

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing as a part of learning English is very difficult. This is in line with Richards and Renandya (2002:303), who state that writing is the most challenging skill for a foreign language learner to master or put together strings of grammatically correct sentences. Writing is an activity in which people need to have the skills to compose meaningful information so readers can easily understand. Based on Harmer (2004:246), writing is a productive skill that has to be coherent and cohesive in particular writing. Coherent writing can make sense if the writing follows the sequence of ideas and points. Meanwhile, cohesive writing is concentrated on the technical matter of connecting ideas across phrases and sentences in writing. These are important features of writing.

According to Hyland (2003; 9), writing is a path of sharing personal meanings, and writing courses encourage students to construct their views on a topic. In the writing process, students always involve thinking skill and creative skills. Writing is students' activity that must be mastered by itself, such as competent skills to describe ideas, opinions or arguments on a piece of paper. To be able to express, elaborate, and organize ideas is not an easy thing. The writers should consider the writing process. This is because the writing process can support writers in organizing their compositions in good order. Mastering writing skills enable them to bring their ideas in making a paragraph. The purpose is to improve the ability to create unified and coherent paragraphs-

According to Oshima and Hogue (2007:15), writing involves four steps: prewriting, organizing, drafting and polishing. The explanation of the procedure is

as follows: Prewriting is a path to getting ideas. The writer chooses a topic and organizes the ideas into a simple outline. The second step is the writing process using the outline as a guide. The third step is writing a rough draft that collects ideas to explain the topic. The last is polishing, and the students polish what they have written. These steps are an important part of the writing process. Additional ideas which come to mind can be added as a guide at the end of the paragraph. The rough draft needs revising and polishing with its grammar, punctuation and mechanics. The revision and edition can be done with peers' helps.

Based on observations conducted by the researcher at SMPN 2 Denpasar. The possibility of a problem in writing skills for students in a descriptive paragraph was due to several general matters. The students had difficulty in making descriptive paragraphs with a complete generic structure. Moreover, based on an interview with one of the teachers in SMPN 2 Denpasar, the teacher used teacher-centered learning in teaching writing. After the teacher explained the material and gave examples, students were asked to create paragraphs based on the example. It was not practical; it made them confused and unconfident with the paragraph. Moreover, the teaching strategy used in the teaching-learning process did not motivate the students or affect their writing improvement. They just used their imagination, and it took a long time for them to start writing. Therefore, they became bored because they had no opportunity to learn.

Based on the explanation, in teacher-centered learning, the students' active participation in the teaching-learning process was limited. The teacher was active, and the students were fundamentally passive. The focus of the teaching-learning process was the teacher. It made sense since the teachers knew the language, and the students did not. The second was how students worked in the classroom. In

teacher-centered learning, the students worked alone. All students listened to the teacher's presentation and did related exercises. The third was the situation in the classroom. In the teacher-centred approach, the classroom situation was quiet because of the teacher's responsibility to transfer all the information to the students; the teacher would talk, and the students listened.

To solve the problem of the students, the researcher applied a strategy that would be interesting and effective to help students generate and organize the ideas into a good paragraph by using Tell-Show Combined with Picture. Peha (2003) states that tell-show is a strategy to make it easier for the students to write paragraphs, especially if they want to describe something and make it detailed. This strategy uses T-Chart, which is in two columns. There are 'Tell' and 'Show' columns. It would make students easier to arrange a descriptive paragraph because this strategy is easy to understand. It can be combined with a picture to maximize the application of tell-show. Using Tell-Show Combined with Picture can make the students quickly see the picture and write a good paragraph.

In teaching writing through Tell-Show Combined with Picture, there are some strengths Tell-Show Combined with Picture. For example, it allows the students to practice and write in different social contexts and roles. Besides, the students can create their ideas and implement them due to the freedom given to them helped by the picture. The students can imagine and get their ideas from the picture easily without thinking for a long time. Moreover, this strategy makes the students active, allowing them to express their ideas. It is an excellent strategy to be implemented in the classroom. It could affect students' writing improvement. In conclusion, it was expected that students' problems could be solved by implementing tell-show combined with picture as the teaching strategy.

