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Dr. Ni Wayan Krismayani, S.Pd.,M.Pd,

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Presenter

The 5th International Conference on Sustainable Development
"Research and Community Empowerment Impact for an Inclusive Sustainable Development"
virtually held on December 17th, 2021

Rector
Universitas Mahasaraswati Denpasar

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5th CSD
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5th ICSD
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Proceedings

5th International Conference on Sustainable Development (ICSD)

Research and Community Empowerment Impact
for an Inclusive Sustainable Development

December 17th, 2021

PROCEEDINGS

5th International Conference on Sustainable Development (ICSD)

"Research and Community Empowerment Impact for an Inclusive Sustainable Development"

Denpasar, December 17th 2021

Universitas Mahasaraswati Denpasar
Jalan Kamboja No. 11A, Denpasar, Bali, Indonesia

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PROCEEDINGS

5th International Conference on Sustainable Development (ICSD)

"Research and Community Empowerment Impact for an Inclusive Sustainable Development"

Denpasar, December 17th 2021

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BRIEF INTRODUCTION

Addressing the global issue in sustainable development fields, collaboration between any fields should be encouraged. As one of the biggest private universities in Bali, Universitas Mahasaraswati Denpasar has concern on research and community empowerment to give more impact to the society, economy, and environment. Therefore, Unmas Denpasar is organizing an international conference to respond the sustainable development issue and collaboration opportunities across the world entitled International Conference on Sustainable Development (ICSD) as an annual international conference. Bringing up the theme of "Research and Community Empowerment Impact for an Inclusive Sustainable Development" the 5th ICSD emphasizes the impact of research and community empowerment in supporting the sustainable development issue from various insight. ICSD invites researcher, academician, higher student, government, or private sector around the world to present their recent study and share their perspective regarding the global issue. The 5th ICSD aims to initiate a research collaboration and community empowerment between institutions across the world. The 5th ICSD invites the authors from around the world to submit their research or community empowerment work to be presented at the conference with following sub theme:

1. Health and Medicine
2. Education and Literature Studies
3. Art, History, and Cultural Studies
4. Sustainable Infrastructure and Environmental Management
5. Law and Policy
6. Economic and Digital Business
7. Sustainable Agriculture and Natural Resources
8. Regional Planning and Rural Development
9. Environmental Remote Sensing
10. Sustainable Tourism Development

The Objectives

1. To encourage sharing of knowledge among the academic community, researcher, and practitioners especially in the field of science, engineering, social and humanity.
2. To update the findings and innovation in science, engineering, social and humanity field.

3. To encourage the establishment of international communication and collaboration in research and community empowerment in the field of science, engineering, social and humanity.

SPEAKERS

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1. Dr. Drs. I Made Sukamerta, M.Pd., Universitas Mahasaraswati Denpasar, Indonesia
2. Prof. Azmi Bin Aris, Ph.D., Universiti Teknologi Malaysia (UTM)

Invited Speakers

1. Raquel D. Santiago-Arenas, PhD, Mindanao State University, Philippine
2. Prof. Konstantinos Tsagarakis, Technical University of Crete, Greece
3. Dr. Amrita Shankar, Tomo Riba Institute of Health and Medical Sciences (TRIHMS), India
4. Reem Bedeir, PhD, University of Cairo, Egypt
5. Daya Negri Wijaya, MA., PhD (Cand.), Universidade do Porto, Portugal
6. Livia Mª Soares Teles, Community Agent at Global Assembly, Brazilia
7. Gjergji Qosja, MA, University "Fan S. Noli", Korçë, Albania
8. Dr. Olebogeng Selebi, University of Pretoria, South Africa.

Keynote Speakers

Dr. Drs. I Made Sukamerta, M.Pd

Rector of Universitas Mahasaraswati Denpasar
Indonesia

Prof. Azmi Bin Aris, PhD

Professor and Director of Research Institute
for Sustainable Environment (RISE)
Universiti Teknologi Malaysia (UTM)
Malaysia

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5th International Conference
on Sustainable Development (ICSD) 2021
"Research and Community Empowerment Impact for an Inclusive Sustainable Development"

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Topic: Social, Art and Humanity

Reem Bedeir, PhD
University of Cairo
Egypt

Daya Negri Wijaya, MA., PhD (Cand.)
Universidade do Porto
Portugal

Dr. Olebogeng Selebi
University of Pretoria
South Africa

Livia Mª Soares Teles
Community Agent at Global Assembly
Brazilia

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Invited Speakers
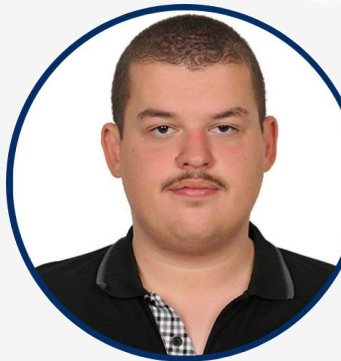## Topic: Science and Engineering

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Greece

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A Correlational Study Between Vocabulary Mastery And Reading Comprehension Of The Eighth-Grade Students Of SMPN 2 Ubud

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Abstract. Reading, one of the basic language skills, is essential to gain information and meaning. This language skill allows students to express their ideas, broaden their horizons and increase their knowledge.Reading enables them to open up their minds to new ways of thinking, perceiving, and doing things; as a result, books can be their teachers, mentors, and inspirations.This research was mainly intended to determine whether there is any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud in academic year 2021/2022. The present correlationalresearch was conducted by administering the research instruments: matching cloze procedure test and short answer tasks. The research instruments were administered to 50 students who were chosen as the representative samples by applying a simple random sampling.The collected data were statistically analyzed through prerequisite and hypothesis testing in which Pearson product-moment correlation formula and t-test were applied. Based on the data analysis, it was figured out that there was a significant correlation between vocabulary mastery and reading comprehensionthe eighth-grade students of SMPN 2 Ubud in academic year 2021/2022. This research finding showed that students' vocabulary master was important when they would like to understand the reading texts further. They should master many vocabularies to make a comprehensive meaning after reading a text. In addition, the finding of this research further suggests that teachers should pay attention to students' vocabulary mastery during the practice of reading comprehension in the teaching and learning process.

