

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Writing is one of the four skills that should be learned in mastering English skill. It is a way of communication to express thoughts, ideas, and feelings between the writer and the reader. It is one of the important subjects for students to be learned because it is the activity when someone expresses the idea and writes into a piece of paper. Brown (2004:218) states that writing is an essential skill which is used as a means of communication with others in written form. Writing is one of productive skills in learning English, which should be mastered by all grades of students especially students in junior high school. Writing is one of the skills which is used as one medium to communicate with others by using written text as a tool. Mastering writing skill enables students to convey their ideas in making a paragraph. Thus, the purposes of teaching writing is to improve students' ability effectively in creating unified and coherent paragraph in written context.

In learning writing, students had a chance to produce their writing by using some creative ideas in order to make the writing became more interesting. Teaching writing at school purposed for students to improve their skill and also allowed them to used master writing components such as vocabulary, spelling, punctuation, and sentence structure. Coffin et. al. (2003:2) stated that students' writing is at the center of teaching and learning in higher education, fulfilling a range of purposes according to the various context in which it occurs. It can be said that writing is certainly very important skill yet not easy to be mastered.

In expressing ideas through written form, students had to produce it individually and it should come from their own thinking. According to Hyland (2003:3) writing is essentially seen as a product constructed from the writer's own command of grammatical and lexical knowledge and writing development is considered to be the result of imitating and manipulating models provided by the teacher. From this statement, in order for students to achieve accuracy, they are thus exposed to many tasks on grammar aiming to improve their accuracy and avoid errors. Such focus can partly be of much use to students since it will enable students to know how to write grammatically correct sentence. Therefore, it appears to be necessary for the teacher to also look beyond grammatical structures, so that the teacher can help students use their knowledge of grammatical form when they are written texts.

It has been said before that writing requires many language aspects to be involved in order to produce good piece of writing. Kane (2000:13) states that the rules in writing process fall into three groups such as: grammar, usage, and mechanics. The first group is grammar means the rules which structure our language. The second group is usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations. The third group is in composition mechanics refers to the appearance or words, to how they are spelled or arranged on paper. It plays an important role in writing to show whether the writing is right or wrong. Sufficient amount of vocabulary possession will allow students to have wider range of proper and appropriate vocabulary used in writing to make the writing more comprehensible. The use of correct spelling and punctuation will make the writing become a good writing. Finally, the

collaboration of those steps and language aspect will result a good and appropriate writing style.

As an essential skill in learning language, writing is thought and learnt in the classroom continuously. However, after learning it for many years, students still have several problems in writing. The problems occur mainly because the students do not have any ideas about what to write and how to write. In addition, students do not know how to write coherent and unity in the paragraph. Oshima and Hogue (2007:67-78) state that a coherence paragraph flows smoothly from beginning to end, while unity means all the supporting sentences discuss only one idea. Furthermore, coherence and unity would make the writing comprehensible as it easy to be read and understood by the readers so that the message of the writing could delivery well.

Looking at how complex writing is, teaching and learning proses needs to involve good teaching techniques and strategies so that necessary knowledge can be transferred to students. Without good teaching technique and strategies in teaching and learning process, this problem will make students feel bored to learn English writing. The technique and strategies applied certainly need to be suitable for the present student's age and level. The teacher ought to apply an interesting technique and strategies in teaching English especially writing so that students think English writing is easy to learn.

Based on preliminary observation, some students of the seventh - grade at SMP Negeri 9 Denpasar had difficulties in writing such as they did not know about what they ought to write to begin their descriptive paragraph, the students could not arrange the sentences into a good paragraph and they also had problem

to make a paragraph in complete generic structures of descriptive paragraph. Some students were difficult to write some sentences because they did not know the structure of descriptive paragraph. In addition, when they made a paragraph, they were confused to arrange the sentence and make them coherent and unified. Moreover, the students did not know about the generic structure of descriptive paragraph such as identification, description and conclusion when they make a paragraph.

Based on the interview with English teacher in SMP Negeri 9 Denpasar, in teaching learning process, the teacher still used the strategy that made the teaching learning process focused on the teacher. Name of the strategy is demonstration strategy. Demonstration strategy is a traditional classroom strategy. This strategy only focused on the teacher; the teacher might be called the demonstrator. In this situation, the teacher was more active than the students during teaching learning process. It made the students unable to improve their ability especially in writing descriptive paragraph. In addition, students have difficulty finding and developing their ideas to make a good paragraph.