Considering the reasons above, writing is difficult if the student did not have background knowledge in writing. Besides, the strategy is very crucial to improve their achievement. The researcher is trying to use an effective strategy to support the students' writing skills, especially in writing descriptive paragraphs. The effective strategy that was appropriate to improve writing skill was Tell-Show Combined with Picture. This strategy was also worthy of making them more active in teaching and learning. Therefore, the researcher conducted research entitled "Improving Writing Skill of the Eighth-grade Students of SMPN 2 Denpasar in Academic Year 2022/2023 through Tell-Show Combined with Picture."

1.2 Research Problem

As what has been detailed in the background of the study above, selecting and formulating the problem is one of the most crucial viewpoints of research. Finding the right strategy could be a good solution to solve the students' problems. In addition, the strategy was expected to make their writing skills improve. The researcher has to determine specific and accurate questions to be answered and conveyed to discover an answer. Based on the background of the current study, the research problem can be formulated in the form of question as follows: can writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 be improved through Tell-Show Combined with Picture?

1.3 Objective of the Study

There are many types of strategies that can be used to teach writing skills that teachers presently practice to enhance students' achievement in writing skills.

The present research turned into, in particular, intended to discover an answer or solution to the research problem. Similarly, the research objective is an aim of which the researcher plans what needs to be carried out or after the study that's in keeping with the background and based on the problem. Based on the research question above, the present study is designed to find out whether writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 can be improved through Tell-Show Combined with Picture.

1.4 Limitation of the Study

In relation to the research objective, this study focuses on improving writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023. It was really important to limit the study to avoid complicated discussion. Since the complexity and broadness of the writing skill problem through using Tell-Show Combined with Picture can improve the descriptive paragraph writing skills. In the present study, SMPN 2 Denpasar applied the 2013 curriculum so that the lesson plan and teaching material were based on the curriculum and syllabus of the eighth-grade students of SMPN 2 Denpasar. Thus, the present study focused on the fourth main competency and the fourth basic competency as the requirement in constructing the lesson plans in the present research.

The fourth main competency was processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory. Besides, the researcher focused on the fourth basic competency (4.6); it was

constructing oral and written simple and short text about a person, animal and thing in accordance with the social function, text structure and language elements which are correct and contextual. In the present study, the researcher focused on writing a descriptive paragraph which describes a thing and person in accordance with the correct and complete generic structure, such as identification, description, and conclusion. The students must describe the picture of a thing or person provided and follow the criteria of a good paragraph based on the scoring rubric by Oshima and Hogue (2007), which had five criteria: format, punctuation and mechanics, content, organization, and grammar and sentence structure.

1.5 Significance of the Study

One of the primary reflections that taken into consideration in undertaking the present research is the significance of the expected research findings. This research was concerned with improving writing skill of the eighth-grade students of SMPN 2 Denpasar through Tell-Show Combined with Picture as the teaching strategy. In this classroom action research is concerned with improving students' writing skills. The research findings were expected to give theoretical and practical information of the importance and useful using Tell-Show Combined with Picture in teaching writing, especially if the students wanted to describe something. The research is then expected to have more advantages in terms of theoretical and practical significance in improving writing skill.

Theoretically, the results of this research might be beneficial evidence of the application Tell-Show Combined with Picture in improving writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023. In addition, it is also expected to support the existing theories of the working

knowledge and principles of English language teaching. The results are estimated to enrich theories and can be used as references for future studies related to Tell-Show Combined with Picture in teaching writing skills, especially descriptive paragraphs. The findings can be used as empirical evidence, giving other researchers information. It may be used as a reference for other researchers related to Tell-Show Combined with Picture to improve writing skills.

Practically, the results of this study are expected to be beneficial for teachers, students, and other researchers. The present study was expected to help the teachers to solve the students' problem in generating and organizing ideas in descriptive paragraphs based on the criteria needed as well. For the teachers, teaching writing skills through Tell-Show Combined with Picture can help the teachers to stimulate the students to be much more active in the classroom. It could assist teachers in teaching writing. For the students, it is beneficial for them to improve their writing skills and make them more exciting throughout the teaching and learning process. For the other researchers, this study would be a very useful reference for those interested in the same study and give beneficial consideration to conduct another study still related to the study area.

