

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking, writing, listening, and reading are the four language skills that need to master by students of English as a foreign language (EFL). Among those skills, the ability to write English well plays an important role in expressing meaning on paper because writing allows authors to convey their thoughts, feelings, and opinions about various subjects. If they are unable to express it verbally, they can do so in writing. Writing is a skill that is taught in schools to help students develop and generate their ideas or thoughts in writing. Students also develop and generate ideas during the teaching and learning process, as well as learn how to use writing elements like vocabulary, grammar, spelling, punctuation, and conjunctions. These elements are crucial for building a well-written composition.

Oshima and Hogue (2007:15) state that writing is never a one-step action but an ongoing creative act. The writing process involves about four steps. First, the writer could generate ideas. In this step, they can choose a topic and gather ideas to explain it. The second step is organization. In organizing, the writer arranges ideas into a simple outline. The third step is writing. In this step, the writer writes a draft using their outline as a guide. The final step is called polishing. By polishing, writers polish what they have written. Polishing would be more effective if they did it in two steps. They must revise their text, and then they have to edit it into a well-developed written text.

According to Taylor (2009:4), writing is difficult for most people when they're attempting to express new concepts and perspectives in their language.

Consequently, they are unable to communicate their ideas in writing. Additionally, because writing is a challenging activity that requires students to comprehend appropriate written formats, it may be the most frustrating task for students. Many students struggle when writing a text based on text structure, and in order to write well, students need to be able to construct a well-developed text. Additionally, he claims that in order to write well, writers must gradually come to understand who they are, how their minds work, and how they acquire knowledge.

English Language Teaching (ELT), Taylor (2009:4) states that teaching writing is a complex endeavor, teachers must also pay attention to the other abilities that the student requires. The best learning activities can result from appropriate and effective education. It can therefore be viewed as the standard for students' success. It takes a lot of work on the part of the teacher to make the teaching-learning process successful. In teaching English subjects, particularly in writing language skills, a teacher frequently hears complaints that many students still have poor grammar knowledge. Even with writing assignments, students continue to commit numerous grammatical errors. As a result, teachers must give students a lot of feedback and notes, especially when it comes to pointing out grammar mistakes.

Now, the main issue is that many students struggle with writing assignments and still make numerous grammatical errors. The issues that the students in the writing exercise above have also affected the issues that the eighth-grade students writing in SMPN 2 UBUD faced. In this study, the researcher's method included both interviews and observation. The effects of providing feedback on grammatical mistakes in writing have been seen by the researcher in SMPN 2 UBUD. The eighth-grade students at SMPN 2 UBUD were also interviewed by the researcher

to learn how far along they were with their writing skills after receiving feedback on their worksheets.

Related to writing skills that emphasize the sequence of experience, Barwick (1999:4) explains that, a recount text is one that precisely describes a past event and is always written in the past tense while utilizing generic structure elements like clear orientation, events, and re-orientation. A text still has a basic structure, but the reader and the text have different relationships. Text that recounts past events does so in the chronological order in which they happen.

Although so many learning models and strategies have been applied in improving students' ability to write English, none of them show a significant improvement in students' abilities. So, this study uses Tell-Show strategy with images. According to Kristyanthi (2020), the results of the study showed that students' writing skills could be improved through the strategy of tell-show with picture. Besides, the student's responses toward the implementation of the strategy were positive. The strengths based on the analysis of this study; it can be found that this researcher already stated some expert theories related to the technique to support the study. The steps of Tell-show strategy with picture were explained in the theoretical review.

Therefore, considering the phenomenon in school, it clearly shows that students have difficulties in writing recount text, especially in greeting and organizing ideas. The researcher uses Tell-Show strategy in this research to help the students improve their writing and to facilitate the students to write a text. This strategy is combined with a picture that is related to the topic. It can help the teacher to solve the problem as well as it can make the students construct the text easier.

