

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is one of the important skills in English subjects along with other skills. To improve students' performance in writing techniques, we need to know what strategies work best for our students. Brown (2004: 218) states that writing is a skill that is the exclusive domain of scribes and scholars in education or religious institution. Writing is one of the English learning abilities that all students, especially students in junior high school, should be able to master. Writing is one of the abilities that is used as a tool to facilitate communication with others. Thus, the students can convey their idea and information. In writing there is a written form that has three steps: prewriting, compiling, and revising. This makes writing a skill with a complex activity. Learning how to write well enables students to express their ideas in a paragraph. The goal of writing instruction is to improve students' skills to construct unified and cohesive paragraphs in a written setting efficiently.

Zemach and Islam (2005:iv) states that "writing is one of the most difficult skills to master". Writing is a form of communication in which the writer expresses his ideas, feelings, and experiences. According to Weigle (2002:4), compared to speaking, listening, and reading, writing can be likened to a standardized system that must be obtained through special instructions. The things that must be considered in writing are the selection of vocabulary, the use of grammar, the selection of topics, the development of ideas in paragraphs, and the correct text structure. Hogue (2008:28) adds that good writing is more than just

sitting and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. Plus the writer must know very well how to convey the ideas written to the reader properly. Writing takes hard thinking to create words, sentences, and paragraphs. However, there are advantages to writing such as writing letters, articles, essays, stories, and academic papers.

These benefits show that writing is important for students. They should know the function of the product they are writing about and what they are writing about. They need to focus on the information they want to convey. In the teaching learning process, teachers frequently used a traditional technique of asking and answering questions. The teacher only gave a general explanation of descriptive paragraph and asked the students to discuss it based on their textbook. Furthermore, the teacher instructed the students to write a descriptive paragraph. The teacher did not guide the students as they began to write. The teacher only assigned homework, provided feedback to students, and concluded the teaching learning process. As a result, the students did not comprehend a descriptive text very well. As a result, the students struggled to write a good descriptive paragraph.

The majority of junior high school students still struggle with writing whole sentences, despite the fact that writing complete sentences is crucial. Hayland (2003) states writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses and sentences, structures according system of rules. Grammar material that needs to be mastered for writing is much more detailed and more complicated than the required grammar material. when learning to speak In speaking, grammar materials to be studied are relatively few and more

general some that the students are not focused on memorizing the formula, but rather on practice while in learning writing, ideally all grammar material should be mastered when writing in English, the students must understand the formulas and rules of arranging sentences in English so that writings can be understood by readers who use English as the first language. Then the students can do better to comprehend English if they master the English grammar in total not only a half understanding.

Writing is a continuous creative process, not just a step. A writer thinks about what they want to say and how to say it when they start writing. After their writing is done, they may read it again and correct it until they are sure that their writing expresses their intentions correctly. The writing process itself consists of four steps. The first step is pre-writing. This is a method for getting ideas by selecting a topic and using the idea to explain the topic in question. The second step is the organizing step. The authors must change ideas that are now being predicted to become large, sturdy rocks. The third step is writing step. In this step, the author writes a draft using the previous, larger line. The final sentence is referred to as step revision and editing. In this sentence, the author summarizes what has already been written.

Based on the observations of SMPN 3 Ubud, especially in class VII D, it was found that teachers often use conventional techniques that are questions and answers activities, during the teaching-learning process. The teacher only gives a brief explanation of the descriptive paragraph material and asks the student to talk about the subject based on the textbook. In addition, the teacher asked the students to write a descriptive paragraph. Teachers do not help students when they start

writing. They just give tasks, give feedback, and end the teaching-learning process. This leads students to fail to understand the descriptive paragraph. Therefore, constructing a good descriptive paragraph is a challenge for students. Based on the explanation above, the teacher's approach makes it difficult for students to organize and develop their ideas. In addition, this can make students unfocused during the learning process, and they have a low motivation to learn, so they cannot actively participate in the class. As a result, the learning process becomes boring for teachers because teachers cannot use the technique properly, and inappropriate techniques tend to lead to poor results. This affects the student's achievement in writing.

