

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English as a foreign language, four essential skills should be learned by the students, such as listening, speaking, reading, and writing. Writing is one of the productive skills that students in all grades should master. Some students may have difficulty conveying their thoughts directly. This skill helps students to express their ideas quickly in written form. Good writing skills allow students to communicate their message with clarity and light to a larger audience than in face-to-face communication. Brown (2004:218) states that the ability to write has become an indispensable skill in our global literate community. Through writing, they can transfer their ideas, opinions of something, and feelings as well. Thus, writing skills are essential to be mastered.

Communication can be done not only in spoken but also in the form of writing. Albright & Langan (2020:9) state that writing is a way to communicate with others. The skill refers to the act when the writer gathers ideas and makes a text before it is presented to the readers. Good writing skills may allow people to communicate their message more clearly and lightly. Thus, the students should also create clear writing to make the readers and teacher understand and not be ambiguous. Writing has some steps that need to be mastered by the students to produce a good writing product. To avoid writing difficulties, the students have to be able to follow the steps in writing a good composition.

There are four steps to writing. They are pre-writing, drafting, reviewing and revising, and rewriting (Zemach & Rumisek, 2005:3). Pre-writing is the first step that students can take in writing. In this step, they will choose a topic, gather

and organize ideas. The second step is drafting, in which they may write their writing and use their notes about their ideas and organization. The third is reviewing and revising. After drafting, they may check their writing by reading it silently or asking their classmates to give their opinions to each other. The last step is rewriting. In this step, they may revise structure and content by using their ideas from the previous step and making improvements. Furthermore, they should check the spelling and grammar by proofreading and finally make final corrections.

Based on the researcher's observation, the seventh-grade students in C class struggled to make good paragraphs, especially in generating and organizing their ideas in descriptive paragraph construction. Because of those difficulties, their scores in writing were not good enough, and they assumed that writing was difficult. The teacher should provide an appropriate teaching strategy. The teacher should know an exciting strategy to motivate the students to learn. However, the teacher used a monotonous strategy to teach writing. The teacher explained the material, showed some writing examples, and then gave instructions to create their own paragraphs based on the example. Moreover, the teacher did not give clear attention to the writing process; thus, it made them confused when writing their paragraphs.

The teacher used teacher-centered learning in the teaching-learning process in the school. Teacher-centered used the teacher as the center of the teaching and learning process. In this technique, the teacher was more active than the students. However, it was an old technique that should be changed because the teacher must focus on student-centered learning in the Merdeka curriculum. It means the students should be more active than the teacher and always be involved in the teaching and learning activity. The teacher explains the material first and then asks the students to make a paragraph based on their explanation. Moreover, the teacher asks them

to listen carefully and always pay attention to the teacher. In other words, students' active participation is a must during the teaching and learning process.

In writing a paragraph, the teacher explained the generic structure and the language features used in writing the paragraph. However, even though the teacher explained it to them, it did not guarantee all students understood the material. Only the high achievers' students understood and made a paragraph based on the explanation. Meanwhile, the students with average or even low achievement were not able to make a good paragraph easily in writing the paragraph because they did not understand. Furthermore, the situation did not make them interested and enjoyable in learning writing, and it caused the students to write the paragraphs incorrectly and unclearly. Besides, it was not enjoyable to read.

To solve the students' problems, the researcher found an exciting and effective strategy to help the students improve their writing skills in making a good descriptive paragraph by using the Tell-Show Combined with Picture. Tell-Show is a strategy that can make it easier for the students to write paragraphs, especially when they want to describe something and make it more detailed (Peha, 2003:34). The strategy used T-Chart, which consisted of two columns, 'Tell' and 'Show'. In the Tell column, the students wrote down the topic that will be described, while in the Show column, they wrote down the descriptions in detail. Moreover, there is a picture as media to help them in the writing process using this strategy. The function of the Tell-Show Combined with Picture is to explain a topic idea clearly in their writing paragraph, giving a picture in the readers' mind.

Moreover, the researcher combines this strategy with pictures as media to make the teaching-learning process more interesting, especially in writing descriptive paragraphs. Picture is a visual aid that can guide the teaching and

learning process in the classroom. Students are more interested in pictures than abstract words, so using pictures as a medium may attract their attention. A picture would stimulate their brains to think fast and help them write what they will describe in writing descriptive paragraphs. Pictures as media may help the students explore their ideas and motivate them to write a good paragraph. The researcher provided pictures based on the object that they would describe.