Keywords: correlational research, vocabulary mastery, and reading comprehension.

INTRODUCTION

Reading is one of the important skills in the teaching and learning process, and by reading, students can improve their ability to acquire knowledge of the world. Reading can help to get the solution to the problems and also as a source of information. Reading is defined as reacting to a written text as a piece of communication. Reading positively affects students' vocabulary knowledge, spelling, and writing [1]. Reading is also someone's ability to understand the meaning of the symbols contained in the written texts. They read for enjoyment when they immerse themselves in novels, magazines, or even comic books. Through reading, the readers can learn to comprehend the reading texts to answer the questions, expand grammar knowledge, vocabulary, etc.

According to [2], reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. [3] state reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning [2].

[4] state that reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, constructs, advertisements, and a host of other materials. [5] adds that comprehension is a process demanding strategic approaches. The readers actively construct meanings as they read. They also direct their own comprehension by using basic strategies and monitoring their own understanding. It means that an appropriate strategy is very important to motivate the students to achieve their reading comprehension. The strategy applies in reading activity has a very important role since it is a way for readers to understand the text, which can be directed by a series of reading steps involved in strategy.

According to [2], reading comprehension relates prior knowledge to new knowledge contained in written texts. Prior knowledge basically deepens on the students lived experience related to new knowledge that will be gained in reading content. Reading comprehension is explained as understanding new information of what is already known. Prior knowledge is expressed with words. When the meaning of the word is unknown, the reader does not have background knowledge or has no experience in that area. Without background knowledge or without the vocabulary that comes with various experiences, the students will not comprehend the content of the text.

[6] defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of the word extracting and constructing is to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It will involve identifying and recognizing printed or written symbols that serve as exciting for the recall of meaning built up through the readers' manipulation of relevant concepts already in their possession. It means their prior knowledge is critical to their understanding of what they have read based on the reading texts.

[7] describe that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in reading text, understanding of the content of the reading text). Reading comprehension is explained as understanding new information of what is already known. Prior knowledge is expressed with words. When the meaning of the word is unknown, it means the readers do not have background knowledge. Without background knowledge or the vocabulary that comes with various experiences in learning, the students will not comprehend the content of the reading material which is being read.

Vocabulary is knowledge of words and word meanings. Actually, vocabulary is more complex. Vocabulary mastery is knowing the words and their meanings and knowing how the words sound and how the words are used in the context. The vocabulary of language always changes and grows. [4] state that vocabulary reflects our knowledge and experience and our social interactions. It means that vocabulary has an important role in understanding the language for the learner, especially the students who learn English at school. Mastering vocabulary will make students easier in learning language skills particularly reading, as their comprehension could increase.

Vocabulary is important to understand and convey the message. [8] defines vocabulary as a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. It is a tool for communicating with each other in daily life. It is important and to express the feelings and to express the ideas what is on our minds. Building up a useful vocabulary is the basis of learning a foreign language at the primary level. Knowing a lot of vocabulary will make the students easy in learning a language. If the students have good vocabulary mastery, they can read or listen to English clearly and then write or speak the sentences in English.

[9] states that improving a useful vocabulary is a basic point to learning a foreign language early. Learning vocabulary is important because it enriches students' knowledge of the word. Vocabulary and reading cannot be separated because both of them are related to each other. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding. Vocabulary becomes something that must be mastered to communicate. Moreover, vocabulary can make students comprehend the words received while listening and reading during the teaching and learning process to improve their comprehension.

[10] states that vocabulary is more than a list of words, and although the size of one's vocabulary matters, it can be understood how to use the one that matters most. In our everyday life provides most of the vocabulary needs. Words are around, but it takes time to take them in to become acquainted with their numerous uses and the contexts in which they are appropriate. Some words may appear to be simply stated. However, some words may also be difficult to state because their meaning may change depending on the word they are attached to. It is impossible for the students to read, write, and speak a foreign language without having enough vocabulary knowledge to use.

According to [11], vocabulary is the knowledge of the meanings of words. This definition becomes complicated when words come in at least from two forms: oral and print. Oral vocabulary is the set of words for which the students know the meanings when speaking or reading orally. Print vocabulary consist of those words

also comes in two forms. A productive vocabulary is used when writing or speaking, and receptive that can be understood or recognized. In mastering vocabulary, we can understand the meaning of a word in the context and transfer the information in written form. Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games. These activities could enrich their vocabulary.

Vocabulary mastery helps the students understand the language. According to [12], vocabulary is an important factor in reading. The more a person memorizes vocabulary, the better her/his language will be. Mastering vocabulary helps the students' chance to speak, listen, read and write. When the students read something, it will sound good if they understand the words or vocabulary in their reading. Because it will guide and help them in pronouncing, reading, and grasping the idea from their reading, they will understand. [9] states that improving a useful vocabulary is a basic point to learning a foreign language at an early level. Students who have a lot of vocabulary of foreign language, they could learn language easily.

The research that was conducted by [13] entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of the Tenth-grade Students of SMK Pariwisata Putra Bangsa Ubud" showed that vocabulary and reading comprehension were correlated. Having a lot of vocabulary can make students easily mastering reading comprehension. Vocabulary mastery could also help the students in comprehending the text with some complicated words. Based on these findings, this research has scientifically proven that vocabulary mastery and reading comprehension of the tenth-grade students of SMK Putra BangsaUbud had a significant correlation. This research finding strengthen the present research which dealt with the same area.

Based on the explanation above, vocabulary mastery and reading comprehension have a strong relationship. Students who do not have a large vocabulary or effective word-learning strategies often struggle to achieve comprehension. Furthermore, [3] state that vocabulary knowledge plays an important role in students' reading comprehension. Regarding this matter, this research attempts to find out whether vocabulary mastery influenced reading comprehension. Based on the research background, the researcher was interested in conducting a research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Eighth-Grade Students of SMPN 2 Ubud.