1.2 Research Problem

An important component of conducting scientific research is having a research problem. To discuss the research more specifically, the research problem needs to be developed and organized before the research is finished. Based on research, the center will concentrate on a particular issue that is crucial to obtaining and identifying the right search result. The eighth graders at SMPN 2 UBUD continued to have some issues, according to the aforementioned research. They were still having some trouble writing recount text. As a result, the researcher had to select and apply the proper technique. Because the Tell-Show Strategy Combined with Pictures can aid students in resolving their writing issues, the researcher chose to use it in this study. Considering the research background, the research problem could be formulated as follows: can the recount text writing skill of the eighth-grade students of SMPN 2 UBUD in the academic year 2023/2024 be improved through Tell-Show Strategy Combined with Pictures?

1.3 Objective of the Study

For this research to be relevant, it needs a purpose. Because the eighth-grade students at SMPN 2 UBUD continued to encounter numerous challenges and obstacles when writing, it was suggested that their writing skill needed to be improved. Numerous scientific studies that undoubtedly sought to address and resolve the research problem have also been presented. In light of the aforementioned problem, this research objective was to determine whether or not the recount text writing skill of the eighth-grade students of SMPN 2 UBUD in the academic year 2023/2024 can be improved through Tell-Show Strategy Combined with Picture.

1.4 Limitation of the Study

The limitation of the study is significant to make a discussion about the research problem more specific. The current study is restricted to looking into ways to enhance the students' writing skill. The researcher's main area of study was writing in recount text. The student's writing skills were also restricted to recount texts with a specific subject, namely celebration and holiday. Their ability to write recount texts was concentrated on writing texts that included orientation, events, and re-orientation. In this case, the research centred on the implementation of Tell-Show Strategy Combined with Picture to Improve Writing Skill of the Eighth-Grade Students of SMPN 2 UBUD in the Academic Year 2023/2024.

1.5 Significance of the Study

The research findings were expected to be combined with pictures in teaching writing. The importance of both theoretical and practical aspects was crucial to ensuring that the present study would have positive effects, particularly if the students wanted to describe something.

Theoretically, the tell-show method's results contribute to the theory of improving students' writing skill. If future researchers wanted to conduct classroom action research, writing skills and Tell-Show strategy combined with picture, they could use the current research findings as empirical evidence that was expected to inform them.

Practically, the goal of the current study is to assist teachers in assisting students in generating and organizing ideas in recount texts based on the necessary criteria. On the other hand, it is anticipated that the results will inspire the students

to enhance their writing abilities. The technique can be used consistently in the classroom to enhance the caliber of the teaching and learning process.

1.6 Definition of Key Term

The key terms in the present study are divided into two parts. The first is writing skill and the second is, Tell-Show strategy combined with picture. The definition of key terms that are used in the present research could be operationally defined as the following elaboration.

1. Writing Skill

In the present study, writing skill is operationally defined as the skills of the eighth-grade students in SMPN 2 UBUD in writing a recount text that describes a celebration and holiday that consist of structure which consists of a complete generic structure: orientation, events, and re-orientation.

2. Tell-Show Combined with picture

Tell-show combined with pictures is a teaching technique that combines tell-show and a teaching media in the form of a picture, and it is used in teaching recount text to the eighth-grade students of SMPN 2 UBUD in the academic year 2023/2024 which is started by making T-chart of two columns "Tell and Show", to help the students generating and organizing their ideas. In the "Tell" column, they would write simple text for orientation, events, and re-orientation based on the picture/topics. In the "Show" column, they would develop the text as detailed as possible according to the simple text in orientation, events, and re-orientation. After they finish completing the chart, they could compose a good recount text based on the Tell and Show column.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To substantiate the theoretical framework of this research study, the researcher should criticize some relevant theories from some experts related to the study. Therefore, to emphasize and avoid misunderstanding, the practice must be conducted with the basis of theory. It was also concerned with the concepts and theories used as the standard in every research. The goal was to provide data or knowledge about variables. The theoretical review consisted of a theoretical framework that allowed the researcher to present the research in light of an expert literature summary. Researchers discuss theoretical reviews of related theories focused on topics in this chapter. A review of related theories is an important part of scientific research because it helps the readers understand the basis of the research. The following is a discussion of several theoretical reviews as follows: (1) writing skill, (2) recount text, (3) Tell-Show Strategy Combined with Picture, and (4) assessing writing.