Considering the importance of the statements above, the researcher believed that using appropriate strategies is the best way to increase the students' writing skills. The researcher was interested in implementing a Tell-Show Combined with Picture in the teaching and learning process to improve the students' writing skill in a descriptive paragraph. They can share their ideas and express them in more detail. Tell-Show Combined with Picture as media is expected to make it easier to develop ideas and create a well-written descriptive paragraph with a better generic structure. Therefore, the researcher conducted research entitled "Improving Writing Skill of the Seventh-grade Students of SMPN 3 Ubud in the Academic Year 2023/2024 through Tell-Show Combined with Picture."

1.2 Research Problem

Based on the background of the study, writing is still considered a difficult skill for students to master. In other words, the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 still faced a crucial problem in writing. They had difficulties generating and organizing their ideas when constructing a descriptive paragraph. Moreover, they were also confused about what they would like to describe in their paragraph. Thus, the problem should be solved, and their writing skill should be improved using a Tell-Show Combined with Picture. The

research problem of the present study can be formulated in the form of a question as follows: can writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 be improved through Tell-Show Combined with Picture?

1.3 Objective of the Study

In line with the statement above, the writing skill of the seventh-grade students of SMPN 3 Ubud should be improved. The research was conducted to solve the students' problems in writing. There are so many different strategies to improve their writing achievement. One of the appropriate strategies is Tell-Show Combined with Picture. To make this study have direction, it needs to declare an objective to be achieved. In accordance with the research problem which has been formulated, the researcher intended to find a solution or answer to the research problem. The present study intended to determine whether the writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 can be improved through Tell-Show Combined with Picture.

1.4 Limitation of the Study

In writing, there are so many problems that the students will face. Teaching writing has a complex analysis and criterion. Furthermore, many strategies can be used to overcome the problem in writing. It is vital to limit the study to avoid complicated discussions. Based on the objectives of the study, the present study was limited to improving the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through Tell-Show Combined with Picture. The school applied the Merdeka curriculum so that the systematic-phased learning objectives (*Alur Tujuan Pembelajaran*) and learning materials were based on the curriculum and module for the seventh-grade students of SMPN 3 Ubud.

Based on the teaching module, the present study focused on Chapter I, Unit 3. Chapter I, Unit 3 was about describing people and describing daily activities. Thus, the present study was focused on exploring writing in a descriptive paragraph. In the present study, the researcher focused on writing a paragraph and emphasized more on writing a descriptive paragraph that described a person's physical and personality traits in accordance with the correct and complete generic structure, such as identification, description, and conclusion. Furthermore, there would be a picture of a person as the medium to help the students generate their ideas. The students described the picture of a person that would be provided and followed the criteria of a good paragraph based on the scoring rubric.

1.5 Significance of the Study

The present research was mainly intended to know how the strategy can solve the students' problems. The research concerned improving the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through Tell-Show Combined with Picture. The results of this research were expected to provide information about improving students' writing skills using the strategy, especially in writing a descriptive paragraph. Moreover, the research was expected to be beneficial for English teachers, students, and other researchers who would conduct a similar study. Related to the target of this research, the research has to be significant, theoretically and practically.

Theoretically, the findings were expected to be a reference or an additional study of classroom action research, writing skill, and Tell-Show Combined with Picture. The results of this study would be useful as empirical evidence of the application Tell-Show Combined with Picture in improving the writing skills of

seventh-grade students. Furthermore, it can be used as a reference for other researchers related to Tell-Show Combined with Picture used to improve their writing skills. These findings were expected to improve students' and teachers' teaching and learning processes. Moreover, the theories can assist the teachers in understanding and choosing the strategy for the teaching and learning process.

Practically, the findings of the study are expected to be beneficial for English teachers, students, and other researchers. For English teachers, the findings of this research can be used as evidence that Tell-Show Combined with Picture is one of the effective strategies to improve students' writing skills. Moreover, the present study is expected to help the teacher solve their problems in generating and organizing ideas in descriptive paragraphs based on the structure. The teaching-learning process is more active and interesting for the students and motivates them to improve their writing skills. For the researchers, the findings of this study can motivate subsequent researchers to add more good ideas or combine them with media to make students more excited about learning writing with Tell-Show Combined with Picture to yield worth findings.