Before conducting the research, the research problem should be formulated and specified to make the research problem in the present study more specific. Based on the research background that has been stated, the crucial issue that attracts the researcher in conducting this study concerns the correlation between vocabulary mastery and reading comprehension. Moreover, the researcher was interested in figuring out the significant correlation between vocabulary mastery and reading comprehension in junior high school. Concerning the aforementioned explanation, the researcher question of the present study can be briefly and concisely formulated as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud.

Research objectives are set to find a solution and answer the research that has been explained above. A clear research objective would be able to direct the researcher in doing the present research. A particular investigation is expected to provide a scientific solution to the research problem. The undertaking of any scientific investigation is always intended to solve the research problem that has been previously formulated. The research objective is to investigate the significant correlation between vocabulary mastery and reading comprehension as described above. In line with the research problem that has been stated, the objective of the present study was intended to figure out whether there is any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud.

METHOD

Research design is simply a methodical way of finding answers to questions to discover new information or prove scientific theories. In addition, [14] also defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The present study dealt with the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. The researcher described the overall structure of the present investigation by using an ex-post facto research design which is appropriate with the present research problem.

According to [15], correlational research investigates the possible relationship between two or more variables. Moreover, correlational research is proper in the circumstances, considering the present study determined the significant correlation between students' vocabulary mastery and reading comprehension. Additionally, [16] state that correlational research produced indexes called the correlation coefficient that shows the direction of the strength of relationships among variables. In the present study, the researcher emphasized the first useful application of correlational research to assess the relationship between the research variables as the present research dealt with correlational research on the above-mentioned two research variables.

In the present study, the researcher decided to choose the eighth-grade students of SMPN 2 Ubud as the study population consisted of eight classes with a total of 338 students. It was a big population for the researcher to do research. The researcher decided to choose 50 as the study samples by using a simple random sampling technique with a lottery system. This method is regarded as the best method, suggesting that all populations have the same opportunity and chance to become part of the samples. This type of sampling was appropriate for this research. The processes of simple random sampling technique with a lottery system were as follows:listingall of the population members, making 338 rolls of paper in which each roll of paper had the name of the students and class, taking randomly 60 rolls and whose names were on the rolls of paper were selected as the samples of this study.

Moreover, researchers develop research instruments to achieve the stated objectives when carrying out a study. The existence of research instruments in carrying out research is necessary because the research instruments are tools that can be administered to collect the data. The instruments were in the form of a matching cloze procedure test and short answer tasks. The use of the matching cloze procedure test was to measure the students' vocabulary mastery. Meanwhile, a short answer task was used to gather the data concerning the reading comprehension of the eighth-grade students.

According to [17], the matching cloze procedure test is usually structured by removing important words for the meaning contained in the second sentence of the text. The first sentence of the text should be left intact to provide contextual support. Then to complete the missing words, the test takers must match the choice of words that have been sorted alphabetically or separately grouped into fours. They have to choose an answer that allows no other gap. The blueprint of matching cloze procedure test can be seen as the following table.

In reading comprehension, the researcher used a short-answer task. According to [18], short answer tasks are tasks from interactive reading assessment tasks. The test-takers are presented a reading passage and answer the open-ended and closed-ended reading comprehension questions in a sentence or two sentences. The criteria in this task are the answer related to the information of the text and grammatical structure; designing a rating scale is necessary. In this study, the researcher did not only assess students' ability in reading comprehension based on the correct information they got in the text. The scoring rubric of reading comprehension was adapted from [18].

FINDING AND DISCUSSION

Finding

The present study dealt with the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. The researcher would like to determine the results which have been finished. The researcher administered the research instruments to the samples which come from the population of the eighth-grade students of SMPN 2 Ubud. The population was about 338 students which consisted of ten classes. There were 50 students who were chosen as the representative samples in the present ex-post facto research. They were chosen by applying the random sampling technique. Furthermore, the researcher also used a directional hypothesis that clearly stated there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud.

To support a research and to obtain valid data, the researcher then collected the required data from the present study samples by preparing research instruments. The research instruments that were used must be related to both variables. They were in the form of matching cloze procedure test and short answer tasks. The use of matching cloze procedure test was to measure the students' vocabulary mastery. Moreover, it consisted of 40 gaps that were carefully developed based on four aspects of vocabulary, such as: noun, verb, adjective, and adverb. Meanwhile, short answer task was used to gather the data concerning the samples' reading comprehension, which was scored using an answer key and scoring rubric adapted from [18].

The researcher conducted the research on 11th October 2021 to 50 samples by collecting the data through two steps. First of all, the samples must fill 40 blank gaps in four texts that have already been provided, and they had 40 minutes to submit the answer of the test. Moreover, the researcher provided six descriptive texts about animals. Each text had five questions that must be answered briefly. The researcher scored them using an answer key and scoring rubric. After the required data of this research were collected, the researcher then analyzed the data through two important statistical analyzes; they were pre-requisite analysis and hypothesis testing.

A normality test is needed for the researcher to know whether the population or data involved in the research is in a normal distribution. The purpose of a normality test is to determine whether research data is normally distributed or not. If a variable fails a normality test, it is critical to look at the histogram and the normal probability plot to see if an outlier or a small subset of outliers has caused the non-normality. One way to detect data normality can be done with Shapiro-Wilk technique. According to the data analysis of the normality test, it

was known that the significance value of vocabulary mastery was a figure of 0.70. It was higher than 0.05; besides, for reading comprehension, it can be seen on the significance value 0.195, which was higher than 0.05. In other words, it means the data of vocabulary mastery and reading comprehension already had a degree of normality. In conclusion, the data have already fulfilled the pre-requisite analysis in terms of the normality test.