1.6 Definition of Key Term

The present study was "Improving Writing Skill of the Eighth-grade Students of SMPN 2 Denpasar in Academic Year 2022/2023 through Tell-Show Combined with Picture." The key terms used in the present research might occur when the researcher identifies and explains key terms that are easier to understand by the readers. The key terms are defined below to allow readers to understand exactly what this research is regarding and intends. The definition of the key

terms is clarified as writing skill and tell-show combined with picture. The definitions of key terms are defined to make better information for the readers in the present study. The definitions of the key terms are described as follows:

1. Writing Skill

Writing skills in the present study is operationally defined as the ability of the eighth-grade students of SMPN 2 Denpasar to write a descriptive paragraph that consists of 6-12 sentences, and it is completed with a generic structure: an identification, descriptions and a conclusion.

2. Tell-Show Combined with Picture

Tell-Show Combined with Picture within the present study is operationally described as the strategy of teaching writing of the eighth-grade students of SMPN 2 Denpasar in which the teachers make a T-chart which has two columns: Tell and Show columns. Tell column is used to write the ideas based on picture while Show column is used to write the descriptions as detail as possible based on picture. Thus, by organizing Tell and Show column, students can make a well and organized descriptive paragraphs.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review reviews the theories related to the research carried out, discussed in this study, and reviews the theories that experts have given on research. Therefore, to emphasize and avoid misunderstandings, practices must be carried out on a theoretical basis, also paying attention to the concepts and theories used as standards in each research. To support the understanding of the problem formulated in Chapter I, several theories related to writing skills and the description of images are studied, presenting several relevant research studies for this research. Therefore, this present study is based on following a theoretical framework: writing skill, descriptive paragraph, tell-show combined with picture and assessing writing. These frameworks could be explained as follows.

2.1.1 Writing Skill

Writing is a crucial life skill, especially for the student. Students can tell others, such as transactions, persuade, infuriate, and inform what students feel. Writing is an essential communication design for sharing personal meanings in daily life or daily interaction. According to Brown (2001: 34), when the teachers asked students to find ideas in writing, such as note-taking, identifying a central idea, outlining, drafting, and editing. The students will try to search for it on the internet, in newspapers, magazines, radio, and on television. During searching, the facts they don't only use one skill; however, they apply a few skills like speaking, listening, and writing. Wallace et al. (2004:15) describe that writing is the final product of several separate actions that are challenging to learn.

Learning English, especially writing, is not easy for English learners in Indonesia. Writing in English cannot be done without having those writing skills. Students who are writers must have basic skills, such as mastery of grammar, vocabulary, parts of speech, mechanics, and paragraph organization. When the students have never practiced a lot of writing, they will find it difficult to master writing, and it needs a process to be mastered. Harmer (2007:30) states that when writing, students often have more time to think than they do verbal activities. Therefore, in writing, students must have more references. It can help students support their ideas or feelings, so readers are interested in reading their writing.

Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing, and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process, and it seems reasonable to expect that the teaching of writing is also complex. Writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process.

Students need to know what they are writing to produce good writing. According to Taylor (2009:2), if the students are to write well, they need to know (as well as they can) what they are talking about. The students may feel that they cannot think anything to write at those times. The students have a lack of ideas which makes them not interested in continuing their writing. They are also not confident in their writing product. They may feel that their writing is terrible, and

nobody wants to read it. It makes them depressed. To solve these problems, the students should understand that they will not always be inspired to write. It makes the students need to practice more in writing.

In addition, writing skill covers all aspects of writing; the writer, the process, the product, and the reader. Writing means that by putting thinking on paper, writers can identify what is not understood or what they are confused about, and then they can look up information or re-read for clarification. Writing is not only putting words down on the paper, but writers put their feeling as well. The writer should know the readers of their writing, including their level of understanding. It will help the writer to adapt their writing product to the readers. Therefore, writers should make their writing product readable to the readers. Then, the writer should make paragraphs that are logically structured to make it interesting.