1.6 Definition of Key Term

In conducting classroom action research, some terms were used in this study. In the research, the terms are sometimes too broad and explain many things. It makes the terms in the research really important to be specific to avoid misunderstanding. The title of the present study was "Improving Writing Skill of the Seventh-grade Students of SMPN 3 Ubud in the Academic Year 2023/2024 through Tell-Show Combined with Picture." To avoid misunderstanding on the part of the readers and provide clear information about the present research, the

researcher stated two operational definitions of the key terms, such as writing skill and Tell-Show Combined with Picture. The key terms used in this study were clearly defined and briefly explained, and then they were elaborated as follows:

1. Writing skill

In the present study, writing skill is operationally defined as the ability of the seventh-grade students of SMPN 3 Ubud to write a descriptive paragraph about a person that consists of 6 – 12 sentences with a complete generic structure: identification, description, and conclusion.

2. Tell-Show Combined with Picture

Tell-Show Combined with Picture in the present study is operationally defined as the strategy of teaching writing in which the teachers provided a T-chart that had two columns 'Tell' and 'Show' and a picture. Based on the picture, the students wrote the identification, description, and conclusion in the 'Tell' column. In the 'Show' column, they develop the sentences as detailed as possible according to the keywords in identification, description, and conclusion. After completing the chart, they can compose a good descriptive paragraph based on the Tell and Show column.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of some theories related to the study. To conduct a scientific study, it must be based on a theoretical foundation. Some theories related to writing and strategy are reviewed to support the understanding. This study aimed to find out that using Tell-Show Combined with Picture can improve the writing skills of seventh-grade students. Some theories related to writing skills and strategy were reviewed. This chapter also presented some relevant research studies for this research. The researcher described some essential points from related literature to support the study. The present study was based on the following theoretical review: (1) writing skill, (2) descriptive paragraph, (3) Tell-Show Combined with Picture, and (4) assessing writing.

2.1.1 Writing Skill

There are two ways of communication: oral and written forms. Thus, when students cannot share their ideas by speaking, they may use a written form to communicate with others. Writing skill is one of the productive skills that require a product. Writing is an essential skill that should be mastered and developed by students. Writing is not only putting words down on paper but also writing and putting their feelings as well. When students can speak it, they can write it. That is unity and cannot be separated. Writers must make the writing clear and understandable so the readers can get the main information easily. Thus, to avoid misunderstanding the concept of writing, the definition should be discussed based on some related literature. Moreover, many related theories define writing from

different points of view. The following explanation could briefly and concisely explain the theoretical review of writing skills.

Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to simultaneously learn. These separable acts include note-taking, identifying a central idea, outlining, drafting, and editing. Writing is an essential form of communication for sharing personal meaning in daily life. Writers should develop many skills, including handwriting, spelling, and punctuation. Besides, in producing good writing, the writers have to pass some steps to make the writing meaningful and in chronological order. Writing should be done with an understanding of the past time to inform and express what happened. It should be well-organized to make the readers understand; meanwhile, this statement is appropriate, and some people can use it to communicate.

Writing is a complex skill requiring considerable effort and time to master (Graham, 2008:2). As students progress to middle-high school, writing becomes more complex, as it no longer revolves around a single teacher at each grade level. Writing instruction becomes a shared responsibility across disciplines. Teachers must all devote significant attention to the teaching of writing if the teachers expect students to learn how to write effectively and correctly. In the teaching and learning process, the teachers should guide the students well in writing and ensure that the teachers give clear instructions. Clear instruction and direction will direct the students immediately to the objective of writing itself. It is not an easy job as a writing teacher but seeing that what a teacher teaches can make the students successful is the greatest satisfaction of a good and professional teacher.

Ur (1991:163) states that the purpose of writing, in principle, is the expression of ideas. The writer can convey a message to the readers by writing, so

the ideas should arguably be seen as the most crucial aspect of writing. Practicing writing continually has a good effect on the students. By practicing writing often, the students can find their writing mistakes, which will be their challenge to improve their writing. Moreover, through writing, students may identify what they do not understand and then take note of the information that can be re-read for clarification. On the other hand, the writer needs to pay some attention to the formal aspects of writing. The formal aspects of writing are neat handwriting, correct spelling, punctuation, acceptable grammar, and careful selection of vocabulary. The students should pay attention to these aspects besides the content they will create.

Ontario Ministry of Education (2005:3) states that writing is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. It presents the sound of language through visual symbols. Writing may be very important for one group of students but less critical for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill that must be taught and practiced as well. Writing is essential to learning a language because it provides an excellent way of fixing vocabulary, spelling, and sentence patterns. It becomes an essential aspect of expression at the highest stage. Good writing is most efficiently acquired when they practice writing parallels practice in other skills. Writing provides an excellent consolidating learning activity.