Homogeneity test is done to test two or more sample data group which sources from the sample population variant. A homogeneity test is a test that assesses whether there are differences in variance between the two groups or more. The homogeneity test is different from the normality test even though they are both used as a condition in the parametric test. In the homogeneity test, the researcher needed to know the students' scores in both of the research variables. The testing was statistically computed through Levene's test, and the researcher used SPSS 26 version for windows to calculate the data. Based on the homogeneity test for this research, the calculationshowed a figure of 0.387, which showed higher than the minimum number for the significance of homogeneity, that is 0.05. It means the data of vocabulary mastery and reading comprehension already had a degree of homogeneity. In conclusion, the research variables: vocabulary mastery and reading comprehension were homogeneously distributed.

After conducting a normality and a homogeneity test, the researcher proceed the data of the research to the hypothesis testing. Hypothesis testing is a test that tests the research hypothesis studied to combine two or more variables. Within this hypothesis, there is a possibility of whether it is accepted or not. In this research, the researcher constructed a directional hypothesis that clearly stated a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. The hypothesis testing applied SPSS 26 program for windows. In line with hypothesis testing, there were two tests that were used in hypothesis testing, namely the Pearson product-moment correlation and T-test.

Pearson product-moment is a measure of linier correlation between two normally distributed variables. In this section, Pearson product-moment correlation was employed to examine the relationship between the independent variables and dependent variables. Pearson's correlation coefficient was a range from -1 to +1 for the indication of positive or negative correlation. Range value -1 indicates a perfect negative correlation, and +1 indicates a perfect positive correlation. Meanwhile, a value of 0 indicates that there is no correlation at all. In this research, the researcher analyzed the correlation between the two research variables: vocabulary mastery and reading comprehension. According to the Pearson product-moment correlation test results, it can be observed that the significance of the variables was about 0.000. The significance of the variable was lower than the minimum value of significance that was 0.05. In addition, the variables of vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud indicated that there was a correlation between each other. Furthermore, the next hypothesis testing can be continued by using T-test.

The final analysis of the hypothesis testing was the T-test. T-test is one of the statistical tests used to determine if there is a significant difference between the means of two groups, which may be related to certain features. In this research, the researcher used the Paired Sample T-test to get the final result. This technique was used to test whether certain values differ significantly from the average sample. Here, the researcher looks for values from the probability value. If the probability value is less than the significant standard 0.05, it meant there was a significant correlation between both variables. However, if the probability value is more than significant standard 0.05, it meant there was no significant correlation between research variables. According to the table of the paired-samples t-test output above, the probability value level was 0.036. The significant value of the data was statistically indicated lower than the minimum value that was 0.05. Based on these research findings, it can be stated that there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2Ubud. In conclusion, the present research data have already proven that vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud have a significant correlation.

DISCUSSION

This research was conducted by implementing an ex-post facto research design or known as correlation design. In this section, the study was intended to know how significant the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. There were 338 students as the population and the samples who were selected were 50 students. The samples were selected by using the random sampling method. In this research, the research instruments were matching cloze procedure tests and short answer tasks. The required data were collected by computing the samples' data source statistically using SPSS version 26 for windows. The results of the data analysis were discussed as follows.

The findings of this research indicated the hypothesis showed that there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. In this research, the statistical analysis showed that the samples who had more vocabulary tended to master reading comprehension than students who were lack of vocabulary mastery. It can be clearly seen from their scores in

vocabulary mastery and reading comprehension. In addition, knowing a lot of vocabulary will help students to enhance their reading comprehension. Furthermore, those phenomena confirmed thatvocabulary mastery is one of the factors that can affect reading comprehension.

Additionally, this research was supported [19] indicated there was a significant correlation between vocabulary and reading comprehension. The students' vocabulary to their reading comprehension was shown when the students got high scores in vocabulary mastery test, they also got high scores for their reading comprehension score. One thing that makes it different between students who have normal and high vocabulary mastery and those who have low vocabulary mastery is that the students with normal and high vocabulary mastery are able to accept all weaknesses then make decisions about whether or not they want to improve themselves.

Moreover, the research was in connection with the prior study which was conducted by [20]. She found that there was a significant correlation between vocabulary mastery and reading comprehension. She found that most of the students had high vocabulary mastery in reading comprehension. In addition, more than a total half of the students are categorized into the students who have a good reading comprehension. t indicates that most of students utter their read properly and they understand the content that they read. Therefore, their English reading comprehension are well. Furthermore, she concluded that vocabulary mastery plays an important role in developing competencies in students' self that make them brave trying to read something and understand reading.

According to [3], vocabulary knowledge plays an important role in students' reading comprehension. It means that if students do not understand the words used in the text, they will not understand the text. Vocabulary is one of the language aspects that should be learned by students or language learners. Therefore, the students who had good mastery in vocabulary were easy to construct their ideas, primarily in comprehending the text. A high score on the vocabulary mastery test supposed that the students would have a high score on the reading comprehension test in this research. This is in line with the theory that has been previously stated above.

In this research, the researcher found a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. One of the characteristics of good readers is prompted to consider the selection of well-mastered vocabulary which is in this case it is one of the features that may make the effective reading. Furthermore, vocabulary mastery is one of the features that should be considered and it is required to understand the reading. These results also supported the existing theory of [11], who state that vocabulary is the knowledge of the meanings of words. This theory tells that mastering vocabulary will help the students understand the reading comprehension qualities depend on the quality and quantity of vocabulary that the students have.

Furthermore, in accordance with the results of data analysis, it can be seen that the variables had a significant correlation. It showed that in terms of criteria of reading comprehension, most samples could understand reading comprehension that fulfilled the criteria: identify general information, specific information, textual meaning, and textual reference. Most of students easily in answering the test given because of they were able to comprehend the ideas of the text with many vocabularies that they have had. This could be signified that the vocabulary mastery strongly influenced reading comprehension of the eighth-grade students of SMPN 2 Ubud.

Based on what has been explained above, it can be concluded that vocabulary mastery and reading comprehension had a significant correlation. Moreover, the present research data have already proven that vocabulary mastery was significantly correlated with reading comprehension. It could be seen from the results of the hypothesis testing, which made use Pearson product-moment correlation and t-test. In other words, the present ex-post facto research finally confirmed the directional hypothesis that has been previously stated; there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud.

