

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the productive skills in learning English which has to be mastered by all grades of students because it is one way to express the language through written form. Writing is one of the skills which is used as one medium to communicate with the other people in written form. Based on this statement, teacher needs to teach how to make a good writing at school. Teaching writing also purposes for students to improve their ability to be more useful in such written context. In addition, to share feelings and opinions to each other in writing form also expected from the students in improving writing skill such as vocabulary, punctuation, spelling, grammar and sentence structure. There are some steps in writing such as pre-writing, drafting, and revising and those become consideration in making a good writing. Then, the students can share their idea, interests, expression, or opinion in more imaginative and creative way to make a writing become even more interesting. However, to make a good and creative writing, most of the students have some problem in writing and mostly in finding and organizing idea.

Finding and organizing ideas are included in pre- writing step. Those are important steps because good idea is needed to produce a good writing product. According to Harmer (2004:87), students are no different with the most fluent writers in their own language because they also need time to generate ideas to plan what is going to write. From that statement it can be concluded that generating ideas is the most important step in writing. Teaching writing in the classroom expects the

students can make students master the writing skill through the process of writing. While the students are expected to be able to generate their ideas easier and write simple paragraph with topic that is related to environment. They are also expected to be able to produce a whole text by their own creativity.

The facts however, writing still becomes one of the most difficult skills to learn. Writing requires ideas to produces a good writing. This idea is related to how the writer starts to write and express the content. In writing, different kinds of paragraph must be studied, such as descriptive, recount, report, procedure, narrative and many more. This writing problem occurred at SMAN 1 Abiansema. The problems in writing can be seen from some of the students cannot reach the minimum 75 passing grade based on *Merdeka Belajar curriculum* and also from recommendation from classroom teacher that teaching there. Therefore some factors of problem above can be found from both teacher and students, which are related to the classroom management in teaching learning process. These factors affect the motivation and achievement in order to improve the writing skill.

Many difficulties are still found by the students, such as they do not know what they must write to begin their writing or having a problem in generating and organizing idea to start writing, they cannot arrange sentences into a good paragraph and they also have problem to make paragraph in complete generic structure of descriptive text. Moreover there are some types of paragraph that have to be studied such as descriptive, recount, report, procedure, narrative and many more. Besides generating ideas, constructing sentences, grammatically and making coherence paragraph also the problem that occurs in writing.

Based on that problem and the observation, some factors which affect teaching and learning process of the tenth grade students of SMA N 1 Abiansema can be identified. The main problem comes from the teacher that used ineffective teaching strategy which does not raise the students' interest to learn. The teacher used Three-Step Interview where each member of the team chooses another member to be a partner and the first step is interviewing partner by asking clarifying questions, the second step is partner reverse roles, and the third the member share their partners' response with the team. This strategy was actually good but it focused more on theory in writing not the application in practice writing. Based on the indicator of *Merdeka Belajar curriculum*, it should be focused on writing practice more than theory. In the other hand, the students often just copying what their partner did. Furthermore, the students found a hard time when dealing with individual test because they often relying on their friend and they could not develop their own ideas. Based on the interview with the English teacher, this strategy could not improve students' writing skill especially in descriptive paragraph writing. By using this strategy, students can only master the theory in writing, but the students lack the ability in writing practice. The students still often find difficulties in generating, organizing and write their ideas into a good descriptive paragraph with correct structure.

In teaching English, teacher tries to apply the technique in order to make the students enjoy the English lesson when they study in the classroom. Besides, it could help them in generating, organize and put their ideas into a good paragraph in practice teaching. Because writing should be more focused in practicing not only master the theory. There is an alternative strategy to help the teacher and the

students in teaching and learning process. To make a good descriptive paragraph, a proper strategy is needed to be applied by the teacher that can improve the students' knowledge in writing descriptive paragraph. Tell-Show strategy is one of the strategies that can be used to facilitate the students' when they write descriptive paragraph writing.

