

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has four skills such as reading, writing, speaking, and listening. Writing is one of the skills that should be mastered by the students. Brown (2004) states that writing has become an indispensable skill in our global literate community. Communication is not only done through speaking, but also in writing form. Writing skill helps the student to express their ideas, thoughts, and feelings. Good writing skills enable students to communicate their ideas or thoughts clearly as well to a wider audience. Thus, writing skill is important to be mastered by the students.

Writing is an activity to express someone's ideas, thoughts, and knowledge which is conveyed through writing so that readers gain new experience or knowledge. Albright and Langan (2020) states that writing is a way to communicate with others. That makes writing become one of the crucial skills that should be mastered by the students. However, writing is not easy for the students, especially when developing their idea to make a paragraph. When the students want to write something, they need to pay attention to ideas, imagination, information, creativity, and feeling to make an interesting and attractive writing. To make good writing, the students must follow the writing steps.

Following the writing steps, the students are able to create good paragraphs and develop ideas according to the criteria for the paragraphs written in the writing process. Oshima and Hogue (2007) states that writing is an ongoing creative act and

the process of writing has roughly four steps such as prewriting, organizing, writing, and revising. In the prewriting step, the writer chooses a topic and collects ideas to explain the topic. In the organizing, the writer started writing words and phrases, organizing the ideas into a simple outline. In the writing, the writer writes a rough draft. In the revising, the writer polishes rough drafts.

At school, students are expected to be able to master writing skills through the process of writing. In this study, the researcher focused on descriptive paragraphs because of the learning objectives that should be achieved by the students in writing. Oshima and Hogue (2007) state that paragraph is a group of related statements that discuss the subject. A paragraph may give information, give an opinion, explain something, and tell a short story. Moreover, Oshima and Hogue (2007) states that a descriptive paragraph appeals to the senses. It tells how something looks, feels, smells, tastes, and sounds. A good descriptive paragraph is a paragraph that makes the reader easily imagine the object, place, or person that was described by the writer.

Based on the researcher's observation and interviewed with an English teacher, the seventh-grade students in SMP Negeri 3 Mengwi had difficulty when writing a paragraph, especially in developing their ideas. They do not know what they should write to make a paragraph. This makes the student confused when writing a paragraph. They spend more time getting an idea. Thus, it makes the student unmotivated and bored in the writing activity. This makes the students not understand about a descriptive paragraph.

To solve the problem of the students, the researcher finds an interesting and effective strategy to help the students improve their writing skills in making a good

descriptive paragraph by using the Tell-Show strategy. Peha (2003) states that tell-show is a strategy that begins by making two columns, "Tell" and "Show". In the Tell column, the students wrote the topic that would be described. In the Show column, the students wrote the descriptions of the topic in detail. The function of the Tell-Show strategy is to give a clear explanation about a topic idea in their writing paragraph and then it giving a picture in the readers' mind. That can make it easier for the students to write paragraphs, especially when they want to describe something and make it more detailed.

Moreover, the researcher combined this strategy with pictures as media to make the writing-learning process more interesting, especially in writing a descriptive paragraph. Using pictures in class made the students more interested than abstract words. Picture is a visual aid that suggests an image of something that can be used in the learning process. The use of pictures would stimulate students' brains to think what they are going to describe in writing descriptive paragraphs. It helps the students to feel comfortable and confident in writing. The researcher used pictures based on the object that they would describe.

Considering the statements above, the researcher believes that using an appropriate strategy is the best way to improve students' writing skills. The students can express their ideas clearly. The researcher tries to conduct a Tell-Show strategy combined with pictures in teaching writing. The Tell-Show strategy combined with pictures is expected to increase the students' writing skills. It is expected to make the students easier in developing ideas and can create a descriptive paragraph that consists of the generic structure.

1.2 Research Problem

Based on the background of the study, writing is still considered a challenging skill to master by the students. In other words, the seventh-grade students of SMP Negeri 3 Mengwi still faced a crucial problem in writing. Thus, the problem should be solved and their writing skill should be improved by using a Tell-Show combined with pictures. The research problem of this present study can be formulated as a question: can the writing skill of the seventh -grade students of SMP Negeri 3 Mengwi in the academic year 2024/2025 be improved through Tell-Show combined with pictures?

