# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Writing is one of productive language skills that plays a crucial role in communication. Students strive to express their thoughts through written language, enabling them to communicate their ideas. The ability to convey important ideas through written language is another term for writing ability. By writing, we can transfer our ideas, views, and feelings to others. Apart from that, students are also taught to use various elements of writing such as vocabulary, grammar, spelling, punctuation, and conjunctions in the correct context. This comprehensive approach ensures that students are well-equipped to communicate effectively in both academic and everyday settings. Thus, writing is not only a tool for communication but also a means of critical thinking and problem solving.

Based on Johnson (2008:203), the writing process includes idea generation, idea organization, and idea execution. In this context, language skills such as grammar, vocabulary, and punctuation are considered tools to achieve success in communication, not as end goals. The writing process usually involves four stages; forming ideas, composing ideas, writing initial drafts, and refining initial drafts through the editing and revision process. Students must go through these phases in order to practice and develop their writing abilities. Then, students can learn how to compose effective paragraphs and develop their ideas by considering paragraph criteria through the writing process. As students' progress through these stages, they learn to identify and correct their mistakes, improving their grammar,

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vocabulary, and overall language they used. The revision process, in particular, is crucial for refining their work, as it encourages them to critically evaluate their writing, consider alternative expressions, and enhance the overall quality of their paragraph.

Paragraph is a collection of sentences that discusses one idea in depth. Every sentence inside the paragraph is written to support and explain the main point the writer wants to deliver. If the writer wishes to present another key idea, a new paragraph should be started. Paragraphs may serve different purposes, such as giving information, expressing opinions, describing or clarifying a concept, or even narrating a short event. With clear and logical sentence organization, readers can more easily understand the message the writer intends to share. Although the concept seems simple, many students still struggle to apply it correctly in their writing, especially when organizing ideas in descriptive paragraphs. This issue is often found in actual classroom settings, where students face challenges in turning their ideas into well structured paragraphs.

Although writing skills are very important in mastering the English language, seventh-grade students at SMPN 2 Ubud still experience difficulties in constructing sentences and organizing their ideas into descriptive paragraphs. one of the main problems was their weak skill to construct proper sentence. Besides, they did not fully understand how to organize and detail paragraphs writing. As a result of these obstacles, assessments of their paragraph writing abilities tend to be less than satisfactory, while their interest in writing activities was also eroded. To address these challenges, teachers were expected to be able to provide suitable teaching strategies. It was hoped that they could improve their writing skills by

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implementing the right strategies. It was important for teachers to recognize strategies that could increase their motivation. In this way, the learning process in the class would become more enjoyable and meaningful for them.

The teachers at the school mostly used conventional learning strategies in the teaching and learning process in the classroom. The main strategy applied was questions and answers session between the teacher and students. In practice learning, the teacher only provided short explanation of the material given. The material explained was focused on descriptive paragraph. After giving an explanation, the teacher asked the students to continue the activity. Their task was to write a descriptive paragraph from the main material that had been given. The source of material used by students was a textbook. Their discussions were focused on essential points in the textbook. The teacher directed them to continue following the material from the source.

Conventional learning methods with question-and-answer techniques and brief explanations had several weaknesses. It tended to be less flexible because it only relied on one-way communication, so teachers might have difficulty knowing the extent of the students' understanding of the material. In addition, this method provided less opportunity for teachers to adjust the material according to their individual needs. This learning can be monotonous and less attractive, which reduced learning motivation. Using textbooks as the only source also limited their creativity and exploration. Students who struggled with the paragraph often faced difficulties since there was little variety in learning media, and their interactions were limited to basic points, which made discussions less detailed.

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To address students' challenges, the researcher identifies an effective and engaging strategy using the Tell-Show strategy combined with pictures. According to Peha (2003), Students have proven that The Tell-Show Strategy is a useful technique for writing paragraphs, especially when they need to make comprehensive descriptions. the Tell-Show Strategy has proven to be a method that makes it easier for students to write paragraphs, especially when they need to make detailed descriptions. The main concept of this strategy is the use of a T-Chart which is divided into two columns, namely the "tell" column which is used to provide identification and the "show" column which is used to display a specific picture based on that identification. Picture in this strategy plays a crucial role in supporting the “show” part of the T-Chart. It serves as a visual reference that helps students understand and elaborate on the descriptions they are writing. By looking at the picture, students can generate more specific and vivid details, useing picture also stimulates students’ imagination and makes the writing process easier. This strategy will make it easier for them to compose descriptive paragraphs because this strategy is not only easy to understand, but also engaging for students in order to improve their skills in writing. In addition, this approach will focus on students as the center of learning activities.

