback on their writing worksheets.

A descriptive paragraph is a text that clearly describes a thing, place, or person using generic structure elements such as clear identification, vivid detail descriptions, and a suitable conclusion. To write a good description, writers cannot simply imagine a subject based on what they read or hear. Furthermore, the use of words in writing descriptive paragraphs must be considered, as this would assist the readers in gaining information from the writer's descriptive text. Writing is one of the important skills that must be mastered.

However, the phenomenon in schools clearly showed that students had difficulties learning to write, especially in generating and organizing ideas. The implementation of this classroom action research was mainly based on the problems of the seventh-grade students in academic year 2022/2023 where their skills in writing descriptive texts were still low.

1.2 Research Problem

A research problem is an essential aspect of conducting scientific research. Before completing the research, the research problem needs to be formulated and categorized to discuss the research more specifically. Focusing the search on the specific problem is vital to obtain and identifying the correct search answer. Based on the above research, the seventh graders of SMPN 5 Kuta Selatan still faced some problems. They still had some difficulty in writing descriptive paragraphs. Therefore, the researcher had to choose and use an appropriate technique. In this study, the researcher decided to apply Tell-Show Strategy Combined with Picture because it could help students solve their writing problems. Considering the research background, the research problem could be formulated as follows: can

writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in academic year 2022/2023 be improved through Tell-Show Strategy Combined with Picture?

1.3 Objective of the Study

A specific investigation aimed at finding a scientific solution to a previously identified and formulated research problem. This research requires a purpose to conduct relevant research. It was suggested that the writing skills of the seventh-grade students of SMPN 5 Kuta Selatan needed to be improved because they still faced many difficulties and obstacles in the writing process. In addition, many scientific studies that certainly aimed to answer and solve the research problem have been offered. Therefore, related to the above issue, this research objective was to determine whether or not the writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in academic year 2021/2022 can be improved through Tell-Show Strategy Combined with Picture.

1.4 Limitation of the Study

The limitation of the study is significant to make a discussion about the research problem more specific. The present study is limited to investigating how to improve writing skill of SMPN 5 Kuta Selatan. The researcher focused on exploring writing in a descriptive paragraph. Moreover, the student's writing ability was limited to writing descriptive paragraphs with a particular topic, namely person and animal. Their descriptive paragraph writing ability was focused on writing a descriptive paragraph that consisted of an identification, descriptions, and a conclusion. In this case, the research centered on the implementation of Tell-Show Strategy Combined with Picture to improve writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in academic year 2022/2023.

1.5 Significance of the Study

In relation to the research objective, this study was focused on the use of Tell-Show Strategy Combined with Picture to improve writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in academic year 2022/2023. The present study was highly expected to provide meaningful research findings. The significant research findings were expected to be theoretical and practical importance to those concerned about improving the students' writing skills.

1.6 Definition of Key Term

To avoid misunderstandings and misinterpretations on the part of the readers, two key terms must be operationally defined. Furthermore, key terms are some of the commonly used words in this study, and readers should be given a clear operational definition of the topic to be discussed further. To avoid misunderstandings in the research, some terms were defined operationally. Each term must have an attached definition. Some key terms used in this study had been defined as follows:

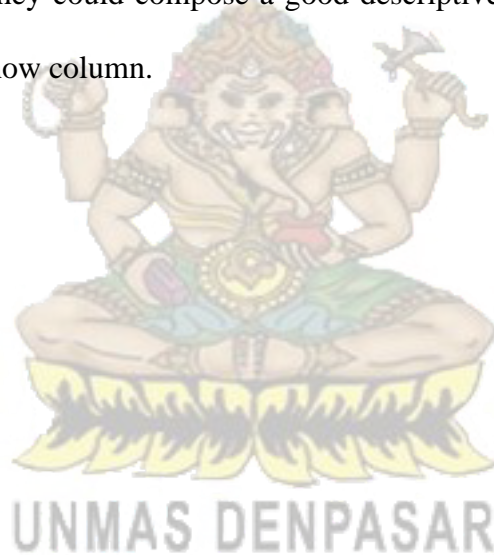
1. Writing Skill

Writing skill is operationally defined as the ability of the seventh-grade students of SMPN 5 Kuta Selatan in academic year 2022/2023 in writing descriptive paragraph which describes animal and person with a complete generic structure of a descriptive paragraph which consists of identification, description, and conclusion.