1.3 Objective of the Study

Objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. Based on the research problems, the writing skill of the seventh-grade students of SMP Negeri 3 Mengwi needs to be improved. This research is conducted to solve the problem that is faced by the students in writing. It should be solved by using a Tell-Show strategy combined with pictures. The objective of this present study intends to find out whether or not the writing skill of the seventh-grade students of SMP Negeri 3 Mengwi in the academic year 2024/2025 can be improved through Tell-Show combined with pictures.

1.4 Limitation of the Study

The limitation of the study is important to avoid complicated discussion about the research problem. Based on the objectives of the study, this present study is limited to improving the writing skills of the seventh-grade students of SMP

Negeri 3 Mengwi in the academic year 2024/2025 through Tell-Show combined with pictures. The school applies the Merdeka curriculum so that the flow of learning objectives and learning material is based on the Merdeka curriculum and module for seventh-grade students of SMP Negeri 3 Mengwi.

This presents study focused on exploring writing in descriptive paragraphs. The researcher focuses on writing a descriptive paragraph that describes about person. The paragraph should follow a complete generic structure such as identification, description, and conclusion. Furthermore, the researcher used pictures of person as the media to help the students generate their ideas.

1.5 Significance of the Study

This present research mainly intends to know how the strategy can solve the problem faced by the students. The research focuses on improving the writing skills of the seventh-grade students of SMP Negeri 3 Mengwi in the academic year 2024/2025 through Tell-Show combined with pictures. The results of this research are expected to provide information about improving students' writing skills using the Tell-Show strategy, especially in writing a descriptive paragraph. Related to the target of this research, the research has to be significant, theoretically and practically.

Theoretically, the findings of the study are expected to be a reference or an additional study of classroom action research, writing skill, and Tell-Show strategy with pictures. The results of this study would be useful as empirical evidence of the application Tell-Show strategy with pictures in improving the writing skills of seventh-grade students. Furthermore, it can be used as a reference for other

researchers related to Tell-Show with the picture used to improve students' writing skills.

Practically, the findings of the study are expected to be beneficial for English teachers, students, and other researchers. For the English teachers, the findings of this research can be used as references in using Tell-Show combined with pictures in writing class. For the students, the teaching-learning process is more active, interesting, and motivates the students to improve their writing skill. For the researchers, the findings of this study can motivate the next researchers to add more good ideas to make the students interested in learning writing with the Tell-Show strategy.

1.6 Definition of Key Term

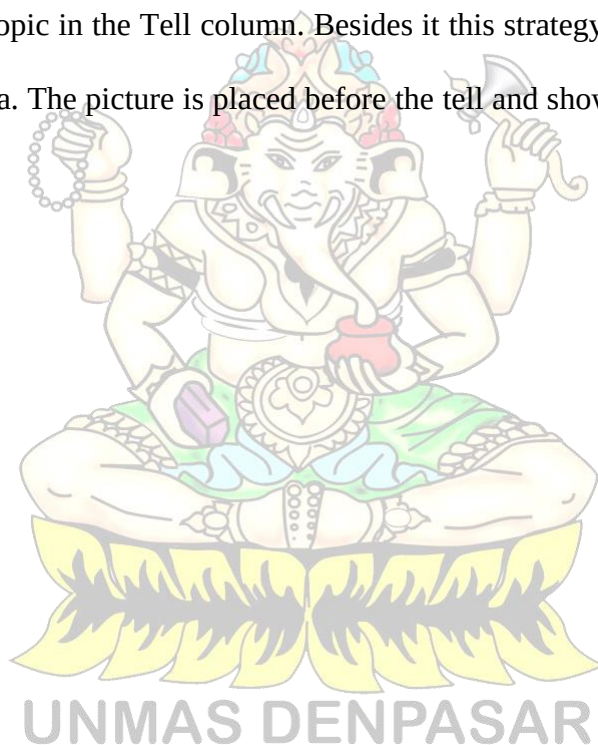
Key terms of a study are defined to discuss the main areas in the study. The definition should be clear and brief. The key term is based on improving the writing skill of the seventh-grade students of SMP Negeri 3 Mengwi in the academic year 2024/2025 through Tell-Show combined with pictures. The researchers stated two definition key terms in this present study such as writing skill and tell show as follows:

1.6.1 Writing Skill

Writing skill in this study is operationally defined as the skill of the seventh-grade students of SMP Negeri 3 Mengwi in writing a descriptive paragraph about person. The descriptive paragraph should consist of the generic structure such as identification, description, and conclusion.