This strategy made the students bored and lazy during teaching learning process. Besides, it made the students did not understand about the materials. By using this strategy, the students find it difficult to show and develop their ideas in written text especially descriptive paragraph. When they made a paragraph, they were also confused to begin their paragraph and to arrange the sentence. Besides, they also had problem to make a paragraph in complete generic structure of descriptive paragraph. Their descriptive paragraph writing did not fit with the generic structure of constructing descriptive paragraph such as: identification,

description, and conclusion. Besides, the English teacher said that the students got difficulty in making a coherent, and unity words and sentences to constructing a good paragraph. Moreover, they also got difficulty in finding and developing their ideas to make a good paragraph. Thus, the students got difficulties in term of constructing coherent and unity descriptive paragraph besides in generating and developing their ideas.

In order to solve those problems, to make a good paragraph, the researcher believed that there is a strategy that can be used by teachers to teach and improve students' writing skill especially descriptive paragraph, it is called tell – show strategy with picture. Tell – show strategy with picture is one of the strategies that are used to facilitate the students when they write paragraph. The purpose of tell – show strategy with picture are to give clear explanation about an object of the topic and then give a picture on the readers' mind. This strategy can help the teacher in teaching writing, the teacher just give the topic and guides the students to write a descriptive paragraph using tell – show strategy with picture.

Tell – show strategy with picture is one of the strategies that can be applied to improve the quality of teaching learning proses especially in writing descriptive paragraph. The function of tell – show strategy with picture is to provide a detailed explanation about an object with an appropriate topic and then it gave pictures on the readers' mind. This strategy started with making two columns then resembling the letter T that consisted of Tell column and Show column. While in the Tell column, students are asked to write the topic that are going to be described, the Show column is consisted of the description of the list topics that are going to be written in Tell column in detail.

Furthermore, tell - show strategy with picture is really easy to be understood by the students because this strategy could help the students to write a descriptive paragraph and it also gave a new style in writing activity. Before writing a paragraph the students have to make a list or visualize the topic first in the new style in writing. By making the list tell -show or visualized the student's assisted in determining the ideas which were used in writing a paragraph. This activity would make the students arranged the paragraph coherently and unified. Besides, through the implementation of this strategy is expected to be useful to facilitate the students in developing their writing achievement during the teaching and learning process.

To sum up, writing is not a simple skill that students can master without knowledge and practice. Moreover, writing has a sequence of steps that students have to follow in order to make a good paragraph writing. In accordance with the background above, the research decided to apply tell - show strategy with picture to solve students' writing difficulties. Therefore, based on the explanation above the research motivated in improving writing skill of the seventh-grade students of SMP Negeri 9 Denpasar through tell – show strategy with picture.

1.2 Research Problem

Based on the explanation above, the present study that was conducted at SMP Negeri 9 Denpasar in which the students still had problems in writing. 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. It could be solved by a better strategy to improve

students' writing skill. The strategy that could be used to improve students' achievement in writing skill is tell-show strategy with picture. Based on the problems above, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMP Negeri 9 Denpasar be improved through tell- show strategy with picture?

1.3 Objective of the study

As a study which is strongly related to scientific investigation, misunderstanding may occur easily due to unclear direction on the aim of the study. Based on the problems faced by the students, the research must find a solution to solve those problems. Generally, finding a solution of the research problem is the main objective of the study in order to make the present study has direction. Any scientific study is intended to answer the research problem that had been formulated and determined. The present study was conducted to answer the research question. The objective of the present study to find out whether writing skill of the seventh-grade students of SMP Negeri 9 Denpasar can be improved through tell – show strategy with picture.

1.4 Limitation of the Study

The problems faced by the seventh-grade students of SMP Negeri 9 Denpasar in learning to write English was very complex to deal with in this single study. For the present study the research gave limitation in improving writing trough Tell – Show Strategy with Picture of the seventh-grade students of SMP Negeri 9 Denpasar in academic 2022 / 2023. The present study uses curriculum 2013,

where the research focused on the main competence and the basic competence. The main competence focused on processing, reasoning, and presenting in a concrete domain and abstract domain. It is in line with the development from what students had been learnt at school independently, effectively and creatively and enables to use a method according to the rules of science.

Limitation of the study is aimed at restricting the focus of the problem in order to avoid confusion. In this present study, only on assessing descriptive paragraph writing. Basic competence (4.7.2) is to compile oral and written descriptive texts very short and simple with due regard to social function, text structures, and linguistic elements. Students writing skill are limited to making descriptive paragraph in tell – show strategy which describe about person and thing based on a picture which contains of generic structure; identification, description, and conclusion. In addition, the paragraph consists of six until twelve sentences. The main concern in assessing descriptive paragraph writing is the components; format, punctuation and mechanics, content, organization, grammar and sentence structure in form scoring rubric.