One of the techniques is Tell-Show strategy. The usage of this strategy is expected can help the students to overcome their impasse about how to write, either at the beginning of the paragraph or identification, description or conclusion that become optional in writing descriptive text. Based on Peha (2010: 34) Tell-Show strategy works as the development of T-chart. This strategy starts with making two columns resemble the letter T. One column will be Tell Column where the students write the topic that will be described while the Show column, the students will write the description of the list of the topics in tell column in more detail. By asking few questions related to the topic, vivid details in show column can be gathered.

Furthermore, this strategy is important to train students on topic they write because the more they are able to write the lists in show column, they will write a paragraph description even more detail. The form of Tell-Show strategy is really easy to understand by the students because this strategy can help the students in writing descriptive paragraph and it also gives a new style in writing. The new style is the students must make the list or visualize the topic first before writing a paragraph. By making the list or visualize the students are assisted in determining the ideas which are used in writing a paragraph. This activity makes the students arrange the paragraph more coherently.

Based on the explanation above, the researcher believes that using appropriate strategy is the best way in increasing students' writing ability. In writing paragraph, students can share their ideas more detail. Tell-Show strategy is one of the writing strategies that make the students' writing better. Moreover, to improve student's writing skill, it is important to conduct research design through Tell-Show strategy. Therefore, the research is conducted about improving writing skill of the tenth grade students of SMA N 1 Abiansemal in academic year 2023/2023 through Tell-Show strategy.

1.2 Research Problem

Based on what has been explained above, besides concerning on constructing and composing the paragraph become grammatically correct, the important problem of the students can be found in generating and organizing ideas. Even though they are divided into several groups to discuss about their writings, most of the students are relying only from the smarter students in the group to make a descriptive paragraph and most of them often cannot develop their original ideas. Accordingly, the research problem can be formulated as follows: can writing skill of tenth grade students of SMA N 1 Abiansemal in academic year 2023/2023 be improved through Tell-Show strategy with picture?

1.3 Objective of the Study

As a study which is strongly related to scientific investigation, misunderstanding may occur easily due to unclear direction on the aim of study. Based on the problem faced by the students, the researcher must find a solution to

solve those problems. Generally, finding a solution of the research problem is the main objective of the study in order in order to make the present study have direction. Any scientific study was is intended to answer the research problem that has been formulated and determined. The present study is answering the research question. The objective of the present study is to find out whether or not descriptive text writing can be improved through Tell–Show strategy of the tenth grade students of SMA N 1 Abiansemal in academic year 2023/2023

1.4 Limitation of the Study

Teaching writing has a wide scope of coverage. To avoid a broad discussion, limitation is really needed in this research. In this classroom action research, the researcher limits the present study on improving writing skill of the tenth grade students of SMA N 1 Abiansemal in academic year 2023/2023 through Tell-Show Strategy with picture in paragraph writing especially in writing descriptive paragraph. The researcher only discusses the role of Tell-Show strategy to help students in generating and organizing ideas in writing descriptive paragraph. The research uses *Merdeka Belajar curriculum*. Moreover, the research also focused on the fourth main competency and fourth basic competency of the tenth grade students' syllabus; the main competency was focused on trying processing and presenting everything in concrete domain (using, explaining, stringing up, modifying and constructing) and abstract domain (writing, reading, calculating, drawing and composing) in line with the learning material which has been learnt at school and the other sources that are theoretically the same. Besides, the fourth basic competency is composing simple descriptive text in oral and written form

about place, person and thing based on social function, texts structure and language features correctly and contextually. Based on the competency, the writing skill is limited on writing descriptive paragraph which describes about place, person and thing which has generic structure of identification, description and conclusion.

1.5 Significance of the Study

Theoretical and practical significances are provided from the expectation of the finding of the present investigation. The researcher expects both from theoretical and practical importance of the result of the study to those who are concerned with improving writing skill through Tell-Show strategy. The teacher as motivator/simulator uses this strategy as another effective resource in teaching writing classroom. The significance of the study has two advantages such as theoretical significance and practical significance.