1.6.2 Tell-Show Combined with Picture

Tell-Show Combined with Picture is operationally defined as the strategy that used to improve writing skills of the seventh-grade students of SMP Negeri 3 Mengwi in academic year 2024/2025. Tell-Show is a strategy teaching writing in which the teachers make two columns “Tell” and “Show”. In the Tell column, students are asked to write down the topic or the main word that they would describe in the Show column. In the Show column, the students are asked to write more detail about the topic in the Tell column. Besides it this strategy is supported with a picture as media. The picture is placed before the tell and show column which is related to person.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a section that discusses in detail the theory used in this research. This research needs to be supported by theories from experts. This is done to support research discussions in accordance with the facts. Theoretical review is used to limit the relevant data by focusing on the specific variables. This chapter presents some relevant research studies for this research. The present study is based on the following theoretical review: (1) writing skill, (2) descriptive paragraph, (3) Tell-Show strategy with picture, and (4) assessing of writing.

2.1.1 Writing Skill

English has four skills such as listening, speaking, reading, and writing. Writing is one of the skills that should be mastered by the students. Writing is a communication in the form of written that commonly use in daily life. As a social, this skill is essential to have to in order to live in society. Writing helps the students to communicate their ideas or thought in form of written. That makes writing become one of the crucial skills that should be mastered by the students.

Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgment about what they have read, seen, or experienced (Ontario, 2005). When students start to write something, they would think about what they want to say. Then, when they have finished writing, they read back what they have written and perhaps revise it until they are confident that their writing expresses exactly what they wanted to convey.

In writing there are genres of writing. Brown (2004) states that there are three genres of writing such as academic writing, job related writing, and personal writing. Academic writing such as papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations. Job related writing such as messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals. Personal Writing such as letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction. In this present study the researcher used academic writing. Oshima and Hogue (2007) states that academic writing is the kind of writing that is used in high school and college classes.

Writing is an action that consists of many activities. Kane (2000) states that writing is a complex activity. It is an action that includes the process of finding and organizing ideas, writing it on the paper, and revising it again before delivering it to the reader. By writing the writer can deliver a message to the reader, so the writing should be good so as to make the reader easy to understand. To make good writing, the students need to develop some skills related to writing. The students must follow the writing steps. Writing becomes more complex as the students move towards the junior high school grades. The teacher must guide the students and give clear instruction during the teaching and learning process to make the students have a clear understanding.

Writing is not just about writing what students are thinking. Writing has several rules that must be followed to produce good writing. Oshima and Hogue

(2007) states that writing is an ongoing creative act and the process of writing has roughly four steps such as prewriting, organizing, writing, and revising. The first step is creating ideas. In this step, the writer chooses a topic and collect ideas to explain the topic. The second step is organizing ideas. In this step, the writer started writing words and phrases, organize the ideas into a simple outline. The third step is writing rough draft. The writer writes a rough draft by using the outline as a guide to write. The final step is polishing rough draft by editing and making revision. In this step, the writer polish what has been written previously. The process of writing is not only developing the students' paragraph writing skills but also their creativity. Writing only can be mastered by practicing continuously.

Writing has some types of writing. Brown (2004) states that there are four types of writing performance such as imitative, intensive, responsive, and extensive. In imitation, the students are trying to master the mechanics of writing such as skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences. In intensive, the assessment tasks are focused on form and are strictly controlled by the test design such as skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. In responsive, the students are required to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Furthermore, extensive writing implies successful management of all the 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. From the four types, in this present study researchers used responsive writing types to ask the students to create a descriptive

paragraph as long as in the responsive writing the students require connecting sentences into a paragraph.

Knowing about the rules of writing is the key of successful in writing. According to Harmer (2001), writing is a productive skill that has to be both coherent and cohesive. In coherent, the students follow the sequence of ideas and points. Meanwhile, cohesive is a more technical matter and concentrate on the various linguistic ways of connecting ideas across phrases and sentences. To can make a good written the students need to focus in the writing rules that consider coherent and cohesive writing when they are write something. When writing, the students not just focus on the result of written product, but they need to focus on the writing process like following the rules of consider coherent and cohesive writing.

