

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is categorized as a productive skill in learning a language. The skill refers to the act when the writers gather the ideas and make a text before it is presented to the reader. It is important to be learned by the students since writing is a part of communication in daily life. According to Hamer (2004:31) writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems that writing puts in their minds. Moreover, writing is a form of communication that allows students to put their feelings and ideas on the paper. Writers must have an idea of what they are going to write and develop it in writing. Furthermore, writers need to have clear objectives in expressing and elaborating the ideas to convey information in written form. Therefore, good writing is crucial since writing is a part of communication to express some ideas into information.

Writing is the skill to creating and criticizing. The skill to create is to write freely words and ideas in elaborate the ideas creatively without worrying whether they are good. Besides, criticize is the skill to decide the thinking and ideas critically and thoroughly revise what has been created before in writing. Thus, the power of critical thinking is needed in writing since the writers were inventive and came up with lots of interesting new ideas. Besides, Harmer (2007:112) defines writing is used to as an aide-memory or practice tool to help students practice and work with the language they have been studying. It means learning writing helps students to think critically in developing and elaborating the ideas into good writing. Through writing, students also learned to deliver their ideas, opinions, and feelings in a written form of communication.

According to Johnson (2008:203), writing is having ideas, arranging ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means of the end, but they are not ends by themselves. In addition, a productive skill plays an important role in communication since not all languages can be expressed verbally. When writers start writing something, they have already been

thinking about what to say and how to say it. Then after finishing it, they read what they have written and probably they will revise it until they are satisfied that their writing expresses exactly what they want to say. Good writing could not be separated from the process itself. Oshima & Hogue (2007:15) as cited state that the process of writing has roughly four steps; creating the idea, organizing the idea, writing the rough draft, and polishing the rough draft by editing it and making revisions. Those steps are crucial for students so that they can practice and improve their writing skills. Furthermore, the students are able to learn how to make a good paragraph and how to develop their ideas based on the criteria of the paragraph.

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

Based on preliminary observation some students in seventh-grade of SMPN 3 Abiansemal seem to have difficulties in making a good paragraph, especially in generating and organizing their ideas in descriptive paragraphs. In addition, they do not know how to arrange and elaborate the paragraph well, using the correct format and punctuation as well as mechanics. Because of those difficulties, the students' scores in writing paragraphs are not good enough and they have less interest in writing. To help them, the teacher must provide the appropriate teaching strategy. If the teacher uses an appropriate strategy, then the students will succeed in writing especially writing a good paragraph. The teacher should know about an interesting strategy to make the students more motivated. Therefore, the students will enjoy the teaching and learning process in the class and they will feel that making a paragraph is not as hard as they thought.

Many factors can affect the improvement of students' writing skills, one of them is teaching technique. According to the interview with the English teachers in SMPN 3 Abiansemal, the teacher technique used monotonous techniques to teach writing. This technique just focused on the teacher as the source of the knowledge. The teacher explains the material and shows the example and then students are asked to make their paragraph based on the example given. Sometimes students are asked to write a paragraph without guidance on how to construct a good paragraph. Moreover, the process of writing is not given clear attention and without considering the organization of the paragraph and other criteria. In addition, in writing paragraphs, especially descriptive paragraphs they still have difficulties in generating and organizing the ideas into a good paragraph.

The teacher still used teacher-centered learning as the focus in the learning and teaching process. However, it is an old technique that must be changed. Teachers should use a technique where they can make an interesting and exciting class. One of the techniques is student-centered learning. It means that students must be more active than the teacher and always be involved in the teaching and learning process. The teacher tends to ask students to make a paragraph after the explanation. In addition, the students are asked to listen carefully to the explanation and then make a paragraph based on what was explained by the teacher. It would make the students sometimes feel bored because the process of learning is not interesting since they are not involved in the teaching and learning process. Thus, this kind of teaching can make the students easily forget the learning material, which will affect their achievement in learning.

Based on the explanation, in teacher-centered learning, the students' active participation in the teaching-learning process was limited. The teacher was active, and the students were fundamentally passive. The focus of the teaching-learning process was the teacher. It made sense since the teachers knew the language, and the students did not. The second was how students worked in the classroom. In teacher-centered learning, the students worked alone. All students listened to the teacher's presentation and did related exercises. The third was the situation in the classroom. In the teacher-centered approach, the classroom situation was quiet

because of the teacher's responsibility to transfer all the information to the students; the teacher would talk, and the students listened.