UNMAS DENPASAR

2.1.1 Writing Skill

Writing is one of skills that all students should master. Besides, writing needs a process to make a well-written product. Writing is not only putting words down on the paper, but writers put their feeling as well. Through writing, they could express their thoughts and feelings when they could not speak in a spoken way. Communication could be done through writing. Furthermore, writing is an important skill that students need to master and develop. If they can speak it, they

can write it. It is a unity that cannot be separated. Thus, learning how to produce good writing is important. There are so many related theories that define writing.

According to Hyland (2003:9), writing is a way of sharing personal meaning, and writing courses emphasize the power of the individual to construct their views on a topic. In writing, the students are challenged to develop their ideas of a certain topic in writing a text. Besides, they write a well-organized text to make the readers understand what the writer wants to say in the paragraph.

According to Oshima and Hogue (2007:15), writing is never a 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. The process of writing itself has roughly four steps. The first step is called prewriting. It is a way to get ideas by choosing a topic and collecting ideas to explain the topic. The second step is called the organizing step. The writers need to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writers write a rough draft by using the previous outline. The last step is called the revising and editing step. In this step, the writers polish what they have already written.

Writing is a productive skill and one of the four basic skills in learning a language which is very important to learn. As productive skills, writing has to be taught to the student and also has to be rapid. Writing is not as simple as most people think; however, it is how people express their feelings, ideas and experiences of their life in written form. In writing, the students can express their ideas or think in written form. Writing is also a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their views on a topic

(Hyland, 2003:9). Writing can also challenge the students to develop their idea of a specific topic in writing a paragraph.

Harmer (2004:31-33) states several reasons for the importance of learning writing: (1) writing is often not time-bound in the way conversation is. It means that in writing, the students have a longer time to think than in speaking, (2) writing encourages students to focus on accurate language use because they think as they write, (3) writing has always been used as a means of reinforcing language that has been taught, (4) writing is frequently useful as preparation for some other activities, (5) writing also can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking, (6) writing is also used in questionnaire- type activities, (7) writing is also used to help students perform a different kind of activity.

Writing is putting letters, punctuations, idioms or words on a piece of paper, whereas writing also involves correct grammatical features to express and explain ideas. Writing is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, learned or experienced (Brown, 2004:220). As the students continue to develop an understanding and ability of the writing process, the elements of writing, paragraph forms, genres, formats, and technology, they can express themselves more effectively and confidently.

The writing process has four main elements: planning, drafting, editing (reflecting and revising), and the final version. In planning, the writer had to think about three main issues (Harmer, 2004:4). First, the writer had to consider the “purpose” of their writing. Second, experienced writers think of the “audience” they

are writing for since this will influence how it is laid out, how the paragraphs are structured, and the choice of language. Third, writers must consider the “correct structure” and sequence the facts, ideas, or arguments. In drafting, they write down their plans or ideas in a sequence and give the readers an understanding of the meaning. In editing (reflecting and revising), the writer is often helped by other readers or editors who comment and make a suggestion or appropriate revisions. In the final version, the writers have to edit their draft, make the changes they consider necessary, and produce their final version.

Writing is not a simple task, and it needs a special skill to make the students interested in writing is a challenging language skill that students should learn. Zemach & Islam (2005:4) state that writing is an essential form of communication daily and the most difficult to be mastered in a foreign language. Furthermore, it is essential to practice daily to improve writing proficiency, such as writing a letter, message, memo, invitation, etc. According to Ramet (2007:1), writing something, everything, and every day would enable them to build up the discipline and commitment required to ensure that they could produce complete paragraphs in whatever genre they choose, like descriptive, narrative and so on.

In conclusion, writing is a productive skill that the writers use to express their feelings and thoughts and deliver the information clearly. To make a good writing product, the writer should follow the process of writing because writing is such a complex skill. Based on some theories that have already been mentioned above, the researcher intended to use the theory from Oshima and Hogue (2007:15) which explained that writing has roughly four steps that writers must follow to achieve good writing, those are; prewriting, organizing, writing, and revising and

editing process. These steps should be procedurally conducted to produce a well written text. The theory that was used was relevant to the present study because it was about improving the students' text-writing skill.