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In conclusion, the researcher aims to use the Tell-Show Strategy combined with pictures to help students write better and create more descriptive paragraphs. This strategy is expected to help students overcome difficulties in developing and organizing ideas while encouraging active participation and improving their writing skills. The researcher believes that through implementing this strategy, there will be a significant improvement in students' writing skill as well as the

assessment of their work. Therefore, this research was conducted with the title "Improving Writing Skill of the Seventh-Grade Students of SMPN 2 Ubud in the Academic Year 2025/2026 through Tell-Show Strategy Combined with Picture".

## 1.2 Research Problem

Formulating a research problem is important in conducting research to make specific discussion. Based on the research background, it was shown that when writing descriptive paragraphs, students struggled to come up with and arrange their ideas. They also experience confusion in determining what they want to convey in the paragraph. To overcome this problem, it is necessary to find appropriate strategies as an effective solution for students. Implementing the right strategy is expected to improve their writing skills significantly. One strategy that can be adopted is the use of the Tell-Show combined with pictures. Apart from that, the research problem question can be formulated as: can the writing skills of the seventh-grade students of SMPN 2 Ubud in the academic year 2025/2026 be improved through Tell-Show Strategy combined with picture?

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## 1.3 Objective of the Study

The purpose of this study is to provide appropriate ways to help students overcome the challenges they confront when writing. There are several strategy that can be used to improve students' writing. To provide a clear direction to this research, the formulation of objectives is important. Based on the research problem analysis, students still face challenges in developing and organizing their ideas in compiling quality descriptive paragraphs. Therefore, this research aims to

answer the research questions that have been formulated. Therefore, the objective of this study is to investigate whether the writing skills of seventh-grade students at SMPN 2 Ubud in the academic year 2025/2026 can be improved through the implementation of the Tell–Show Strategy combined with pictures.

### 1.4 Limitation of the Study

There are complex considerations and analysis when teaching writing. In writing, there are several challenges. Moreover, there are other solutions that can be employed to solve the writing challenge. To avoid complicated discussions, it is important to limit the study. Based on the objectives of the study, this present study is limited to improving the writing skills of the seventh-grade students of SMPN 2 Ubud in the academic year 2025/2026 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 SMPN 2 Ubud in the academic year 2025/2026

In the present research focused on the learning objective. After being given a picture of a person, students are able to write a short descriptive paragraph about the picture based on scoring rubric, such as unity of ideas, coherence between sentences, and completeness of information. In this study, the researcher focuses more on the student skill to write paragraphs, especially descriptive paragraphs that describe a person physical characteristics and personality. The paragraph should follow the proper and complete generic structure of a descriptive paragraph, which includes identification, description, and conclusion. A picture of a person is used as a helpful medium to stimulate students' imagination and to

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make it easier for them to write the descriptive paragraph. The visual media provides a concrete reference for students to describe the subject. Therefore, the use of pictures is expected to improve the quality and success of students in writing descriptive paragraph in a systematic and focused way.

### 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 concerns improving the writing skill of the seventh-grade students of SMPN 2 Ubud in the academic year 2025/2026 through Tell-Show combined with picture. It is expected that the results of this study will give both theoretical and practically insights into the importance and benefits of using this strategy in writing lessons. Both theoretical and practical aspects play an important role in the success of this research. Moreover, they help explain the findings more clearly. The value of this study, from both a theoretical and practical point of view, can be explained as follows.

Theoretically, the purpose of this research is to enhance the theoretical foundations in the field of writing. Apart from that, this research aims to explore understanding about the purpose of writing and the "tell-show" strategy combined with pictures. By examining the implementation of the "tell-show" strategy combined with pictures, this study seeks to provide concrete evidence on how these methods can enhance students' writing skills. Findings from the implementation of the “tell-show” strategy are expected to make a significant contribution to the development of students' writing skills based on existing theories. The theories needed in this research can be a valuable addition to the

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existing literature and strengthen related explanations. It is expected that the results of this research will provide helpful empirical support for future researchers who wish to investigate classroom actions, writing skills, and the using "tell-show" strategy combined with pictures. Therefore, understanding these theories is expected to support the development of teaching and learning process strategies for educators.

Practically, it is expected that this research's findings will be extremely beneficial to teacher, students, and other researchers. For teachers, it is anticipated that this research will enhance the way of teaching writing, particularly in find an idea and the use of grammar so that student's skill get better in using grammar effective and efficient in writing. It is hoped that this research will serve as a guide for teaching writing. Through the Tell-Show Strategy Combined with Picture, it is thought that students will be able to develop their writing skill about paragraph description and also acquire new insight in writing. For other researchers, it is intended that the findings of this study can be a worthty reference, and beneficial for informing readers about Tell-Show Strategy Combined With Picture which are useful for improving student's writing skill.