Based on Harmer (2001:246), writing is one of the productive skills that should be coherent and cohesive, particularly in writing. Coherent writing can make sense of the writing follows the sequence of ideas and points. Meanwhile, cohesive writing concentrates on technical ways to connect ideas across phrases and sentences. Writing has some components: grammar, vocabulary, handwriting,

spelling, punctuation, and the content of that writing. Taylor (2009:2) states that if the students are to write, they need to know what they are talking about. They must push themselves to expose what they know about the subject that becomes their focus. The writer brings knowledge into being, records, and preserves it. It is the seed, the fruit, and the pickle of the writer's understanding.

Writing is never a one-step action. It is about ongoing creative acts (Oshima & Hogue, 2007:15). When writers start writing something, they will think about what to say and how to say it. Then, after finishing it, they will read what they have written and probably revise it until they are satisfied that their writing expresses exactly what they want to say. Furthermore, they state that the writing process has roughly four steps. The first step is pre-writing. It is a good way to get ideas by choosing a topic and collecting ideas to explain it. The second step is the organizing step, in which the writer needs to organize the ideas being thought into a simple outline. The third step is the writing step. The writer writes a rough draft using the previous outline in this step. The last step is the revising and editing step. In this step, the writer polishes what has already been written.

According to Brown (2004:220), there are four types of writing performance: imitative, intensive, responsive, and extensive. In imitative writing, students should attain basic skills in writing letters, words, punctuation, and very brief sentences. In intensive writing, the students should produce an appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Besides, assessment tasks in responsive writing require students to perform a limited discouragement level, connecting sentences into paragraphs and creating logically connected sequences of two or three paragraphs. Extensive writing implies successful management of all processes

and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

Furthermore, writing is a rational activity and valuable activity. Writing is rational, which means that it is an exercise of the mind requiring the mastery of the strategy anyone can learn. However, writers do not have to be geniuses to write clearly. The writers have to understand what writing involves and know how to handle words, sentences, and paragraphs. Moreover, the important point is that they can learn. If they do, they can communicate what they want in words that other people can understand. The second assumption is that writing is worth learning. It is of immediate practical benefit in almost any job or career. If they know how to write, they will get along faster and farther. Certainly, there are many jobs that they can get along with. Writing is a way of growing. No one will argue that being able to write will make the writers morally better. However, it will make them more complex and more interesting (Kane, 2000:17).

To sum up, based on all theories, writing which is conducted in the classroom is called academic writing. The writing requires skills such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a written product. The researcher used the theory from Oshima & Hogue (2007:15), which explained that writing is an ongoing creative act with roughly four steps: pre-writing, organizing, writing, and revising. The process of writing is not only developing the students' paragraph writing skills but also their creativity. Lastly, writing can be mastered by working hard and practicing continuously. Thus, the writer could construct and improve communicative skills in the written form, which assists the writer in sharing their ideas, knowledge, feelings, and opinions with other people.

The theory used was relevant to the present study because it was about improving students' paragraph writing skills, primarily descriptive paragraphs.

2.1.2 Descriptive Paragraph

A paragraph is a group of sentences that a writer develops about an object. According to Zemach & Islam (2005:9), a paragraph comprises about 6 – 12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. A paragraph may give information, give an opinion, explain something, and tell a short story. A paragraph is a group of related statements that a writer develops about a subject (Oshima & Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support it. Furthermore, the other sentences in the descriptive paragraph are called supporting sentences. It gives more information about the topic, specific details, and an explanation. The last is the conclusion as the closing of a paragraph.

The first sentence in a paragraph states the main idea, and then the rest supports the point. A paragraph has a topic sentence that directly tells the main idea. The other sentences are called supporting sentences. Supporting sentences will give more information about the topic and explain the topic sentence clearly. The writer will add specific details, information and explanations to the topic. In other words, the words will play a central role in replacing the object. The skill of the writers to modify sentences with descriptive words is essential for successful descriptive writing. According to Juzwiak (2009:279), two types of words are considered descriptive: adverbs and adjectives. Those words play a vital role in modifying sentences so the readers can distinguish the details in which they can simultaneously see, feel, hear, and taste what is described in the paragraph.

A descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives (Zemach & Rumisek, 2005:25). Adjectives play an important part in the descriptive paragraph to help the writer describe the object clearly. A descriptive paragraph includes details that appeal to the five senses, such as smell, taste, touch, hearing, and sight. The writer must convey information that appeals to all those senses to give the best possible description. In organizing a good descriptive paragraph, the writer needs to describe the object in more detail to make the readers imagine the descriptions clearly, which can make the descriptive paragraph more interesting to read.

