CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing skill is an important form of communication that allows individuals to express their thoughts, ideas, and information clearly and effectively (Bora, 2023). It is essential in both academic and professional settings, as it helps convey messages with accuracy and purpose. Good writing involves proper grammar, sentence structure, organization, and vocabulary (Haris Mayekti et al., 2022). It also requires the ability to think critically and present ideas in a logical and engaging way. Whether writing essays, reports, or emails, strong writing skills can greatly enhance a person's ability to succeed and connect with others. According to Taye and Mengesha, (2024), many students face challenges in writing, including difficulties in organizing their thoughts, articulating ideas clearly, and adhering to grammatical conventions. Thus, a strong command of all four skills not only fosters comprehensive language proficiency but also empowers learners to overcome challenges and communicate effectively in diverse contexts.

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Writing theory encompasses various frameworks that explain how student develop and express ideas through written language. It highlights writing as a complex cognitive process involving planning, drafting, revising, and editing (Pandey, 2025). Theoretically, writing is not just a means of communication but also a tool for learning, reflection, and critical thinking. Its importance lies in its ability to help individuals organize thoughts, clarify understanding, and convey messages effectively to different audiences. Mastery of writing skills is essential

for academic success, professional advancement, and personal expression, making it a fundamental component of education and lifelong learning.

The problems students face in writing are grammatical errors, organizing thoughts coherently and selecting appropriate vocabulary to convey their intended meaning (Fitrawati & Safitri, 2021). It consists of subject-verb agreement, incorrect tense usage, and punctuation mistakes. In the context of junior high school students, developing strong writing skills is essential as they transition from elementary education to more complex forms of expression and critical thinking. Students then partner with a collaborative group member sitting nearby and discuss their views regarding the issue for many minutes. Thus, this research is important to improve student's writing skill.

Moreover, the researcher has conducted an interview and observation with the English Teacher from SMP Negeri 1 Ubud. The Researcher found out that students' difficulties is in expressing student's ideas, especially in organizing thoughts coherently and selecting appropriate vocabulary to convey their intended meaning. This often results in unclear or incomplete writing, making it challenging for them to effectively communicate their message in written form. Many students struggle to begin their writing, lack confidence in using correct grammar, and tend to rely heavily on simple sentence structures. Additionally, limited exposure to writing practice and a lack of motivation contribute to these difficulties. Therefore, the study seeks to explore how the tell-show method combined with pictures can support students in developing their writing abilities and engaging strategies to help improve their writing skills, addressing the serious problem of low writing

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proficiency that hinders their academic progress and overall communication effectiveness.

The Tell-Show strategy combined with Picture is an instructional method that integrates verbal explanation "Tell", demonstration or modeling "Show", and visual aids Pictures to enhance learning outcomes, particularly in language and writing instruction (Rovida et al., 2024). The central concept of this strategy is the use of a T-Chart divided into two columns, namely the "tell" column used to provide identification and the "show" column used to display a specific picture based on that identification. This combination helps clarify abstract ideas, making them more concrete and accessible for students.

According to Wahyuni (2021), research indicates that using Tell-Show combined with Pictures can significantly improve students' writing skills. The visual component aids comprehension and retention, while the step-by-step demonstration and explanation support students in organizing and expressing their ideas more effectively. This method is especially effective in online or classroom settings where clear communication and engagement are essential for successful learning outcomes. Additionally, it encourages active participation and critical thinking, allowing students to connect concepts more deeply and apply them with greater confidence in their own work.

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The use of Tell-Show strategy combined with picture is very important for students at SMP N 1 Ubud, who have various learning styles and benefit from multiple sources of information. Combining verbal explanations with visual aids accommodates different preferences and improves comprehension. This technique allows teachers to more effectively address individual student needs and create a

more engaging classroom environment. By enhancing students' enthusiasm, the strategy promotes active engagement and enhances writing confidence. The combined strategy seeks to improve students' writing skills by making learning more accessible and interactive. This study aims to measure whether application a Tell-Show strategy Combined with Picture can significantly enhance the writing skill of the students.