2. Tell-show Strategy Combined with Picture

Tell-Show Strategy 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 5 Kuta Selatan in academic year 2022/2023 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

To substantiate the theoretical framework of this research study, the researcher should criticize some relevant theories from some experts related to the study. Therefore, to emphasize and avoid misunderstanding, the practice must be conducted with the basis of theory. It was also concerned with the concepts and theories used as the standard in every research. The goal was to provide data or knowledge about variables. The theoretical review consisted of a theoretical framework that allowed the researcher to present the research in light of an expert literature summary. Researchers discuss theoretical reviews of related theories focused on topics in this chapter. A review of related theories is an important part of scientific research because it helps the readers understand the basis of the research. The following is a discussion of several theoretical reviews as follows: (1) writing skill, (2) descriptive paragraph, (3) Tell-Show Strategy Combined with Picture, and (4) assessment of writing skill.

2.1.1 Writing Skill

Writing is the most important skill of the four language skills students should learn besides the other language skills. Writing is one of the most productive skills besides speaking, which requires a product of its result in the form of a written product such as a report, letter, story, diary, message and so on. Many theories are related to the definition of writing itself, as reviewed below. According to Hyland (2003:9), writing is a way of sharing personal meaning, and writing courses emphasize the power of the individual to construct their views on a topic. In writing,

the students are challenged to develop their ideas of a certain topic in writing a text. Besides, they write a well-organized text to make the readers understand what the writer wants to say in the paragraph.

According to Oshima & 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. 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 a productive skill and one of the four basic skills in learning a language which is very important to learn. As productive skills, writing has to be taught to the student and also has to be rapid. Writing is not as simple as most people think; however, it is how people express their feelings, ideas and experiences of their life in written form. In writing, the students can express their ideas or think in written form. Writing also is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their views on a topic (Hyland, 2003:9). Writing can also make the students challenged to develop their idea of a specific topic in writing a paragraph.

Fulwiler (2002:16) states that writing is never effortless because it is a messy, unpredictable, and amazing process, as the writers would be a little less hard

on themselves when it does not come out just right the first time. Writing is difficult as it requires a lot of hard and dedicated work. Furthermore, writers need a lot of knowledge to write good writing.

Harmer (2004:31-33) states several reasons for the importance of learning writing: (1) writing is often not time-bound in the way conversation is. It means that in writing, the students have a longer time to think rather than in speaking, (2) writing encourages students to focus on accurate language use because they think as they write, (3) writing has always been used as a means of reinforcing language that has been taught, (4) writing is frequently useful as preparation for some other activities, (5) writing also can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking, (6) writing is also used in questionnaire- type activities, (7) writing is also used to help students perform a different kind of activity.

Brown (2004:220) states that writing is putting letters, punctuations, idioms or words on a piece of paper, whereas writing also involves correct grammatical features to express and explain ideas. Writing is a powerful instrument for students to express their thoughts, feelings, and judgment about what they have read, seen, learned or experienced. As the students continue to develop an understanding and ability of the writing process, the elements of writing, paragraph forms, genres, formats, and technology, they can express themselves more effectively and confidently.

According to Harmer (2004:4), the writing process has four main elements: planning, drafting, editing (reflecting and revising), and the final version. In planning, the writer had to think about three main issues. First, the writer had to consider the “purpose” of their writing. Second, experienced writers think of the

“audience” they are writing for since this will influence how it is laid out, how the paragraphs are structured, and the choice of language. Third, writers must consider the “correct structure” and sequence the facts, ideas, or arguments. In drafting, they write down their plans or ideas in a sequence and give the readers an understanding of the meaning. In editing (reflecting and revising), the writer is often helped by other readers or editors who comment and make a suggestion or appropriate revisions. In the final version, the writers have to edit their draft, make the changes they consider necessary, and produce their final version.