2.1.2 Recount Text

A recount text describes an event that has occurred in the past, so is always written in the past. Recount text appears in a variety of text forms dealing with events and recounting experiences Barwick (1999:4). In addition, in constructing recount text writing, the writer should write the organization of the recount text. The organization of the recount text, such as orientation, events, and re-orientation. The writer should follow those steps in writing a text. Therefore, the recount text that the writers construct becomes a well-organized text. The writer should know the well-organized to make a good text.

Recount texts, as defined by Anderson and Anderson (2002:3), are texts that list and describe past experiences by retelling events in the chronological order in which they occurred. The recount text's goal is to recount events in a way that will either inform or amuse its audience.

The Basic Recount is divided into three sections, such as (a) The setting or orientation, which provides background information by answering the questions "Who, When, Where, and Why?" (b) Events are identified and described in chronological order. (c) Reorientation which is the concluding commentary, expresses a personal opinion about the events described. In addition, the language of the recount text has features like (a) writing in the simple past tense. (b) Time-

tying words like "next," "later," "when," "after," "before," "first," etc. are frequently used.

Recount text can take the form of an imaginative recount, a factual recount, or a personal recount. The generic structure is the main distinction between narrative text and recount text. A passage is referred to as a recount text if it narrates past events without posing a conflict.

A good recount text should make the reader understand what is described. Thus, a recount text should be well-organized. John Barwick, (1999:4) states that in constructing recount text writing, the writer should write the organization of the recount text. To make a well-organized recount text, the writer should write a clear orientation that provides context regarding who, what, where, and when. Then, it is followed by events, retelling the incidents in the order in which they occurred. At the end of the text, it serves as the closing argument. It is a sentence that includes a subjective statement from the author.

2.1.3 Tell-Show Strategy Combined with Picture

Students find it difficult when they start to write something, especially a text. They tend to be confused about what they are going to write because they have no idea. However, they have to be successful in writing a good text. To help them improve their writing, especially text writing, it is necessary to find an appropriate strategy to make it easier to write a good text. Tell-show which is adapted from T-chart is one of the strategies that could be used to facilitate the students to write a text. This strategy was combined with a picture that is related to the topic. It will help the teacher to solve the problem as well as it could make the students construct

the text easier.

Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. Students can describe a picture and write the descriptions based on the picture given. It will stimulate their brain to think fast about what they are going to describe. Teachers have always used pictures or graphics to draw, taken from books, newspapers, and magazines or photographs, to facilitate learning. A picture can be in the form of a flashcard, large wall picture, cue cards, photographs or illustration. Some teachers also use projected slides, and images from an overhead projector or sometimes draw on the board. The existence of pictures as media in writing recount text will make the students immediately see and think quickly without putting the picture in their minds. In addition, they will construct their writing more easily as media stimulates them (Harmer, 2007:18)

According to Peha (2003:33), Tell-Show Strategy can help students more easily if they want to describe something. There are some reasons why showing is better than just telling. By using a tell-show strategy combined with a picture and following the steps, the students construct a well-arranged and good descriptive paragraph. The steps of applying Tell-Show strategy combined with pictures were carefully adapted from Peha (2003). These steps are as follows.

1. The teacher gives a tell-show chart and picture above the chart for the students.
2. The teacher asks the students to write an orientation, events, and re-orientation in the "Tell" column in the form of simple text or drafts.
3. The teacher asks the students to write the complete text in the "Show" column based on the tell column and the picture provided.

4. The teacher asks the students to compose the Tell and Show column and write a good recount text.

2.1.4 Assessing Writing

According to Black and William in McKay (2008), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It may be formative when teachers collect information about students' strengths and weaknesses to provide feedback to students to make further decisions about teaching. Furthermore, Cheng and Fox (2017) say that assessment plays an essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most important, complex, and demanding tasks. As teachers, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices and use them in ways that best support the student's learning.

Assessing writing means giving scores and feedback about students' work in written form to know the achievement of their writing ability. In addition, Brown (2004:4) argues that assessment is an ongoing process that encompasses a much wider domain. The teacher subconsciously assesses the student's performance whenever a student responds to a question or offers to try a new word or structure. Moreover, assessment is a general term that includes the full range of procedures used to gain information about students learning and the formulation of value judgments concerning learning progress.