1.2 Research Problem

Based on the background of the study above, the eighth-grade students of SMP Negeri 1 Ubud in the Academic Year 2025/2026 face difficulty in expressing student's ideas especially in organizing thoughts coherently and selecting appropriate vocabulary to convey their intended meaning. This present study was conducted to improve their writing skill by using Tell-show combined with picture strategy. The research problem of this study can be formulated as follows: can the writing skill of the eighth-grade students of SMP Negeri 1 Ubud in the Academic Year 2025/2026 be improved through Tell-Show strategy combined with Picture?

1.3 Objective of The Study

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This study aims to provide appropriate ways to help students overcome the challenges they confront when writing. Several techniques can be used to improve students' writing proficiency. The formulation of objectives is important to provide a clear direction for this research. Based on the research problem analysis, students still face challenges developing and organizing their ideas in compiling quality recount text. Therefore, this research is mainly intended to answer the research questions that have been previously formulated. Furthermore, the main objective of

this study is to determine whether or not writing skill of the eighth-grade students of SMP Negeri 1 Ubud in the academic year 2025/2026 can be improved through Tell-Show strategy Combined with Picture.

1.4 Limitation of the study

The types and complexity of writing material are too broad to study in single research. Thus, the researcher was focused on writing recount text about past event or experience. The researcher decides the text types based on the teaching module of SMP Negeri 1 Ubud. This study is focused to improve the writing skill of Class VIII E students of SMP Negeri 1 Ubud in the Academic Year of 2025/2026.

1.5 Significance of The Study

The significance of this study must be explained in order to demonstrate the predicted advantages and contributions from implementing this research. This study aims to give a clearer knowledge, both theoretically and practically, of effective learning approaches for improving the writing skills of eighth-grade students at SMP Negeri 1 Ubud. Furthermore, this section illustrates how the research findings might help instructors, students, and other interested parties implement creative and appropriate learning practices. As a result, the study's significance serves as a foundation for evaluating the research's added value in terms of language education and writing skill development. The theoretical and practical significance of this study will be discussed further.

Theoretically, this study has implications because it advances our knowledge of how multimodal teaching strategies, particularly the combination of verbal explanation and visual assistance, improve writing abilities in junior high school

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students. It supports multimodal learning theories by demonstrating that mixing audio and visual stimuli improves cognitive processing and recall of writing concepts. Furthermore, the study confirms communicative and student-centered teaching concepts by demonstrating how active involvement using tell-show approaches may promote language learning. It also covers the diversity of learning styles, demonstrating how students benefit from different modalities of information customized to their own requirements. Furthermore, this study adds empirical evidence to the second language acquisition hypothesis by demonstrating how tangible stimuli such as photos improve meaningful language production. The findings, which link theory and practice, offer a foundation for future study on integrated teaching techniques in language education. Finally, this study contributes to educational theory by demonstrating how combination instructional techniques may successfully promote writing skill development.

Practically, this study has significant practical implications since it gives instructors at SMP Negeri 1 Ubud with an effective and dynamic teaching technique that blends telling, demonstrating, and utilizing pictures to improve students' writing skills. It provides a strategy for increasing student involvement and motivation, which are frequently obstacles in writing education. By accommodating different learning styles, this technique allows teachers to develop more inclusive and individualized classes that target individual student requirements. The approach is very simple to apply and does not require costly supplies, making it suitable for schools with minimal resources. It also helps pupils build critical thinking and descriptive abilities by using picture. The research recommends instructors to use multimedia and interactive strategies to make writing instruction more engaging.

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Finally, the findings assist educators and decision-makers in improving writing teaching and student outcomes.