1.5 Significance of the Study

The present research focused on improving writing skill of the seventh-grade students of SMP Negeri 9 Denpasar through tell – show strategy with picture. The teacher as motivator used this strategy as another effective resource in teaching writing descriptive paragraph in the classroom. Based on previous researches, this learning strategy can improve students learning in writing. The preliminary observation found that learning to write descriptive paragraph of students is still

below average. In this present study used tell - show strategy with picture to solve the problem. The significance of the study has two advantages such as theoretical significance and practical significance which will explain completely.

Theoretically, the finding of the present study could be used to add new theory and also so support the existing theories of the knowledge about teaching writing especially descriptive paragraph through tell - show strategy with picture. Furthermore, it could be used as reference for other researchers which related to tell – show strategy that will be used to improve students’ writing skill. Moreover, the present study also expected to support evidence to provide information about the improvement of teaching writing through tell – show strategy with picture. By using picture students can learn comfortably and pleasantly.

Practically, the findings of the present study were expected to give benefits for teachers, students, and other researchers. For the teacher, this research gave a contribution in teaching activities in the classroom so teacher could apply this strategy in teaching English especially in teaching writing to improve students’ achievement. For the students, this research gave the way to write descriptive paragraph effectively in learning process. On the other hand, for the other researches, this research is to beneficially add some references for the next researchers who use this strategy. At last, the strategy could be applied continuously in school to improve the quality of the teaching and learning process. The other researcher could try to find the weakness of the present study for their future research.

1.6 Definition of Key Terms

Conducting a study to improve writing skill is not easy. There are some complicated terms which is contain in this research. In conducting this classroom action research, the research used scientific terms. Since the scientific terms are sometimes too broad the researcher defines the terms. Moreover, the key terms in this research are to avoid misunderstanding or confusion on the part of the readers, because they are not familiar with all of the terms. In addition, it also provides clear information so that it makes of the study clear. The research only focuses two terms. They are writing skill and tell show - strategy with picture. The definition of key terms were clearly defined as follows:

1. Writing Skill

Writing skill is operationally defined as the ability of seventh-grade students of SMP Negeri 9 Denpasar in academic 2022/2023 in writing a descriptive paragraph which describes about person and thing. The paragraph should consist of six until twelve sentences based on generic structure such as: identification, description, and conclusion.

2. Tell-Show Strategy with Picture

Tell-show strategy with picture is defined as a strategy which combined between the steps of tell-show strategy and picture that used to improve descriptive paragraph writing ability where the teacher makes two columns which is divided into column Tell and column Show. Tell: the teacher makes a clue in the tell column. Show: After the teacher makes a clue in the tell column, the students describe in detail based on the clue in the show column. The students can

make a paragraph based on the topic and picture given by the teacher and used clue in the tell column.



CHAPTER II

THEORETICAL AND EMPERICAL REVIEW

2.1 Theoretical Review

Theory is a coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena. To conduct a scientific study, it must be based on a theoretical foundation. In addition, it is also in concern to the concept and theories which will be used as a standard in every research. To support the understanding of the research problem, some theories were reviewed related to the concept of writing skill and the strategy used. In this section, the researcher describes some important points from related literature to support the study. They are writing skill, descriptive paragraph, tell-show strategy with picture and assessment of writing skill. These frameworks could be explained as follows:

2.1.1 Writing Skill

Writing is one of the skills that all students should master. Besides, writing needs a process to make a well-written product. The skill is one of the productive skills which required a product of its result. Writing is not only putting words down on the paper, but writers put their feeling as well. To write well the students need a good reason, a reason that they believe in. When the writers or students have finished writing something, they should read more than one time to make sure what they have written, and make changes and corrections. The writers write and revise until they are satisfied that their writing expresses exactly what they

want to convey to the readers. It means that they should often practice to explore and develop their ideas into written form (Fulwiler, 2002:55).

Ontario (2005:12) states that writing is powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Compared to the other three skills, writing is considered to be the most difficult one to master. For the reason that writing is the most difficult skill to be mastered, thus, it needs a special treatment to help the students improve their writing skill. Well writing is not just an option but it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participant in civic life and in global economic (Graham and Perin, 2007:3). In addition, based on that statement writing have an important effect for the students as a boost to achieve their success in academic and non-academic purposes.