Peha (2003) states that to write a rich and fulfilling descriptive writing which feels like reading in the best book, the very key is showing. For these reasons, through Tell-show strategy, the researcher is expected to improve students' writing skills in order to solve the students' problems. In addition, Peha (2003:34) states that the Tell-Show strategy technique is begun by making two columns in which for "Tell" in the left column and "Show" in right column that resembling by T letter. In the "Tell" column, the student's just write down the simple topic sentence that were described on "Show" column while, in the Show column the students were write down the descriptions of the topic in detail.

To maximize the application of tell-show, it would be combined with a picture. Harmer (2007:330) states that pictures can provide stimulation for writing habit activities. Students can view pictures directly and write identifications based on pictures using the tell-show strategy combined with pictures. Since there would be a picture that was described above the T-chart, they don't have to imagine

everything anymore. Picture as a media can help students explore their ideas and motivate them to write good paragraphs. With the existence of pictures as media, students were motivated to develop their ideas by creating descriptive paragraphs. It is clearly explained that these strategies were help students in solving their problems, especially in formulating and organizing their ideas into well-structured paragraphs. In addition, it would be an effective solution for them. Students could participate more actively in the learning process of teaching with these strategies as well.

In conclusion, using tell-show with pictures is the best way of coming up with new ideas planning projects tell-show techniques make students more interested in learning writing. Moreover, tell-show make the students easier to organize what they want to write they develop them into sentences in the form of a good descriptive text without wasting a lot of time. In addition, this technique can help the teacher in teaching; the teacher just gives the topic and guided the students to write a lot of techniques can be used to teach writing skills, but the researcher choose the tell-show technique to improve the student's achievement in writing skills. That is the reason the researcher motivate to conduct research entitled "Improving writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through Tell-show strategy with picture".

## **1.2 Research Problem**

Students struggle to produce and express their ideas in descriptive paragraphs during the teaching-learning process. The solution that can be used to solve the problem is to first find a strategy to improve students' writing skills. Tell Show with Picture is a strategy that can be used to improve students' writing skills. Based on the background above, the research problem can be formulated as follow "Can writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 be improved through Tell-show strategy with pictures?".

## **1.3 Objective of the Study**

This research study was conducted to solve the problem faced by the students in writing skills by applying the appropriate technique. Based on the problem of the study, the objective of the research intends to find the improvement of writing skills, and the research has one simple way to overcome the problem by using Tell-show in teaching-learning processes. In relation to the research problem about the objective of the present study is to find out whether the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 can be improved through tell-show strategy with pictures.

## **1.4 Limitation of the study**

There are some interesting and useful strategies used in the learning process that do not make the students feel bored when the teacher is teaching them. One of them is the tell-Show with picture teaching and learning process. This strategy is

interesting and useful for students when they improve their writing skills, and their understanding of a picture or clue, and they can create a paragraph based on the picture that their teacher provides and it is related to the learning material and followed by the strategy. Due to the complexity and breadth of the problem in writing skills, the current study focused on using tell-show with pictures to improve the writing skill of seventh-grade students at SMPN 3 Ubud in the academic year 2023/2024. In this present study, SMPN 3 Ubud applies the Curriculum Merdeka so that the flow of learning objectives and learning material is based on Curriculum Merdeka and the module for seventh-grade students of SMPN 3 Ubud.

In this present study, the researcher was focused on Chapter 1 Unit 3. Chapter 1 Unit 3 is about describing people and describing daily activities. Thus, the present study focuses on exploring writing in a descriptive paragraph. In this present study, the researcher is focused on writing a paragraph and emphasizes more on writing a descriptive paragraph that describes persons, animals, and things with the correct and complete generic structure such as identification, description, and conclusion. Therefore, the reader was easily visualizing the description with the correct and completes generic structure such as identification, description, and conclusion.

### **1.5 Significance of the study**

The researcher is interested in improving the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through Tell-Show with pictures. The significance of the anticipated research findings is one of

the concepts and practical considerations that are taken into account in performing this study. This study focuses on the significance of developing writing skills through tell-show with pictures in teaching writing, especially if the students want to describe something. Both theoretical and practical are important to make sure that the present study was given beneficial impacts. Moreover, theoretical and practical to support and strengthen explanations that are present properly. The results of this study are expected to be useful and relevant theoretically and practically.