CONCLUSION

The aim of this research was to figure out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. The data of the present ex-post facto research was collected by administering two research instruments: the matching cloze procedure test and short answer tasks. The research instruments were constructed based on the criteria, and the thesis advisors have judged them. These instruments was intended to 50 samples of the eighth-grade students of SMPN 2 Ubud, which were carefully determined by using the random sampling method.

After collecting the samples' scores on vocabulary mastery and reading comprehension, the researcher computed and analyzed the data statistically using SPSS 26 version for windows. The first analysis test was a pre-requisite analysis. The tests showed that the data of the research normally and homogeneity distributed. The second test was a hypothesis analysis. Moreover, the results of the hypothesis testing signified there was a significant correlation between vocabulary mastery and reading

comprehension of the eighth-grade students of SMPN 2 Ubud. Furthermore, the results indicated that vocabulary mastery was an important factor that affected the students' reading comprehension and it confirmed the directional hypothesis.

In conclusion, the final findings of the research implemented an ex-post facto research design with the two research variables. Thus, the researcher could only report the study results without giving treatment. Therefore, an ex-post facto design was needed so that the results can be more accurate. Additionally, based on the computation results for the data source which was computed by using SPSS 26 version, there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 2 Ubud. Furthermore, this can be seen from data computation that showed vocabulary mastery impacted reading comprehension.

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Applying Tell-Show Strategy Combined with Pictures to Improve Writing Skill of The Eighth-Grade Students of SMPN 2 Kuta Utara

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Abstract. Writing is one of the productive language skills that students in all grades should learn. In school, writing is taught to develop and generate the students' ideas or thoughts in written form, such as a paragraph. However, the students still had difficulties making a well-written paragraph, especially in generating and organizing their ideas in a descriptive paragraph. In addition, they did not know how to organize the paragraph in terms of generic structures, unity, and coherence. The English teacher still used a monotonous strategy in teaching writing, and it was boring to some students. The present research objective was mainly intended to find out whether the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through the tell-show strategy combined with pictures. The present study made use of a classroom action research design that was conducted in two cycles. The required data were collected by administering research instruments: paragraph construction tests in the pre-test and post-tests and a structured questionnaire for the study subjects. After the cyclical research processes, it was found that the tell-show strategy combined with pictures was an appropriate strategy to improve the subjects' writing skills, primarily descriptive paragraphs. It could be seen from the results of the pre-test, post-test 1, and post-test 2, which showed significant improvement in the students' writing skills. Furthermore, it was supported by the structured questionnaire, which showed positive responses to the implementation of the tell-show strategy combined with pictures. It can be concluded that the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improved by implementing the tell-show strategy combined with pictures.
Keywords: improving, writing skill, and tell-show combined with picture.

INTRODUCTION

There are four skills to be mastered in English language teaching: speaking, writing, listening, and reading. Writing is one of the productive skills that should be learned by students in all grades. Students make an effort to express their minds through language in writing. Writing is also known as the ability to put meaningful thoughts into words. Through writing, the writers could transfer ideas, opinions of something and feeling as well. If they cannot express it verbally, they can express it in written form. In school, writing is taught to develop and generate the students' ideas or thoughts in written form. Furthermore, in the teaching and learning process, students develop and generate their ideas and learn how to use writing components such as vocabulary, grammar, spelling, punctuation, and conjunction. These components are important in constructing a well written composition.

According to [1], writing is having ideas, arranging ideas and communicating ideas. In this sense, grammar, spelling and punctuation are a means to an end, but they are not ends by themselves. In addition, a productive skill plays an important role in communication since not all language can be expressed verbally. Good writing could not be separated from the process itself. [2] state that the process of writing has roughly four steps; creating an idea, organizing the idea, writing the rough draft and polishing the rough draft by editing it and making a revision. 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 idea based on the criteria of a paragraph with the process of writing.

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 [3]. When the writers want to write about 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. [4] state paragraph writing is designed to help low-intermediate students analyse 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 ability and encourage them to become independent and creative writers.

Writing is never one step action; it is about ongoing creative acts. When writers start writing something, they have already thought about what to say and how to say it. Then after finishing it, they read what they have written and probably will revise it until they are satisfied that their writing expresses exactly what they want to say. The process of writing itself has roughly four steps. The first step is called prewriting. It is a way to get ideas by choosing a topic and collecting ideas to explain the topic. The second step is called the organizing step. The writers need to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writers write a rough draft by using the previous outline. The last step is called revising and editing step. In this step, the writers polish what they have already written [2]

According to [5] writing as a written product is often the result of thinking, drafting and revising procedures that require specialized skill. The upshot of the compositional nature of writing has produced writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise it for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Composing process of writing requires the understanding of writing itself. Producing good writing means that putting the process of how to produce it into a well-organized idea.

Students are expected to make written product since writing is an important skill that should be mastered. A written product that meant, in this case, is a paragraph. According to [4], a paragraph is a group of about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanations. Then it would make the readers can 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 writers are going to tell the readers through their writing.

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. [3] 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, 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 uses present 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 writing uses the word to build images for the readers. These images come from sights, sounds, smells, tastes or feelings. It can be assumed that the reader can get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel as if she or she is present in the scene. Furthermore, there are three points of descriptive organization such as: introduction, body paragraph and conclusion. In the introduction, the writer introduces what is going to describe related to the topic, including the object or event. In the body paragraph, the writer explains the most description of something as clear as possible. At last, in conclusion, the writer put their final opinion about the description that is explained [6].

Based on preliminary observation, some students of the eighth grade at SMPN 2 Kuta Utara had difficulties in making a good paragraph, especially in generating and organizing their ideas in descriptive paragraph construction. In addition, they did not know how to arrange the paragraph well using the correct format and punctuation and mechanic. Because of those difficulties, the students' scores in writing paragraphs were not good enough, and they had less interest in writing. To help them, the teacher should provide an appropriate teaching strategy. If the teacher used it, the students would be successful in writing a good paragraph. The teacher should know about an interesting strategy to make the students more motivated. Therefore, the students enjoyed the teaching and learning process in the class, and they felt that making a paragraph was not as hard as they thought.

