

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the four important skills that students need to learn and master in the English Language is writing. Students must transfer information into written form in order to begin writing in learning English. Writing is also referred to as a language skill, which is classified as a productive skill. This means that there are products or services that the students have to produce. They can also see the process and outcome of writing skills and distinguish these skills from other skills such as reading, listening, and speaking (Brown, 2004:118). In addition, students not only develop and generate ideas in the teaching and learning process, but also learn how to work with writing elements such as vocabulary, grammar, spelling, punctuation, and conjunctions. The students need to think about a creative idea to make their writing interesting and enjoyable to read. Therefore, from the explanation above, it can be concluded that writing is important for learning English.

Writing is a way to communicate personal meanings and writing lessons emphasize the skill of an individual to construct his or her views on a topic (Hyland, 2003:9). In addition, writing gives students more 'thinking time' than they get when they attempt spontaneous conversation (Harmer, 2007:112). Thus, it means learning to write is necessary for students since they are able to grow their language proficiency especially in learning English language. Moreover, writing is an activity that cannot be done only in one step (Oshima & Hogue, 2007:15). It means several steps should be followed such as creating ideas, organizing the ideas, writing the rough draft, and polishing the rough draft to produce a good product of writing such as a paragraph. The process that is like a cycle needs to be followed because it is connected to one another in order to make a good writing product.

A paragraph is a collection of sentences discussing one topic. The paragraph's sentences collectively explain the writer's main idea about the topic (Zemach and Rumisek, 2005:11). A new paragraph is started whenever the author wants to

discuss a new main idea. A paragraph can provide information, express a viewpoint, clarify or describe a situation, or even convey a brief narrative. The sentences are properly organized so that the reader may quickly understand what the author is trying to convey. Paragraph writing is intended to help low to intermediate students analyze model paragraphs, find ideas for their writing, put those ideas into sentences, organize those sentences into paragraphs, review their paragraphs, and revise their paragraphs to make them even stronger (Zemach and Islam, 2005). All students should keep up the steps involved in producing an effective paragraph. Students' paragraph-writing abilities would improve as a result of this procedure, which would also inspire them to write independently and creatively.

Through preliminary observation and interviews in the school, the researcher gains insights into the underlying issues within the subject, many problems were faced by the students when they are writing, for example: there are some problems in generating and organizing ideas, choosing appropriate diction, and organizing sentences into coherent paragraphs. It is because writing as one of the English skills also depends on the English basic skills such as handwriting, spelling, vocabulary, grammar, and punctuation, so that writer can keep on track of a topic, organization, word choices, and audience needs. Hyland (2003:4) states that teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the language system. To overcome this difficulty, an English teacher is expected to not only be able to teach but also intelligently choose an appropriate teaching method in teaching writing to their students.

Based on preliminary observation, the researcher did an interview by asking the English teacher who taught the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. The questions concerned the overall state of teaching English material, particularly writing, the students' challenges in writing, the students' participation, and the teacher's technique or strategy in writing a paragraph. Based on the interview with one of the English teacher in SMPN 4 Denpasar, the researcher found out that students had low ability in writing. They had some trouble writing a good paragraph, especially in generating and organizing their ideas in described the topic in descriptive paragraphs. They spent a quite long

time producing a text, including thinking, reading, revising, editing, and writing into the written form. They still struggled to come up with and arrange their ideas into coherent paragraphs when writing them.

In teaching technique, the teacher continued to use teacher-centered learning as the primary emphasis of the learning and teaching process. The teacher only focused on the result of the students' text; in addition, the teacher rarely guided the students step-by-step to write a proper paragraph. Moreover, after the teacher explained about the material of descriptive paragraph, the teacher asked the students to write a paragraph without showed the students how to generate their ideas into sentences and paragraph. They just used their imagination, and it took a long time for them to start writing. Furthermore, the students are expected to carefully listen to the explanation and then write a paragraph based on what the teacher has described. It would make students feel bored at times since the learning process is not interesting because they did not have any opportunity to learn about constructing a paragraph properly. However, it is a strategy that must be modified because the teacher must focus on Student-Centered Learning in the Merdeka Curriculum.