1.6 Definition of Key Term

Defining the key terms in this research is very important in aim to avoid confusion for the readers. In this research, key terms are defined to give a clear understanding of the theories and strategies utilized for the readers. These definitions are important for establishing the limits of the research and maintaining focus on the intended areas of investigation. The key terms below are related to writing skill and the teaching strategy utilized for the eighth-grade students. There are some definitions of the key terms as follows:

1. Writing skill

   Writing skill is operationally defined as the ability of students to construct written texts-such as paragraphs or essays-that clearly express their ideas, thoughts, or information in a well-structured, coherent, and grammatically correct manner, appropriate to the context and purpose of the writing task. In research contexts, this definition is often specified further; for example, it may refer to the skill of eighth-grade students in composing a short recount text of 12-18 sentences about their past event or experience, following the generic structure of orientation, event, and re-orientation.

2. Tell-Show Strategy combined with picture

   Tell-Show strategy combined with picture is operationally defined as a teaching technique in which students are guided to write recount texts by following a structured process: the teacher provides a picture and writes guiding clues in the "Tell" column, then students elaborate those clues in the

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"Show" column by describing details based on the picture, and finally, students compose a complete text using the picture, the clues, and their descriptions. This process is observable and measurable through students' ability to generate recount text that incorporate the given visual and written prompts, and it can be assessed by evaluating the completeness, relevance, and structure of the resulting texts according to predetermined criteria.

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CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review discusses each understanding and its concept of theories. The purpose is to provide facts on information in the direction of variables. In this research, the researcher uses theoretical review for: (1) Writing skill, (2) Tell-show, (3) Picture, (4) Assessing writing.

2.1.1 Writing skill

Along with speaking, listening, reading, and writing, writing is one of the four basic language abilities. There should be tangible understanding of the overall concept of writing, approaches, methods, and strategies of teaching writing, types of writing, roles of teachers, canons of evaluation, etc., since writing is essential to academic activities (Weintrop, 2024). However, only a small number of documents on the international market appear to fully combine all of these elements. Therefore, further research and pedagogical innovation are needed to develop a more comprehensive framework that effectively integrates these aspects in the teaching of writing.

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Harmer (2007) states that writing has a multitude of purposes, but communication is its primary goal. Writing skill is a fundamental ability that empowers individuals to communicate their thoughts, ideas, and emotions effectively through words (Fitria, 2024) . It is not only essential for academic and professional success but also serves as a powerful tool for self-expression and storytelling. Developing strong writing skills involves mastering grammar,

vocabulary, structure, and clarity while also honing creativity and critical thinking (Khider et al., 2024). In an increasingly digital world, where written communication dominates emails, social media, and content creation, the ability to write well is more valuable than ever, enabling individuals to connect with diverse audiences and leave a lasting impact.

In addition to cognitive and linguistic processes, motivational variables and learning settings play an important role in the development of writing abilities. According Ginting (2021), students are more likely to enhance their writing when they get help tailored to their own learning styles and when education actively engages them in meaningful work. Strategies that use multimodal inputs, such as mixing verbal explanations with visual assistance, have been demonstrated to improve student engagement and comprehension. Furthermore, collaborative activities and continuous feedback encourage students to think about their writing and make necessary changes. Effective writing training must strike a balance between theory and practice, using evidence-based strategies that promote both skill development and student motivation. Understanding these many aspects enables instructors to develop complete writing programs that meet the requirements of all students. Finally, the objective is to help students become confident and skilled writers who can articulate their thoughts clearly in a variety of circumstances.

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2.1.2 Tell-show strategy

When students first start writing, they struggle, particularly when it comes to forming paragraphs. They frequently worry about what to write since they don't comprehend. However, the ability to create effective paragraphs is essential for them. To improve their writing abilities, particularly in paragraph composition, they

will need to devise an effective technique. Tell-Show is one approach that may be employed, as developed from the T-chart. This method can assist teachers lead students and make the process of writing paragraphs easier for them. It also promotes active engagement while improving understanding. As a result, pupils might gradually gain confidence in their writing talents.