There are a number of different approaches to the practice of writing skill both inside and outside the classroom. A lot of strategies or approaches of writing present the efficiency in teaching. Consequently, in choosing the teaching strategy the teacher should consider some certain points, such as the ability of students to achieve the learning objectives, how the strategy is implemented, individually or cooperatively or even the focus of the strategy in the process of writing rather than the product (Harmer 2004:257). In conclusion, as one of the productive skill, writing should be practiced continuously to improve the students' writing skill in order to make them more knowledgeable.

As stated by Taylor (2009:23), writing is the best way of discovering whether the taught has been actually captured. The improvement of writing is not

come from nothing, although by changing the students' habit. Having a speculative answer leads to a more efficient use of time in a number of ways and also it might become the foundation of the eventual answer. In other words, when the students are trying put their thought and ideas on a paper they might be discovering something new. They could explore their feelings, what they see, and environment condition which could be improves the students' writing skill as a foundation in teaching learning English.

Hyland (2004:9) explains that writing is a way to share personal meanings. The people construct their own views on topic. Activities pour out the thoughts, ideas, and feelings of someone who is in written language. In another sense, writing is an activity to express thoughts and feelings in writing that are expected to be understood by the reader and function directly indirectly. The writing processed include planning, translating, and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising. Fulwiler (2002:16) states that writing is a complex activity, variable, multifaceted process that refuses fool proof formulations to write it. Also, Kane (2000:17) describes that writing is a complex activity too, when think about a topic it means were already beginning to selected words and construct sentences in other words to draft.

Writing skill is one of language skills that should be mastered by the students besides other language skill. In addition, writing more than picking up a pen and putting words down on paper. Writing uses in many areas in this live which makes it important to be learnt. Harmer (2001:79) states that writing is a

form of communication to deliver thought or to express feeling through written form. The actual process of writing helps students in getting a language because the process makes them think and choose the sentences as well as words that they will use to express the ideas. From writing, students will have more learning experiences which can develop students' language and writing is one of the learning styles from the four language skills that can help them in developing ideas.

Walk (2007:1) states that writing is a central component of all academic works and that the ability to write cogently and coherently is the hallmark of educated men and women. Several components of writing are grammar, vocabulary, spelling, organization, punctuation, accuracy and content of that writing. The quality of the writer will be influenced by the quality of the writing will be influenced by the quality of the writing product. Therefore, having and expertise in writing is really important and it surely needed for every one especially for the students who still learn the academic writing. Moreover, there are some steps that should be followed by the students, they are pre-writing, composing, revising, editing and publishing.

Hogue (2008:2) stated that the kind of writing which is done in the classroom is called academic because it is the kind of writing that is done in college classes. Every kind of writing has a particular purpose and a particular audience. The purpose of academic writing is to explain something or to give information about something with the teacher and classmate as the audience. The academic writing requires certain skills. These skills include sentence structure

(how to arrange words in a sentence), organization (how to arrange ideas in paragraph), and also grammar and punctuation.

Related to the process, McKay (2006:245) states that writing is a process involves the pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing. In pre-writing the writer should write their ideas in accordance with the topic that they had chosen. Furthermore, in writing process, the writer develops their ideas into sentences and combined it as paragraph. Moreover, in revising and editing processes, the writer has to revise and edit the sentences to make it better. Furthermore, Wallace et al. (2004:5) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts note-taking, identifying a central idea, outlining, drafting and editing.

From the definition above, it could be that writing is an important form of communication of sharing personal meanings in daily life. There are many skills that should developed by writer. It includes handwriting, spelling, and punctuation. Besides, in producing a good writing, the writer had to pass some steps to make the writing meaningful and in chronological order. In addition, the written, product had to be coherent and unified. Moreover, this statement is appropriate with the purpose of the present study where some people can use this way to communicate with other.

2.1.2 Descriptive Paragraph

A descriptive paragraph is a paragraph that describes a thing, place, person or animal. Writing the descriptive paragraph aim to make the readers feel or sense

what the writer describes. To make it better, the writers can provide picture of something that is described. When writing a descriptive paragraph, the writers have to consider the generic structure. There are three generic structures of the descriptive paragraph, namely: identification, description, and conclusion. In identification, the writers identify the recognition. In addition, it can be a general statement about something that you explained. In description, the writers describe something that they describe so the readers can easily imagine or feel or sense that they are involved in the experience. In conclusion, the writers conclude the paragraph restate the general statement.

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, place and animals looks or feels. An adjective is needed to describe person, thing, place and animal in vivid detail in writing a descriptive paragraph. Writers use an adjective to describe how the writer feels, tastes, sounds, or smells. In addition, descriptive paragraph use present simple pattern. The teacher must make sure that to teach their students descriptive paragraph in writing. They must know the use of adjective and simple present tense since it is based on fact.