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

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

According to the explanation above, the researcher was interested in implementing tell-show strategy combined with pictures in the teaching and learning process to improve the student's writing skills in making a descriptive paragraph. It is stated clearly that the strategy will help the students in facing their problems, especially in generating and organizing their ideas into a well-arranged paragraph. In addition, it will be a good solution for them to develop ideas or imagination and write a paragraph with a good generic structure. The researcher believes through this strategy will improve their writing skill and their scores as

well. Therefore, the researcher conducts the present study entitled “Improving Writing Skill of the Seventh-Grade Students of SMPN 3 Abiansema in the Academic Year 2023/2024 Through Tell-Show Strategy Combined with Picture”.

1.2 Research Problem

Based on the background of the study, the students had difficulties in generating and organizing their ideas in constructing a descriptive paragraph. They were also still confused about what they would like to describe in their paragraph. Finding the right strategy could be a good solution to solve the student’s problem. Moreover, a strategy that was used was expected to improve their writing skill. Tell – show combined with picture was a strategy that could be used to improve the students’ writing skills. In addition, the present research problem could be formulated in the form of a question as follows: can writing skill of the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024 be improved through tell-show strategy combined with picture?

1.3 Objective of the Study

The research was conducted to solve the problem that was faced by the students in writing by applying an appropriate strategy. There were so many different strategies to improve the student’s achievement in writing. To give this study direction, it needs to declare an objective to be achieved. Based on the problem of the study, the students had difficulties in generating and organizing their ideas in constructing a good descriptive paragraph. The present study was conducted to answer the research question which has been previously determined. Thus, the main objectives of this study was intended to find out whether writing skills of the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024 can be improved through Tell-show combined with picture.

1.4 Limitation of the Study

Teaching writing has a complex analysis and criterion. There were so many problems in writing. Moreover, a lot of strategies could be used as the solution to fix the problem in writing. It was really important to limit the study to avoid

complicated discussions. Since the complexity and broadness of the problem of writing skills, the present study was limited to using tell-show strategy combined with picture to improve descriptive paragraph writing skills of the seventh-grade students in SMPN 3 Abiansema in academic year 2023/2024. In the present study, SMPN 3 Abiansema applied the Merdeka curriculum. Therefore, the learning module and learning material were based on the Merdeka curriculum of the seventh-grade students of SMPN 3 Abiansema.

According to the Merdeka curriculum of the school, the researcher focuses on the writing and presenting element in Phase D. The Learning Objective 7.8 is about producing kinds of simple oral and written text in the form of a multimode about family and classmates. Therefore, writing skills in the present study focused on writing descriptive paragraphs that describe person and consist of a generic structure: identification, description, and conclusion. Furthermore, it should fulfill the criteria of the scoring rubric by Oshima and Hogue (2007) which focuses on format, mechanics, content, organization, grammar, and sentence structure. Moreover, there would be a picture of person as the media to help the students generate their ideas well. The students must describe the picture of person that was provided and follow the criteria of a good paragraph based on scoring rubric.

1.5 Significance of the Study

The researcher paid attention to using tell-show strategy combined with picture to improve the writing skill of the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024. The research findings were expected to give theoretical and practical information on the importance and usefulness of using tell-show combined with picture in teaching writing, especially if the students wanted to describe something. Both theoretical and practical were important to make sure that the present study would have beneficial impacts. Moreover, theoretical and practical to support and strengthen explanations that are presented properly. The theoretical and practical significance could be defined as follows:

Theoretically, the research study was aimed to strengthen the theories of writing. In addition, knowing the purpose of writing and tell-show strategy combined with picture. The findings of using the tell-show strategy to support and

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

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

1.6 Definition of Key Terms

Key terms are several typical words used in research. The definition of the key term in this study is imperative to avoid misunderstanding on the part of the readers concerning the key terms crucially used in the present study. The researcher used several specific key terms that were related to this study. The present study's title is "Improving Writing Skill of the Seventh-Grade Students of SMPN 3 Abiansemal in the Academic Year 2023/2024 Through Tell-Show Strategy Combined with Picture". The key terms were based on the research variables of the present research, and two important key terms were used in this research. The key terms that would be used in the present study were: tell-show combined with picture and writing skill.

1. Tell-Show Combined with Picture

Tell-Show combined with picture is teaching technique that combines tell-show and a teaching media in the form of picture, and it is used in teaching descriptive paragraphs to the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024 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 detailed as possible according to the identification, description, and conclusion. After they finished completing the chart, they could compose a good descriptive paragraph based on Tell and Show column.