The research study theoretically aims to enhance writing theories and understand the purpose of writing and presentation strategies through pictures. The results from conducting research using tell-show to support and contribute to the theory of developing students' writing skills enrich the existing theories and references presented in this study and can also be used to support the explanations that were presented. Some of the theories used in the research study are expected to be effective and strengthen the empirical review. Theories can guide and assist teachers in understanding and developing strategies for the teaching and learning process.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. This research should innovate English teachers who teach writing to the seventh-grade student of SMPN 3 Ubud. In addition, this research is expected to help teachers solve problems, and generate and express ideas in standards-based paragraph composition to improve students' writing skills. For teachers, using tell-show strategies with pictures to teach writing skills can help them become more active in the classroom. In addition,

these strategies can help students become better in their writing skills and make the learning process more enjoyable for them. For other researchers, this research were a very useful reference for those interested in the same research and provided useful consideration for conducting additional research related to the field of study.

## **1.6 Definition of Key Term**

The definition of key terms may make it easier for the researcher to understand the point of the explanation. The following are some operational definitions of important key terms:

### **1.6.1 Writing Skill**

Writing skill is operationally defined as the skill of seventh-grade student of SMPN 3 Ubud in the academic year 2023/2024 in writing a descriptive paragraph about a person consisting of 6-12 sentences and having a generic structure: identification, description, and conclusion.

### **1.6.1 Tell-Show with Pictures**

Tell-Show is a strategy used in teaching descriptive paragraph writing to seventh-grade students at SMPN 3 Ubud in the academic year 2023/2024. It begins with creating a T-chart with two columns, 'Tell' and 'Show,' to assist students in generating and organizing ideas as thoroughly as possible. Based on the picture above of the chart, students write the identification and clue word related to the main topic of the paragraph, which is about things and people, in the "Tell" column. The students can go into as much detail as they want about the clue word and the picture in the 'Show' column. After finishing the chart, the

students made to a conclusion based on the identification and description, which they then turned into a good paragraph about the thing and person.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theory is more precisely defined as a set of interconnected concepts that present a systematic view by specifying relations in order to explain and predict phenomena. This chapter contains some important points, including a lot of relevant theoretical reviews from many related kinds of literature to support the current study. The theoretical review focuses on the theory that underpins the current study rather than its practical application. The current study's goal is to review some important theoretical perspectives as well as empirical evidence. This chapter is built on the following theoretical foundations: (1) writing skill, (2) tell-show with picture, and (3) assessing writing skill.

##### **2.1.1 Writing Skill**

Writing is a useful skill that can assist students in transferring their thoughts or ideas to paper. Writing as a process refers to the pre-writing, writing, revising, and editing steps that writers take to complete a piece of writing. Weigle (2002:19) states that writing is an act that takes place within context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. It means that writing must be seen in their social and cultural contexts. Moreover, Kane (2000) states that writing is a complex activity that consists of three steps, there are thinking, drafting, and revising. It means that the writers should do these steps at once in writing to get a good result, such as doing all our thinking.

Writing is one of the four skills to learn. Brown (2004:128) states not many centuries ago, writing was a skill that was the exclusive domain of scholarship and scholarship in educational or religious institutions. Almost all aspects of daily life for ordinary people are conducted orally. Commercial transactions, legal documents, and political and military arguments are all written by experts whose job is to translate language into the written word. Today, literacy has become an invaluable asset in our global literacy community. The skills to write, at least at a basic level, is a necessary condition for employment in many areas of life and is taken for granted in educated cultures.

Writing is the process of writing what is in our minds to express ideas or opinions. Writing itself allows people to express their thoughts and opinions. Humans have learned how to express the idea or opinions in their minds. In school, students learn how to write to convey their ideas and opinions. They were trained to be confident in their writing. Therefore, writing is very important to us, especially in this life, because writing can be a bridge that connects understanding. Writing is used in many areas of our lives, which makes learning important. For example, writing makes our thoughts and learning visible, develops our skills to explain our thoughts clearly to others, and preserves our thoughts and memories permanently.