Descriptive writing uses the word to build images for the readers. These images come from the five senses of humans, such as sights, sounds, smells, tastes, and feelings. It can be assumed that the readers get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the readers feel like they are appearing or present in the scene. Moreover, there are three points of descriptive organization: introduction, body paragraph, and conclusion. In the introduction, the writer will introduce what is going to be described in the paragraph. The writer explains the description in the body paragraph as clearly as possible. Finally, in conclusion, the writer will give their final opinion about the description that is explained (Savage & Mayer, 2005:30).

According to Branan (2009:309), in developing skills in describing, five following skills will help students to create more vivid descriptions: (1) using specific language: words can be either relatively general or relatively specific, belonging to a larger or a smaller grouping; (2) using five senses: most writers tend to rely heavily on sight and sound but may overlook touch, smell, and taste; (3) creating dominant impression: to focus a descriptive paragraph, writers bring

specific words, sensory details, thoughts, and feelings together to form a dominant impression or overall feeling; (4) organizing details spatially, or from one point in space to another, and (5) using space and time transitions: linking sentences with connectors, such as repeated words, synonyms, and transition, is essential of readers are to follow the flow of the ideas to make a well-written paragraph.

Kane (2000:351) states that description concerns sensory experience, how something looks, sounds, and tastes. Mostly, it is all about visual experiences. However, the description also has different perceptions. Descriptive can give an image and feel about the object that is described. Additionally, a descriptive paragraph is a paragraph that may be defined as a group of sentences closely related in thought and which serve one comment purpose used to describe what the object, a person, a place, or an animal looks like. Furthermore, she states that descriptive writing is divided into two broad kinds: objective and subjective. In objective description, the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept in itself. Meanwhile, in the subjective description, the writer projects their feelings into the perceptions in their writing.

A descriptive paragraph is a paragraph that describes a person, animal, thing, or place. Fiderer (2002:17) states that a descriptive paragraph gives a clear picture of a person, place, object, event, or idea in line with the previous theory. The descriptive paragraph includes details that appeal to the five senses. The writer must convey and give information about the object using the five senses to provide the readers with the best description. In organizing a good descriptive paragraph, the writer should choose suitable words to describe the object. A good descriptive paragraph will make the reader imagine the object clearly, so it will make the descriptive paragraph more interesting to read.

According to Folse et al. (2009:135), a descriptive paragraph is a paragraph that describes how something or someone looks or feels. It gives an impression of something. A descriptive paragraph describes, gives impressions, and creates a sensory image in the reader's mind. Good writers use words that appeal to some or all of the five senses. They are sight, taste, touch, hearing, and smell to help describe a topic. Good writers constantly consider their audience as they write. Moreover, a good description is where the readers can imagine the object. It is usually written evidently and logically so that the readers can feel what the writer writes. Moreover, to connect with the reader, the writer may use adjectives when describing something. Adjectives play an important role in a descriptive paragraph because they are like spices and give flavor to the writing.

Zemach & Rumisek (2005:25) state in writing a descriptive paragraph, the part of speech that is most used is an adjective because, in a descriptive paragraph, the writer tells about the characteristics of an object. Identifying in the descriptive paragraph details the information and introduces the object in detail. The object can be a person, thing, animal, or place. The descriptive paragraph uses frequent epithets and classifiers in a nominal group. The tense that will be used is simple present tense. A descriptive paragraph has a generic structure and social function. Besides, a descriptive paragraph also uses significant grammatical patterns that support the form of a descriptive paragraph. They also include focusing on the specific participants, using simple present tenses, verbs of being and having, and descriptive adjectives to build up long nominal groups.

In a descriptive paragraph, there are three points of descriptive organization such as introduction, body paragraph, and conclusion. The generic structure of a descriptive paragraph is an introduction, body, and conclusion (Evans, 2000:4).

Introduction or identification is telling about the general of the paragraph. The writers write some statements that describe the object in the whole paragraph. The main body or description explains the object, for instance, the physical appearance, hobbies, and characteristics that can be called description. The last one is the conclusion of the paragraph. It can be a summary of the paragraph or the writers' comments about the object described. The conclusion of the paragraph is usually repeated. The idea is commonly started from identification.

Based on the explanation above, a descriptive paragraph is a paragraph that describes a person, thing, animal, or place, which consists of a generic structure. According to the theories mentioned, the researcher used the theory of Zemach & Rumisek (2005:25), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels and is described using adjectives. Moreover, the researcher would use the theory of Zemach & Islam (2005:9), which states that a paragraph is a group of about 6 – 12 sentences about one topic. In addition, the researcher used the theory from Savage & Mayer (2005:30), which states three paragraph organization points: introduction, body paragraph, and conclusion. Those theories could be used as a guide relevant to the present research.