To sum up, based on all theories, writing is a productive skill where require to create a product in a written form. Writing requires skill such as organization, sentence structure, grammar, and punctuation. The researcher used theory from Oshima and Hogue (2007) states that writing is an ongoing creative act and the process of writing has roughly four steps such as prewriting, organizing, writing, and revising. Writing is not only developing the students' paragraph writing skills but also about their process of writing. Writing only can be mastered by practicing continuously. The theory that used was relevant to the present study because it is about improving students' paragraph writing skill.

2.1.2 Descriptive Paragraph

A paragraph is a collection of sentences that the writer develops about a topic. According to Oshima and Hogue (2007), paragraph is a group of related

statements that discuss the subject. The first sentence stated the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. The last sentence stated the conclusion about what the topic had talked about in the paragraph. The sentences are arranged logically, so the reader can easily understand what the writer wants to deliver to readers.

Series of sentences that are arranged form a paragraph. Zemach and Islam (2005) states that a paragraph is a group of about 6–12 sentences about one topic. That means every paragraph only focuses on one main idea. A paragraph may give information, give an opinion, explain something, and tell a short story. A paragraph should not contain just one sentence and not be too long. Paragraph should have enough sentences to develop the main idea clearly for the readers. Therefore, a paragraph is a series of sentences that talk about the information or idea which wants to be delivered by the writer to the reader.

Paragraphs play an important role in writing because they provide a framework for organizing the ideas so it can be delivered logically and easily understand to the reader. When the readers can easily understand about the idea or topic in the paragraph it means the readers can get the information or message contained in the paragraph that is delivered by the writer to the readers. To help guide the readers to easily comprehend the information in the paragraph, the writer needs to use a clear structure for the paragraph. In writing, there are different types of paragraphs. Each type has a specific purpose and information for the readers. One type of paragraph is a descriptive paragraph.

A descriptive paragraph is a paragraph that explains how someone or something details by using adjectives. Zemach and Rumisek (2005) states that a

descriptive paragraph is how someone or something looks or feels. In a descriptive paragraph, the writer can provide detailed information about the topic based on the five senses as the what they see, feel, hear, taste, and touch. The detailed descriptions of the topics are by using adjectives. A good descriptive paragraph makes the reader feel as if they can directly feel what is written in the paragraph. To be able to develop a good descriptive paragraph, students must follow the rules of the paragraph.

Descriptive paragraphs have generic structure that must be followed by the writer. According to Evans (2000), the generic structure of a descriptive paragraph is an introduction, body, and conclusion. Introduction or identification is telling about the general information of the 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. The conclusion can be a summary of the paragraph or the writers' comments about the object described. Moreover, the conclusion is usually to repeat the idea from the introduction.

Based on the explanation above, a descriptive paragraph is a paragraph that explains about a person, place, object by using adjectives. The researcher used the theory from Zemach and Rumisek (2005) that states that a descriptive paragraph is how someone or something looks or feels by using adjectives. The paragraph described consists of three generic structures. The generic structure includes an introduction, body, and conclusion. Moreover, the researcher used a theory from Zemach and Islam (2005) that states that a paragraph is a group of about 6–12 sentences about one topic.

2.1.3 Tell-Show Strategy with Picture

In the teaching and learning process, the use of strategies is necessary to achieve the learning objectives. Strategy is a way that is used to plan and carry out activities needed to achieve the learning targets. Every learning process requires a way to be successful in the teaching and learning process, especially in teaching writing. There are some strategies that can be used in teaching writing, especially in order to improve students' writing skills. In this present study the researcher used Tell-Show strategy. This strategy helps teachers solve problems in teaching writing and can make it easier for students to compose their paragraph. Use of T-Charts in this strategy can make the students to gather ideas easily which can be developed into sentences and form a paragraph.

Strategy that uses T-chart in writing is Tell-Show. Peha (2003) states that Tell-Show strategy is an activity in which the students write something very simple and then describe it in detail. This strategy uses T-chart in writing simple descriptive paragraphs. The strategy begins by making two columns resembling the letter T which are divided into the Tell column and the Show column. In the Tell column, students are asked to write down the topic or the main word that they would describe in detail in the Show column. Then, in the Show column, the students are asked to write more detail about the topic in the Tell column. By writing the main words first in the Tell Column, then developing them into sentences in the Show column can help students overcome their impasse about what they should write in the introduction, body, and conclusion in writing descriptive paragraphs.