Theoretically, the findings of the present study can be used to add new theory and also support the existing theories of knowledge about teaching writing especially descriptive paragraph through Tell-Show strategy. Furthermore it can be used as a reference for the other researchers which are related to Tell-Show strategy that is used to improve students' writing skill. Moreover, the present study is expected to be supporting evidence to provide information about the improvement of teaching writing through Tell-Show strategy.

Practically, the finding of this study is beneficial for the teacher, students and other researchers. For the teacher, this research gives contribution to the teaching activities in the classroom so teacher can apply this strategy in teaching English especially in teaching writing to improve students' achievements. For the

students, this research gives the way to write descriptive paragraph effectively in learning process. On the other hand, for other researchers, this research is to beneficially add some references for the next researchers who use this strategy. In addition, this research can be used if the researchers want to learn more about Tell-Show strategy to increase their knowledge. Moreover that researcher can try to find the weakness of the present study for his/her future research.

1.6 Definition of Key Term

Conducting a study to improve descriptive text writing is not an easy job. Moreover, the key terms of this research are operationally defined in order to avoid misunderstanding and confusing of the readers concerning the key terms used in the present study. The researcher thinks it is necessary to define some key terms that is used in present study. Moreover, it also provides clear information so that it made the study clear. There are two definitions of key term in order to avoid misunderstanding and confusion of the present study. Those key terms of the present study define as (a) descriptive text writing, (b) Tell – Show Strategy with Picture operationally as following:

a. Descriptive text writing

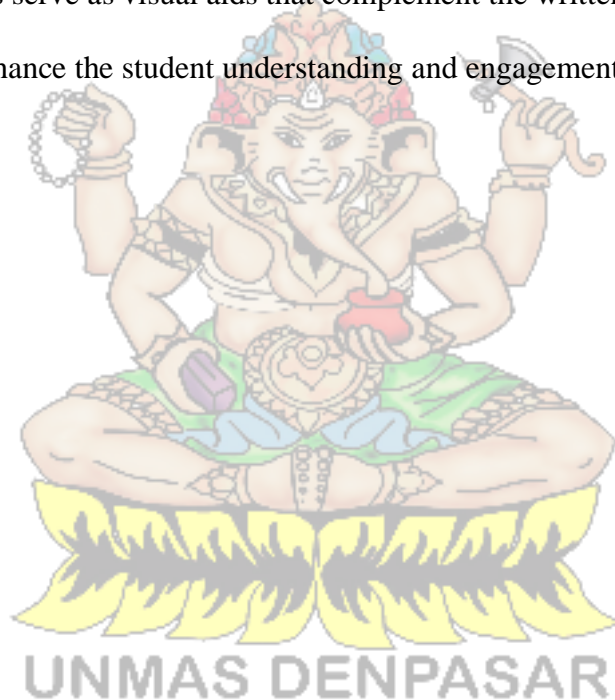
Descriptive writing text is an ability that should be mastered by the students. It is the ability in expressing ideas of the tenth grade students of SMA N 1 Abiansemal which is located on Majapahit Street, Badung in academic year 2023/2023 through writing descriptive paragraph with picture description about place, person and thing based on the generic structure which consists of identification, description and conclusion.

b. Tell-Show Strategy

Tell-Show Strategy is defined as a strategy of teaching descriptive paragraph writing of the tenth grade students of SMA N 1 Abiansema in which the students are assigned to write descriptive paragraph by using Tell-Show column. Tell column is used to write topic with general information while show column is used to write lists of detail information from the topic.

c. Picture

Pictures serve as visual aids that complement the written descriptions, helping to enhance the student understanding and engagement.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review is an abstract concept that defines a term in academic discipline. Theoretical review aims to contribute some practical significance and should be conducted on relevant theoretical construct. This assumes both knowledge and acceptance of the theories that depends on. The purpose is to provide information on knowledge towards variable. Theoretical review consists of theoretical framework, which allows the researcher to present the research in light summary of the literature. The theoretical frameworks of this study include: 1) writing skill; 2) descriptive paragraph; 3) Tell-Show strategy with picture, 4) assessment of writing.