To address the students' issue, the researcher applied an attractive and efficient teaching technique to assist them in creating and structuring ideas into a strong paragraph. One of the strategies that can solve the problem in teaching English is using Tell-show strategy. This strategy is based on a T-chart in which a student lists and examines two faces of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs, opinions, etc. Moreover, Tell-show strategy can help students to graphically organize and record their ideas, feelings, and information in written form. Thus, it is believed to make writing paragraph easier because it consists of 2 chart that would make develop ideas to be easier. The strategy assisted the students in coming up with and structuring good paragraphs.

According to Peha (2003), Tell-show is a strategy that can help students write paragraphs more efficiently, particularly when they wish to discuss something in better detail. The function of tell-show is to give the clear explanation about a topic idea in their writing paragraph and then it would give a picture on the readers' mind.

The strategy would involve using a T-chart with two columns: "Tell" for the identification portion and "Show" for the specific description based on the identification. This technique would therefore require the participation of the students in its implementation. As this method is simple to understand and entertaining to use to enhance writing, it would make it simpler for them to structure a descriptive paragraph. Also, the emphasis would be student-centered that is good to make the students more active in learning process.

In this present study, the researcher combined tell-show strategy with picture as media. It is one of great techniques to teach students by writing their ideas. Tell-show combined with picture is a technique to teach by setting up the students using T-shaped columns. According to Brown (2004:224) pictures are displayed with objective of focusing on familiar words whose spelling may be unpredictable. Students can easily develop their ideas and imaginations. The researcher combined picture as a media of tell-show strategy to make learning writing more interesting and interactive for the students, particularly in writing descriptive paragraphs. By viewing the picture, students can also expand their imagination while writing descriptive text. This combination also creates a new style in the writing process for the students in the classroom. It would make them has more creative way in writing. As a result, the students would be more interested in learning writing, particularly descriptive paragraphs.

According to the background above, writing is not an easy skill for the students especially when they do not know the background knowledge about constructing an appropriate text. Therefore, the researcher believes that using an appropriate strategy in teaching English is the best way to improve students' writing skills. Writing allows students to share their ideas in greater detail and to express their thoughts. Through the tell-show combined with the picture technique, it is expected to be able to solve the problems that are faced by the students' and help them to easier in developing idea or imagination and write a paragraph with good generic structure. Thus, this study would help students to improve their writing skills especially in writing descriptive paragraphs. So, the implementation of this classroom action research is focuses on improving writing skill of the seventh-grade

students of SMPN 4 Denpasar in the academic year 2023/2024 through tell-show strategy combined with picture.

1.2 Research Problem

Based on the background of the study, there were still difficulties faced by the seventh-grade students of SMPN 4 Denpasar in writing. Most of the students still finds it difficult to developing a coherent paragraph in writing a descriptive paragraph. The situation happened because the teacher still using the monotonous strategy which did not explain about the steps of writing a proper descriptive paragraph. Other than that, the students only had limited instruction that is given to them. This issue should be solved because the students require to master writing skills in daily life, especially in academic writing. Therefore, the research question can be formulated as follows: can the writing skill of seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 be improved through tell-show strategy combined with picture?

1.3 Objective of the Study

Research objectives describe briefly what the research is trying to reach. It is used to answer the research problem and would guide the researcher during the research process in order to solve the problem. It is suggested that the seventh-grade students of SMPN 4 Denpasar's writing skills be improved because they still encountered difficulties and obstacles during the writing process. Any scientific study is intended to answer the research problem that has been formulated and determined. The present research is conducted to answer the research question. Therefore, based on the problem of the study, the objective of this present study is to find out whether or not the writing skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 can be improved through the tell-show combined with picture strategy.

1.4 Limitations of the Study

In relation with the objective of the study, it should convey everything that is worthy written in a research paper. The limitation of the study is fundamental to making a discussion about the research problem more specific. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. The researcher focused on implementing the tell-show combined with picture strategy to improve the writing skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. The researcher focuses on exploring writing in a descriptive paragraph. Then, the researcher limits this study to students' writing skill in descriptive paragraphs, especially in describing people.