Writing is a complex activity of producing a sequence of sentences arranged in a particular order and linked together in certain cohesive and coherent ways to discover and organize ideas that require a communicative or interactive process between writer and readers. It is required to control the content, sentence structure (grammar), vocabulary, organization and mechanics, punctuation, spelling and letter formation). Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

Fulwiler (2002:6) states that writing something, anything, every day will enable the students to build up the discipline and commitment required to ensure that they can produce a complete manuscript in whatever genre they choose. A good deal of writing at this level is displaying writing as opposed to real writing; students produce language to display their competence in grammar, vocabulary, and sentence formation and not necessarily to convey meaning for an authentic purpose. Writing is useful for students and everyone in daily life. It is not only for communicating but also to show the students’ characteristics. They need writing during many activities in their life, such as in school, institutions, markets etc. In the long distance, writing helps them to communicate through email and letters.

Writing is not a simple task, and it needs a special skill to make the students interested in writing is a challenging language skill that students should learn. Zemach & Islam (2005:4) state that writing is an essential form of communication daily and the most difficult to be mastered in a foreign language. Furthermore, it is essential to practice daily to improve writing proficiency, such as writing a letter, message, memo, invitation, etc. According to Ramet (2007:1), writing something, everything, and every day would enable them to build up the discipline and commitment required to ensure that they could produce complete paragraph in whatever genre they choose, like descriptive, narrative and so on.

In this study, the researcher used the theory from Harmer (2004:31) writing is a way to produce language and express ideas, feelings, and opinions. It means that writing is a skill where the writers should organize their ideas, feelings, and opinions into interesting content to read. This theory is relevant to this present study since it concerns improving writing skills.

2.1.2 Descriptive Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic and the rest of the sentences in the paragraph support that point Oshima & Hogue, (2007:3). In addition, in constructing descriptive paragraph writing, the writer should write organization of the descriptive paragraph. The organization of the descriptive paragraph, such as identification, description, and conclusion. The writer should follow those steps in writing a paragraph. Therefore, the descriptive paragraph that the writers construct becomes a well-organized paragraph. The writer should know the well-organized to make a good paragraph.

Zemach & Islam (2005:9) state that a paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say. Therefore, a paragraph is a series of sentences that tell about the information or idea which wants to be delivered by the writer to make the reader understand the topic and the message. In writing, there are different types of paragraphs; each has a specific purpose and information or story to tell the readers. One type of paragraph is a descriptive paragraph.

According to Zemach & Islam (2005:11), a paragraph is a group of sentences about a single topic. Thus, the sentences of the paragraph explain the writer's ideas about the topic. Besides, in academic writing paragraph is about five to ten sentences long, and the first sentence is usually indented in a few spaces. Besides, depending on the topic, it can be longer or shorter, making it tidy and good-looking. Furthermore, a good paragraph has related to the topic and is not tidy appropriately with the content of the topic that the teacher gave.

A descriptive paragraph is a paragraph that describes something, such as; describe person, place or thing, in vivid detail. Oshima & Hogue (2007:61) state that a good description is a word picture; the reader can imagine the object, place, or person in their mind. Some descriptive paragraphs may be technical, for instance, describing things or places such as a car or classroom; on the other hand, a descriptive paragraph may describe an event or a place and include more figurative language or describe feelings or emotions. A descriptive paragraph expresses or describes a place, thing and person or can feel involved in the experience. Therefore, before writing a descriptive paragraph, it is important and the audience's enthusiasm for descriptive paragraph writing.

Based on Fiderer (2002:17), a descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Besides, a descriptive paragraph is a paragraph which describes a thing, person, and place in vivid detail and concerns how it looks and feels. Details for descriptive paragraphs come from the writer's sense, smell, taste, touch, hearing and sight. A descriptive paragraph requires the students to write the description of a thing, person, and place in vivid detail so that the reader can imagine the described thing, person and place or can visualize what it looks like. In addition, the clear description also makes the readers feel what is being described.