2.1.1. Writing Skill

Writing is one of the language skills that should be mastered by the students beside other language skills. Writing is a productive skill which required a product as its result in form of written product such as story, letter, diary report, literature, message, and the other. In addition, writing is more than just picking a pen or pencil and putting words into paper. Writing is used in many areas in this live which makes it important to be learned. Moreover, it can make the subjects' thought and ideas visible develop their ability to convey the ideas to the reader clearly and memorize the idea permanently. The present study is supported by some theories of the expert views from different side about writing.

Zemach and Islam (2005: iv) state that writing is an important form of communication in daily life. Writing is one of the most difficult skills to master both in first language and second language. Writing is used to explain and express personal thoughts and feelings for communicating with the other because people need to learn to choose and manage their ideas and become the discipline thinkers in order to communicate their ideas clearly. Richards and Schmidt (2002:97) add that writing as an activity which is intended to increase a person's effectiveness as a writer. Students are trained as writers to produce a written work.

According to Graham (2008:6), there are many skills that developing writers need to learn to the point where they can be executed with little effort or thought. This includes handwriting (or typing), spelling, punctuation and capitalization skills. As a complex skill, writing requires effort of languages learners to master in every detail of writing component. Thus mastering writing skill simply means that the learners are also able to deliver their feeling and thought in a correct spelling, punctuation, grammar and so on. Moreover, by learning writing they are expected to be able to carry out other essential writing process like planning, evaluating revising and so forth.

According to Harmer (2004: 31), when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consults dictionaries, grammar books, or the references to help them. Writing encourages students to focus on accurate language use. In addition, writing has always been used as a means of reinforcing language that has been taught. Moreover, Weigle (2002:1) states the ability to write effectively is becoming increasingly important in our global community. As a

result, the ability to write in a second language is well recognized as an important skill for educational, business, personal reason and even more become important as tenets of communicative language teaching. Weigle (2002:4) also states in comparison to listening, speaking and reading, writing can be seen as a more standardized system which must be acquired through special instruction. Instead of attempting all-encompassing definition, then, it may be more useful to begin by delineating the situation in which people learn and use second language in general and second language writing in particular and the types of writing that are likely to be relevant for second language writers.

Hogue (2008:2) states that kind of writing which is done in the classroom is called academic writing because it is done in college classes with its purpose. Every kind of writing has particular purposes and particular audiences. The purpose of academic writing is to explain and give information about something with teacher and classmates as the audiences. The academic writing requires certain skills including sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), grammar and punctuation. In academic writing, sentence structure is related to how to arrange words into a good sentence while organization related to arrange ideas into a good paragraph. Moreover, according to Murray (2005:10), academic writing is the set of conventions that seen in a thesis or published paper in teacher's discipline, a definition that become more precise once the students scrutinize examples of public writings in teacher's target journal.

In addition, Hyland (2003:39) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the students to construct their

own views on a topic. Teachers see their role as simply to provide students with the space to make their own meaning within a positive and cooperative environment. Therefore, writing is defined as a complex process that requires a range of skills and task; moreover, by writing process, students know how to approach a writing task. Besides, Harmer (2007:325) states that in teaching writing, the students could either focus on the product of that writing or on the writing process itself. Therefore, for getting better in writing, they need a process, and the process is not only in one step but need certain steps until the students get the point of what they have been talked about.

Related to the process, McKay (2006:245) states that writing is a process involves the pre-writing, writing, revising and editing process that writers go through to produce a piece of writing. In pre-writing, the writer should write their ideas in accordance with the topic that they had chosen. Furthermore, in writing process, the writer develops their ideas into sentences and combined it as a paragraph. Moreover in revising and editing processes, the writer has to revise and edit the sentences to make it better. Furthermore, Wallace et al. (2004:15) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note –taking, identifying central idea, outlining, drafting, and editing.