As the school where the research is conducted used the Merdeka Curriculum the present research is focused on the in the Learning Objectives 7.8 of the seventh-grade junior high school. The learning objectives 7.8 requires the students to producing a wide variety of simple written and spoken texts presented in multimodal form within the family and class. The students' writing skill is limited on constructing a short paragraph based on the topic about describing someone. Furthermore, it should fulfill the scoring rubric criteria, taking into account social functions, text structures, grammar and linguistic elements, correctly and contextually. In this case, the researcher centered on the implementation of the Tell-Show Strategy Combined with Pictures to improve the writing skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 mainly in writing a descriptive paragraph about a person.

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1.5 Significance of the Study

One of the practical reflections which were taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. In addition, the present study would only focus on figuring out whether the implementation of the tell-show combined with picture strategy can improve the writing skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. The results of this study were expected to be useful information and a positive contribution to the English teacher and English learning and those

who are concerned about the language teaching process. It is also expected that the tell-show combined with picture can increase students' writing skills at SMPN 4 Denpasar. Next, the description also can be used to describe students' achievement in writing descriptive paragraphs. In conclusion, the findings of the present study were expected to give both theoretical and practical significance to the use of the tell-show strategy combined with picture in teaching and learning process described as follows:

Theoretically, the results of this study should be able to disseminate and support the theoretical and empirical results of the existing classroom action research theory, especially with regard to use tell-show strategy combined with picture to improve students' writing skill in the classroom. Also, the results of this study are aimed at reinforcing existing theories. In addition, it is hoped that additional empirical evidence for the results of previous studies on the use of tell-show strategy combined with picture to improve students' writing skill especially in writing descriptive paragraph can be used in future studies or become more empirical evidence. In addition, the results of this study reveal other research fields and can be used as a basis for other researchers to conduct similar studies in the future.

Practically, the results of the present study were expected to be beneficial for English teachers, students and other researchers. For the English teachers, it is expected to give information that can be used as a consideration to get better results for the students that are being taught descriptive paragraphs by using tell-show strategies combined with picture. This strategy can help teachers writing a useful contribution because they this strategy with another technique and widen their knowledge to be creative to apply the technique to improve students' learning achievement. For the students, it is useful to improve their writing skills, expand their imagination in writing and make them more enjoy during the teaching-learning process. For other researchers, this study would be very useful as a reference for those interested in the same study and would provide useful consideration for conducting another study still related to the study.

1.6 Definition of Key Term

Key terms are several typical words used in research. The definition of the key term in this study is imperative to avoid misunderstanding on the part of the readers concerning the key terms crucially used in the present study. The researcher used several specific key terms that were related to this study. The present study's title is "Improving Writing Skill of the Seventh-Grade Students of SMPN 4 Denpasar in the Academic Year 2023/2024 Through Tell-Show Strategy Combined with Picture". The key terms were based on the research variables of the present research, and there are two important key terms which are used in this research. The key terms which would be used in the present study are: tell-show combined with picture and writing skill.

1. Tell-show Combined with Picture

The tell-show Combined with Picture strategy in this research is operationally defined as one of the learning techniques that can be used for increasing the seventh-grade students' SMPN 4 Denpasar in the academic year 2023/2024 writing skill. This technique combines tell-show strategy and teaching media in the form of a picture. The technique started by constructing a T-chart of two columns "Tell and Show", to help the students come up with and structure their thoughts. Based on the picture, they would write short sentences in the "Tell" column for identification, description, and conclusion. They would elaborate on the statements in the "Show" column using the identification, description, and conclusion of the simple sentences. Once students had done filling out the chart, they could use the Tell and Show column to create a short descriptive text to the strong paragraph.