According to Oshima and Hogue (2007:15), writing is never one step action; it is about ongoing creative acts. When writers start writing something, they have already thought about what to say and how to say it. Then after finishing it, they read what they have written and probably were revise it until they are satisfied. There are about four steps in the writing process itself. The first

step is called prewriting. This is a way of getting ideas by choosing a topic and gathering ideas to explain it. The second step is called the organization stage. The writer should organize the idea into a simple outline. The third step is called the writing stage. In this step, the writer writes a draft using the previous draft. The last step is called the revision and editing step. In this step, the writers polish what they have already written.

Rohman (2002:7) also states that the points out that writing is usefully described as a process of putting thoughts into words and words into papers. In addition, writing is considered a productive skill along with Harmer (2007:265). When students deal with language production, they must use their knowledge to produce language to communication goals, both verbally and in writing. Writing is not as easy as writing, as it requires a process of thinking and spilling minds to produce good and correct language production through their knowledge and produce a variety of understanding related to writing. Urquhart and McIver (2005: 5) state that writing is a recursive process, which means student's revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Writing is not merely the process of transferring ideas into written work. It is a complex task to do. Moreover, when it is to writing in a foreign language. In

order to compose a piece of writing, it requires linguistic knowledge, vocabulary choices, syntactic patterns, and cohesive devices, which are part of the building blocks of the texts (Hayland, 2003). Writing is not merely the process of transferring ideas into written work. It is a complex task to do. Moreover, when it is to writing in a foreign language. In order to compose a piece of writing, it requires linguistic knowledge, vocabulary choices, syntactic patterns, and cohesive devices, which are part of the building blocks of the texts (Hayland, 2003). In other words, to be able to write well, you need good language skills and broad knowledge of certain subjects to be written about. In addition, (Zemach & Rumisek, 2005) argue that writing is more than just putting words together to make sentences. It means that it needs more complicated steps to produce a good piece of writing such as pre-writing, drafting, revising and re-writing.

Urquhart and Melver (2005: 5) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Students must then learn discovery and invention strategies, and teachers must help students create content and find purpose. It is further noted that audience, purpose, and occasion determine the type of writing, and any writing that effectively fulfills the writer's purpose and meets the reader's needs. That said, writing is a complex process, and it seems reasonable to assume that instructional writing is also difficult. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. This is because students consider language use when they engage in their writing process.

Most contexts of life (school, the workplace, and the community) call for some level of writing skill Graham and Perin, (2007:9). This opinion is also

supported by Brown (2004:218) which states that writing was a skill that was the exclusive domain of scribes and scholars in education or religious institution. Writing is of fundamental importance to learning, to the development of the person in each learner, and to success in the educational system. Writing is very important in education so everyone wants to know the best way to teach it (Peha, 2010:1). On the other hand, writing as one of the four skills in English is considered the most difficult and most challenging skill compared to the other skills either for most students or even for teachers. Ayub, (2013:2). As teachers, need to work continually to aid our students in their search for fulfillment as writers Graham and Harris in Ha, (2011:4). The process of writing is not only developing the students' paragraph writing skills but also their creativity. Writing can be mastered by working hard and practicing continuously. So, the writer can construct and improve communicative abilities in written form which helps the writer to share their ideas, knowledge, feelings, and opinions with other people.

In addition, writing is used to explain and express feelings and views when communicating with others since people need to learn how to select and organize their ideas as well as develop analytical thinking skills in order to communicate their thoughts properly and without misunderstanding. In summary, writing is both the process and the end result of converting thoughts into written texts. It involves a knowledge of languages, culture, context, and paying attention to the audience and writer's aims. From the statement, it can be concluded that the author can convey specific information and purpose to the reader through writing. Compared to the other three English skills, writing is one of the most difficult skills. Teachers face new challenges in teaching and developing students' writing

skills effectively and innovatively. This is because the mastery of students' writing skills is essential to their education and personal lives.



### 2.1.2 Tell-show Strategy with Picture

There are some good writing teaching strategies to improve students' writing skills. Moreover, it is necessary to help students facilitate their understanding of the material in class, especially when writing descriptive paragraphs. Using the right strategy is essential for students to achieve better results with their writing skills. Therefore, in this study, the Tell-Show strategy is chosen as the right strategy to improve students' writing skills, especially when writing descriptive texts. Starting to write and finding a good topic is one of the hardest parts of learning to write. Students need a way to learn to write. When a teacher teaches paragraph-making and the teacher asks students to write a paragraph, especially a descriptive paragraph, almost all students are confused and do not know what to write at the beginning of the paragraph and how to make it coherent.