From the definition above, it can be concluded that writing is an important form of communication of sharing personal meanings in daily life. There are many skills that should be developed by the writer. It includes handwriting, spelling and punctuation. Besides, in producing a good writing, the writer has to pass some steps to make the writing meaningful and in chronological order. In addition, the written

product has to be coherent and unified. Moreover this statement is appropriate with the purpose of the present study where some people can use this way to communicate with other people.

2.1.2. Descriptive Paragraph

In writing, students are expected to produce a product in such a written form and they can express their feeling and ideas in a written form without interruption from the others. In this case product that mentioned here is paragraph. Paragraph itself is a group of related sentences about a single topic. One of the paragraphs is descriptive paragraph which usually presents something more about characteristics of thing, place or person. According to Zemach and Rumsiek (2005:25) states that descriptive paragraph explains how someone or something looks or feels. It is also supported by Zemach and Islam (2005:21), who states that when a place is described, the writer can develop the paragraph by adding descriptive details that tell how a place looks, smells, sounds or feels. Thus the description has to be mentioned vividly to make clear visualization about the place and the reader can imagine the object easily. A similar statement comes from Savage and Mayer (2005:37) who states that sight, smell and taste are used in words to build image for the reader in descriptive writing with something that is described can be felt by the reader clearer.

Savage and Shafiei (2007:30) state that in a descriptive paragraph, the writer uses words that create an image and help the readers see, touch, feel, smell, or taste the topic that he or she is describing. The organization of descriptive such as: topic sentence, supporting sentence, and concluding sentence. The topic sentence in a

descriptive paragraph introduce the item that the writer describes, it may also include the writer's general feeling or opinion about the item. The supporting sentence give some background information about the item, it also give descriptive details about the item (these details describe how the item looks, smells, feels, or tastes), the supporting sentences may also describe in more detail how the writer feels about the item. The paragraph ends with a concluding sentence that restates the idea in the topic sentence using different words. Using specific language in descriptive writing helps give the readers a clear mental image of what something looks, feels, sounds, or smells like. The writer use adjectives to give the reader a more complete picture of the people, places, and things they want to describe.

According to Folse et al. (2010:135), descriptive paragraph focused on how something or someone looks or feel which gives impression of something. He states that descriptive paragraph is related to five senses including sight, hearing, taste, smell and touch to help describe the topic in which creates sensory images in the reader's mind. The similar statement comes from Fiderer (2002:17) who states that a descriptive paragraph gives a clear picture of person, place, object event or idea. The details of the descriptive paragraph come from the writer senses and all of those five senses are smell, sight, touch, hearing and taste.

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

as identification: identifying the phenomena to be described and description; describing the phenomena in parts and characteristics.

Descriptive paragraph is describes about person, place or thing. The description presents the details of the object being described which aims giving a clear picture; hence, readers can imagine the object very clear. It is words which play central role to replace the object. The ability of the writers to modify the sentences with descriptive words is essential for successful descriptive writing. They are two types or word which is considered to be descriptive words: adverbs and adjectives (Juzwiak, 2009:279). Those words play vital role modify sentences, so the readers will be able to distinct the specific details in which they can simultaneously see, feel, hear, and taste what is being described in the paragraph.

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

Jerskey (2011:270) argues that a good paragraph makes a clean point that supports the idea, and focuses on one topic. Furthermore, they add that paragraph may concern on its function than content, they create understanding to catch readers' attention by making a clear point of topic so the reader can make picture

in their mind about the topic that are going to be described and making smooth transitions that are connected to one another. Thus, learning construct a unified and coherent paragraph is very important as it can help readers easily catch the writer's intention and purpose of the story in descriptive paragraph.

According to Evans (2000:42), the generic structure of descriptive text is introduction, main body and conclusion. Introduction or identification is telling about general structure of the paragraph. The writer writes some statement which shows the object that is described in the whole paragraph. The main body or description is talking about the description of the object, for instance, the physical appearance, hobby, characteristic and so on and it can be called description. The last is conclusion which concludes the paragraph. The conclusion is not absolutely necessary but it normally gives the signal of the end of the paragraph. It can be a summarizing of the paragraph or the writers' comment about the object described. Moreover Hogue (2008:100) states that the conclusion of description may repeat the idea stated in identification.