The term writing skill is really important to boundary how far the writing can be categorized as a skill. According to Brown (2000:334), writing skill is the ability to write naturally, coherently, grammatically, fluently, authentically, and purposively. In this definition, writing skills are the ability of writers to write fluently, as naturally as possible with the accuracy of grammar, coherent and authentic ideas, and have a clear purpose of writing and the readers in mind. Moreover, writing skills as the ability to use some strategies to manage the writing process. It needs time to master writing, but their writing skills will improve as the students keep practicing during the teaching and learning process. Therefore, the teacher must support their creativity that comes out of their confidence.

According to Oshima and Hogue (2007:16) 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 will revise it until they are satisfied that their writing expresses exactly what they want to say. There are four steps in the writing process: prewriting, organizing the ideas, drafting, and polishing. The first is prewriting. Prewriting is a way to get some ideas. In prewriting, the students choose a topic and create ideas to explain the topic. The second is organizing the ideas, the students organize the ideas into a simple outline. The third is drafting, the students write the rough draft using the outline as a guide. The last is polishing, the students polish what they have written. The steps above are an essential part of the learning writing process, making it easier for students to write and produce good writing that is interesting to read.

The process writing approach is a potential method to provide students' phase in learning, not only applying grammatical rules but also communicating their ideas in written form (Peregoy and Boyle, 2005:45). This approach views writing learners as creators of texts. Thus, they need to experience what writers do as they write. Providing the students with a phase means giving them a useful and systematic process to communicate their ideas in written form. By being given the process, the students will be lifted from a situation in the traditional way of teaching writing for teaching writing by receiving enough feedback to help students develop their ideas in the process of writing the composition.

The process of writing is not only developing the students' paragraph writing skills but also their creativity. From those statements, it is essential to do accurate writing. Moreover, the writing process is an activity to provide excellent writing that is appropriate based on the guideline of writing. This writing requires organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a

written product. If the writer writes in excellent order, the reader will not be careworn to catch the writer's idea. Furthermore, the writer can construct and improve communicative abilities in written form, which helps the writer share their ideas.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. The writing productions are readable texts, which should be meaningful to everyone who reads the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and practical activities. As a result, teachers need to consider the teaching of writing skills well based on the needs, abilities, and capacities.

2.1.2 Descriptive Paragraph

A descriptive paragraph is a paragraph that describes a person, place, or thing. The description presents the details of the object being described, which aims at giving a clear picture. Based on, Zemach and Islam (2005:9), descriptive paragraphs are about a specific topic that explains the writers' idea. It generally consists of three basic parts: the topic paragraph is the beginning of a paragraph, usually the first paragraph. The supporting paragraphs support the idea in the topic paragraph with detailed explanations, reasons, and others. The paragraph is usually ended with the concluding sentence, which usually finishes the paragraph. In addition, Oshima and Hogue (2007:3) state that a paragraph is a group of related sentences that a writer develops about a subject.

On the other hand, Savage and Mayer (2005:2) describe that a typical paragraph begins with a topic sentence that introduces the topic. Then, supporting sentences support the idea in the topic sentence with explanations, reasons, and other details. Therefore, to make a paragraph, it is necessary to express and organize the ideas and then set them chronologically based on the paragraph. Then, the writers' skill to modify sentences with descriptive words is essential for successful descriptive writing. They are types of words considered to be descriptive: adverbs and adjectives (Juzwiak, 2009:279). Adjectives and adverbs modify words. An adjective is a word that describes nouns, and an adverb is a word that describes verbs, adjectives, and other adverbs, such as silently or really.

Oshima and Hogue (2007:21) state that descriptive paragraph appeals to the senses. It tells how something 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 an organization pattern called spatial order. Spatial order is the arrangement of things in space. It follows spatial order, that is, arranging things in space. From side to side, up and down, etc. Furthermore, Folse et al., (2010:135) state that a descriptive paragraph describes how something, or someone looks or feels. It gives an impression of something that creates a sensory image in the reader's mind to make the composition interesting to read.

A descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A

description is usually arranged spatially but can also be chronological or emphatic. The focus of a description is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile.