A descriptive paragraph gives a clear picture of a person, place, object, events, or ideas detail for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing and sight (Fiderer 2002:17). 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 a good descriptive

writing is to involve the reader in the story as much as possible. Good descriptive makes the reader feels as if he or she is present in the scene (Savage and Mayer 2005:28), in summary, descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reader catch the picture of information easily.

Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraph describing something using certain sequence to facilitate the reader understand what the author wants to tell to the reader. Zemach and Islam (2005:9) state that a paragraph is a group of about six until twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important) about that topic. The sentences are arranged logically, so the reader can easily understand what the writers want to say. Besides Oshima and Hogue (2007:96) state about paragraph composition in the paragraph such as format, punctuation and mechanics, content, organization, grammar and sentence structures. In the format consist of title of the paragraph, punctuation and mechanics consists of the main idea of paragraph, organization consists of generic structure of descriptive paragraph and sentence structure consists of grammatical usage.

Based on Kane (2000:351), description is about sensory experience, how something looks, sounds, tasted. Mostly, it is about visual experience; however, the description also deals with other kinds of perception. Description can give imagination and feel about something to the readers. Therefore, using kinds of sensory are important in describing something. In addition, the readers can get more vivid information based on the descriptions. The readers also try to save and

imagine the description that have been read. Thus, they can easily imagine how the things, place, animals or person look in their mind.

Folse et al. (2010:135) state that a descriptive paragraph describes how person, thing, animal or place looks or feels. Furthermore, descriptive paragraph gives the impression not the definition, offers something to the readers, and creates the sensory images that are related to the five senses. Description is the crucial part of English language teaching and learning especially in descriptive paragraph. As it is used as a means of communication in written form, in order to avoid misconception. 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 he or she is describing. Using adjectives that the writers know will help the readers imagine and relate to the person or thing that the writers are describing. Adjectives are important in a descriptive paragraph. Adjectives aim to describe objects so that they are clearer about shape, size, color and so on. They add flavor to their writing.

Descriptive paragraph is the basic of writing. It means before students learn to create a full length writings, they should start by making coherent sentences. Raimes and Jerskey (2011:270) argue that a good paragraph makes a clean point, support your idea, and focuses on one topic. Furthermore, they add that paragraph may concern on its function than content, they create understanding to attract readers' attention by making a clear point of topic and making smooth transitions that are connected to one another. Thus, learning to construct a unified and coherent paragraph is very important as it can help readers easily catch the writers' intention and purposes of the story.

Hogue (2008:95) argues that descriptions are “word pictures”. It means that the writers tell how an object looks, feels, smells, tastes, and sounds. Hogue also adds that there are two keys to write good description. One of them is using many descriptive details. Descriptive paragraph is using attribute, identifying process, using adjective and classifiers, in nominal group, and using present tense. Descriptive paragraph has generic structure that builds up the paragraph itself such as identification; identifying the phenomena to be described and description; describing the phenomena in parts, and characteristics.

In addition, Oshima and Hogue (2007:61) state that descriptive writing appeals to the senses, so it tells how an object looks, feels, smells, tastes, and or sounds. A good description is a word picture; the readers can imagine the object, place or person in their mind. A description usually follows a pattern of organization that called spatial order. Spatial order is the arrangement of things in space. When someone describes something, they should imagine the object that can make them easy to tell how the object looks like. This is appropriate with the students’ achievement of this present study which can improve students’ writing skill consistently in descriptive paragraph.

Evans (2000:5) writes that a descriptive paragraph about describing person should be consistent of some components such as: introduction, main body, and conclusion. Introduction or identification tells about the object which is described by the writer in firs sentence. The writer writes some statements which show the object that is described in the whole paragraph. The main body or description is talking about the description about the object, for instance, the physical appearance, hobby, characteristic, and so on, and it can be called description. The

last one is conclusion which concludes the paragraph. The conclusion is not absolutely necessary but is normally gives the signal of the end of the paragraph. It can be summarizing of the paragraph or the writers' comment about the object described.