2.1.3 Tell-Show Combined with Picture

Students usually have difficulties writing a paragraph, especially a descriptive one. They had no idea of how to write and what they should write. Strategy in English teaching is how the lesson is planned and conducted to achieve the learning target. Every process needs a way to succeed in teaching and learning, especially in teaching writing. In implementing the study of improving writing skills, some strategies can be used to improve the student's writing skills. The

researcher used Tell-Show Combined with Picture in the present study. Tell-Show Combined with Picture uses T-chart to write a simple descriptive paragraph and a picture as a medium. This strategy would help the teachers solve the problem of teaching writing and make the students compose the paragraph easily.

According to Winebrenner (2006:163), one of the ways to help students in writing is by applying the chart. It is a variation of the other split note-taking method. The students may use it to study writing by adopting the chart so that the students can make a paragraph. 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 will directly arrange the paragraph based on what they wrote. It will help the students to construct the paragraph as well as possible.

Furthermore, the chart will help the students to organize the ideas logically. The chart is divided into two columns, and it is called T-chart. This chart will help the students organize their ideas in a descriptive paragraph. Moreover, this chart will help the students to develop ideas as their focus should be restricted to the specific small topic that will be discussed. The teacher will ask students to write some words or simple sentences in the Tell column and develop them in the Show column to facilitate students using this strategy. The simple sentences and some words they generate from their overview of the discussed topic will be explicitly addressed in the Show column. The students will write the description in the Show column with the key words or simple sentences in the Tell column.

Tell-Show adapted from T-chart is one of the strategies that could be used to facilitate the students to write a paragraph. According to Peha (2003:34), the

Tell-Show strategy begins by making two columns resembling the letter T divided into the Tell and Show columns. In the Tell column, students are asked to write down the topic or the main word they would describe in the Show column. Meanwhile, in the Show column, the students are asked to write more details about the topic in the Tell column. Every process needs a way to succeed in teaching and learning, especially in teaching writing. Some strategies can be used to improve the skill in implementing the study of improving writing. This strategy is helpful to provide practice for the students when they write a paragraph.

“Showing” is better than “Telling” (Peha, 2003:33). In writing a descriptive paragraph using Tell-Show, students will create two columns. The students write a simple word in the ‘Tell’ column. Meanwhile, the students write in detail in the ‘Show’ column. Showing is more specific than telling. It means that in the ‘Show’ column, the students should write as much detail as possible about the topic. Showing will help the readers make pictures in their minds about the described topic. As writers, we know what we see in our minds as we write. However, the reader knows from the words that we write. If the writer does not put a clear and detail description, the reader will not have the same picture as the writer.

The students learn the best when visual reinforcement such as charts, pictures, graphs, etc., make the learning environment more pleasant and relaxed and attracts the students to stay focused (Nunan, 2003:100). The teacher, in this case, can use the media in the form of a T-chart according to the topic covered to facilitate the students to write a descriptive paragraph. The picture is one of the media that can make the students generate ideas when they want to write in written form. Using visual media as a picture, the students can directly see what they will describe. Combining a T-chart with a picture as media is appropriate since their

characteristics support more enjoyable learning. The students might describe the picture clearly with the help of a picture when writing a descriptive paragraph.

A picture is one of the visual aids that can guide the teaching and learning process. Moreover, pictures as visual aids have a greater impact than words alone (Turk, 2003:181). Students are naturally more interested in pictures than abstract words. It means they will be more interested in learning something if it attracts their attention. Sometimes, when they write a descriptive paragraph, students often do not know what to write and find it difficult to imagine what is described. Pictures can help students get ideas that are often not thought about. It can save time since they cannot imagine what they describe and think for so long. They can immediately write what they see and describe based on the picture provided by the teacher.

Harmer (2007:330) states that pictures can stimulate writing habit activities. Students can describe a picture and write the descriptions based on the picture given, and it will stimulate their brains to think fast about what they can describe. Teachers have always used pictures or graphics from books, newspapers, magazines, or photographs to facilitate learning. A picture can be a flashcard, large wall picture, cue card, photograph, or illustration. Some teachers use projected slides and images or draw on the board. The existence of pictures as media in writing descriptive paragraphs will make the students immediately see and think quickly without putting the picture in their minds. In addition, the students will construct their writing more easily as media stimulates them (Harmer, 2007:178).