The chart helps the students to organize their ideas and construct the paragraph well in writing descriptive paragraphs. Winebrenner (2006) states that

one of the ways to help students in writing is by applying the chart. The chart is divided into two columns and looks like the letter T, it is called T-chart. The left column is “Tell” and the right column is “Show”. The students write their draft in each column in which each column has a function. They write simple sentences in the Tell column and develop the sentences in the Show column. After the students complete the columns, students form a paragraph based on what they have written previously in the two columns.

To make the learning environment more pleasant, relaxed, and attract students, teachers can use the media in the form of drawings, original objects, or realia according to the topics covered to facilitate their students to write descriptive paragraphs. Nunan (2003) states that the students learn best when there is visual reinforcement such as charts, pictures, graphs, etc. The use of pictures can give the students a realistic impression about the object that would be described. It makes it easy for students to generate ideas when they want to write something. The students can directly see what they are going to describe and immediately write down what they see in the picture given by the teacher. Moreover, it makes the students easier in constructing a descriptive paragraph.

When students look at the pictures, they associate their own imagination with the given picture based on the topic. Harmer (2007) states that pictures can provide stimulation for writing habit activities. Pictures would stimulate the students’ brain to think about what they are going to describe. Moreover, it gives them ideas about what words they need to write based on the picture. A picture can be in the form of a flashcard, large wall picture, cue cards, photographs, or illustration. Having pictures as a media for writing descriptive paragraphs make the

students immediately see and think quickly about what they should write about the object rather than without using pictures media at all.

Combining pictures as a media to help students in writing descriptive paragraphs is considerable. Brown and Abeywickrama (2019) states that the picture can provide a suitable stimulus for written production. Pictures make it easy for the students to organize their ideas. To avoid misunderstanding for the students, the picture that used must be simple and no ambiguities. The object put as a picture helps the students organize their ideas easily. Looking at some things in the picture helps the students to build their imagination about what they need to write in a descriptive paragraph.

The researcher focused on the Tell-Show strategy by Peha and combined with pictures as a media. Peha (2003) states that Tell-Show strategy is an activity in which the students write something very simple and then describe it in detail. This strategy uses T-chart in writing simple descriptive paragraphs. The strategy begins by making two columns resembling the letter T which are divided into the Tell column and the Show column. This strategy helps the students to compose paragraphs easily. Moreover, the teacher can guide students in writing descriptive paragraph by implementing the Tell-Show strategy in the class to the students which is described as follows:

1. Teacher gives a Tell-Show column and picture above the columns for the students.
2. Tell: the teacher asks the students to write clues in the Tell column.
3. Show: after the students write a clue in the Tell column, the students describe it in detail in the Show column.

4. The students can make a paragraph based on the topic and use clues in the Tell column and a description in the Show into a paragraph.

2.1.4 Assessing Writing

Assessment is all efforts made by teachers to obtain the results of their students' performance. Each subject in the teaching and learning process including the English subject needs to be assessed to determine student achievement in writing, especially in descriptive paragraphs. Assessment is important to determine the students' skills during the teaching and learning process. Assessment helps the student to know what they have understand in teaching and learning process. Assessment helps the student to know what they have understand in teaching and learning process. Assessments carried out by teachers are not only intended for students but also for teachers. By doing an assessment, the teacher also can find out the accuracy of the teaching strategy that they have applied in the teaching and learning process.

Assessment can be carried out through simple or difficult and can be formal or informal. Charter and Nunan (2001) states 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. Assessment that be carried out depends on what that were assessed. Furthermore, McKay (2006) states that the construction of writing assessment may be determined by the curriculum, and or by the theory of the expert. In constructing an assessment, it must be related to the curriculum and learning objectives that have been set. The curriculum and learning objectives contain material for learning in the classroom. Teachers carry out assessments based on what students have learned to determine

their learning outcomes based on the established curriculum and the assessment is on the target.

Assessment is not only in test form. Brown (2004) states that whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the students' performances. Assessment is also called evaluation. In addition, a teacher should assess students with objective evaluation, not subjective. It is important for the teacher to make the assessment fair. Furthermore, the teacher needs to tell the students about the assessment criteria that the teacher uses so the students can prepare themselves and do their best to get a maximum assessment. From that, the teacher can find out what level the students' abilities are.