2. Writing Skill

Writing Skill is operationally defined as the skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 in writing a descriptive paragraph about people and the topics are about famous person and national figure that consists of 6-12 sentences based on a generic structure of descriptive paragraph that are identification, description, and conclusion by considering to the format of the paragraph, punctuation that is used correctly, content, organization, grammar, punctuation and mechanics, grammar and sentence structure of the paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

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

2.1.1 Writing Skill

Writing skill refers to a set of specialized skills that authors use to communicate their ideas in meaningful ways and engage readers on a deeper level. When compared to verbal or telephone communication, good writing abilities enable you to convey your message to a far bigger audience with ease and clarity. Learning to write well aids the development of the learner's independence, comprehension, fluency, and creativity in writing. The writers are expected to achieve comprehension, which involves realizing that writing conveys information or messages. According to Byrne (1997) writing creates a series of sentences that are put in a specific order and connected in specific ways. Whether the sentences are small or long, when they are ordered and connected, they would form a logical order. Therefore, writing skill is the skill of students to express the ideas of feelings or something in their minds to others by using written language.

Writing skill needs process because students are not able to do it only in one step. The students have to write a piece of writing in process of learning in English. Moreover, although the result of students in writing is bad in the beginning, it is one of the processes to create good writing. Writing skills include all knowledge and abilities related to expressing ideas through the written word. The skill to clearly communicate ideas through writing is critical for students learning English in school. However, writing is the most difficult skill to be mastered (Richards and Renandya, 2002:303). The problem is not only in creating and organizing ideas, but also in translating those thoughts into understandable text. Additionally, students' inventiveness in conceiving and producing words and ideas influences their writing skills.

Writing, which is categorized as an output skill, must be mastered by all grade students. As stated by Nunan (2003:88), writing is both a process and product. Writer through some process in producing a written product. Thinking about what to write, organizing the concept, writing drafts, editing the content, reading and rereading. Writing is more than just putting letters together to make words, or sentences together to make paragraphs. It is about expressing what the author believes. As a result, the writers expressed all of their thoughts, opinions, and feelings through writing. Writing is a difficult process. Writing requires a lot of patience because it requires several adjustments. As a result, writing is difficult for everyone, especially students.

There are some principles that every teacher should consider while planning a course which writing would play a part, they are: (1) understand your students' reasons for writing, (2) provide many opportunities for students to write, (3) make feedback helpful and meaningful, (4) clarify for yourself, and for your students, how their writing would be evaluated (Nunan, 2003:92). Furthermore, the writing skill can be started by planning; students can plan about the topic, audience, and purpose of their writing. Students can write until all of the writing aspects is there. Then, if the aspects of writing are complete, they would make the ideas and the information appeared clear to readers. After that, having the skill in writing needs a long process, but if students want to start and put in hard work, it can be had easily

in a short time. Moreover, as has been stated above, writing has several steps and good writers go through several steps to produce a piece of writing.

The students' writing process consists of a number of connected activities. Pollard (2008:49) states that writing is a productive skill; it needs a reason or purpose of writing. In writing, it simply emphasizes the process rather than the result. The objective is to assist the pupils in understanding the importance of each stage. The stages required to produce a well written product provided by the writing process. In using the writing process, your students would be able to break writing into manageable small portions and focus on producing quality writing content. Additionally, students' writing processes need to be managed so that they can comprehend each phase in the process of writing well. Harmer (2007:326) states that designs a wheel that shows the process of writing are planning, drafting, editing, and final version.

According to Brown (2004) states that writing is putting letters, punctuation, idioms or words on a piece of paper, whereas writing also involves correct grammatical features to express and explain ideas. Writing is a powerful instrument for students to express their thoughts, feeling, and judgement about what they have read, seen, learned or experienced. In the teaching and learning process, as the students continue to develop an understanding and ability of the writing process, the elements of writing, paragraph forms, genres, formats, and technology, they can express themselves more effectively and confidently. Moreover, in the process of generating, expressing and explaining their ideas into a written form, the students eventually would produce a written products such as sentences, text or paragraphs.