Using pictures as a medium to help students write a descriptive paragraph is a great way. Brown & Abeywickrama (2019:237) state that pictures can provide a suitable stimulus for written production. The picture that can be used must be simple and unambiguous to make the students easily understand the picture.

Pictures allow the students to organize their ideas easily. The students can make a descriptive paragraph as clear as possible because the object is already put as a picture. Some things in the picture can build students' imagination mastery by looking at some objects. A variety of activities can be created by using pictures, and using pictures could assist the students in writing.

The researcher focused on the Tell-Show strategy by Peha and combined it with pictures as a medium. According to Peha (2003:34), the Tell-Show strategy is an activity in which the students write something very simple and describe it in detail. This strategy uses a T-chart to write simple descriptive paragraphs. Besides, this strategy helps the teacher solve problems in teaching writing and could make the students compose paragraphs easily. In addition, the teacher should be able to guide students in writing descriptive paragraphs by implementing Tell-Show Combined with Picture in the class. The procedural steps of Tell-Show Combined with Picture could be briefly described as follows:

1. The teacher gives a Tell-Show Column and a picture for the students.
2. The teacher asks the students to make a clue in the Tell column. They can write the identification, descriptions and conclusion in the column.
3. After the students make a clue in the Tell column, they describe it in detail based on the clue in the Show column.
4. The students then write a descriptive paragraph based on the picture and the Tell-Show column.

2.1.4 Assessing Writing

To evaluate the students, teachers should make an assessment. Assessment is important and must be done to know the subjects' skills during the teaching and

learning process. Every subject in the teaching and learning process needs to be assessed, including the English subject, to know the students' achievements in writing, especially in a descriptive paragraph. Moreover, assessment is the most important part of teaching and learning that the teacher must do. Assessment can be simple or complex, and it depends on the part that is assessed. The result of the assessment can help them to know their knowledge, and for the teacher, it can be a measurement of the next teaching and learning process in the class.

Carter & Nunan (2001:138) state that assessment is carried out to collect information on learners' language proficiency and achievement that can be used by the stakeholders in language learning programs for various purposes. In addition, Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in the current educational practice. Assessment is an ongoing process that encompasses a much wider domain. From note-down phrases to a formal essay, written work can ultimately be assessed by themselves, the teacher, and possibly other students. It is also one kind of assessment of students' performances, and the teacher makes students assessment. Moreover, he states that tests can be useful to assess students' skills, but there are many procedures and tasks that teachers could ultimately use to assess the students' ability and knowledge.

The curriculum may determine the construct of writing assessment and or by the theory of expert in the same way as discussed for reading (McKay, 2008:245). It means that if the teacher assesses the students' writing to construct the assessment, the teacher should determine the curriculum and the learning objective of the study that has already been told or explained previously. The teacher should be given a test based on the curriculum and topic that has been taught. Giving assessment needs to be done by English teachers because they will

know to what extent the students have achieved the materials. The students also know how their writing will be scored. Assessment aims to improve the learning and instruction processes for the following learning processes.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and capitalize on strengths. Moreover, analytic scoring of the assessment assesses several aspects of writing or criteria rather than a single score. Directly giving a single score makes an assessor tend not to give attention to every aspect of the writing. However, there is a tendency to see the writing as a whole so that the score is far from the objective. It is better to give a score of all aspects accumulated to gain a single score of the writing. Moreover, Oshima & Hogue (2007:196) state that the rubric elements for assessing a paragraph are format, punctuation, content, organization, and grammar.

The assessment should be valid and reliable. Validity is the most important idea when preparing or selecting an instrument. According to Fraenkel et al. (2011:147), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the research's inferences. Furthermore, they state that there are three main types of validity: content-related evidence of validity, criterion-related evidence of validity, and construct-related evidence of validity. Content-construct evidence of validity refers to the content and format of the instrument. The content and format must be consistent with the variable definition and the sample to be measured. Criterion-related evidence refers to the relationship between scores obtained using the instrument and scores obtained using the other instruments. Construct-related evidence of validity refers to the nature of the psychological construct or characteristics the instrument measures.

Moreover, reliability is the consistency of scores or answers from one administration of an instrument to another and from one set of items to another (Fraenkel et al., 2011:147). The scores obtained from an instrument can be quite reliable but not valid. Using a reliable instrument in data collection makes the research results reliable, and it is an absolute requirement to obtain reliable research results. However, the object condition and ability to use data collection instruments affect reliability. Therefore, researchers must be able to control the object under study, improve their abilities, and use instruments to measure the variables studied. Reliability and validity depend on the context in which an instrument is used.