Some aspects must be considered by the teacher in doing an assessment. For instance, in assessing writing, the teacher must know what component that should be assessed. The teacher does the assessment based on what that is taught to the students. In this case, the students are asked to make a descriptive paragraph, the researcher would assess the products and give scores to determine whether the students' writing would improve or not. Actually, assessment cannot be separated with giving scores activity.

When giving scores, it is best to give scores to all aspects collected to get a single score for the writing. Oshima and Hogue (2007) states that the elements of the rubric for assessing writing paragraphs are format, punctuation, content, organization, and grammar. Format means the points which are assessed are title, tidiness, and margin of the paragraph. Punctuation means the point which is assessed is punctuation and spelling. Content means the point which is assessed is

the main idea of the paragraph. Organization means the point which is assessed is the generic structure of descriptive paragraph. Last, is grammar, means the points which are assessed are the grammatical and sentence structures. Moreover, the assessment should be valid and reliable.

Assessments that carried out by teachers must be valid and reliable. Fraenkel et al. (2012) states that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences research makes. Validity is important to consider when preparing or selecting an instrument. 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., 2012). Reliability is used to determine the consistency of research results. By using reliable instruments in data collection, the research results obtained should be reliable and in accordance with the facts.

In the present study, the researcher focused on assessing students' skills in writing descriptive paragraphs. In writing, that is a scoring rubric that can be used to help assess the students' writing product. The researcher focused on the theory from Oshima and Hogue (2007) states that the elements of the rubric for assessing writing paragraphs are format, punctuation, content, organization, and grammar. The researcher given scores based on the scoring rubric. The five elements of scoring rubrics from Oshima and Hogue are adopted for scoring assessment for this study. It is relevant for this present classroom action research.

2.2 Empirical Review

An empirical review is a review of the previous research which is relevant to this present research. In the empirical review, the researcher discusses the other research investigation with titles that are related to this research. The present action research has been conducted by two researchers. They can collaborate as follows:

The first similar research was conducted by Moto (2023) entitled “Improving Writing Skill of The Seventh-Grade Students of SMP Negeri 9 Denpasar in Academic Year 2022/2023 Through Tell-Show Strategy with Picture”. The objective of the study is to find out whether or not the writing skill of the seventh-grade students of SMP Negeri 9 Denpasar in academic year 2022/2023 can be improve through the tell-show strategy with picture. The researcher uses two instruments such as paragraph construction task (in the pre-test and post-tests) and questionnaire. Moreover, the researcher provides a clear explanation about the theory. The researchers used the theory from Peha for the Tell-Show strategy and the theory from Oshima and Hogue for the scoring rubric.

Furthermore, the result of the pre-test, post-test I and post-test II showed significant improvement in the students’ writing skills. The questionnaire showed positive responses to the implementation of the tell-show strategy with picture. It can be concluded that writing skill of the seventh-grade students of SMP Negeri 9 Denpasar in academic year 2022/2023 could be improved by implementing the tell-show strategy with picture. However, the weaknesses of this study are the researcher mentioned that the strategy was combined with a picture, but the researcher was not mention when the picture was administered. In this present

study, the researcher would give clear information about the theory and the picture as a media.

The second similar research was conducted by Setiawan (2021) entitled “Improving Writing Skill of The Eight Grade Students of SMP Negeri 3 Mengwi in Academic Year 2020/2021 Through Tell Show Strategy with Picture”. The objective of the research was to find out whether the writing skills of the seventh-grade students of SMP Negeri 3 Mengwi in the academic year 2020/2021 could be improved or not through tell-show strategy with picture. The researcher used two instruments such as tests (pre-test and post-test) and questionnaire. The result of post-tests showed that there were significant improvements in students' writing skill.

Moreover, the result of questionnaire showed positive responses toward the implementation of tell-show strategy with picture. It can be concluded that writing skill of the eight-grade students of SMP Negeri 3 Mengwi in academic year 2020/20201 can be improved through tell show strategy with picture. Furthermore, this study provides a clear explanation of the theory. The researcher adopted scoring procedure from theory Oshima and Hogue that contains of six criteria. However, the researcher was not mentioning the class of the subject of the study that was conducted. In this present study, the researcher would give the clear information about the subject of the study.