Furthermore, Harmer (2007:257) states there are different approaches to practice writing skills inside and outside the classroom. Therefore, when choosing a writing strategy, teachers should consider some aspects, such as the ability of students to accomplish the strategy, how the strategy would be implemented, or whether the strategy would be emphasized during the writing process. On the other hand, Wallace et al. (2004:15) states that writing is the end result of several separate acts that are very difficult to learn at the same time. These separable acts include note-taking, identifying a central idea, sketching, designing, and editing. Writing is

an essential form of communication for sharing personal meaning in our daily lives and interactions.

Overall, it may be said that writing is a productive skill that writers use to convey their feelings and thoughts and communicate information clearly. Because writing is such a complex skill, writers should follow the writing process in order to produce a decent writing product. The researcher intended to use the theory from Harmer (2004:31) writing is a way to produce language and express ideas, feelings, and opinions. This means that writing is the skill that helps writers organize their ideas, feelings, and opinions into easy-to-read and interesting content. In addition, writing can be used as a communication tool in the environment or daily life of the students. Thus, writing can be mastered through practice continuously. The theory that used is relevant with this present study due to it is about improving writing.

2.1.2 Tell-Show combined with Picture

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

Moreover, T-charts can help student learning by helping students organize their thoughts, compare and contrast different concepts or ideas, or analyze information from different perspectives. The teacher can implement the T-Chart by explaining to students the purpose of T-charts as a graphic organizer. Describe how T-charts help organize information, compare and contrast ideas, or analyze data. Then, emphasize that T-charts visually represent information in a clear and structured manner. Additionally, T-charts help students visually organize their

ideas, feelings, and information and record them in writing. Therefore, T-Chart is used for teaching strategy called Tell-show Strategy. This strategy would help the teacher to solve the problem in teaching writing as well as it can make the students compose their writing quickly and efficiently in the classroom.

According to Peha (2003:33), the tell-show strategy can help students easier if they want to describe something. Showing is a better way to teach writing especially descriptive paragraphs, there are several reasons to support this statement. First, showing rather than explaining can be more specific than just telling a short description. To help readers visualize what is being described, students should explain each thing in detail rather than just saying what it is. Second, showing facilitates readers' mental imagery. Since a reader can only use words, it is preferable to illustrate for them what the students' internal images are. Finally, showing rather than just saying is more interesting. Students must include additional information about the object being described in order to stimulate the reader's curiosity. The most sophisticated method a student can apply is showing. The writing becomes more descriptive and richer as a result. Also, it teaches them new phrases to use when communicating.

Tell-show is one of the strategies that can be used to facilitate the students to write a text. Related to gathering ideas, this strategy is useful because it can help students overcome their stoppage about what to write at the beginning, contents, or conclusion in writing descriptive text. Nunan (2003:270) states that the students learn best when there is visual reinforcement such as charts, pictures, graphs, etc. In this case, in order to make the learning environment more comfortable and relaxing, and to keep students focused, the teacher uses a medium of picture based on the topics to allow students to write descriptive text. Picture can be used in a variety of ways to give the students a realistic impression. Beginning with the use of picture, students can look at picture and get ideas for writing sentences in the writing teaching and learning process. Eventually, it would make the students easier in constructing a descriptive paragraph

According to Macwan (2015: 93), images are the most basic and widely used form of media. In order to learn new words, associations are provided through images. A word is easier to find and employs when an image is present to illustrate

the more concrete description in writer's mind. Similar to actual models, pictures have a purpose. Moreover, an image can provide a description of anything, as when the instructor shows the students a picture of a famous artist. They might immediately think of adjectives or description words that are in line with the picture that showed by the teacher for example, that famous artist has blonde hair and blue eyes. It can encourage students to discuss or describe what they see in the photographs with one another or with the teacher while they are learning. Then, the writing process of describing the topics with the presence of a picture would be easier and enjoyable for the students.

The tell-show strategy, which is combined with a picture, is one method that can be used to enhance the writing skill of the students. According to Harmer (2001:182) states that a picture represents an image of something painted, drawn, and photographed. Additionally, when students look at the pictures, each student associates their own imagination with the given image based on the topic. Images help convey descriptive paragraphs because they help students visualize the topic and give them ideas about words that they need write based on the picture. Also, the picture needs to be contextual so that a teacher can assign certain scenarios to them. Then, when the students look at the picture as a stimulus, they would have an idea to write a text, especially a descriptive text in the learning process.