The tell-show strategy is a writing teaching strategy that helps students write something very simple and describe it in detail. One way to help students create paragraphs is by creating charts or columns, which helps students organize paragraphs easily. According to Peha (2003:36) Tell and Show strategy gives an easy way for the learners to write a descriptive paragraph in the first process, “Tell” teach them to make a simple sentence about something that mentions something that they can describe, and then, “Show” try to make a picture in the readers’ mind make it clear using language to make them interested and easy to understand. The function of the show is to develop the tell column as the main idea.

According to Peha (2003:33), tell and show strategy can help students easier if they want to describe something. There are some reasons why showing is better

than just telling. First, showing is more specific than just telling. Instead of just telling, students can explain every single object in detail, so the readers can imagine what is being described. Second, showing helps readers make a picture in their minds. A reader only has words, so it is better to show them what the students imagine in their minds. Third, showing is more interesting than just telling. Students need to add something detailed in the object being described so the reader were interested in figuring things out. Showing is arguably the most advanced strategy available to students. It makes writing richer and more descriptive. It also helps students find new ways to say things.

There are many different charts to help you create a good paragraph. Most charts are divided into two columns, so they are called T-charts. This chart helps students generate and organize their ideas when writing paragraphs. Each column says different things, but they are still related. Using this strategy, the students have a blank copy of a form consisting of two columns. The left column is labeled “Tell” and the right column is labeled “Show” The students write the draft of their writing in the column according to the function of each column. After completing the column, the students were directly arranged the paragraph based on what they have written in the column. This helps students develop ideas because their attention is limited to the small, specific topic at hand.

According to Nunan (2003:270), the students learn best when visual reinforcement such as charts, pictures, graphs, etc., make the learning environment more pleasant, relaxed and attracts the students to stay focused. In this case, teachers can use media in the form of t-charts according to the topic discussed to facilitate students in writing descriptive paragraphs. Pictures are one

of the media that facilitates students' idea generation when they want to write. By using visual media in the form of pictures, students can immediately see what is being described. The pictorial T-chart is good for combinations because its features support more enjoyable learning.

Students are naturally more interested in pictures than abstract words. This means they are more interested in learning something if it catches their attention. Sometimes, when they write descriptive paragraphs, students don't know what to write and find it difficult to visualize what they are drawing. With the help of pictures, students get their ideas, which are often incomprehensible. This can save time because they do not need to imagine and think about what they draw for too long. They just write down what they see and describe it based on the picture given by the teacher. Moreover, pictures can give a contribution to students' motivation and interest in writing; therefore, it was stimulated students to develop their ideas easily. Pictures are able to provide stimulation in writing.

The researchers used images as a medium to support the Tell-Show strategy. Teaching media has a role to help students understand the material more easily. Picture is one of the most common learning media and can encourage students to become more creative, engaging, and enjoy the learning process. Akbari (2008:55-77) states that pictures can motivate students, and motivation is an important factor in learning everything. Picture is also contextual, in which a teacher can draw certain situations on them. According to Harmer (2001:134), in teaching descriptive, the teacher can use a picture, whether drawing from books, newspapers, magazines, or photographs, to facilitate learning. Picture can be

useful in teaching descriptive paragraphs because the picture can help the students imagine the topic. The use of pictures is more efficient and practiced than words.

Tell-Show Strategy with Picture is a student activity in which they write something simple and then describe it in detail. Peha (2010:33) states there are three reasons why showing is important in writing, those are: (a) showing is more specific than telling: it means that the writer could explain every single object to the reader in detail; (b) showing helps reader make picture in their mind: it means that by showing the clear detail to the reader, the writers are supposed them to have the same picture in their mind. if the writer does not "show" them what they are talking about, they cannot get the same pictures in their mind that the writers have. (c) showing is more interesting than telling: it means that when the writer describes the objects by showing them in detail, this makes readers more interested in the writer's writing because they want to work harder to figure out and make a clear picture about the detail objects.

