

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four skills of LSRW (listening, speaking, reading, and writing) in language learning. Writing is an essential factor of language. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms – capitalization, spelling and punctuation, word form and function. Writing is important to help students follow the development of their ideas. Writing can be a great tool to help students know more about the way students think and it is also one of the ways to translate one thought for the other students. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements.

According to Brown (2004:128), not many centuries ago, writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally. Business transactions, records, legal documents, political and military arguments all were written by specialists whose vacation it was to render language into the written word. Nowadays, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate culture.

In learning writing, students have a chance to produce their writing by using creative ideas in order to make the writing become more interesting. Teaching writing at school is purposed for students to improve their skills and

also allow them to use correct writing components such as vocabulary, spelling, punctuation, and sentence structure. Zemach and Islam (2005:1) state that writing is also one of the most difficult skills to master English language. That is why; writing has some steps that need to be mastered by the students in order to produce a good writing product. Writing can express ideas, opinions, knowledge, feelings, and experiences into a written paragraph.

According to Oshima and Hogue (2007:16), there are four steps in the writing process such as: prewriting, organizing the ideas, drafting and polishing. Prewriting is a way to get some ideas. In this step, the writer chooses some topic and organizes the idea into a simple outline. The second step in the writing process is to use the outline as a guide. The third step is to write a rough draft and collect ideas to explain the topic. The last is polishing in which the students polish what they have written. Those steps are an important part of the writing process.

In general, students have difficulties in writing skills in various forms of text types. In this case, teachers have a role to think and solve this problem. Furthermore, this problem also becomes an opportunity for researchers to make a study concerning the difficulties of writing skills for students. In this study, the researcher has done an observation in eighth-grade students of SMPN 3 Gianyar. The students still found difficulties in writing, especially in writing descriptive paragraphs. The students are difficult in developing ideas and transferring the concept from the brain to written form. They still found difficulties in writing descriptive paragraphs as they did not know what they had to write to begin their paragraphs. They were also confused about how to arrange the sentence and make it coherent. Moreover, the students did not know about the generic structure of

descriptive paragraphs such as; identification, description, and conclusion when they should make a paragraph.

Based on the observation that the researcher did at SMPN 3 Gianyar that the possible difficulties of writing skills for students in the text form of a descriptive paragraph is caused by some common points such as; the students are difficulties to construct the descriptive text, the students have low understanding in writing a descriptive text, and there is no motivation to write a paragraph. The students had problems in making descriptive paragraphs with the complete generic structure of a descriptive paragraph. The teacher still used the technique that made the teaching and learning process on the teacher-centered learning. It could not improve students' writing skills especially in writing descriptive paragraphs. So, from these possibilities, the researcher wants to further emphasize the implementation of the tell-show strategy with pictures as a media that she wants to test students to improve writing skills in descriptive paragraphs.

Tell-show strategy is one of strategies that can be used to facilitate the students when they write paragraph writing. Peha (2003:34) states that tell-show strategy helps students to think creatively and visualize clearly about what they are going to show in detail. The function of tell-show is to give a clear explanation about a topic idea in their writing paragraph and then it will give a picture on the readers' mind. This strategy is started with making two columns then students take any simple sentence from the current piece. Furthermore, this strategy gives an opportunity for the students to get knowledge and share the ideas to other students. This strategy also gives a new style in writing activity. The new style is

that the student should make the list or visualize the topic first before writing a paragraph. This activity will make the students arrange the paragraph coherently.

In this present research, the researcher also combined this strategy with pictures as media. According to Brown (2004:224), pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. It is easy for students to develop their ideas and imagination. The researcher combined pictures as media of tell-show strategy to make writing learning process especially in writing descriptive paragraph more interesting by using picture. The students also can enrich their imagination by seeing the picture. This combination also gives a new style in the learning writing process. Therefore, the students would be more interested in learning writing, especially in learning descriptive paragraph.

Considering the importance of the statements above, the researcher believes that using appropriate strategies is the best way in increasing students' writing skills. In writing, students can share their ideas in more detail and they can express the ideas that they have in their minds. Tell-show strategy with a picture as media is expected to make the students easier in developing ideas and writing a paragraph with good generic structures. Therefore, the researcher conducted a research entitled "Using Tell-Show Strategy with Picture to Improve Writing Skills of the Eighth-Grade Students of SMPN 3 Gianyar in Academic Year 2022/2023".