According to Maheswari et al., (2021), the Tell-Show strategy is an effective teaching approach that enhances students' writing skills by integrating visual aids with structured instruction. This method involves guiding students to "tell" their ideas clearly and then "show" them using details explaination and sensory imagery. Research has demonstrated its effectiveness in improving writing proficiency, particularly in recount text, as it helps students organize their thoughts and create coherent, engaging texts. For instance, a study conducted with eighth-grade students revealed significant improvements in their ability to construct well-structured paragraphs after applying this strategy, supported by pre-tests and post-tests that measured progress. By incorporating visual elements, this approach not only makes learning more interactive but also addresses challenges such as monotony and lack of engagement often associated with traditional writing instruction (Arsyad, 2024). Teachers can use this strategy to foster creativity, enhance multimedia literacy, and encourage students to connect images with text for meaningful storytelling.

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According to Peha (2003), the Tell-Show Strategy begins by creating two columns resembling the letter T, separated into Tell and Show columns. For a variety of reasons, a demonstrative method outperforms just telling stories. First, the demonstrative technique provides for more exact details than merely speaking

narratively. Students can explain each element of the thing in depth, allowing readers to picture it. Second, the demonstrative technique aids readers in developing stronger mental pictures. Because readers can only rely on words, it is preferable to demonstrate what children are thinking visually. Third, a demonstrative method commands greater attention than merely offering a verbal description. Students must incorporate precise aspects to keep the reader interested and pique their curiosity. The demonstrative method is believed to be the most sophisticated strategy that students may use, enriching their writing with more detailed details. Aside from that, this helps pupils discover fresh expressions while describing topics.

The Tell-Show strategy is an instructional approach that guides learners through a structured process of explanation and demonstration, making abstract concepts more accessible and concrete (Qomariah, 2023). During the tell phase, teachers clearly explain the meaning, purpose, and importance of a concept to provide students with a solid understanding. This is followed by the show phase, where teachers demonstrate the task or concept using visual aids, diagrams, or live examples to illustrate how it is applied in practice. By combining verbal explanations with visual demonstrations, the strategy appeals to multiple learning styles, engaging both auditory and visual learners effectively. This dual approach not only enhances comprehension but also encourages students to stay focused and motivated throughout the lesson. Research indicates that the tell-show strategy effectively improves students' skills and learning outcomes, especially in writing instruction. Studies have found that this method helps students generate and organize ideas more clearly, while promoting richer and more descriptive writing.

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Additionally, both students and teachers report increased motivation and satisfaction when interactive techniques like tell-show are used.

This method uses a T-chart to create compact, detailed paragraphs. Furthermore, it helps teachers solve writing-related issues and makes it easier for pupils to compose paragraphs. It also assists the writer in finding appropriate methods to express himself. Showing is essential for rich and gratifying writing that sounds like what the writer reads in the greatest novels. The procedures for implementing Tell-Show Combined with Picture in the current study would be adapted from Peha (2003) as follows:

1. The teacher shares a Tell-Show column and a picture.
2. The teacher asks the students to write an identification in the Tell column.
3. The teacher instructs them to write details in the Show column based on the information in the Tell column and the provided picture.
4. The teacher asks them to compile the Tell and Show columns and write a recount text.

2.1.3 Picture

Picture in teaching writing emphasizes that visual media serve as powerful tools to enhance students' writing skills by making abstract concepts more concrete and accessible. Pictures help learners, especially those with spatial learning styles, to better comprehend, organize, and express their ideas creatively in written form (Naibaho et al., 2024). Visual aids stimulate students' imagination and provide clear, structured prompts that facilitate idea generation and improve writing performance. Research shows that integrating Tell-Show combined with Picture supports students in planning and producing coherent texts, leading to higher

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engagement and achievement in writing tasks (Zuhra, 2024). This approach aligns with multimodal literacy theories, which advocate for combining visual and verbal elements to deepen understanding and communication effectiveness in educational settings.

Picture is one of the visual aids that can be used as a guided in teaching learning process. Furthermore, picture as visual aids have a greater impact than words alone (Turk 2003). Moreover, visuals have an important function in the linguistic development of junior high school kids, particularly those beginning to write (Yudha & Mandasari, 2021). They provide concrete context and background, allowing students to rationally organize their thoughts before putting them into words. Visual representations can also help to clarify vocabulary and sentence structure, reducing cognitive load for students who struggle with language processing. According to research, using pictures in conjunction with teaching strategies such as the tell-show method improves writing skills significantly by encouraging descriptive and coherent text production. For students with diverse learning needs, pictures provide critical scaffolding that boosts confidence and motivation in writing tasks. Finally, visuals not only improve the learning experience, but they help bridge the gap between comprehension and expression in written language.