Furthermore, Folse et al. (2010:135) stated that a descriptive paragraph is a paragraph which describes how something or someone looks or feels and it gives an impression of something. Moreover, a good writer uses words that appeal to some or all of the five senses, such as sight, taste, touch, hearing, and smell, to help describe a topic. To give an impression of something that is described, the writer should write a detailed description of how something looks and feels. The description in a descriptive paragraph should be stated clearly. Those statements are also supported by Oshima & Hogue (2007:61), who state that descriptive writing appeals to the senses. Therefore, it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, and the readers can imagine the object, place, or person in their minds. It can give a clear picture and tell the readers about the writer's idea in detail; therefore, the reader can understand the paragraph's point well.

In writing descriptive paragraphs properly and effectively, the students first have to identify their generic structure. Moreover, Evans (2000:42) states that the generic structure of a descriptive paragraph is an introduction, main body, and

conclusion. Introduction or identification is telling about the general of the paragraph. The writers write a statement that shows the object to be described. The main body or description is explained the object, for instance, the physical appearance, hobby and characteristics. The last one is the conclusion, in which the writers conclude the paragraph. It could be a summary of the paragraph or the writer's comments.

According to Kane (2000:351), description is about sensory experience, how something looks, sounds, and tastes. Mostly, it is all about visual experiences. However, the description also has different perceptions. Descriptive can give an image and feel about something. Therefore, using kinds of senses is important in describing something. Additionally, a descriptive paragraph is a paragraph that may be defined as a group of sentences which are closely related in thought and which serve one common purpose used to describe what people look like, what objects look like, and what places look like. Furthermore, the students can easily make a descriptive paragraph with their imagination.

In addition, Juzwiak (2009) states that descriptive writing uses words to build images for the readers. It could be assumed that a good descriptive paragraph would make the readers feel as if they are, in a sense. To make a good description, the writer could add details to the sentences. Therefore, clear details could allow the reader to imagine the object to feel the sensations, smells and tastes of described objects. To make a good descriptive paragraph, the writer can add detail to the sentences. They can use nouns, adjectives, adverbs, and verbs to add details. The more specific they are, the more effective and exciting the writing. Therefore, clear detail allows the readers to create a picture of what is being described.

A good descriptive paragraph should make the reader understand what is described. Thus, a descriptive paragraph should be well-organized. Hogue (2008:36) states that a well-organized paragraph is easy to read and understand because the ideas are in the recognized pattern. To make a well-organized descriptive paragraph, the writer should write a clear topic sentence or clear identification of something described. Then, it is followed by some supporting sentences that give clear descriptions of something is described. At the end of the paragraph, the writer restates the identification to remind the readers about the topic or what is described as a concluding sentence.

2.1.3 Tell-Show Strategy Combined with Picture

The researcher uses picture as a medium to support Tell-Show Strategy in teaching-learning. Teaching media has a role in helping students to understand the material easier. A picture is a common medium in teaching-learning, which could stimulate and motivate the students to be more creative, interested, and enjoy the teaching-learning process. Akbari (2008:55-77) states that pictures can motivate students, and motivation is an important factor in learning everything. The picture is also contextual, in which a teacher can draw certain situations on them. According to Harmer (2001:134), in teaching descriptive, the teacher can use a picture, whether drawing from books, newspapers and magazines or photographs, to facilitate learning. The picture could be useful in teaching descriptive paragraphs because the picture could help the students imagine the topic. The use of pictures was more efficient and practiced than words.

According to Peha (2003:36), Tell-Show Strategy 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 seventh-grade students of SMPN 5 Kuta Selatan in academic year 2022/2023 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.

According to Peha (2003:36) Tell and Show strategy gives an easy way for the learners to write a descriptive paragraph as in the first process, “Tell” teach they to make a simple sentence about something that mentions something that they can describe, and then, “Show” try to make a picture in the readers’ mind make it clear using language to make them interested and easy to understand. The function of the show is to develop the tell column as the main idea.