Based on an interview with one of the teachers in SMPN 2 Kuta Utara, the teacher used a monotonous strategy to teach writing. The teacher explained the material and showed the example, and then students were asked to make their own paragraph based on the example given. Sometimes, the students were asked to write a paragraph without guidance on constructing a good paragraph. Moreover, the writing process was not given clear attention and without considering the organization of the paragraph and other criteria. In writing paragraphs, they still had difficulties generating and organizing the ideas into a well-written paragraph.

The teacher still used teacher-centered learning as the focus in the learning and teaching process. However, it was an old technique that must be changed because, in the curriculum 2013, the teacher must focus on student-

centered learning. It means that students must be more active than the teacher and always involved in the teaching and learning process. The teacher tended to ask the students to make a paragraph after explanation. Besides, the students were asked to listen carefully to the explanation and then make a paragraph based on what have explained by the teacher. It would make them bored because the learning process was uninteresting since they were not involved in the teaching and learning process.

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 Picture. According to [7], Tell-show is a strategy that can make it easier for the students to write paragraphs, especially when they want to describe something and make it more detailed. The strategy would use T-Chart 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 students' activeness in its application. It will make them 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 would be combined with a picture. [8] states that pictures can provide stimulation for writing-habit activities. By using the tell-show strategy combined with picture, the students can immediately see the picture and write the identification based on the picture given. They did not need to imagine all the things anymore because there would be a picture that would be described above the T-chart. Picture as media may help the students explore their ideas and motivate them to write a good paragraph. The existence of pictures as media will guide the students in generating their ideas in making a descriptive paragraph so that it would stimulate students.

Students found it difficult when they started to write something, especially a paragraph. They tend to be confused about what they are going to write because they have no idea. However, they have to be successful in writing a good paragraph. To help them improve their writing, especially paragraph writing, it is necessary to find an appropriate strategy to make them easier in writing a good paragraph. Tell-show that is adapted from T-chart is one of the strategies that could be used to facilitates the students to write a paragraph. This strategy was combined with a picture which is related to the topic. It would help the teacher to solve the problem as well as it could make the students construct the paragraph easier.

According to [7], 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 detail 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 students learn best when visual reinforcement such as charts, pictures, graphs, etc., make the learning environment more pleasant, relaxed 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 [9].

According to the explanation above, the researcher was interested in implementing tell-show strategy combined with picture in the teaching and learning process to improve the students' writing skills in making a descriptive paragraph. It was stated clearly that the strategy would help the students face their problems, especially in generating and organizing their ideas into a well-arranged paragraph. In addition, it would be a good solution for them. This strategy is also appropriate to make the students more active in the teaching and learning process. The researcher believed that this strategy would improve their writing ability and their scores as well. Therefore, the researcher conducted the present study entitled "The Use of Tell-Show Strategy Combined with Picture to Improve Writing Skill of the Eighth-grade Students in SMPN 2 Kuta Utara in Academic Year 2021/2022".

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 make their writing's ability improve. Tell-show combined with picture was a strategy that could be used to improve the students' writing ability. In addition, the present research problem could be formulated in the form of a question as follows: can writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 be improved through tell-show strategy combined with picture?

In accordance with the elaborated research baground, it needed 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 tell-show strategy combined with picture is expected can improve the students'

writing skill in constructing descriptive paragraph. Thus, the main objective of this study was intended to find out whether writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture

METHOD

The present study used Classroom Action Research Design. The design was intended to improve the students' writing skills. In addition, classroom action research is done to solve the students' problems in writing skills by providing an appropriate strategy or technique. According to [10], action research is collaborative encourages educators to talk and work together in empowering relationships, including educators integral, participating members of the process. The main function of doing action research is to improve subjects' skills by implementing an appropriate technique. Besides, the researcher could establish a good relationship with the school's community.

[11] state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kinds of problem such as the students' problem in writing, speaking, listening or reading. There must be a solution to overcome the problem. For example, as a solution, there must be an appropriate strategy. Implementing an appropriate strategy is expected to improve their writing skill since this classroom action research was about improving writing. The strategy must adapt from an expert book to be trusted as the solution.

Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis, they think of an intervention [12]. Teachers of the course will immediately identify if their students face some problems in the learning process. Action research can be used in almost any setting where a problem involving people, tasks, procedures cries for a solution. In addition, the research can be undertaken by the individual teacher, a group of teachers working cooperatively within one school, or researcher in a sustained relationship with other interested parties like advisers, university departments, or sponsors [13]

In conducting the classroom action research, the researcher was necessary to do an initial reflection by interviewing the English teacher, observing the subject and administering the pre-test. The purpose of administering the pre-test was to know the students' achievements before implementing the strategy. The process of this classroom action research was adapted from Kemmis and McTaggart [12]. There are two cycles which each cycle consists of two related sections that the researcher must implement. The research procedures used are called; initial reflection, planning, action, observation, and reflection in which the processes are continued to the next cycle if the previous cycle is unsuccessful.

The research instrument is crucial and considered to support the present study. It is about how the researcher gets all the data. It could influence the quality of the data obtained. The research instruments that were used were tests and a questionnaire. The name of the test was paragraph construction test. Both in pre-test and post-test, the researcher asked the subjects to write descriptive paragraphs based on the picture given. In addition, the researcher used a scoring rubric to assess the students' writing. The questionnaire was considered to collect additional data in completing the research to know the subjects' responses under the study. The instruments that were chosen must consider the validity and reliability

First, before implementing the strategy, the pre-test was delivered to know the subjects' pre-existing ability in writing. The results of the pre-test would show whether they had problems in writing or not. Afterwards, the researcher made the lesson plan and then implemented the strategy to improve. Furthermore, the post-test was delivered at the end of each cycle. Post-test was intended to know their progress after the implementation of the tell-show strategy combined with picture. At the end of the last cycle in the present classroom action research, the questionnaire was administered to know their responses towards implementing the strategy in teaching descriptive paragraphs by choosing the options provided in Google form. This was used as additional data in this study.