Moreover, Savage and Mayer (2005:33) state that descriptive paragraph has descriptive organization as follows: a) introduction: tells why the object or even of description is important for the writer, b) body paragraph: body paragraph that gives detail information about the object, c) conclusion: the conclusion gives the writer's opinion or reviewing about the whole description of the text. As a summary, can be concluded that descriptive paragraph is a form of writing that talks about describing person, thing, or certain place in vivid detail which has generic structure; Identification, description, and conclusion (optional). Moreover, Oshima and Hogue (2007:196) describe that the successful of writing can be shown from its completeness of some writing aspects. Those writing aspect can be described as follows: format refers to the rules and styles in writing skill (margin). Mechanics refers to the use of correct grammar and how it is implemented to combine and organize the words into phrases, and sentences.

As a summary, it can be concluded the descriptive paragraph is organized with generic structure; identification, descriptions and conclusion. Identification in the first paragraph to introduce what is exactly going to be described. The researcher used identification to identify the recognition; besides, it could be about the general statement about place, person, or thing which the writer wanted to describe. After starting the identification, a descriptive paragraph would show the description of the object. The conclusion is the last part of the paragraph and it

is optional. A conclusion did not really give impression, but is very often helpful to the reader because it usually signals the end of the paragraph. In writing a descriptive paragraph, it consists of six until twelve sentences. The paragraph should be written by the seventh-grade students of SMP Negeri 9 Denpasar in the form of descriptive paragraph writing which consists of generic structure such as an identification, description and conclusion.

2.1.3 Tell-Show Strategy with Picture

Tell – show strategy with picture is one of the strategies that can be used to facilitate the students write a paragraph. Related to gathering ideas, this strategy is useful because it can help students to overcome their about what to write at the beginning, contents, or conclusion in writing descriptive paragraph. This strategy works as the development of T-chart. It is started with making two columns resembling the letter T that consisted of Tell column and Show column. While in the Tell column, students are asked to write the topic that are going to be described, the Show column is consisted of the description of the list topic that are going to written in Tell column in detail. Nunan (2003:248) states that activity chart building a repertoire requires setting up some kind of system for keeping track of what has been successful so that the technique can be used again.

Galko (2001:27) states that charts are ways to group the ideas visually. There are some different kinds of charts that will be helpful to make a good paragraph. Mostly, the charts will be divided into two columns, so it is called T-chart. This chart will help the students to generate and organize their ideas in writing paragraph. Each column will state different things, but they are still

connected each other. It helps the students in developing ideas as their focus will be restricted on the specific small topic that is going to be discussed. Help students develop their writing skill properly and correctly.

Besides, Linse and Nunan (2005:88) state that graphic organizers are tools to help learners visually organize the information that they have read or will read. A wide variety of graphic organizers could be used to help students tackle and comprehend a paragraph. Graphic can be used to give the crystal clear draft of the paragraph. Thus, by using graphic the students could visualize an object in details and they could get more information about the object. Moreover, graphic is used to help the students in developing their ideas and make clear and well-organized of the paragraph. Thus, by using graphic the students could visualize and object in details and they could get more information about the object. Moreover, graphic is used to help the students in developing their ideas and make clear and well-organized of the paragraph. It made the students create their paragraph easily.

In addition, Peha (2003:33) states that there are some reasons why showing is better than telling: (a) showing is more specific than telling: it means that every single object can be described to the readers more detail by showing; (b) showing helps readers make pictures in their mind; it means by showing the readers can imagine the object more detail, the writer is supposed to have the same imagination about the project, if not, they will get the same object in their mind between the writer and the readers; (c) showing is more interesting than telling: it means that when the writer described the object by showing them in detail, it makes the readers more interested more interested and easier in writing because the objects can see easily to make a clear picture about the detail object.

Based on theories above, this study is more focused in theory of Peha (2003:34) who states that Tell-show strategy helps the students to think creatively and visualize clearly about what they are going to show in detail. It can be concluded that using tell-show strategy is a good way in writing descriptive paragraph that can make students easier to arrange the paragraph coherently. Tell-Show Strategy with picture can help the students in writing especially in descriptive paragraph. This strategy helps the students to make a good description about the topic. They try to make their writing clearly to be understood by the readers. By showing the topic clearly, readers can image the picture on their mind.

The used of picture in teaching writing is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write about an artist or public figure. They will get confused if some of them have never been there before. They cannot describe what it is like. Without any picture, they will get difficulty in writing sentence or paragraph because the student may need very long time to express their idea that is appropriate to the topic. That is why picture help students in getting easily only by looking at the picture.

Harmer (2007:182) states that picture can also be used to create a conductive situation or context in the classroom. Picture also uses to get a deeper imagination in writing a descriptive paragraph because it can give the meaning further than the immediate context. Picture makes the students easily make a plan what is going to write first, how to arrange the idea and how to explain their thought into a sentence. Brown (2004:227) states picture description is a somewhat more complex picture may be presented showing. The picture in here

as a media that stimulus the students idea; moreover, make it stand in one line according to what picture they describe.