2.1.4 Writing Assessment

Assessment is one of the important parts of the teaching and learning process in the classroom. In general, assessment is a part of the whole classroom teaching to see the students’ understanding of the material. According to Folse et al. (2007:15), assessment refers to various ways of collecting information on a learner’s language ability or achievement. Assessment is wider than a test that measures an individual’s ability, knowledge or performance. A test can be used to measure the improvement of students in understanding the learning material. A test can know the students’ achievement during the teaching-learning process.

Assessment measures collecting information about a given object of interest according to the systematically substantively ground procedure. A product or an outcome of this process, such as a test score or a verbal description also referred to as an assessment Zemach & Islam (2005). Moreover, every subject in the teaching-learning process needs to be assessed, including English subjects, to know the students' achievement writing, especially in a descriptive paragraph. In addition, assessment is important, and it must be done to know the subjects' skills during the teaching-learning process.

Hyland (2003) states that classroom assessment or teacher assessment refers to an assessment carried out by teachers in the classroom. It might be formative when teachers collect information about children's strengths and weaknesses to provide feedback to students and make further decisions about teaching, or it might be summative when teachers collect information at the end of a period, generally to report to others about student progress in teaching and learning process. Thus, giving feedback at the end of the assessment is very important, so students know about their mistakes when constructing descriptive paragraphs.

Based on Alderson (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and, in many ways, how they evaluate themselves. It means the students can assess themselves from what they have and what positive things significantly change them after they learn. The focus is on the students learning and the outcomes of teaching. Here, an assessment may become one part of an evaluation. Assessment has the purpose of making the learning process and instruction process better for the next learning process.

According to Hyland (2003:212), assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. Understanding the assessment procedure is necessary to ensure that teaching has the desired impact and that students are judged fairly. Without the information gained from assessments, it is difficult to identify the gap between students' current and target performances and to help them progress in the learning process in the classroom. The assessment is very useful for evaluating the progress and achievement of every study.

Carter & Nunan (2001:138) add that assessment is carried out to collect information on learners' language proficiency and achievement that the stakeholders can use in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they know the ability of the students. To evaluate the students, the teacher should make an assessment. Assessment is critical in helping the teachers know the students' achievement. Besides, the assessment is primarily done to inform better teaching and more effective and comprehensive learning. It means that assessment helps the teacher analyze and evaluate the tests to get clear and correct information for further improvement and to have positive and enriching feedback for the teachers and students.

Assessing writing means giving scores and feedback about students' work in written form to know the achievement of their writing ability. In addition, Brown (2004:4) argues that assessment is an ongoing process that encompasses a much wider domain. The teacher subconsciously assesses the student's performance whenever a student responds to a question or offers to try a new word or structure.

Moreover, assessment is a general term that includes the full range of procedures used to gain information about students learning and the formulation of value judgments concerning learning progress.

Weigle (2002:1) states that a writing test involves at least two basic components: one or more writing tasks or instructions that tell the test takers what to write and means of evaluating the writing samples that test takers produce. According to Johnson (2002:30), the effectiveness of an assessment is decreased anytime, something interferes with achieving the goals of the assessment, maintaining effective working relationships among assessors, assesses, and other stakeholders, and motivating participation in future assessment. By assessing, the teacher could know the students' achievement during the teaching-learning process. Assessing writing is very important to know students' writing ability in descriptive paragraphs and measure their achievement.

In the assessment, the test should be valid and reliable. Taylor (2009). state that validity in assessment has been traditionally understood to mean discovering whether a test measures accurately what it is intended to measure. Realizing the drawbacks and the strength of the instruction can take more effective attempts and measures in dealing with students' unsolved problems in the classroom. The primary purpose of the assessment is to inform better teaching and a more efficient learning process. Moreover, in the classroom, the teacher is deeply involved in the assessment.