1.2 Research Problem

As what has been specified in the background of the study above, choosing and formulating the problem is one of the most important aspects of doing research. The researcher has to decide specific and correct questions to be

answered and conveyed to find an answer. Based on the background of the study above, the research problem can be formulated as follows: can writing skill of the eighth-grade students of SMPN 3 Gianyar in the academic year 2022/2023 be improved through a tell-show strategy with pictures?

1.3 Objective of the Study

There are so many different strategies and approaches to improve the students' achievement in writing skill. In order to make this study has direction; certainly, it needs to declare an objective to be achieved. Based on the research problem that was stated above, the researcher must find a solution to solve the problem. Any scientific study is intended to answer the research problem that has been formulated and determined. The present study is conducted to answer the research question. The objective of the present study is to find out whether the writing skill of the eighth-grade students of SMPN 3 Gianyar in the academic year 2022/2023 can be improved through a tell-show strategy with pictures.

1.4 Limitation of the Study

Every researcher must have limitations in themselves. In order to focus on this research, there must be a limitation of the problem. It is important to avoid the wide discussion about this topic and theory. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. This study is focused on using a tell-show strategy with pictures to improve writing skill of the eighth-grade students of SMPN 3 Gianyar in the academic year 2022/2023. Certainly, the researcher only discussed the role of tell-show strategy with pictures to help students in improving their writing skill especially in writing descriptive paragraph. The paragraph is focused on describing things and person

according to the generic structures such as identification, description, and conclusion.

1.5 Significance of the Study

One of the principal reflections which are taken into account in undertaking the present investigation is the significance of the expected research findings. In this classroom action research is concerned with improving students' writing skills using a tell-show strategy with pictures. It is expected to be beneficial in learning English, especially in writing skills. The finding of the present study is expected to get both theoretical and practical importance of the teaching and learning process as follows:

Theoretically, the results of this study would be useful for evidence of application tell-show strategies with pictures in improving the writing skills of the eighth-grade students of SMPN 3 Gianyar in the academic year 2022/2023. Furthermore, it can be used as a reference for other researchers which are related to tell-show strategies with pictures that are used to improve students' writing skills.

Practically, the significance of this study is expected to be beneficial for teachers, students, and other researchers. For the teachers, teaching writing skills through tell-show strategies with pictures can help the teacher to stimulate the students to be more active in the classroom. For the students, it is useful for students to improve their writing skills, abilities and make them more enjoyable during the teaching and learning process. For the other researchers, this study will be very useful references for those who are interested in the same study and give

useful consideration to conduct another study which is still related to the area of the study.

1.6 Definition of Key Term

In this present study, the terms in scientific research are to board and sound complicated to teachers; furthermore, the definition does not give a clear explanation. To avoid misconception and misunderstanding of the study, the researcher would like to explain some key terms, as follow:

1. Writing skill

Writing is one of the language skills that should be mastered by the students of SMPN 3 Gianyar. A good writing skill allows the students to deliver their ideas clearly to each other. This skill is defined as the ability of eighth-grade students of SMPN 3 Gianyar in writing a descriptive paragraph.

2. Tell-show strategy

Tell-show strategy is one of strategies in teaching writing to the students of SMPN 3 Gianyar. This strategy is the strategy to make a simple sentence and then develops in showing to make a picture in the readers; mind. It can help the students to develop their writing in descriptive text and detail about something that they want to write. The students know about the meaning of the text that they write. It is because the students in this strategy have two steps and every step has a purpose in the writing process. This strategy is an operation defined as a strategy which has a column as T-chart which has a told and show column.

3. Picture.

Picture is a media that is used in the strategy to help students of SMPN 3 Gianyar to gain clues of the topics. This picture is an operation defined as a media to support the Tell-Show strategy. Pictures can describe an objective way or respond to subjectively or interpreted. It can help students in creating a paragraph; pictures can motivate the students and make students more interested in learning writing.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Contributing practical significance is intended in every scientific investigation. Therefore, to emphasize and avoid misunderstanding the practical must be conducted with the basis of the theoretical, it is also in concern to the concepts and theories which will use as the standard in every research. This study is aimed at finding out that the use of a tell-show strategy with picture can improve the writing skills of the eighth-grade students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing skills and picture description. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study. The theoretical reviews are as follows: (1) writing skill, (2) descriptive paragraph (3) assessment of writing, (4) tell-show strategy, (5) picture.

2.1.1 Writing Skill

Writing is a productive skill which functions mainly as a means of communication. According to Richards and Renandya (2002:303) among the four language skills, writing is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words Brown (2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form.