In addition, teacher can guide students in writing descriptive paragraph through tell -show strategy technique (Peha, 2003:34-37). There are several ways in using tell-show strategy with picture in writing process, they are as following:

1. Take any simple sentence from your current piece that mentions something you can describe and write it down on the “Tell” side of the chart
2. Make a picture of that sentence in the reader’s mind and write down all the things their see in that picture on the “show” side.
3. The students can make a paragraph based on the topic that has been given by the teacher and use clue in the tell column and describe the topic in the show into a paragraph.

2.1.4 Assessment of Writing

Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher sub consciously makes an assessment of the student's performance (Brown, 2004: 4). Assessment is very important in teaching activity. English teacher needs to assess what they have inculcated to their students so that they will know to what extent the previously formulated instructional objective have been achieved by the students in writing descriptive paragraph.

Moreover, Carter and Nunan (2001:138) state that assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they will know the ability of the students especially in writing descriptive paragraph. Assessing students is the most important part that teacher should do during the teaching learning process to measure the level of students' ability in learning activity so that the result of the assessment can be used by teacher in design future learning process.

According to Coffin (2003:75), as a starting point to devising an assessment strategy, it is useful to identify the purposes for which you need to assess students writing Purposes for assessing students' writing may include: to provide evidence of students' knowledge and understanding of particular course of study, to provide evidence of students' acquisition of subject-specific skills or the ability to apply knowledge and understanding (e-g students' ability to carry out certain analysis), to indicate how effectively students can express their knowledge and understanding in writing, to help students learn, or consolidate their learning (both of subject knowledge/skills and of academic writing conventions), to provide feedback to students on their work, to motivate students to carry out certain activities, to provide a diagnostic assessment of a student's writing (before providing writing support for the student), to help the teacher evaluate their own teaching and to help students evaluate their own learning.

Marzano (2006:3) adds many conclusions that provide insights into effective classroom assessment, such as: (1) feedback from classroom assessments

should give students a clear picture of their progress on learning goals and how they might improve, (2) feedback on classroom assessments should encourage students to improve, (3) classroom assessment should be formative in nature, (4) formative classroom assessments should be frequent. Besides Weigle (2002:109) says that the first decision to be made in determining a system of scoring is what type of rating scale will be used. The following rating scale is the three main types of rating scales which is used in the composition of literature such as: primary trait scales, holistic scales, and analytic scales. In this present study the researcher used the analytic scales to measure the students' writing product since, it provide more detailed information about a test takers performance in different aspect of writing such as: format, mechanics, content, organization, and grammar.

The assessment activity is to measure someone ability to check if the lesson can be understood or not by students; to analyze whether the techniques, methods, strategies that are used appropriate to apply for students in teaching and learning process. Marzano (2006:5) States that the assessment is a form of feedback to students regarding their progress and it stands to reason that feedback will enhance learning indeed. Assessment is one of the determining indicators for knowing success or even failure made by teachers as learning agents and students as learning objects. Assessment which is set by teachers must be appropriate with all the curriculum elements such as lesson plan and syllabus; it has to assess what the students have learnt.

Brow (2004:6) states that functions of assessment are divided into two parts which are formative and summative assessment. Most of the classroom assessment is formative assessment which is evaluating students in process of

“forming” their competencies and skills with the goal of helping them to continue that growth process. Summative assessment is to measure or summarize what students has understood, and typically occurs at the end of course. It means students’ understanding were measure by asking them to conclude the material. Summative assessment function is a measurement of students’ abilities and understanding, as a means of learning success and as a means to motivate students.

According to Fulcher and Davidson (2007:27-28), assessment and learning are integrated within the classroom. In the classroom, the teacher is deeply involved in the assessment and cares about the outcomes of the assessment which is to inform better teaching and more efficient learning. Moreover, the assessment also has purpose to give positive feedback for the teacher and the students. For the teacher, the assessment is to give information about the progress of the students during teaching and learning process. Besides, for the students the assessment is used to inform the achievement of their ability. Through assessment, students can find out how far they have successfully followed the lessons given by the researcher. If the results are satisfying, it will be fun and can motivate students to study harder while the result are not satisfying, so they will try to make the next assessment obtain satisfying results.