In the present research, the researcher focuses on assessing students' skills in writing recount text. The researcher needs to test the students to score them.

Therefore, the researcher used the text construction test that was given to students by the researcher to know whether or not the improvement of students' writing skills. To assess students' writing in the present study, the researcher uses the scoring rubric adapted from Oshima and Hogue (2007:196). There are five criteria such as format, punctuation, mechanics, content, organization and grammar, and sentence structure. These criteria are used to score the students' recount text writing ability to give a score effectively in the present study.

2.2 Empirical Review

An empirical review is a review in which the information and the theories currently available concerning the topic and the historical background of a topic are reviewed. The purpose of an empirical review is to show whether the problem being studied has been done before the researcher conducts the present study. In addition, it was also used as a consideration of whether the present study could be as successful as the relevant studies or not.

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 the 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 students' writing skills. The result of the study showed that writing skills could be improved using the strategy.

The strengths based on the analysis of this study; it can be found that this researcher already stated some expert theories related to the technique to support

the study. However, in the theoretical review part assessment of writing, no theory stated the scoring rubric criteria by Oshima and Hogue (2007) that the researcher used to assess the student's descriptive paragraph. Moreover, in the lesson plan, the steps of the tell-show strategy with picture in part exploring and associating were not in accordance with what the researcher stated in the theoretical review. Besides, there was no list of adjective words that students could use in the learning material. Regarding the weaknesses above, the present study stated the criteria of the scoring rubric by Oshima and Hogue (2007) that the researcher used to assess the students' descriptive paragraphs as clearly as possible. In addition, the researcher stated the steps of the tell-show strategy combined with pictures

Following what has already been explained in the theoretical review clearly to guide the researcher to implement the strategy. Furthermore, in the learning material, the researcher stated a list of adjectives that students can use to describe the thing and person in detail as possible.

The second study was conducted by Kristyanthi (2020) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2019/2020 Through Tell-Show Strategy with Picture". The objective of the study was to figure out whether or not the writing skill of the eighth-grade students of SMPN 5 Mengwi in the academic year 2019/2020 can be improved through Tell-Show strategy with picture. Tell-show with picture is one of the strategies that can make the students have the improvement in writing. The results of the study showed that students' writing skills could be improved through the strategy of tell-show with picture. Besides, the student's responses toward the implementation of the strategy were positive. It can be seen in the result of the questionnaire that was delivered.

The strengths based on the analysis of this study, it can be found that this researcher already stated some expert theories related to the technique to support the study. The steps of Tell-show strategy with picture were explained in the theoretical review. However, the researcher did not explain the implementation of Tell-Show strategy with picture in the learning material and how to compile it into a paragraph. Regarding the weaknesses above, the present study stated the implementation of Tell-Show strategy combined with picture in the learning material clearly that consisted of identification, description and conclusion in "Tell" part, then made the complete sentence in "Show" part. In addition, the researcher stated how to compile it into a well-arranged paragraph. It was crucial to teach the students using the strategy before delivering the test in order to make the students good at practicing and writing the paragraph.

Looking at the first and second research, the researchers have improved the subject's ability, especially in writing paragraphs through Tell-Show Strategy. However, both of them had similar strengths and weaknesses. The strength of each research was in terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adopted from Oshima and Hogue (2007) which has five criteria, such as format, punctuation and mechanics, content, organization, grammar, and sentence structure. A clear paragraph scoring rubric made it easier for the researchers to score the descriptive paragraph that was made by students. Both researchers did not give clear criteria or time allotment. In the present study, the researcher gave clear criteria such as punctuation, format, content, organization, and grammar structure, so that they understood the text. The researcher used a topic based on the ATP in curriculum Merdeka so that they would not be confused to

choosing the topic to make the text. Moreover, the present study was different because it was easier to implement Tell-Show Strategy Combined with Picture. In this research, the researcher gave the students make recount text. This combination was applied to provide the students with a more visualized and effective learning process.