The similar definition also stated by Rohman (as cited in McDonald & McDonald 2002: 7), he points out that writing is usefully described as a process of putting thoughts into words and words into papers. Writing is considered as a productive skill along with speaking Harmer (2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Writing can be seen as two different views. They are the product of that writing and the process of writing Harmer (2001&2007) and Brown (2001), writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like Brown (2001: 335). It means that the writing should (a) meet a certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself (Harmer, 2007: 325).

The term writing skill is really important in order to determine how far the writing ability can be categorized as skill. According to Brown (2001) writing skill is an ability to write naturally, coherently, grammatically, fluently, authentically and purposively. In this definition, Brown states that writing skill is an ability of a writer to write with fluent, as natural as possible with the accuracy of grammar, the coherent and authentic ideas and has a clear purpose of writing and reader in mind. Moreover, Hedge (2007) defines writing skill as an ability in using some strategies to manage the writing process. In this definition, Hedge

states that the writing strategies are a number of activities such as planning goals, generating ideas, organizing information, selecting appropriate word, making a draft, reviewing, editing and revising it.

Furthermore, writing process is not instant. In order to write well, you need to follow some steps of writing. As stated Oshima and Houge (2007:16) state that there are four steps in writing process such as; prewriting, organizing the ideas, drafting, and polishing. The first is prewriting. Prewriting is a way to get some ideas. In prewriting, the students choose a topic and create ideas to explain the topic. The second is organizing the ideas. In this step the students organize the ideas into a simple outline. The third is drafting. In this step the students write the rough draft by using the outline as a guide. The last is polishing. In this step, the students polish what they have written. The steps above are the important part of the learning writing process.

Furthermore, Amato and Patricia (2003) define writing skill as ability to use some strategies for dealing with the problems in the writing process. In this definition, Amato and Patricia have some strategies such as brainstorming for a topic, collecting information for writing the draft, clustering the information, writing the rough draft, consulting with a peer or lecturer, and revising it. Based on those definitions, the researcher concludes that writing skill is an ability of writer to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and reader in mind, and using some strategies for dealing with the problems in writing process in order to get the best writing product.

To sum up, based on all theories, writing which is conducted in the classroom is called academic writing. This writing requires skill such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a written product. The process in writing is not only developing the students' paragraph writing skill but also their creativity. Lastly, writing can be mastered through working hard and practicing continuously. So, the writer can construct and improve communicative ability in written form which assists the writer to share their ideas, knowledge, feelings and opinions to other people.

2.1.2 Descriptive Paragraph

A paragraph is a unit of writing that deals with a particular point or idea, consisting of one or more sentence. Oshima (2007:3) states that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. This idea is supported by Chyntia, "A Paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose. It means that the paragraph is a composite of sentences that have the main idea and supporting sentences to develop the main idea. Good writing in English requires the ability to write good sentences and to organize them logically into paragraphs.

According to Yema (2019), a paragraph is a unit of information in writing that is unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information it contains and if its central idea is completely developed. This central idea is usually stated in a topic sentence. Every sentence in the paragraph must help develop the topic sentence. A

paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about a topic. The sentences are topic sentences, supporting sentences, and concluding sentences. Therefore, it would produce a good writing product.

Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how a thing, place, or person looks or feels by using adjectives. In addition, adjectives are words which tell how a thing, place, or person looks, feels, tastes, sounds, smell and also describes how a person feels. Most of the descriptive paragraph's words are adjective words which are very helpful to explain something in vivid details. In line with that, Savage and Shafiei (2007:30) state that in the descriptive paragraph the writers use words that create an image and help the readers to see, feel, touch, smell, or taste the topic that is describing.

According to Maheswari et al (2022), good descriptive paragraph makes the reader feel as if she or he is present in the scene. Therefore, in writing descriptive paragraph the students have to know the generic structure of the descriptive paragraph. 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 that are shown about describing the object in the whole paragraph. The main body or description explains about the object, for instance, the physical appearance, hobby and characteristic it can be called description. The last one is the conclusion of the paragraph. It can be a summary of the paragraph or the writers' comment about the object described. The conclusion of the paragraph is usually repeated: the idea started from identification.

In this present study, the theory that is referred to is Zemach and Rumisek's theory which state about the definition of descriptive paragraph which explains how a thing, place, or person looks or feels by using adjective words. Meanwhile, Evan's theory states about the generic structure of descriptive paragraphs which lead the writers to make a well-organized paragraph. There are three main points that should be considered in making a descriptive paragraph, such as: identification, description, and conclusion. It is relevant for the present study since it was concerned in improving writing skill about descriptive paragraphs.

2.1.3 Assessment of Writing

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs– to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they were designed. This position statement aims to provide that guidance.