2. Writing Skill

Writing Skill is operationally defined as the skill of the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024 in writing a descriptive paragraph about people and the topics are about a famous person and national figure that consists of 6-12 sentences based on a generic structure of descriptive paragraph that is identification, description, and conclusion by considering to the format of the paragraph, punctuation that is used correctly, content, organization, grammar, punctuation and mechanics, grammar and sentence structure of the paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of the theories that are related to the conducted study. Scientific research should be conducted based on some relevant theory. The theoretical literature review helps in identifying what theories already exist, their connections, the depth to which they have been explored, and the creation of new testable hypotheses. It is used to support and build this study to be firmer and based on the facts. The present study needs to be supported by theories that have already been put forward by the experts. The theoretical review in the present study uses some theoretical backgrounds and empirical evidence. The theoretical review is the foundation of scientific research. Several important points are briefly discussed related to the current study; they are namely: 1) Writing Skill, 2) Descriptive Paragraph, 3) Tell- show combined with picture; and 4) Assessment of Writing. Those frameworks could be explained as follows:

2.1.1 Writing Skill

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

According to Oshima and Hogue (2007:15), writing is never a step action it is about an ongoing creative act. When writers start writing something, they have already been thinking about what to say and how to say it. Then after finishing it, they read what they have written and probably they will revise it until they are satisfied that their writing expresses exactly what they want to say. The process of

writing itself has roughly four steps. The first is 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 writer needs to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writer writes a rough draft by using the previous outline. Remember that the writer should write as quickly as possible without thinking about grammar, spelling, or punctuation. Just write it down on the paper and after it the writer will see so many errors and it will fix it later. The last step is called the revising and editing step. In this step, the writer polishes what has already been written. There are two steps to make the polishing step successful; attack the big issues of content and organization (revising), then work on the smaller issues of grammar, punctuation, and mechanics (editing).

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

Hyland (2003: 9) defines that writing is learned, not, so writing instructions are also not personal and the personal experience of the author. On the other hand, writing is a skillful activity that combines knowledge, ideas, and experience. Agreed by Nunan (2003:88) states that writing is a combination of processes and products. Writing is a process of generating ideas, managing information, and communicating meaning. The product is the author must be able to make the reader understand what he means through his sentences. Therefore, in writing, they must be able to express their thoughts in sentences. Zemach and Rumisek (2005:54) state that the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom, and vocabulary that the teacher

has been working on within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself, and with his or her readers.

In addition, writing is an action and interaction that in writing activities itself there is a response to both writers and readers. This is supported by Straub in Hyland (2003: 93), stating that writing is an action to find meaning, a willingness to engage with student statements is very important, and the response is the main means to start and guide ideas. This means that writing is an activity and process to express ideas and find the meaning of the idea (Wu dan Zhang, 2017). Brown (2004:220) states that writing is a process of putting ideas on paper to turn thoughts into words, to sharpen your main ideas to give them a coherent organizational structure. When converting ideas from the brain into written form, teachers must ensure that all students pass the criteria for good writing. Criteria for good writing must exist in student learning activities. As a result, students can easily convert what is in their minds related to the criteria of good writing.

Furthermore, Brown (2004:218) states that writing is a convention for recording speech and strengthening the language and lexical features of the language. Now people understand the uniqueness of writing skills with their own features and conventions. People must know about grammar and text features and that will help them write well. Writing is used as an aide-memoire or practice tool to help students practice and work with the language they studied (Harmer, 2007:112). According to Oshima and Hogue (2007:15-18), writing is never a one-step act, it is a cumbrously creative act. Writing has roughly four stages called pre-writing, organizing, writing, and revising or editing. In the pre-writing stage, writers collect ideas from the selected titles, and they can list any ideas that come to their minds. The next step is organizing, and the author organizes the ideas collected in a simple outline in the next process. In the next step, the author begins to write a rough draft and outline. The final step is to revise the content and organization of their writing and edit the grammar, punctuation, and mechanics. These steps would make their writing much better.

A written text, letter, or book that is read is a product of writing produced by the author. Writing is the author's way of producing something in written form. According to Harmer (2004:79), the writing process is the stages that a writer goes through to produce something in final writing. Thus, once the writers write down their thoughts on paper, they will produce a product like letters, essays, novels, texts, paragraphs, reports, etc. Harmer (2007:327) states that writing is a process that is often influenced by genre constraints, so these elements must be present in learning activities. In the writing process, genre elements also influence pouring ideas into written form. In addition, writing effectively is becoming increasingly important in our global community. Teaching writing is therefore assuming an increasing role in both second and foreign language education.