Description writing is a written product in which the students describe an object through the sensory experience. How something looks, sounds, and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. In descriptive writing, a writer may describe a thing, perception, and feeling about something. This is what Kane (2000: 351-352) states: whatever sense it appeals to, descriptive writing is of two broad kinds: objective and subjective. In the objective description, the students set aside those aspects of the perception unique to themselves and concentrate on describing the percept (that is, what is perceived) in itself. In the subjective (also called impressionistic) description, students project their feelings into the percept.

Descriptive has generic structures such as identification, description, and conclusion. Oshima and Hogue (2007:65) define a descriptive paragraph as describing a place, person, or thing that should consist of an introduction, main body, and conclusion. In an introduction, the writer gives general information about a place, person, or thing called identification. The writer describes the main body using spatial order to organize the description, and using spatial order signals to describe the place can be called a description. The conclusion is the point at which the writer writes the opinion or impression about the place, person, or thing being described. In this part, they should conclude the paragraph connected, apart from every sentence in the descriptive paragraph.

The descriptive paragraph aims to convey to the readers what something looks like. It means that something looks like the goal of the description paragraph. White (2010:3) states that description deals with what something looks like or does not, and uses of language are of particular importance and frequency in describing a thing, people, and animal. Describing personality, if we want to describe a person, we first think that we recognize his other characteristics. In describing a thing, the best way to explain is by providing the physical characteristic of an object, such as the sizes, shapes, colors, and so on. If we want to describe an animal, we first think that we recognize the animal's characteristics. In that case, the writer must clearly explain all details related to the events that are explained.

According to those theories, the descriptive paragraph tells the readers vividly detailed descriptions of a thing, person, and place. The paragraph tells the readers about detailed object descriptions of what it looks, sounds, smells, or feels like and uses spatial order. The descriptive paragraph also has a complete generic structure: introduction, main body, and conclusion. The introduction or identification tells about what will be described in general. The description or main body gives the detailed language feature of the description place. Besides, the conclusion concludes the descriptive paragraph. The description in the descriptive paragraph must be clear so the readers can imagine the object clearly. It will also make them more interesting and curious in the learning process.

2.1.3 Tell-Show Combined with Picture

When students start to write, especially a descriptive paragraph, they have trouble writing it. Because students have no idea where they will write, they

commonly get confused. But they need to succeed in producing a good paragraph. Finding an appropriate strategy to increase their confidence in writing a good paragraph is important to guide them in improving their writing, especially paragraph writing. One of the strategies that might be applied to help the students write a paragraph is the tell-show strategy, which is taken from the T-chart. This strategy was used combined with a picture. It can help students to gather ideas, compile, and explain the topic. Then this strategy will help the teacher solve the problem and make the students compose their writing quickly and efficiently.

Moreover, this strategy becomes a critical power that trains the students on the topic that they want to write because the more they can write the list to tell column and describe it into some sentence in the show column, they will be able to arrange a paragraph become more and more detail. However, this strategy can facilitate students to write better paragraphs. When students are going to write something, they are still difficult to discover what they know about the topic. Every process needs a way to become successful in teaching and learning, especially in teaching writing. In implementing the study of improving writing skills, some strategies can be used to improve the students' skill.

The tell-show strategy is one of the strategies that could be used to facilitate the students to write a paragraph. Using this strategy could help the students overcome their impasse about what to write, either at the beginning or parts identification, content or description, and conclusion in writing. Besides, it is useful for the students to develop and organize their ideas, especially in writing a descriptive paragraph. According to Peha (2003:7), the Tell-Show strategy is begun by making two columns resembling the letter T, which was divided into the

“Tell and Show column.” In the Tell column, students are asked to write down the topic or main word they would describe in the column. Meanwhile, in the Show column, they are asked to write more detail about the topic in the column.

Tell-show strategy is one of the strategies that can be used to facilitate the students to write a paragraph. This strategy is useful for gathering ideas because it can help students overcome their impasse about what to write at the beginning, contents, or conclusion in writing descriptive paragraphs. Nunan (2003:270) states that students learn best when there is visual reinforcement, such as charts, pictures, graphs, etc. To make the learning environment more pleasant and relaxed and attract the students to stay focused, the teachers, in this case, will use the media in the form of pictures to facilitate the students' writing descriptive paragraph. The picture can be used as it provides many benefits and gives a real impression to the students. Starting from using a picture, they will have an idea to write a text by seeing it in the teaching and learning process in the classroom.