Assessments of writing literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage

and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths. In addition, analytic scoring of the assessment clearly assesses several aspects of writing or criteria rather than a single score. Directly giving a single score makes an assessor tend not to give attention to every aspect of the writing. However, there is a tendency to see the writing as a whole so that the score given is a way from the objective. It is better to give a score separately for each aspect. After each aspect is given a score separately, then the score of all aspects is accumulated to gain a single score of the writing.

Oshima and Hogue (2007:196) state the elements of the rubric for assessing writing paragraph are (a) format: the points which are assessed are title, tidiness, and margin of the paragraph; (b) punctuation and mechanics: the point which is assessed are punctuation and spelling; (c) content: the point which is assessed is the main idea of the paragraph; (d) organization: the point which is assessed is the generic structure of descriptive paragraph; (e) grammar and sentence structures: the points which are assessed are the grammatical and sentence structure.

Regarding those theories, in this present study, the focus is on the theory from Oshima and Hogue. The theory is about the elements of rubric for assessing writing which cover five elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Those five elements of

scoring rubrics are adapted for the score of the study and it is relevant for this present classroom action research.

2.1.4 Tell-Show Strategy with picture in Teaching Writing

Tell-show is one of the strategies that could be used to facilitate the students to write a paragraph. The use of this strategy would help the students to overcome their impasse about what to write, either at the beginning or parts identification, content or description, and conclusion in writing. Besides, it is useful for the students to develop and organize their ideas in writing, especially in writing a descriptive paragraph. According to Peha (2003:34), the Tell Show strategy is begun by making two columns resembling the letter T which was divided into the Tell column and Show column. In a telling column, students are asked to write down the topic or main word that they would describe in the show column. Meanwhile, in the show column, the students are asked to write more detail about the topic in the tell column. Moreover, this strategy becomes a critical power which trains the students on the topic that they want to write because the more they are able to write the list to tell column and describe into some sentence in show column, they would be able to arrange a paragraph to become more and more detailed. However, this strategy can facilitate students to write a better paragraph. When students are going to write something, it is still difficult to discover what they know about the topic. Every process needs a way in order to become successful in the teaching and learning process, especially in teaching writing. In implementing the study of improving writing skill, some strategies can be used in order to improve the skill. One of the strategies, which can be used, is Tell-Show.

The strategy that Tells - Show is the strategy that uses T - chart in writing a simple descriptive paragraph. This strategy will help the teachers solve the problem in teaching writing as well as it can make the students compose the paragraph easily. The first step of the writing process is pre-writing. Pre-writing can help students to gather ideas and explain the topic. One prewriting technique is called Tell - Show. In the present study, the researcher chooses a picture media as a medium to support the Tell-Show strategy in forming a descriptive paragraph intended for helping students in writing. Moreover, a picture can also be used before writing tell and show column to help students in the learning process, especially for writing skills. The picture is a medium to communicate in every activity because it is used to transfer a message to other people. Pictures can also be used as a guide media in the teaching-learning process. Pictures can contribute to students' motivation and interest in writing; therefore, it will stimulate students to develop their ideas easily. Pictures are able to provide stimulation in writing. According to Harmer (2007: 330), a picture can provide visual stimulation for writing-habit activities. Students can write a description about a man or woman so that their classmates have to identify that person from a group of photographs. They can write a postcard by using the pictures that already give or create an interview by using a portrait. They are also able to add the picture with questions and answers which can develop into a very involved conversation. Furthermore, there are some steps to implement Tell-show strategy with pictures. First, the teacher shows the students some pictures related to the topic. Then, make the two columns which consist of Tell in the left column and Show in the right column. The example as follows:

1. Tell: the students make some main words in the tell column related to the picture;
2. Show: after making the main words in a tell Column, the student describes in detail in to sentences form based on the main words in the show Column.
3. The student can make a paragraph based on the topic and use main words in the tell Colum and description in the show into a paragraph. In conclusion, it will be useful for students to use a tell-show strategy with pictures in generating and organizing ideas in writing. Therefore, this strategy can facilitate students to write descriptive paragraphs. In a summary, it can be concluded that Tell - Show strategy is the process of generating ideas. It allows the writers to think more creatively to get many ideas before the writers start to write by using T- charts. The tell-Show strategy helps to find the connection between ideas and also stimulates writers' ideas; furthermore, they can make a good paragraph in writing.