In conclusion descriptive paragraph is a paragraph that explains how an object looks, tastes, sound, feels and smells. It consists of six until twelve sentences in which there should be identification at the beginning of the text, description as the content that will describe an object in detail and conclusion to conclude what has been described in identification and description. In writing descriptive paragraph, writers must give the writer a picture in words; thus, the readers are able to imagine it easily. In addition, a descriptive paragraph should be written in spatial order which means the arrangement of things in space.

2.1.3. Tell–Show Strategy with Picture

In teaching learning process especially in teaching writing the teacher needs a way to make the learning process is success. When the students want to write a paragraph, they are usually difficult to begin their paragraph and make it better. Since generating ideas in writing still become the problem of the students in the classroom, the teacher have to apply or implement a strategy to make the teaching and learning process, especially in writing becomes more affective and fun than just a simple method in teaching students that make them bored. Every process needs a way become successful in teaching learning process especially in teaching writing. When students want to write a paragraph, the usually did not know about what they should write to begin their paragraph and make it better. Some strategies can be applied in teaching learning process in order to achieve the learning objective especially in writing descriptive paragraph. One way to facilitate students in writing a paragraph is to create a chart or a column. It will make the students compose the paragraph easily. There is a strategy that involves the usage of chart in writing and that strategy is Tell-Show combine with picture strategy.

Galko (2001:27) states that charts are ways to group the ideas visually. There are some different kinds of chart that will be helpful to make a good paragraph. Mostly, the chart will be divided into two columns, so it is called T – chart because it is resembles the letter T. This chart will help the students to generate and organize their ideas in writing paragraph to become better. Each columns will state different things, but they are still connected each other so the paragraph will still unify. It helps the students in developing ideas as their focus will be restricted on the specific small topic that is going to be discussed.

According to Hammer (2004 : 67). There are various ways to use a picture as media to teach writing. Describing picture, suspect, and objects, writing postcards, portraits and story tasks are some ways to use picture as media in the teaching-learning process of writing. The picture give some inspiration to students when they begin to write. Nunan (2004:58) states that many communication activities can be stimulated through the use of 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 benefit and give a real impression to the students. The picture is also used to get more profound imagination because it can give the meaning further than the immediate context of writing in learning

In addition, Peha (2010:33) states that there are some reasons why showing is better than telling: (a) showing is more specific than telling: it means that every single object can be described to the readers more detail by showing; (b) showing helps readers make pictures in their mind; it means by showing the readers can imagine object more detail, the writer is supposed to have same imagination about the object, if not, they will not get the same object in their mind between the writer and the readers; (c) showing is more interesting than telling: it means that when the writer describe the object by showing them in detail, it makes the reader more interested and easier in writing because the object can see easily to make a clear picture about the detail object. Tell-Show can be used to facilitate the students in writing a paragraph. Related to gathering ideas, this strategy is useful and gives a beneficial, which can help the students overcome their impasses about what to write in beginning or identification, contents or description, and conclusion in writing descriptive text. This strategy can be started from making two columns resembling

the letter T that consisted of Tell column on the left side and show column on the right side. In Tell column, students will be asked to write only about the topics that are going to be described while description of the topics that are going to be written will be consisted or written on the Show column in detail. Showing is one of the most sophisticated techniques a writer can use. It makes the writing richer and more descriptive because it will provide the students even a better way to put their ideas into words in their writing. It also helps the researcher discover new ways to say things. Showing is the key to rich and satisfying descriptive writing that sounds like the writing which the researcher read in every best book.