In the present study, choosing the picture as a media to help the students write the descriptive paragraph. The picture as a media transfers a message to the students to communicate in every activity. According to Brown (2004;227), describing the pictures may be an ideal activity to start the class because the student is focused on the content. Therefore, the students are likely to learn new topical or content vocabulary and grammar thru teacher scaffolding during this activity. There is step in using tell-show strategy, as follows: the left column is labelled “Tell” and the right column is labelled “Show.” The students write the draft of their writing in the column according to the function of each column. After completing the column, the students will directly arrange the paragraph

based on what they have written in the column. It will help the students to construct the paragraph well.

According to Harmer (2004:67), there are various ways to use a picture as media to teach writing. Describing pictures, suspects, and objects, writing postcards, portraits, and story tasks are some ways to use pictures as media in the teaching-learning process of writing. The picture gives some inspiration to students when they begin to write. Nunan (2004:58) states that many communication activities can be stimulated through a picture. Moreover, a picture can be used as a medium in the teaching-learning process. The picture can be used as it provides many benefits and gives a real impression to the students. The picture is also used to get a more profound imagination because it can provide a context of writing.

According to Peha (2010:34), the tell-show strategy helps the students think imaginatively and visualize clearly what they command show in describing. The tell-show strategy is one of the strategies that can help the students write a text in writing. It can be concluded that using the tell-show strategy is a good way to write a descriptive paragraph that can make students easier to arrange the paragraph coherently. This strategy starts by creating two columns, like the letter T, divided into Tell and Show columns. It makes readers more interested and makes writing easier because they can see and picture the detailed object. The kind of tell-show strategy is very easy to be understood for the students because this strategy gives a new design to the writing activity. The new style is for students to make a list or visualize the picture before writing a paragraph. In the

present study, the steps of Tell-Show Combined with Picture were adapted from Peha (2003:36) as follows:

1. The teacher gives a picture related to the topics and a tell-show column that consists of tell in the left column and show in the right column;
2. In the Tell column, the teacher makes a clue based on the picture.
3. In the Show column, the students describe based explicitly on the clue in the tell column and picture; and
4. The students can make a descriptive paragraph based on the show column created using their own words.

2.1.4 Assessing Writing

Assessment is the collection of data about student learning. It can be used for formative purposes for adapting education or summative purposes to judge the quality of student work. Assessment is also called evaluation. In addition, a teacher should assess students based on objective evaluation, not subjective. Based on Brown (2004:4) whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the students' performances. It is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare themselves and work their best to get a maximum assessment, and it is important in the teaching and learning process.

The assessment set through the teachers needs to be exact with all curriculum elements, including the syllabus and lesson plan. It has to assess what the students have learned. In assessing writing, the teacher focuses on the content and form of the writing: the language used, the text structure, the construction of

argument, grammar, and punctuation. Consequently, to assess the students, the teachers need to make an assessment; then, they will realize their skills. According to Phelan (2010), observing, collecting, analyzing, and interpreting evidence can be used in assessment methods to know the information about students' knowledge, ability, understanding, attitudes, and motivation.

The assessment activity is to measure someone's ability and check if the lesson can be understood by students, to carefully analyze whether the techniques, methods, and strategies are used appropriately to apply to students in the teaching and learning process. Marzano (2006:5) states that classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback will enhance learning. The assessment the teachers set must be appropriate with all the curriculum elements, such as the syllabus and lesson plan; it must assess what the students have learned. Therefore, to evaluate the students, teachers should make an assessment; they will know their abilities.

Assessment is any strategy used to understand better the right knowledge the student possesses (Blaz, 2002). The teachers need any assessment to get the students' scores to monitor improving student writing skills. Assessment is a server for revealing students' understanding of a given unit or concept to offer valuable feedback to students on what progress has been made and what still needs improvement. There are two reasons why teachers need to conduct writing assessments. The first is to make inferences about language skills, and the second is to make a decision based on those inferences. Since teachers cannot directly observe the students' language skills, they use their responses to test items as data and make inferences about their skills that underlie the test performance.