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**1.6 Definition of Key Term**

Several key terms must be clearly defined to explain the research variables and ensure understanding. This study focuses on two main terms: Writing Skills and the Tell-Show Strategy Combined With Pictures. Clear definitions are essential for accuracy and consistency throughout the research. The operational definitions are as follows:

1. Writing Skill

   Writing skill refers to the skill of seventh-grade students at SMPN 2 Ubud to write descriptive paragraphs. In this study, it specifically means the skill of class VII students to write 6–12 sentence paragraphs describing a person, including identification, description, and conclusion aspects.

2. Tell-Show Strategy Combined With Picture

   This strategy is a method for teaching descriptive paragraphs to seventh-grade class B at SMPN 2 Ubud in the academic year 2025/2026. It uses a "Tell and Show" T-chart to organize ideas, supported by pictures. Students identify topics in the "Tell" column and provide descriptions in the "Show" column. They then write a structured paragraph based on their conclusions.

3. SMPN 2 Ubud

   SMPN 2 Ubud is a public junior high school in Ubud, Gianyar, Bali. The school provides education from seventh to ninth grade and has students from different backgrounds. It was chosen as the research site because the seventh-grade students are learning basic writing skills in English, which makes them suitable for applying the Tell-Show Strategy Combined With Picture in writing descriptive paragraphs.

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# CHAPTER II

# THEORETICAL AND EMPIRICAL REVIEW

## 2.1 Theoretical Review

Theoretical analysis involves evaluating various theories that are relevant to the research being conducted. To carry out scientific studies, a strong foundation in theory is required. Apart from that, it is also important to consider the concepts and theories that will be used as a reference in each stage of the research. To provide an in-depth understanding of the problem that has been formulated, a study was carried out on several kinds of theories pertaining to the idea of writing skills and the strategies used. The researcher discusses multiple crucial aspects found in relevant research that support this inquiry. The theoretical framework that is the basis of this research consists of: (1) Writing Skills, (2) Descriptive Paragraphs, (3) Tell-show Strategy Combined With Pictures, and (4) Writing Assessment.

### 2.1.1 Writing Skill

Writing skill is an important skill that every student must master. The process of good writing takes effort and commitment. Writing is one of the skills needed for producing work. Writing activities are not only about putting words on paper, but also about expressing oneself. Writing allows writers to convey thoughts and emotions that are difficult to express verbally. This requires students to be not only technically skilled but also imaginative and reflective to create meaningful content. Apart from that, writing is also an effective communication

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tool. Writing skills are crucial for students to master and develop. The ability to express thoughts in writing is inseparable from the ability to convey them orally. Therefore, learning proper writing techniques is crucial.

According to Harmer (2001:246), writing is a productive skill that requires coherence and cohesiveness, especially when it comes to writing. Writing that follows a sequence of ideas and points might be understood as coherent. When a writer begins writing, they have considered what they want to convey and how to convey it. After completing their writing, they will read it again and will likely revise it until they are confident that their writing clearly communicates what they meant. This writing process can be divided into about four steps. The first step is prewriting, where the writer creates and gathers ideas for the topic to be discussed. In the second step, known as organizing, the author integrates the concepts into a clear structure. The third phase, referred to as the writing step, is creating a rough draft using an outline that already has been created. It is important to note that writers should write quickly without thinking about grammar, spelling, or punctuation. These errors will be corrected at a later stage. The final step is the revision and editing step, where writers improve and polish their writing.

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The process of writing is more elaborate than simply sitting down to write anything on paper. Thinking, planning, writing, and revising are some steps in writing activities. To become a successful writer, one must follow these four steps: prewriting to gather and arrange ideas, writing the first draft, editing and refining the written work, and compiling the finished product. It is important to note that this process does not only occur in one step but requires a series of sequential processes to produce quality writing. One effective strategy for

producing good writing is pre-writing, which involves reviewing the initial words and evaluating whether they match the writer's intent and desires. The more drafts, the greater the chances of achieving a satisfactory final result.

According to Hyland (2003:9), the writing process can be interpreted as a means of expressing personal meaning. Writing classes emphasize students' capacity to develop original opinions on a given subject. They can create unique interpretations in a supportive and cooperative setting when they have enough room to work. Teachers play an essential role in highlighting their strengths in formulating their views, as writing is primarily concerned with a developmental process that allows them to express and share their work without fear of intimidating judgment, increasing their self-confidence. It provides opportunities for them to generate new ideas, as manifested in journal writing activities.