The data were obtained when the researcher finished administering the instruments; pre-test, post-tests and questionnaire. Furthermore, the data obtained were expected to give information of the subjects' improvement after implementing the Tell-Show strategy combined with picture. The pre-test data showed their pre-existing ability to write descriptive paragraphs The post-test data would show their improvement after implementing the strategy.The data from pre-test and post-test was calculated to find out the mean score of the subjects' achievement in writing descriptive paragraphs. The data from the questionnaire was calculated to find out the percentage of total responses.

FINDING AND DISCUSSION

Finding

The findings of the present study were intended to answer the research problem that was mentioned in the previous chapter. The findings were obtained through the process of collecting the data that were gathered by using research instrument. In addition, the present study was aimed at figuring out whether or not writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture. Classroom action research was used as the design in conducting this present study. The design was intended to improve the students' writing skill especially in constructing descriptive paragraph. The findings described the results after the implementation of strategy to solve the students' problem. The success of the present study showed the significant improvement of the students' scores in constructing descriptive paragraph.

The pre-test was administered before conducting cycle I. The test was in the form of paragraph construction test. In addition, the students were asked to construct a descriptive paragraph about one of the topics provided which consisted of 6-12 sentences. The duration of the pre-test is 40 minutes and the students captured and sent it through the researcher's personal chat. Their results were score using the scoring rubric [2] which consists of format, punctuation and mechanics, content, organization, grammar and sentence structure. Therefore, the students must construct the paragraph based on the criteria. Based on the subjects' pre-test results, the total score of paragraph construction test which taken by 34 students of VIII F class that the researcher obtained was 1618. The mean score was calculated carefully, and the result was a figure of 47.58.

To observe and evaluate the students' progress after the implementation of tell-show strategy combined with picture, the researcher administered the post-test 1. The test was given at the end of the cycle I to know whether there was improvement or not in constructing descriptive paragraph about thing. The post-test was sent through WhatsApp group and the submission through the researcher's personal chat. The data obtained from post-test 1 were used to determine cycle 2. Therefore, if there were students who did not pass the minimum passing grade, then the researcher conducted cycle II. The result of post-test 1 showed the students' progress after the implementation of tell-show strategy combined with picture. Moreover, the mean score of the students' post-test 1 in constructing descriptive paragraph, could be calculated. The result figured out the mean score figure of 72.85.

The post-test 2 was done at the end of the last session 4 in order to know the students' improvement in writing skill after they were taught writing descriptive paragraph by using tell-show strategy combined with picture. Furthermore, the students were asked to construct a descriptive paragraph about person which consist of 6-12 sentences based on the topics given and they chose one of them. In addition, based on the result of the data tabulation, the total score of the students in post-test 2 was 2780. Therefore, the mean score was a figure of 81.76.

Furthermore, questionnaire as additional data was aimed to support the main data; post-test 1 and post-test 2. The questionnaire was administered at the end of the last cycle in order to know the subjects' response towards the implementation of tell-show strategy combined with picture to improve their writing's skill in descriptive paragraph. In addition, from the responses of the questionnaire, the researcher could see whether the responses were positive or negative during the researcher taught the students descriptive paragraph writing by implementing tell-show strategy combined with picture. The questionnaire consisted of ten statements regarding the implementation of the strategy and it written in Bahasa Indonesia to avoid misunderstanding when the subjects fill it. The questionnaire was administered through google form since the research was done online.

The percentage of the questionnaire above showed that the subjects' responses were positive during the implementation of tell-show strategy combined with picture. The effectiveness of the implementation of the strategy made the students enthusiastic in giving the response towards the study. Moreover, from the calculation above, there were 43.98% of the responses which showed strongly agree to the implementation of tell-show combined with picture; 48.85% of the responses, agree; 6.47% of the responses, undecided; 0.69% of the responses, disagree and there was no respond to the item strongly disagree. In addition, these findings were important contribution as well to the primary data of tests.

Based on the data above, it could be seen that from pre-test, post-test 1 and post-test 2, the students' scores were increased. Besides, the questionnaire responses were positive. Thus, the improvement of the subjects after the implementation of tell-show strategy combined with picture was in line with the questionnaire result which showed positive responses. Most of students agreed on the implementation of tell-show strategy combined with picture in improving writing skill. Based on the data, this present study could be ended since it reached the success indicator. Furthermore, all the findings in the present study would be discussed and elaborated further in the followings discussion.

Discussion

The present study used classroom action research as the design. The aimed of the classroom action research was to solve the students' problem in writing skill especially in descriptive paragraph writing of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022. Thus, the researcher implemented an appropriate strategy called tell-show strategy combined with picture. The present study was divided into two cycles where in each cycle consisted of two sessions. Furthermore, it consisted of four interconnected activities such as planning, action, observation and reflection. The pre-cycle was started as the initial reflection of the present study and continued by cycle I and cycle II. In addition, to obtain the data, the researcher used two kind of instruments named tests (pre-test and post-test) and questionnaire. Moreover, regarding the pre-cycle, cycle I and cycle II, they would be further discussed to make a deeper understanding.

In the pre-cycle, the researcher interviewed one of English teachers in SMPN 2 Kuta Utara to know the subjects' problem. In addition, it was continued by observing how the teacher taught the students and to know the real condition. After doing the observation, the researcher administered the pre-test to check the students' pre-existing knowledge and to prove that the students really had problem in writing. Furthermore, the scoring rubric was used to assess their writing which consisted of five criteria to be achieved such as format, punctuation and mechanics, content, organization, grammar and sentence structure. Based on the pre-test result, the students really had problem in writing descriptive paragraph, they had difficulty in generating their ideas and the paragraphs were not well-arranged. In addition, they did not know the correct format and punctuation as well as mechanics. Therefore, the researcher calculated their mean score of pre-test which followed by 34 students was 47.58 and none of the subjects could pass the minimum passing grade. It showed that the students really faced the problem in writing especially descriptive paragraph. Hence, the researcher decided to conduct cycle I by implementing an appropriate strategy, tell-show combined with picture, as an appropriate strategy in order to improve their writing skill in constructing descriptive paragraph.