The assessment of more common genres may include some criteria that are used by the teacher in teaching writing in the class, such as expected conventions for each of writing, conveying purpose, goal, or main idea, the use of effective writing strategy, syntactic variety demonstration, and rhetorical fluency for the

students. Based on those criteria, teachers, especially English teachers, should assess writing to the students in the class based on what they have to teach and give a test based on the curriculum and topic they have to teach at the school. As a result, they could pass the test very well based on the material that has been taught at school (Brown, 2004:221)

In the present research, the researcher focuses on assessing students' skills in writing descriptive paragraphs. The researcher needs to test the students to score them. Therefore, the researcher used the paragraph construction test that was given to students by the researcher to know whether or not the improvement of students writing skills. To assess students' writing in the present study, the researcher uses the scoring rubric adapted from Oshima & Hogue (2007:196). There are five criteria such as format, punctuation, mechanics, content, organization and grammar and sentence structure. These criteria are used to score the students' descriptive paragraph writing ability to give a score effectively in the present study.

2.2 Empirical Review

An empirical review reviews the relevant research conducted and the previous research relevant to the present research. The empirical review provides relevant information or theories. It was used to compare this research with other similar research to know the similarities and differences and consider whether or not the study would be as successful as the relevant studies used as the empirical reviews. In this study, the researcher wanted to improve the students' writing skills through Tell-Show Strategy Combined with Picture. Other researchers used Tell-Show Strategy Combined with Picture in the teaching-learning process, which could enhance the students' writing skills. The previous related studies used as the

empirical reviews in the present research are briefly described in chronological order.

The first research was done by Sriwijaya (2016/2017) to improve the students' writing skills: "Improving Writing Skill through Tell-Show Strategy of the Seventh Grade Students of SMPN 1 Banjarangkan in Academic Year 2016/2017". The research objective was to determine whether Tell-show Strategy can improve the writing skill of the seventh-grade students of SMPN 1 Banjarangkan in academic year 2016/2017. Tell-Show Strategy was one of the best ways to be used in classroom teaching to improve the students' writing ability. His study showed that the Tell-Show Strategy could significantly improve the descriptive paragraph writing ability of the seventh-grade students.

The strength of this research is the Tell-Show Strategy was explained enough, and the steps were applied well enough. The researcher also used a scoring rubric adapted from Oshima and Hogue (2007:196), which assessed format, punctuation and mechanics, content, organization, and grammar and sentence structure. Using this scoring rubric made the researcher easier in assessing students' descriptive paragraphs. However, he did not use any media to support the Tell-Show Strategy itself. Using media to support Tell-Show Strategy re-implementation was very important to attract the student's attention and make the learning process more enjoyable. In the present study, the researcher implemented the Tell-Show Strategy Combined with a Picture as media. The researcher prepared a picture and then showed it to the students. It made the students more focused and interested in learning writing. In the end, they could create much better results in composing their written products.

The second research was to improve students' writing skill. The researcher used TSS technique. Based on the research done by Resmini (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 7 Denpasar in Academic Year 2018/2019 through Tell-show strategy combined with picture". The purpose of the researcher study was to know whether or not the writing skill can improve the eighth-grade students of SMPN 7 Denpasar in academic year 2018/2019 through tell-show strategy combined with picture. The result has also shown the improvement of writing skill by using the strategy. Moreover, this strategy helped students to know how to create descriptive paragraphs.

Looking at the first and second research, the researchers have improved the subject' ability especially in writing paragraph through Tell-Show Strategy. However, both of them had similar strengths and weaknesses. The strength of both research was in terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adapted from Oshima and Hogue (2007) which have five criteria, such as format, punctuation and mechanics, content, organization, and grammar and sentence structures. A clear paragraph scoring rubric made it easier for the researchers to score the descriptive paragraph that was made by students. Both researchers did not give clear criteria or time allotment. In the present study, the researcher gave clear criteria such as punctuation, format, content, organization and grammar structure, so that they understood the paragraph. The researcher used a topic based on syllabus and main competency, so that they could not be confused to choose the topic to make the paragraph. Moreover, the present study was different because it was easier to implement Tell-Show Strategy Combined with Picture. This combination was applied to provide the students with a more visualized and effective learning process.