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2.1.4 Assessing Writing

Assessing writing is a multifaceted process that involves evaluating various elements such as content, organization, style, and mechanics (Safari & Ahmadi 2025). Effective assessment goes beyond merely checking for grammatical errors; it requires a holistic understanding of the student's intent. Teacher will use rubrics

to provide structured feedback, focusing on criteria like clarity, coherence, and creativity. Additionally, self-assessment and peer review can empower students to reflect on their work critically, fostering a deeper engagement with the writing process.

A test can be used to measure students' writing skill. In this research, the researcher was utilized picture description text. A test can be used to measure students' writing skill, as it provides a systematic way to assess their ability to organize ideas, use appropriate vocabulary, and construct grammatically correct sentences. There are two components to the role of assessment: formative and summative evaluation. The majority of classroom assessments aim to support students in continuing their growth process by evaluating them while they are "forming" their competencies and abilities. Summative evaluation, which usually takes place at the conclusion of the course, measures or summarizes what the students have learned. This indicates that students' comprehension is assessed by having them draw conclusions from the text (Brown, 2004).

The researcher believes that a test must be used in the current study to evaluate the students' writing abilities. Pre-test and post-tests are part of the test. Students are asked to write a recount text for the researcher, and their work is graded using a rubric that was modified from Oshima and Hogue (2007). Format, punctuation and mechanics, content, organization, and grammar and sentence structure are the five requirements. When students write a text, they should write it in twelve to eighteen sentences, and they must keep in mind those requirements for creating a quality text.

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2.2 Empirical Review

The empirical review requires evidence that supports the present study. The first research was conducted by N. K. Maheswari (2021) entitled "Applying Tell-Show Strategy Combined with Pictures to Improve Writing Skill of The Eighth-Grade Students of SMPN 2 Kuta Utara". Then another research was conducted by Wahyuni et al., (2021) entitled "The use of tell-show combined with picture to improve writing skill of the tenth-grade students of SMKN 1 Susut" are used as empirical review for this current study. Based on the conclusion of the studies, student's writing skill can be improved with Tell-Show strategy combined with picture. The first difference of this current research with the previous ones is the place where the researcher conducted the research. The researcher wants to find out whether Tell-show strategy combined with picture could also improve the writing skill of student at SMP Negeri 1 Ubud. Furthermore, research by Wahyuni conducted to tenth-grade students for the object. Meanwhile, this research was utilized for eighth-grade students. The tell-show method is an effective writing style that enriches the reader's experience by mixing clear information with vivid visuals.

The first researcher concluded that the implementation of Tell-Show strategy combined with Picture as the solution for eighth-grade students of SMPN 2 Kuta Utara who had problem in writing skill. The findings result of the study showed that the strategy was effective to improve the students' writing skill especially in descriptive text. In addition, during the teaching and learning process the students seemed interested and active by using the strategy. However, the researcher does not explain the main material that would be given to the students. Moreover, the second researcher also concluded that Tell-show strategy combined with picture

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can improve students' writing skill. However, the researcher does not explain the steps in detail.

From the empirical review, the researcher wanted to specify the learning material that would be given to the students. In this research, the researcher was utilized recount text writing as the main focus of the study, aiming to enhance students' ability to express detailed ideas, describe past event or experiences vividly, and organize their thoughts coherently in written form. The researcher also explained the detail steps to the students. This type of writing is chosen because it supports the development of vocabulary, sentence structure, and creativity, which are essential components in improving overall writing skills. The researcher also used scoring rubric to assessing the students' work. Thus, this study is expected to provide a clear and systematic framework for developing students' recount text writing skills through well-structured training and objective evaluation, so adding to their overall writing competence.

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