In cycle I, after the researcher taught the students how to write descriptive paragraph by using tell-show strategy combined with picture, the students showed significant improvement. It could be seen from the mean of post-test 1 which was 72.85. The results indicated that the students have good progress in writing descriptive paragraph. Some of the students could write the paragraph properly based on the topic and 5 criteria of paragraph. In addition, the students seemed interested and active during the teaching and learning process. However, there were some students who tended to be passive and paid less attention. besides, they had not been filled the criteria of a good paragraph yet especially in part organization and they kept struggling in writing a unity and coherent paragraph. Furthermore, from 34 students who followed the post-test 1 only 25 students who could reach the minimum passing grade. The mean score obtained was higher than in the pre-cycle; however, still could not achieve the success indicator. Therefore, to get better result, the researcher continued the present study to the cycle II.

In cycle II, the researcher tried to explained more how to make a good descriptive paragraph based on the criteria and made the teaching and learning process more enjoyable and fun but still focused. In addition, the researcher re-explained what they had missed in the previous paragraph. Therefore, they could write better paragraph based on the criteria that had been taught. Moreover, the organization of the paragraph were also well-arranged and they felt confident to express their ideas. During the teaching and learning process, the students became more active than the previous cycle and they wanted to participate in asking and question. They seemed more interested and enjoyed since the researcher tried to make the teaching and learning process enjoyable and fun. Therefore, after administering post-test 2, the researcher calculated the mean score which was 81.76 and there were 33 to 34 students who could reach the minimum passing grade. From the result, the students showed significant improvement from the previous cycle by implementing tell-show strategy combined with picture and told the criteria that they must fulfilled in order to get good score. The present study could pass the success indicator and the researcher has obtained better result in cycle II. Thus, the research was ended in the second cycle.

Questionnaire as the instrument to obtain supporting data in the present study was administered in order to know the subjects' responses toward the implementation of tell-show strategy combined with picture in teaching and learning process to improve writing skill. From the questionnaire results, the data showed more than 91% of the responses agreed that the tell-show strategy combined with picture could improve their writing skill in descriptive paragraph. It indicated the students' responses toward the study were positive since their writing skill could improve using the strategy. Through the implementation of tell-show strategy combined with picture, they could make a good and well-arranged descriptive paragraph. In addition, they could express and generate their ideas well into a good paragraph that was interesting to read as the reader. Besides, they really knew how to make a good paragraph based on the criteria and also they more motivated in teaching and learning process.

According to the data and the elaboration above, the implementation of Tell-show strategy combined with picture was an appropriate strategy and it helps the students in improving their writing skill especially descriptive paragraph. It could be seen from the pre-test, post-test 1 and post-test 2 results which showed significant

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improvement of the students' writing skill which could be ended in cycle II. Furthermore, it was supported from the questionnaire as supporting data which showed positive responses of the implementation of tell-show strategy combined with picture. Moreover, the research findings supported the previous research findinngs from [14] and [15] who figured out that their writing ability could be improved using tell-show strategy combined with pictures. Therefore, based on the explanation and the research findings, it can be concluded that writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improved through the implementation of tell-show strategy combined picture.

CONCLUSION

The present study used classroom action research as the design. The objective of the study was to find out whether writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture. Besides, the researcher selected VIII F class which consisted of 34 students as the subjects of the study since the class had problem in writing. Furthermore, the researcher conducted two cycles which each cycle consisted of two sessions. In every cycle there was four interconnected activities; planning, action, observation and reflection. The pre-cycle was conducted in order to know the subjects' prior knowledge of descriptive paragraph writing. The data were obtained from administering pre-test Next, the researcher administered post-test 1 in cycle 1 and post-test 2 in cycle 2 in order to know the subjects' improvement after the implementation of the strategy. Moreover, questionnaire as the supporting data were administered at the end of the last cycle.

Based on the research findings, the result of the pre-test in pre-cycle showed that the students had low ability in writing. None of the students could pass the minimum passing grade and the mean score of the pre-test was 47.58. Therefore, the researcher implemented the strategy in cycle I and II in order to improve their writing skill. The result of the post-test 1 in cycle I showed that the students had progress in writing descriptive paragraph and the mean score of post-test 1 was 72.85. However, only 25-34 students who could achieved the minimum passing grade. Therefore, the researcher conducted cycle II in order to get better result. The result of the post-test 2 in cycle II showed significant improvement and finally 33-34 students could achieve the minimum passing grade. It indicated that the present study could achieved the success indicator. Moreover, it was considered that the present study could be ended in cycle II and successfully implemented by using tell-show strategy combined with picture.

The questionnaire was administered in order to know the subjects' responses toward the study. Based on the results, more than 91% of the subjects were agreed that the implementation of tell-show strategy combined with picture was effective to improve their writing skill in descriptive paragraph. It indicated that the responses were positive toward the study and it was in line with the results of post-test 1 and 2 as well. The implementation of tell-show strategy combined with picture could help them in writing a good and well-arrange paragraph based on the criteria in scoring rubric and generic structure of the descriptive paragraph. From the questionnaire result, it could strengthen the present study that tell-show strategy combined with picture was an interesting and effective strategy which could improve the students' writing skill. Thus, the implementation of the strategy was acceptable by the subjects.

In conclusion, the implementation of tell-show strategy combined with picture as the solution for eighth-grade students of SMPN 2 Kuta Utara who had problem in writing skill. The findings result of the study showed that the strategy was effective to improve the students' writing skill especially in descriptive paragraph. It could be seen from the pre-test, post-test 1 and post-test 2 results that the students' scores in writing were significantly increased by using tell-show strategy combined with picture. In addition, during the teaching and learning process the students seemed interested and active by using the strategy. They were enjoyed and the strategy also understandable to use. It could be wrapped up that the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improve through the implementation of tell-show strategy combined with picture.

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