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

2.1.2 Descriptive Paragraph

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

paragraph appropriately and clearly, the readers will easily understand what the writer is going to tell the readers.

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

Zemach and 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 that is to be delivered by the writer to make the reader understand the topic and message. Paragraphs play an important role in writing because they provide a framework for organizing your ideas logically. Using a clear structure for your paragraphs makes it easier for your readers to navigate your text. 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.

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

Descriptive paragraph stretches out information about certain people, things, and places clearly and in detail. Oshima and Hogue (2007:2) argue that writing descriptive paragraphs appeals to sense like telling how something looks, feels, smells, tastes, and/or sounds. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive paragraph should be clear and detailed since something described is particular and the writer should be able to bring the reader into his or her experience. A writer should make the reader understand about what they are going to write. Thus, the reader can imagine the details of the object, place, or person in his or her mind.

In addition, Savage and Shafiei (2007:30) state that in descriptive paragraph, the writer uses words that create an image and help the reader see, touch, feel, smell, or taste the topic that she or he is describing. A good description is a word picture, the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). The goal of good descriptive writing is to involve the reader in the story as much as possible. Good descriptive makes the reader feel as if he or she is present in the scene (Savage and Mayer, 2005:28). A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

According to Folse et al. (2010:135), a descriptive paragraph is a paragraph that describes how something or someone looks or feels. It gives an impression of something. A descriptive paragraph describes, gives impressions, and creates a sensory image in the reader's mind. Good writers use words that appeal to some or all of the five senses, they are sight, taste, touch, hearing, and smell to help describe a topic. Good writers constantly consider their audience as they write. Moreover, Oshima and Hogue (2007:61) express that descriptive writing appeal to the senses (looks, feels, smells, tastes, and sounds). A good description is where the readers can imagine the object. It is usually written evidently and logically so that the readers can feel what is written by the writer.

From the explanation above, the researcher concludes that descriptive paragraph reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It may also be used to create a visual image of people, places, even of a unit of time, times of day or season. It may

be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality. In this study, the researcher focuses on the theory from Zemach and Rumisek. In this theory, descriptive paragraph describes about how a person and things looks Thus, the students will have a picture about how they will create their descriptive paragraph. In descriptive, students need to know about the generic structure of descriptive and also know the topic that should be written in their writing descriptive paragraph.

2.1.3. Tell-Show Combined with Picture

In teaching writing, to make the students easier in generate their ideas, the teacher can make use of a strategy that is used T-Chart. According to Peha (2003:5), one approach that seems to work well for many writers is the Topic T-Chart strategy. A T-chart is a type of graphic organizer for students to list and explore two sides of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts and opinions, etc. A T-Chart is a graphic organizer that separates information into columns, traditionally for comparison. It gets its name from the basic version with two columns: it looks like the letter "T" and is both versatile and commonly used across all subjects. They can also be used to introduce new topics or concepts, facilitate class discussions, or as a formative assessment tool to check for student understanding.

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

Charts are ways to group ideas visually (Galko, 2001:27). The chart will help the students to organize the ideas logically. The chart is divided into two columns, it called T-Chart. Using this chart will help the students generate and

organize their ideas in writing a paragraph. Furthermore, this strategy will help the students develop their ideas as their focus should be restricted to the specific small topic that will be discussed. The teacher asks students to write simple sentences in the tell column and then develop it in the show column to facilitate students using this strategy. The simple sentence that they generate as the result of their overview of the topic being discussed will be discussed specifically in the show column.

Tell show strategy is one of the writing strategies, which can increase students' performance in writing. The Tell Show strategy is very useful. This is because the strategy is used to help students in the writing learning process. Tell and show strategy is an activity which students should communicate with using specific details and examples so that what the researchers have presented is valid, more interesting, and believable. Tell and show strategy is an activity in the students write something very simple (Peha, 2003:37). In addition, the use of these strategies can help students to overcome their impasse about what to write, either at the beginning or parts identification, contents or description, or conclusion that is optional in writing descriptive paragraph. To make the learning environment more pleasant, relaxed, and attract students, teachers can use the media in the form of drawings, original objects, or realia according to the topics covered to facilitate their students to write descriptive paragraphs.