Peha (2010:33) states showing is one of the most sophisticated techniques a writer can use. It makes our writing richer and more descriptive. It also helps the writer to find the ways to say things. Showing is the key to rich and satisfying descriptive writing that sounds like the writing that the writer reads in the very best books. According to Peha (2010:34), the steps of Tell-Show. Strategy can be described as follows:

1. This strategy begins by making two columns which is divided into column Tell and column Show.
2. In column Tell, students are asked to write down the topic they describe

3. While the columns show the students are asked to write a description of the list of topics that they wrote in the column Tell in detail.
4. Tell in advance which topics should be written by the students, then the teacher can lead the students to write the details in column Show topic by asking a few questions related to the topics covered.
5. To make writing more detail, each list in the column Show made again in a new Tell and Show columns.

In conclusion, it can be concluded that it would be beneficial for students to use tell-show strategy with pictures when creating and organizing ideas in writing. Therefore, this strategy can help students write descriptive paragraphs. Briefly, it can be concluded that the tell-show strategy is a process of idea generation. It allows the writer to think more creatively and get many ideas before they start using the T-chart. The tell-show strategy helps to find the relationship between ideas and stimulates writers' ideas; in addition, they can write good paragraphs.

### **2.1.3 Assessing of Writing Skill**

Writing is a process as well as a product. Prewriting, drafting, and revising are all part of the process. Because writing is a productive skill, it necessitates output in written form. Assessment is required in this case to evaluate the product itself. Then, through assessment, whether or not the skill has improved can be determined and analyzed. Weigle, (2002:46) argues that the conceptualization of language use and ability into clearer focus for writing assessment is to introduce the notion of performance assessment. The term performance assessment is used

to describe a procedure that involves either the observation of behavior in the real world or a simulation of a real-life activity. According to Brown (2004:247), assessment takes on a crucial role in such an approach. To give the students maximum benefits of assessment, it is important to consider earlier stages, which consist of the free writing process until the first or the second draft. The later stage consists of revising and finalizing a written text as it were published.

Writing has a process and a product. Assessing is needed here to assess the product itself. In addition, assessment activities measure the skills of students who already understand the material or do not know it and analyze the techniques, methods, and strategies that are appropriate for students to use in teaching and learning. Marzano (2006:5) states that classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback will enhance learning. The assessment that is used by the teacher must be appropriate with the curriculum elements such as lesson plan and syllabus.

Assessment is very important in order to know and analyze whether the students have mastered a skill, in this case, writing. Therefore, related to this study, the assessment was only focus on assessing students' writing skills in writing descriptive paragraphs. The students' were asked to make a descriptive paragraph with a following picture. According to this present study, the topic of the descriptive paragraph is person. The products of writing are assessed, and those are scored using Heaton's scoring rubric, which consists of five aspects considered, such as content, organization, vocabulary, language use, and mechanics.

Assessment is a broad term that encompasses all the conclusions that teachers or students draw based on their performance. To determine students' writing achievement, every topic of the teaching and learning process should be evaluated, especially in descriptive paragraphs. In addition, assessment is important and must be done to determine the subject's skills during the teaching and learning process. Orgiou and Pavlou (2003:4) state that assessment is a general term that includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal.

Assessment is an important part of the teaching and learning process in the classroom. Assessments are generally part of whole-class instruction to determine how well students understand the material. According to Folse et al. (2007:15), assessment refers to various ways of collecting information on a learner's language ability or achievement. These assessments are more comprehensive than tests that measure a person's skills, knowledge, or achievements. Tests can be used to measure students' progress in understanding what they have learned. Tests can be used to determine student performance during the teaching and learning process.

Brown (2004:6) states that the function of assessment is divided into two parts which are formative and summative assessment. Most classroom assessments assess students who are in the process of "building" their competencies and skills in order to continue the development process. Summative assessments are designed to measure or summarize what students have understood

and are usually taken at the end of a course. This means that student understanding is measured by having students complete the material.

Oshima and Hogue (2007:196) state that the elements of the rubric for assessing writing paragraphs are a) format: the points which are assessed are title, tidiness, and margin of the paragraph; b) punctuation and mechanics: the point which is assessed is punctuation and spelling; c) content: the point which is assessed is the main idea of the paragraph; d) organization: the point which is assessed is the generic structure of descriptive paragraph; e) grammar and sentence structures: the points which are assessed are the grammatical and sentence structures.