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

Peha (2010:34) states that Tell-Show strategy with picture helps the students to think creatively and visualize clearly about what they are going to show in detail. Tell-Show strategy with picture is one of the strategies that can be used to facilitate the students to write paragraph writing. It can be concluded that using Tell-Show strategy with picture is a good way in writing descriptive paragraph that can make the students easier to arrange the paragraph coherently. In addition, teacher can

guides students in writing descriptive paragraph through Tell-Show Strategy with picture description as follows:

- 1) Showing the picture about Person, Place, etc
- 2) Tell: The teacher makes a clue after showing picture the topic that is going to be described in the tell column.
- 3) Show: after the teacher makes a clue in the tell column, the students describe in detail based on the clue in the show column.
- 4) The students can make a paragraph based on the topic and use clue in the tell column and a description in the show column into a paragraph.

In this study researcher gave some topics for the students that should be described by the students. From those topics, the students choose one of them and make the main words that they want to describe. These words are stated in Tell column and for the show column, the students described the main words that are written in Tell column into a sentence. For the last step, the students just need to arrange their sentences from Show column into a good paragraph. This strategy helps the students easier to make a descriptive paragraph.

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2.1.4. Assessment of Writing

The assessment activity is to measure someone ability to check if the lesson can be understood or not by the students; to analyze whether the techniques methods, strategies that are used is appropriate to apply for the students in teaching and learning process. Marzano (2006:5) states that classroom assessment is a form of feedback will enhance learning. The assessment which is set by the teachers must

be appropriate with all the curriculum elements such as lesson plan and syllabus; it has to assess what the students have learnt.

Brown (2004:6) states the function of assessment is divided into two parts which are formative and summative assessment. Most of the classroom assessment is formative assessment which is evaluating students in process of “forming” their competencies and skills with the goal of helping them to continue that grow process. Summative assessment is to measure or summarize what students has understood, and typically occurs at the end of course. It means students’ understanding were measure by asking them to conclude the material.

According to Richard and Renandya (2002:346), assessment, based on the context of the paper, involves the means of obtaining information about students’ abilities, knowledge, understanding, attainments, or attitudes. An assignment in writing, for instance, will be helpful in assessing a students’ ability in and understanding of the assigned activity. Hyland (2003:212) states that teacher often regard assessment as an unwelcome task with the potential to undermine the relationship they have created with their students and the confidence students have gained in their writing but evaluating student performance is a crucial aspect of teaching, a formative process closely linked to the planning, design, and teaching strategies examined in earlier chapters and to the issues of the teacher response.

According to Fulcher and Davidson (2007: 27-28), assessment and learning are integrated within the classroom. In the classroom, the teacher is deeply involved in the assessment and cares about the outcomes of the assessment. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. Furthermore, the assessment also has purpose

to give positive feedback for the teacher, the assessment is to give information about the progress of the students during teaching and learning process. Besides, for the students the assessment is used to inform achievement of their ability.

In addition Coombe et al (2007:9) state that assessment is much more than the test. Assessment includes a broad range of activities and the teacher use tasks to evaluate students' progress on a daily basis. Test may be constructed primarily as a device to reinforce and to motivate students or primarily as means of assessing students' performance. The item of the test must be carefully chosen. When the students are taking a writing test, the effect can be increasing and decreasing students' ability in writing especially descriptive text in this research.

Coffin et al. (2003:2) state that assessment is often a major purpose for the students' writing in which the student maybe required to produce essays, written examinations, or laboratory reports which is purposed to demonstrate the mastery of disciplinary course content. Moreover, Linse and Nunan (2005:153) states that writing is assessed by eliciting and examining a sample of writing. The learners can write a sample of consisting a sentence, paragraph or essay. This sample can be both fiction or non-fiction and assessed using analytic and holistic rubric which are different in categories with other skill's rubric.

Meanwhile, Weigle (2002:1) states that the best way to assess student's writing ability is to get them to write. It follows that a test of writing involves at least two basic components one or more writing task, or instruction that tells task taken what to write and means of evaluating the writing sample that test taker produces. Besides, Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Score and evaluative feedback contribute

enormously to the learning of individual students and to the development of an effective and responsive writing course. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performance and to help their progress.