2.1.5 Picture

In this present study, pictures are chosen as media to help students in writing descriptive paragraphs. Besides, a picture is a media to communicate in every activity because it is used to transfer a message to students. According to Wahyuni et al (2021) in teaching writing through tell-show combined with picture, there are some strengths of tell-show. For example, it allows the students to practice and to write in different social contexts and roles. Besides, the students can create their ideas as well as possible due to the freedom given them helped by

the picture. They can easily imagine and easily get their ideas from the picture without thinking for a long time and wasting time. Furthermore, picture can stimulate students creatively, especially in writing. Pictures work in provoking students' imagination and creativity so that students can produce a good piece of writing. Brown (2004:224) states picture are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Moreover, Harmer (2001:134) states that picture is visual representation an image of something painted, drawn and photographed. Furthermore, when the students look at a picture, each student will have their own imagination inside the picture. Starting from that, the students will have an idea to write a paragraph by seeing the picture.

According to Harmer (2004:67), there are various ways to use pictures as media to teach writing. Describing pictures, suspects and objects, writing postcards, portraits and story tasks are some ways to use pictures as media in the teaching learning process of writing. In Picture gives some inspiration to students when they begin to write. Nunan (2004:58) states that many communication activities can be stimulated through the use of pictures. Moreover, pictures can be used as media in the teaching learning process. Pictures can be used to provide many benefits and give a real impression to the students. Pictures also used to get deeper imagination because it can give the meaning further than the immediate context.

According to Broughton et al. (2003:25), pictures can convey the meaning beyond the immediate context. It can be concluded that pictures can be used to stimulate students' imagination and help to generate and develop their ideas in

writing. Picture also helps students to arrange the paragraph, by seeing a picture and makes the students feel easy to imagine what they should write in the paragraph itself. Therefore, the researcher considers a picture as a stimulus for a longer story or description that can be used to elicit the students' skill in writing.

Pictures give great significance to the learning process to develop the ideas. There are the roles of picture; (1) picture can describe an objective way or respond to subjectively or interpreted. It can help students in creating a paragraph; (2) picture can motivate the students and make students more interested in learning writing; (3) picture may refer to response of questions, or as controlled; and (4) picture can stimulate students' idea and provide information to be referred in conversation, discussion and writing paragraph. It can be concluded that pictures can be used to stimulate the students' imagination and help them in developing their ideas in writing.

2.2 Empirical Review

Empirical review is the review of the previous research which is relevant with this present research. In the empirical review the researcher covers the other research investigation which existed and the title has a relationship with this research. In every research study the information and theories presently exist on the subject and historical background is named as this research had some empirical reviews or some relevant research which had been done by other researchers. The present action research has already been conducted by some researches. They can be collaborated as follows:

The first one was conducted by Pertiwi (2020) entitled "Using Tell-Show Strategy to Improve Writing Skill of the Eighth-Grade Students of SMPN 9

Denpasar in the academic year 2019/2020". The undertaking of this research was mainly based on the preliminary study which was conducted to the subject of the study of the Eighth-Grade Students of SMPN 9 Denpasar. This research was then carried out through implementing a tell-show strategy in two cycles and each cycle consisted of two sessions. The result of the post-test in each cycle showed that there was significant improvement of the subject' ability in writing paragraph. In addition, the subject also gave positive responses toward implementation of tell show strategy in teaching and learning process. The strength of this study is that students can get a score more than the minimum standard passing grade in that school from cycle I and cycle II after they were taught by tell-show strategy. Meanwhile, this research still has weaknesses, the researcher did not give a clear instruction to the students about what they would write, and her lesson plan also still has a lot of mistakes. The researcher did not put the scoring rubric on the table of specification of assessment sheet.

Another research was conducted by Widianari (2021) entitled "Using Tell-Show Strategy With Picture to Improve Writing Skill of the Eighth Grade Students of SMPN Hindu 2 Sukawati in academic year 2020/2021". This research was mainly based on the preliminary observation of the eighth-grade students of SMPN Hindu 2 Sukawati. This study was carried out through implementing a tell-show strategy in two cycles. The strength of this research is the result of the post-test in each cycle clearly showed there was significant improvement concerning the subjects' ability in writing a descriptive paragraph. Furthermore, this research showed that there was a positive response concerning the strategy applied in improving students 'writing skill. Meanwhile, there were still weaknesses in this

research. First, the weakness of this study was on the appendices. The researcher did not put the learning material that he taught for the students in classroom action research.

In the present study, the researcher gives more clear instructions to the students about what they will write. The researcher also put the learning material for making a clear direction for teaching descriptive paragraph and making a good lesson plan. The researcher also makes something different from both researches. In this present study, the researcher combined tell-show strategy with picture as a media in implementing the strategy. The researcher uses pictures as a media to make the students easier in showing their ideas by seeing the picture given.