In additional, Coombe et al. (2007:9) state that assessment is much more than tests. Assessment included a broad range of activities and the teacher use tasks to evaluate students’ progress on daily basis. Test may be constructed primarily as device to reinforce and to motivate the students or primarily as means of assessing the students’ performance. The items of the test must be carefully

chosen. When the students are taking a writing test, the effect can be increasing and decreasing students' ability in writing. If students' writing ability increases make them feel satisfied with their learning outcomes, otherwise, if students' writing ability decreases it make them more motivated in learning process.

Weigle (2002:2) states that the best way to assess students' writing ability is to get them to write. It follows that a test of writing involves at least two basic component one or more writing task, or instructions that tells task taken what to write and means of evaluating the writing sample that test taker produces. Besides, Hyland (2003:212) sates that assessment is not simply a matter of getting exam and giving grades. Score and evaluate feedback contribute enormously to the learning of individual students and to the development of the effective and responsive writing course. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performance and to help them progress.

Assessing is very important to do by the teacher in the classroom in order to know the students' achievement. By giving the best that can help the teacher to assess the students. The assessment of the test will not be useful without having any fundamental scoring. Thus, the teacher needs to prepare a scoring rubric. Rudner and Schafer (2002:70) states that the scoring rubrics are descriptive scoring schemes that are developed by teachers or other evaluator to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically employed when a judgment of quality is required; it may be used to evaluate a broad range of the subjects and activities. A common use of scoring rubrics is to guide the researcher to evaluate the writing.

In the present study, the researchers feels that it is necessary to assess the students' writing ability by carrying out a test. The test included pre-test and post-test. The researcher asked the student to write a descriptive paragraph and student writing will be scored by using rubric which adapted from Oshima and Hogue (2007:196) There were five criteria: format, punctuation and mechanics, content organization, and grammar and sentence structure. When the students write their paragraph, they should write it in six until twelve sentences and they have to remember with those criteria in making a good paragraph.

2.2 Empirical Review

The empirical review required to provide empirical evidence that support the present study. The empirical evidence required for this study is that the pervious study results that dealt with teaching paragraph writing trough Tell-Show Strategy. In addition, knowledge of empirical evidence could help the researcher avoid unintentional replication of previous studies results, and place the research in better position to interrupt the significance for her own result. The related studies which were used as references were described below.

The research found similar studies that had been conducted by the previous researcher by Inggriani (2014) entitled "Improving Descriptive Paragraph writing through Tell-Show Strategy of the Eighth-Grade Student of SMP (SLUB) Saraswati 1 Denpasar in academic year 2013/2014". The objective of this study was to figure out whether or not writing skill of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar can be improved through Tell-Show strategy. She proved that learning problems and difficulties of class VIII

Bilingual SMP (SLUB) Saraswati 1 Denpasar were significantly increased after being taught through Tell-Show Strategy. The students could get the score more than the minimum standard passing grade in that school from cycle 1 and cycle II. She also observed that the students were enthusiastic during the teaching and learning process.

The strength of this study was that researcher applied a helpful and creative strategy that could make the students to overcome the impasse about how to write and get knowledge in new style in writing. The strategy that used was appropriate to students in improving writing skill. However, the researcher did not state a clear scoring rubric for measuring the students' writing skill. In the content of scoring rubric, the research stated fluency for measuring the students' writing skill. In this present study, the researcher used scoring from Oshima and Hogue (2007:197) rubric for measuring students' writing skill. There were five criteria used by the researcher: format, punctuation and mechanics, content organization, and grammar and sentence structure.

Another similar research was conducted by Nopiani (2016) entitled "Improving Writing Skill of the Eighth-Grade Students of SMP Sila Dharma Denpasar in academic year 2015/2016 through Tell-Show Strategy". The objective of the present study was to know whether or not the writing skill of the eight grade students of SMP Sila Dharma Denpasar be improved through Tell-Show strategy. The result of the present study had proven that tell-show was effective strategy to improve students' writing ability. The researcher also concluded that the use of tell-show strategy showed a significant influence in the students' writing.

The strength of this study was Tell-Show strategy was effective because the researcher applied a creative strategy or method in order to make English student more enjoy and interesting when students study in the classroom. And it can help them to discover and develop their ideas in writing ability. The students could get the score more than the minimum standard passing grade in that school from cycle 1 and cycle II after they had been tough through tell-show strategy. However, in implementing the strategy the researcher did not give clear topic that would be described and how many sentences would be written by the students in a paragraph. She only mentioned that the students should write a paragraph about person. In this present study, the researcher gave a clear topic when the students constructed a descriptive paragraph. The main topic describing person such as: My Mother, My Father, My Sister/Brother. The paragraph consisted of six to twelve sentences in a topic.