According to Peha (2003:33), tell and show strategy can help students easier if they want to describe something. There are some reasons why showing is better than just telling. First, showing is more specific than just telling. Instead of just telling, students can explain every single object in detail, so the readers can imagine what is being described. Second, showing helps readers make a picture in their minds. A reader only has words, so it is better to show them what the students imagine in their minds. Third, showing is more interesting than just telling. Students need to add something detailed in the object being described so the reader will be interested in figuring things out. Showing is said that the most sophisticated technique students can use. It makes the writing richer and more descriptive. It also helps students discover new ways to say things.

The Tell Show strategy is very useful. This strategy is used to help students easier in writing learning process easier. Peha (2003) states that tell-show strategy

adds descriptive detail to the writing paragraph. It means that this strategy helps the students write more easily in writing descriptive paragraphs. Tell-show is subtle but important. Tell and Show (TS) strategy is the strategy that a student makes a simple sentence and then develops in showing to make a picture in the readers' mind. Moreover, this strategy will be a critical power train student on topics they write because the more they are able to write the list in the column Show, then they write a paragraph description will become more and more detailed. Thus, this strategy can facilitate students to write better descriptive paragraphs.

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

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

Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. Students can describe a picture and write the descriptions based on the picture given. It will stimulate their brain to think fast about what they are going to describe. Teachers have always used pictures or graphics to draw, taken from

books, newspapers, and magazines or photographs, to facilitate learning. A picture can be in the form of a flashcard, large wall picture, cue cards, photographs, or illustration. Some teachers also use projected slides, and images from an overhead projector or sometimes draw on the board. The existence of pictures as media in writing descriptive paragraphs will make the students immediately see and think quickly without putting the picture in their minds. In addition, they will construct their writing easier as media stimulates them (Harmer, 2007:178).

The tell-show strategy combined with picture as a medium is the appropriate strategy to improve the students' writing skills. The application of the T-chart column made the students clearly see what they should have done. In the tell column, they only put simple sentences as their overview of the topic. In addition, in the show column, they state specifically and clearly what is mentioned in the tell column. If they are confused in generating the ideas, they could see the picture of the topic to make them think fast. It is the use of a picture to help the students find the ideas they did not previously find. By using a tell-show strategy combined with a picture and following the steps, the students construct a well-arranged and good descriptive paragraph. The tell-show strategy combined with the picture used in the current study can be developed as follows, according to Peha (2003:36):

1. The teacher provides a draft tell-show column with “Tell” in the left column and “Show” in the right column, along with a picture related to the topics;
2. The teacher creates a clue for the “Tell” column based on the picture;
3. Students provide detailed descriptions in the show column based on the pictures and the clue in the tell column; and
4. Based on the show column that has been constructed, the students can create a descriptive description using their own words.

The teacher gives the students advance notice of the themes they should write about to make it easier for them to adopt this strategy. The teacher can then guide the students in writing the information in the “Show” column by providing a picture and providing a clue. Furthermore, in the Show column, students are asked to write more detail about the topic in the Tell column. The students may compose the “Tell” column list and describe it in a few phrases in the “Show” column, this technique becomes a crucial skill to teach them. Additionally, they can structure a

paragraph explanation so that it gets progressively more detail. As a result, this technique can aid students in improving their writing and text creation, particularly when it comes to generating descriptive paragraphs.

2.1.4. Assessing Writing

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

Furthermore, Cheng and Fox (2017:1) say that assessment plays an essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most important, complex, and demanding tasks. As teachers, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices and use them in ways best support the student's learning. Assessment activity can be carried out between a teacher and a student or a group of students. Besides, the activities include the classroom tests and daily assessments that the teachers use. It is called an umbrella term, which includes both the daily classroom assessment practice and large-scale testing which is externally designed and administered to students. Being successful in an external, large-scale context is one of the learning goals of students, which in turn influences the instructional and assessment goals.

Some aspects must be considered by the teacher in doing an assessment. For instance, in assessing writing, the teacher must know what component that will be assessed. According to Brown (2004:221) states that the assessment of more common genres may include some criteria such as expected conventions for each of writing, convey purpose, goal, or main idea, the use of effective writing

strategies, syntactic variety demonstration, and rhetorical fluency. Furthermore, McKay (2006:245) states that the construction of writing assessment may be determined by the curriculum, and or by the theory of the expert. In constructing an assessment, the teacher should be concerned with the curriculum and the learning objective of the study that has already been told or explained. The teacher designs assessments and evaluations to assess the content of the curriculum and critical thinking. The teacher does the assessment based on what is taught to the students. Therefore, they could pass the test very well based on the material that had been taught.