Peha (2010:34) states that the tell-show strategy helps the students think creatively and visualize clearly what they would show in detail. The tell-show strategy is one of the strategies that can help the students write a paragraph in writing. It can be concluded that using the tell-show strategy is a good way to write a descriptive text that can make students easier to arrange text coherently. This strategy begins with making two columns resembling the letter T, which is divided into Tell column and Show column. It makes writers more interested and easier in writing because they can easily see and picture the detail object. The form of tell-show strategy is really easy to be understood by the students because this strategy gives a new style in writing activity. Moreover, the tell-show strategy combined with the picture used in the current study can be developed as follows, adopted from Peha (2003:36):

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

The teacher gives the students advance notice of the themes they should write about in order to make it easier for them to adopt this strategy. The teacher can then guide the students in writing the information in the "Show" column by providing a picture and providing some clues. Furthermore, in the Show column, students are asked to write more detail about the topic based on the Tell column and the picture. The students may compose the "Tell" column list and describe it in a few phrases in the "Show" column, this technique becomes a crucial skill to teach them. Additionally, they can structure a paragraph explanation so that it gets progressively more detail. As a result, this technique can aid students in improving their writing and paragraph creation, particularly when it comes to generating descriptive paragraph.

2.1.3 Descriptive Paragraph

A paragraph is made up of several well-structured, connected sentences that all address the same topic. Zemach and Islam (2005) state that a paragraph is group of about six until twelve sentences about one topic. The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, concepts or ideas shouldn't be jumbled together in paragraphs. Usually, a writer would start a new paragraph when introducing a new idea. The core thought or most significant idea of the writer is thus explained in each and every line. To prevent confusing the reader, the writer must arrange all of the phrases rationally when creating a paragraph. A well-structured paragraph also makes the writer's message clear to the reader.

Zemach and Islam (2005:9) state that a paragraph can give information, tell an opinion, explain something, or event tell a short story. The sentences are

arranged logically, so the reader can easily understand what the writer wants to say. Therefore, a paragraph is a series of sentences that tell about the information or idea which wants to be delivered by the writer to make the reader understand the topic and message. Paragraphs play an important role in writing because they provide a framework for organizing your ideas logically. Using a clear structure for your paragraphs makes it easier for your readers to navigate your text. In writing, there are different types of paragraphs; each has a specific purpose and information or story to tell the readers. One type of paragraph is a descriptive paragraph.

Students should use a wide variety of words when writing descriptive paragraphs so that readers can visualize the subject being discussed. In addition, a descriptive paragraph describes a thing, a person, or a place in vivid detail and addresses how it seems and feels. Details for descriptive paragraphs come from the writer's sense, smell, taste, touch, hearing and sight. Students must describe an object, person, or location in a descriptive paragraph, or they must be able to see it in their minds. Additionally, the concise description helps the readers visualize the subject matter. Hence, it can be inferred that a descriptive paragraph is a type of paragraph that describes something, such as a person, thing, animal, or place, as closely as the object that is being described.

A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. According to Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. Correct word choice and the use of adjectives are very important in order to create an image in the reader's mind. Parables and onomatopoeias (sound words) are also examples of expository text. Unfortunately, not all students are actually capable of writing a descriptive paragraph appropriately and using the available features in it. One of the factors, is that students do not understand the elements of a descriptive paragraph. As a result, when describing something, students must organize their sentences to include specifics that can accurately represent the object.

Aside from that, every English work has language features and a generic structure. Following that, identification and description make up the general structure of a descriptive paragraph. In the identification section, students should

describe the thing that is being described in general. The components of a descriptive paragraph that should be taken into account are as follows: (1) using the simple present tense to accurately describe things or objects; (2) defining a phenomenon's appearance, features, and components using related verbs; (3) using action verbs to describe actions or uses; (4) Using adjectives to give nouns additional information; (5) adding adverbs to provide more context to verbs; (6) Using adverbial phrases to describe manner, place, or time (Knapp & Watkins, 2005:98). Thus, students who are writing the paragraph should contain those elements to create a decent descriptive paragraph.