According to McCulloch (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and in many ways how they value themselves. The purposes of assessment are many, varied and related. It is important to realize that set an assessment task for one or more of these purposes and then to assume that the results are appropriate for other purpose may not be true. There are also different stakeholders in assessment, and need to be aware that their concerns are not always mutually compatible. The most significant tension in assessment seems to lie between assessment for the purpose of providing feedback and helping students to learn, and assessment for the purpose of establishing level of achievement. Forms of assessment which are best suited to help the learning process may well be seen to be unreliable when it comes to judging of summative achievement.

Assessing is very important to do by the teacher in the classroom in order to know the students achievement. By giving the test that can help teacher to assess the students. The assessment of test will not be useful without having any fundamental scoring. Thus, the teacher needs to prepare a scoring rubric. Rudner and Schafer (2002:70) states that scoring rubrics are descriptive scoring schemes that are developed by the teacher or the evaluators to guide the analysis of the product or processes of students' efforts. Scoring rubrics are typically employed

when a judgement of quality is required; it may be used to evaluate a broad range of the subject and activities. A common use of scoring rubrics is to guide the researcher to evaluate the writing samples.

In the present study, the researcher feels that it is necessary to assess the students writing ability by carrying out a test. The tests were included pre-test and post-test. The researcher asked the students to write a descriptive paragraph and students' writing were scored by using rubric which is adapted from Oshima and Hogue (2007:179). There are five criteria: format, punctuations and mechanics, content, organization, and grammar and sentence structure. When the students write their paragraph, they should write it in 6 – 12 sentences and they have to remember those criteria in making a good paragraph.

2.2. Empirical Review

The empirical review is required to provide empirical evidence that supports the present study. The empirical evidence is required for this study that resulted from previous study which is dealt with teaching descriptive paragraph writing through Tell-Show strategy. In addition, knowledge of empirical evidence can help the researcher avoid unintentional replication of the previous studies result and place the researcher in a better position to interpret the significance for her own result. There are two studies that seem relevant to this study as follows:

The researcher found similar studies that had been conducted by Maysa in 2017 entitled Improving Writing Skill of eighth Grade Students of SMP Angkasa is Academic Year 2016/2017 Through Tell–Show Strategy. This objective of this study was intended to find out whether or not writing skill can be improved through

Tell – Show strategy of the eighth grade students of SMP Angkasa in Academic Year 2016/2017. The result of study showed that the main figure in cycle I and cycle II is improved. There was significant score from pre-cycled, cycle I and cycle II. As the result, the findings in this study proved that descriptive paragraph writing of the tenth grade students can be improved through Tell–Show strategy. The students' learning behaviour and motivation in descriptive paragraph writing skill had been changed positively after using Tell-Show strategy based on the result of the questionnaire.

Another similar study was conducted by Gutamiasih with a title Improving Writing skill of the Seventh Grade Students of SMP Sila Dharma Denpasar in Academic Year 2017/2018 Though Tell – Show Strategy. The objective of this study was to know whether or not the descriptive text writing of the seventh grade students of SMP Sila Dharma Denpasar in in academic year 2017-2018 be improved through Tell-Show Strategy. This research effectively improved the students' writing ability especially in writing descriptive paragraph that was much better though by using Tell–Show strategy. The result of this study had proven that Tell-Show strategy was an effective strategy to improve students' writing skill especially in descriptive paragraph.

The strength of both researcher is the strategy that they used is appropriate for the junior high school; the students were successful to improve their writing skill in descriptive paragraph by using Tell–Show strategy. The students also get score more than minimum standard passing grade in their school from cycle I and cycle II after they had been taught through Tell–Show strategy. However, in implementing the strategy, both researchers only gave one topic to be described by

the students in the post-test and they were lack to develop their ideas into a good paragraph. Furthermore, giving only one topic will make the students easier to cheat by looking his/her closest friend so the paragraph can be possibly similar to each other. Besides, the topic was too easy for the tenth grade students. In the present study, the researcher gives more topics to be described. The present study gives three topics that can be chosen by the students. As a result, students can choose any topic that they think fit with them.