According to Hyland (2003:212), assessment is simply a matter of setting an exam and giving grades. Scores and evaluated feedback contribute enormously to individual students' learning and developing an effective and responsive writing course. Understanding assessment procedures is necessary to ensure that teaching has the desired impact and that students are being judged fairly. Without the information gained from assessments, it will be difficult to identify the gap between students' current and target performance and to help them progress in the classroom learning process. Assessment is an ongoing process in teaching and learning activity. The assessment will help both the teacher and students.

Weigle (2002:13) states that teachers have begun thinking about writing assessment by looking at different groups of second-language learners and the roles that writing plays in their second language. Therefore, assessment is very important for the teachers in the classroom to know the subjects' achievement toward the material during the teaching-learning process. Furthermore, in the present study, the assessment will be administered ordinarily by giving tests. In addition, every teaching and learning process will be completed with an assessment to determine

the success of each teaching and learning activity and to know the progress of the subjects. Moreover, assessment is not only to measure the students' achievement but also the measurement for the teacher in the next teaching and learning process.

In the present study, the researcher focused on assessing students' skills in writing descriptive paragraphs. The researcher needed to test the students to score them. Therefore, the researcher used a paragraph construction task that will be given to the students to know whether or not they improved their writing skills. To assess their writing, the researcher focused on the theory from Oshima & Hogue (2007:196) in the present study. The theory is about the rubric for assessing writing, which covers five elements: format, punctuation, content, organization, and grammar. Those five elements of the scoring rubric are carefully adapted for the study's score and are relevant for this present classroom action research.

2.2 Empirical Review

An empirical review is a review of the previous research relevant to the present research. In the empirical review, the researcher covers the other research investigation, and the title is related to this research. An empirical review aims to show whether the problem being studied has been done before the researcher conducts the present study. Moreover, it was also used to consider whether the present study could be as successful as the relevant studies. In every research, the theories and historical background are named as this research and have some empirical or relevant reviews that other researchers have done. Some researchers have conducted the present action research. They can collaborate as follows:

The first similar research was conducted by Winardi (2021) entitled "Improving Writing Skill Through Tell-Show Strategy with Picture Description in

the Eighth Grade Students of SMPN 3 Mengwi in Academic Year 2020/2021”. The objective of this study was to find whether or not the writing skills of the students can be improved through the Tell-Show strategy. In general, this researcher revealed that the Tell-Show strategy could effectively improve the students’ writing skills, especially in writing a descriptive paragraph for teaching writing in Junior High School. The previous study showed that the Tell-Show strategy could significantly improve the student’s writing skills in descriptive paragraphs. Furthermore, the questionnaire results showed positive responses from the students regarding the implementation of Tell-Show strategy.

The strengths of this study were the researcher provided a clear explanation of the theory used in the teaching and learning process. The researchers used the theory from Peha (2003:34) for the Tell-Show strategy and the theory from Oshima & Hogue (2007:196) for the rubric. However, in his research, pictures were not mentioned, though the strategy was combined with a picture. It made the picture unable to assist the students during the teaching and learning process. In other words, the students’ writing achievements might not be optimized. The researcher would present the picture and the T-chart together in the present research. It would give the students a general image of what would be described in the descriptive paragraph. Therefore, the students’ writing achievements could be maximized.

The second similar research was conducted by Suadnyana (2019) entitled “Improving Writing Skill of the Tenth Grade Students of SMKN 4 Denpasar in Academic Year 2018/2019 through Tell-Show Strategy”. This research aimed to determine whether the writing skills of the tenth-grade students of SMKN 4 Denpasar can be improved through the Tell-Show strategy. The researcher did all the research procedures, from initial reflection, planning, action, observation, and

reflection. The result of this research can be seen from the increasing mean scores of the pre-test and post-test results, which showed significant improvements in the students' writing skills. The supporting data using a questionnaire also showed positive responses to implementing the Tell-Show strategy.

The strength of the second similar research was the researcher provided a good and complete related theory to support the data of the study. Moreover, the implementation of the Tell-Show strategy was explained clearly by the researcher. However, in the previous research, the researcher did not mention and show the steps for the students to make the tell and show columns. They were directly instructed to write the descriptive paragraph. It might confuse the students as they should complete the tell and show column before writing the paragraph. In the current research, the researcher would require the students to complete the tell and show column as has been mentioned in the theory (Peha, 2003:34). It would enable the students to practice the writing process completely.