Brown (2004:218) states that the assessment of writing is no simple task. When assessing students' writing skills, teachers should consider the objectives and clarify the criteria. Teachers need to know exactly what they are testing and be very clear about their objectives. Each objective can be evaluated with different tasks. There are many types of writing performances. imitative, intense, sensitive, and pervasive. In addition, paragraphs belong to the Responsive Writing skill level. The assessment task requires students to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs (Brown, 2004:220).

In this study, researcher focus on assessing students' skills to write descriptive paragraphs. The researcher has to conduct a test to assess the students. Therefore, the researcher gives the students a picture description test to see if their writing ability improved. To assess students' writing in the present study, the researcher uses the scoring rubric adapted from Oshima & Hogue (2007:196).

There are five criteria such as format, punctuation, mechanics, content, organization and grammar and sentence structure. These criteria were used to assess the students' descriptiveness. Paragraph-writing writing is a strong outcome of this study.

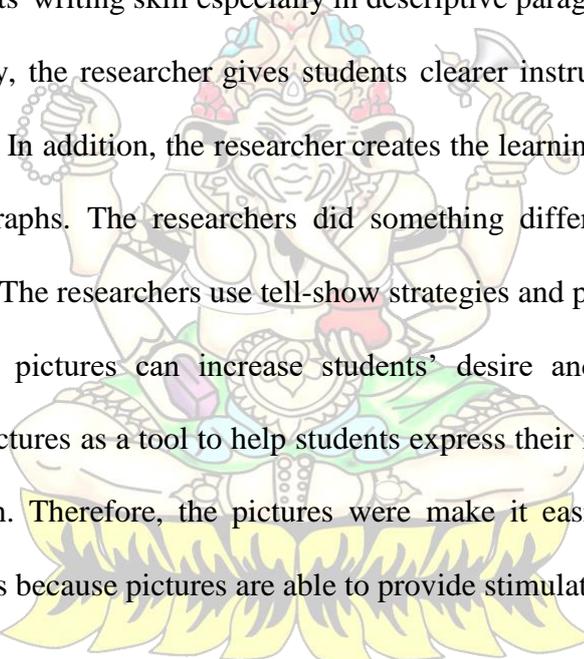
## **2.2 Empirical Review**

The empirical review is a review of relevant research that has been conducted, and it examines previous studies that are relevant to the current study. The researcher hopes that by conducting this study, it will be able to improve the student's writing skills through tell-show with pictures. Other studies have found that using the tell-show technique in the teaching-learning process can improve students' writing skills. In this section, the researcher reviews two studies conducted by other researchers using the same technique which is tell-show, which were explained in the empirical review to support this study.

The first study was conducted by Sari (2021) entitled “The Use of Tell-Show Strategy with Picture to Improve Writing Skill of The Seventh Grade Students of SMPN 2 Denpasar in Academic Year 2020/2021”. The objective of the study was to figure out whether or not the writing skill of the seventh-grade students of SMPN 2 Denpasar in academic year 2020/2021 can be improved through tell-show strategy. tell-show is one of the teaching strategies that can be used in the teaching and learning process to improve the students' writing skills. The result of the study showed that writing skills could be improved using the strategy. The students' scores in the test delivered were showing improvement. In addition, the students' responses toward the study were positive.

A second similar study was conducted by Alit (2020) in his research entitled "Improving writing skills of the eighth-grade students of SMPN 2 Abiansema through Tell-Show Strategy in the Academic year 2020/2021". The objective of the present study was to face the difficulties in writing and to know whether or not writing skill of the eighth grade students of SMPN 2 Abiansema in academic year 2020/2021 be improved through Tell-Show strategy. The result of the present study had proven that Tell-Show strategy was an effective strategy to improve students' writing skill especially in descriptive paragraph.

In this study, the researcher gives students clearer instructions about what they should write. In addition, the researcher creates the learning material to teach descriptive paragraphs. The researchers did something different from the two types of research. The researchers use tell-show strategies and pictures as media in this study. Since pictures can increase students' desire and desire to write, researchers use pictures as a tool to help students express their ideas by looking at the pictures given. Therefore, the pictures were make it easier for students to develop their ideas because pictures are able to provide stimulation in writing.



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