There are two kinds of classroom assessment: formative and summative. Both are crucial for the teacher to comprehend that formative and summative assessment has different aims, although each can be administered in a classroom. According to McMillan (2018:5), the formative assessment is implemented during the learning and teaching activity. The teacher assesses the students' progress to make feedback and decision on learning and teaching activity. Tsagari and Vogt (2017:41-63) state that summative assessment is usually implemented at the end of the learning process. This assessment aims to identify the student's skills at this time and requires teachers to assess their proficiency or competence in their skills. The teacher could use this type of assessment to assess students' progress, provide feedback, and make decisions about further instructional activities. The teacher needs to assess the students as writers, monitor their everyday progress, and determine their writing. In summary, assessment is useful for measuring their skills.

Assessing is very important to the teacher in the classroom to know the students' achievement by giving the test to help the teacher assess the students. The test assessment will not be useful without any fundamental scoring. Thus, the teacher needs to prepare a scoring rubric. Rudner and Schafer (2002:70) state that scoring rubrics are descriptive scoring schemes developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. The scoring rubric is typically employed when a quality judgment is required and may evaluate a broad range of subjects and activities. Everyday use of scoring rubrics guides the teacher to evaluate the writing samples, so the scoring results are highly expected to be much more objective scoring.

The test assessment will not be helpful without any fundamental scoring. The teacher needs to prepare a scoring rubric. The scoring rubric is usually employed when a quality judgment is needed; it can evaluate a broad range of subjects and activities. Everyday use of scoring rubrics guides the teacher to evaluate the writing samples effectively. The scoring outcomes are predicted to be a good deal more objective. In the present study, the researcher feels it is important to assess the students' writing skills by carrying out a test. The test included pre-test and post-test in this study. The researcher used paragraph construction tasks to evaluate students' achievement in writing descriptive paragraphs after being taught through Tell-Show Combined with Picture.

2.2 Empirical Review

An empirical review is the review of the preceding research which can be relevant to this present research. The purpose of the empirical review is to show that the problem being studied has not been investigated before in the author's way. Inside the empirical review, the researcher covers otherwise research investigations that turned into existing, and the title relates to this research. In every research study, the information, theories on the subject, and historical background are known as this research has some empirical reviews or some relevant research that other researchers have completed. Some researchers have already conducted the present action research which were similar as follows.

The first one was conducted by Pradnyani (2018), entitled *Improving Writing Skill of the Eighth-grade Students of SMP PGRI 3 Denpasar in Academic Year 2017/2018 through Tell-Show Strategy*". The objective of this study was to find out whether the writing skill of the eight students of SMP PGRI 3 Denpasar

in academic year 2017/2018 could be improved or not through Tell-Show strategy. Furthermore, the researcher found that the finding showed the student the real writing skill of the eighth-grade students of SMP PGRI 3 Denpasar in academic year 2017/2018. In general, this researcher revealed that the Tell-Show strategy could be effectively used for teaching writing in junior high school.

Wahyuni conducted the second similar research (2021) entitled “The Use of Tell-Show Combined with Picture to Improve Writing Skill of the Tenth-grade Students of SMKN 1 Susut in Academic Year 2020/2021”. The objective of this study was to find out whether the writing skill of the tenth-grade students of SMKN 1 Susut in academic year 2020/2021 could be improved or not through tell-show strategy. Furthermore, the researcher found that the finding showed the student the real writing skill of the tenth-grade students of SMKN 1 Susut in academic year 2020/2021. In general, this researcher revealed that the tell-show strategy could be effectively used for teaching writing in senior high school.

The research above gained the same results. The findings were that students had constant improvements after conducting two cycles of application of the tell-show strategy. The result of this study was the students could get a score more than the minimum standard passing grade in that school from cycle I and cycle II after they were taught by tell-show strategy. The students had positive responses. However, both researchers did not clearly explain the steps of the tell-show strategy. As a result, it confused the students about the activity, making it difficult to develop their ideas. In the present study, the researcher used Tell-Show Combined with Picture, and the theory was adapted from Peha (2003). The researcher explained the theory and procedural steps that would be applied. It was made to avoid misunderstanding among the students and avoid confusion.

Therefore, the teachers were more confident when implementing the teaching strategy and would understand the theory during the learning process.