The descriptive paragraph, on the other hand, uses generic structures like identification, description, and conclusion. Oshima and Houge (2007:65) define a descriptive text 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 organizer the description and using spatial order signals to describe the place can be called a description. The writer expresses their view or perception of the person, place, or object being described in the conclusion. They should come to the conclusion in this section that, aside from the descriptive language, all of the sentences in the text were connected.

2.1.4 Assessing Writing

Assessing writing means giving grades and feedback on students' written work in order to determine their writing proficiency. By assessing, the teacher could know the students' achievement during the teaching-learning process. In addition, Brown (2004:4) argues that assessment in as ongoing process that encompasses a much wider domain. The teacher subconsciously assesses the student's performance whenever a student responds to a question or offers to try a new word or structure in teaching-learning process in the classroom. Moreover, assessment is a general term that includes the full range of procedures used to gain information about students learning and the formulation of value judgements concerning learning progress. Thus, assessing is important in knowing the ability of each student in learning English especially writing.

Writing consists of both process and product, and assessment is required to evaluate the product. Assessment is used to determine a student's skill or achievement. Assessment is a continuous process that covers a much broader range of topics. When students respond to a question, make a comment, or try out a new phrase or structure, the teacher subconsciously evaluates their performance (Brown, 2004). Assessment is also known as evaluation. Furthermore, teachers should evaluate students objectively rather than subjectively. To evaluate students objectively requires comparing their work and activities to standards that reduce subjectivity and bias on the reviewer's part. In other word, something that's truly objective has nothing to do with a person's own feelings or views; it just deals with facts. It is critical for the teacher to understand it in order for the assessment among the students to be fair.

According to Hyland (2003:212), assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute extremely to the learning of individual students and to the development of an effective and responsive writing course. Understanding the assessment procedure is necessary to ensure that teaching has the desired impact and that students are judged fairly. Then, a well-designed assessment procedure would provide valuable information about student learning. It tells us what students learned, how well they learned it, and where they struggled. It is difficult to identify the gap between students' current and target performances and to help them progress in the learning process in the classroom without the information gained from assessment by the teacher.

Furthermore, classroom assessment or teacher assessment, as defined in McKay (2006:140), refers to the evaluation conducted by teachers in the classroom. Moreover, classroom assessment is a systematic approach to formative evaluation, used by instructors to determine how well students are learning. It can be formative, when teachers collect information about students' strengths and weaknesses in order to provide feedback to students and make future teaching decisions, or summative, when teachers collect information at the end of a period of time, generally to report the students' progress. Teachers' summative assessment may also influence their own teaching. Formative assessment is also known as assessment for learning. Therefore, both assessments are important in teaching-learning process.

Moreover, Linse and Nunan (2005:153) state that writing is assessed by eliciting and examining a writing sample. The learners can write a sample consisting of a sentence, text, or essay. They can use imagination and their own words to pour into the written form. This sample can be both fiction or non-fiction and assessed using an analytic or holistic rubric that is different in categories with other skill rubrics. The teacher needs to provide an appropriate scoring rubric that would be used in assessing the students' writing sample to make the teaching-learning process went smoothly. In other words, it follows that a test of writing should involve at least two important and basic components, one or more writing task or instruction that tells the test-taker what to write and means of evaluating the writing sample that test-taker produces.

According to Brown (2004:218), evaluating writing is not an easy task. In measuring students' writing abilities, teachers must examine the objectives and criteria. Teachers must understand what they would test, and the objectives must be clear. In other words, the test has to be valid. There are five criteria that teacher has to fulfil in assessing the students using test; practicality, reliability, validity, authenticity and ishback. Each goal can be examined using a number of tasks. Writing performance can be classified as imitative, intense, responsive, or extensive. Respondent writing includes the use of paragraphs. The assessment test requires students to undertake limited discourse level tasks such as linking sentences into paragraphs and generating a logically connected sequence of two or three paragraphs.