Teachers found assessing students' writing skills remains a problematic practice. It is important to find the best way to effectively score students' writing skill and focuses on the important areas of writing assessment. Oshima and Hogue (2007:196) argue the scoring rubric's elements for assessing writing paragraphs, they are format, punctuation and mechanics, content, organization, and grammar, and sentence structure. Firstly, in format, the title, tidiness, and margin of the paragraph are assessed. Secondly, punctuation and spelling are assessed in punctuation and mechanic's part. Thirdly, the point that assessed in the content is the main idea of the paragraph. Fourthly, in organization, the generic structure of descriptive paragraphs is assessed. The last part is grammar and sentence structures which asses the grammatical and sentence structure of the paragraph.

In this case, the students were asked us make a descriptive paragraph with certain topics, the researcher would assess the products, and the scores would determine whether their writing would improve or not. Some criteria most students Bullied According to Oshima and Hogue (2007.195) teachers sometimes assign points for each writing skill when grading a paper. They often are for scoring paragraphs. In the scoring rubric, especially for paragraphs, there are five topics such as; format, punctuation and mechanics, content and organization, and grammar and sentence structure. Therefore, the criteria must be explained before they construct a good paragraph.

Hyland (2003:212) finds that 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 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. Then, a well-designed assessment procedure will provide valuable information about student learning. It tells us what students learned, how well they learned it, and where they struggled. 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 without the information gained from assessment by the teacher.

Weigle (2002:13) states that teachers have begun thinking about writing assessment by looking at different groups of second-language learners and the roles that writing plays in their second language. Therefore, assessment is very important to do by the teachers in the classroom to know the subject's achievement toward the material during the teaching learning process. Furthermore, in the present study, the assessment was administered on way by giving tests; in addition, every teaching and learning process was completed with an assessment to figure out the success of each teaching and learning activity and also to know the progress of the subjects.

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

2.2 Empirical Review

An empirical review is a review in which the information and the theories currently available concerning the topic and the historical background of a topic are reviewed. Furthermore, the empirical review states that observation and measurement derive knowledge from experience. The purpose of an empirical review is to show whether the problem being studied has been done before the

researcher conducts the present study. In addition, it was also used as a consideration of whether the present study could be as successful as the relevant studies or not. In the present study, the researcher wanted to improve the student's writing skills through tell-show strategy combined with picture. These are the relevant studies that the researcher reviews as an empirical review.

The first study was conducted by Wahyuni (2021) in her research entitled "The Use of Tell-Show Combined with Picture to Improve Writing Skill of the Tenth-grade Students of SMKN 1 Susut in Academic Year 2020/2021". The objective of this study was to find out whether the writing skills of the tenth-grade students of SMKN 1 Susut in the academic year 2020/2021 could be improved or not through tell-show strategy. Furthermore, the researcher found that the finding showed the student the real writing skill of the tenth-grade students of SMKN 1 Susut in the academic year 2020/2021. The results showed that writing skills could be improved through tell-show combined with picture strategy. Additionally, the questionnaire's result showed that students' responses to the study were positive. In general, this researcher revealed that the tell-show strategy could be effectively used for teaching writing in senior high school.

The research above gained the same results. The findings were that students had constant improvements after conducting two cycles of application of the tell-show strategy. The result of this study was the students could 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. The students had positive responses. The weakness of this research lies in the research instruments. The researcher gave unclear instructions on the research instrument. The researcher gave the test without giving the allotted time to write a paragraph. It makes students confused because the instructions are not clear. In this study, researchers will provide clear instructions to students. For example, the researcher will give 30 minutes to finish the paragraph and the paragraph should consist of 6-12 sentences and follow the generic structure of a good paragraph. Thus, students will understand the instructions clearly to answer the test and the results will be better.

The second study was conducted by Kristyanthi (2020) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year

2019/2020 Through Tell-Show Strategy with Picture". The objective of the study was to figure out whether or not the writing skills of the eighth-grade students of SMPN 5 Mengwi in the academic year 2019/2020 can be improved through tell-show strategy with picture. Tell-show with picture is one of the strategies that can make the students have the improvement in writing. The results of the study showed that students' writing skills could be improved through the strategy of tell-show with picture. Besides, the results showed that writing skills could be improved through tell-show combined with picture strategy. Additionally, the questionnaire's result showed that students' responses to the study were positive.

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