Assessing is very important to do by the teacher in the classroom to know the students' achievement by giving the test to help the teacher assess the students. Evaluation of a test is meaningless without a foundational evaluation. Therefore, teachers should create assessment rubrics. Rudner and Schafer (2002:70) state that scoring rubrics are descriptive scoring schemes developed by the teacher or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically used when quality evaluation is required. A wide range of topics and activities can be evaluated. Routine use of the assessment rubric should serve as a guide for teachers as they assess writing samples, so assessment results should be more objective in assessing the students' learning progress.

The researcher believes that in this study, it is crucial to examine students' writing skills by using paragraph construction as the test. The researcher intends to use two tests: a pre-test and a post-test. The researcher instructs the students to compose a descriptive paragraph based on the image provided, and the students' writing is graded using a scoring rubric developed from Oshima and Hogue (2007:196). There are five categories in the scoring system, specifically for paragraphs. The first concerns the format of the paragraph 5 points. The second is 5 points for punctuation and mechanics. The third concern is the content of paragraph 20 points. The fourth is on paragraph organization 35 points, and the last is about grammar and phrase structure 35 points. If all of the conditions are met, pupils would receive a maximum score of 100 points. Format, punctuation and mechanics, content, organization, grammar, and sentence structure are the five requirements. The paragraph must contain 6-12 sentences, and students must remember those characteristics in order to write a solid paragraph.

2.2 Empirical Review

The empirical review is a review of relevant research that has been undertaken and evaluates previous research that is relevant to the current research. Empirical evidence can help the researcher avoid unintentionally repeating the findings of other studies and can also help define and explain the study's premise. Moreover, it is important to review some empirical evidence of the previous study to support the study's findings. The researcher used those studies as a basic consideration to conduct the present study. According to other research, using the tell-show strategy combined with the picture can help students write better. The present study is built upon earlier findings, according to the researcher. The reviews of empirical data are listed below.

The first study is conducted by Wahyuni (2021) in her research entitled "The Use of Tell-Show Combined with Picture to Improve Writing Skill of The Seventh-Grade Students of SMKN 1 Susut in Academic Year 2020/2021". Furthermore, the research objective is to investigate whether or not the writing skill of the seventh-grade students of SMKN 1 Susut in the academic year 2020/2021 can be improved through the implementation of a tell-show combined with a picture strategy.

Moreover, based on the research results using the instruments of tests (pre-test and post-test) and a questionnaire. The results showed that writing skills could be improved through tell-show combined with picture strategy. Additionally, the questionnaire's result showed that students' responses to the study were positive.

The second is conducted by Lakstyadiva (2023) in his research entitled "The Use of Tell-Show Combined with Picture to Improve Writing Skill of the Seventh-Grade Students of SMPN 5 Kuta Selatan in Academic Year 2022/2023". The objective of this study is to determine whether or not the writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in the academic year 2022/2023 can be improved through a tell-show strategy combined with a picture. The researcher involved 30 samples of the seventh-grade students of SMPN 5 Kuta Selatan. In addition, the research instruments that are used to collect the required data on writing skills were tests (pre-test and post-test) and a questionnaire. According to research findings, it could be found that the writing skill of the seventh-grade students of SMPN 5 Kuta Selatan in the academic year 2022/2023 can be improved through Tell-Show Strategy Combined with Pictures.

The researcher above gained the same result in which the findings showed that students' writing skills can be improved through the use of a tell-show strategy combined with pictures. Also, the students had positive responses. However, there are some unclear instructions in the research instruments, namely the absence of clear instructions regarding the required number of sentences that have to be made by the students when answering questions. Thus, it would make some students confused about how many sentences and how long the paragraph that should make. Therefore, in order to avoid confusion among the students in answering the question, in this study, the researcher provided clear instructions about the required sentences. The instruction would be constructing a descriptive paragraph of 6-12 sentences long, based on a generic structure such as identification, description, and conclusion by considering to the format of the paragraph, punctuation that is used correctly, content, and organization of the paragraph.