Writing is an exploratory process that benefits students and teachers in the content area (Urquhart and Mclver, 2005:3). When students express their ideas in writing to explain and clarify, they feel satisfaction in the discoveries they make, and so do their teachers. When students succeed in producing a written work from these ideas, they will feel satisfaction. Through writing activities, they can train themselves to explore and develop their thoughts and transfer them into written form. In this way, they not only develop their ideas but can also practice using grammar and punctuation correctly. Though mastering writing skills takes time, their writing abilities can improve with consistent practice.

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Graham (2008:2) states that the ability to write is a complex skill because it requires dedication and significant time to develop. When students enter upper secondary education, having more than one teacher involved in each grade level

of writing instruction makes it more complex. It is the shared responsibility of all disciplines to write and to teach writing. If teachers want their students to be able to write well inside the boundaries of their discipline, they must focus on teaching writing. Teachers need to guide students carefully and ensure that instructions regarding writing are conveyed clearly. Detailed directions will help students achieve writing goals more effectively. Even though being a writing teacher is not easy, seeing their success as a result of the teaching is a great satisfaction.

According to Brown (2004:335), writing as a result of thinking involves a complex process, including stages of composing, structuring, and revising, which require special skills. In part to the compositional nature of writing, writing instruction currently highlights the development of ideas, their logical organization, their use in discourse markers and rhetorical conventions to connect them coherently, and their revision to make them more transparent. It includes editing to improve grammar and producing an adequate final product. The writing process requires a deep understanding of the writing concept. Composing good writing involves applying the proper writing process by considering the necessary stages.

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Patel and Jain (2008:125) explain that writing is a type of language used where visual symbols represent spoken sounds. Although writing may have great significance for one group of students, it may not be so important for another group. The selection of writing material for instruction should be based on the needs of each student group. Writing skills must be taught and trained intensively because they are important in language learning. Writing provides a good opportunity for students to enrich vocabulary, improve spelling, and understand

sentence patterns better. Writing also encourages cognitive development by requiring students to organize their thoughts, make connections between ideas, and express their reasoning clearly. Good writing skills can be improved effectively through practice carried out simultaneously with developing other skills. Writing activities also provide opportunities for students to consolidate their learning better.

Furthermore, writing is a rational action that has significant value. Rational writing indicates that this is an intellectual exercise that requires an understanding of techniques that anyone can learn. However, one does not need to be a genius to write in clear and compelling English. All that is required is an understanding of the elements of writing and the ability to manage words, sentences, and paragraphs. Apart from that, the willingness to learn is no less important. They possess the capacity to communicate their ideas in a way that is understandable to others in this way. The second premise is the value of learning how to write. It offers instantaneous, useful advantages in practically any work or profession. By mastering writing skills, a person can integrate faster and more effectively in a professional environment. Writing is a way of growing. No one would argue that being able to write will make the writers morally better. However, it will make them more complex and more interesting. (Kane 2000:1).

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In conclusion, writing is a helpful skill that authors use to communicate concepts, emotions, and facts understandably. Writing is a complex skill, and writers must keep to a disciplined writing process to create quality written work. In this context, the researcher intends to use the theory proposed, which explains that the writing process consists of four primary steps: prewriting, organizing,

writing, revising, and editing. This theory was chosen because of its relevance to improving writing skills in this research, as it provides a structured approach to developing coherent and effective written communication. By adhering to these steps, writers can enhance their ability to produce clear, logical, and persuasive paragraphs. Additionally, following this theory helps maintain consistency and focus in the writing process, ultimately leading to a more polished final product.

### 2.1.2 Descriptive Paragraph

The focus here is on paragraphs, which are groups of six to twelve sentences centered on a single topic. These sentences collectively support the main idea. Paragraphs serve various purposes: they can inform, express opinions, explain concepts, or tell short stories. It is crucial for these sentences to explain the topic logically, using specific details and explanations to ensure the reader understands the message. Hence, the ability to write clear and coherent paragraphs aids in effective communication. A well-composed paragraph consists of interconnected statements crafted by the author to describe a subject. The primary argument or thesis is presented in the first sentence, with subsequent sentences providing support for it.

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The first sentence of the paragraph presents the main idea, followed by supporting sentences that explain it further. The topic sentence clearly states the main point, while the supporting sentences add details, information, and explanations to make it clearer. Writers improve their descriptions by adding specific details and choosing descriptive words to replace or illustrate objects. According to Juzwiak (2009:279), two types of words are considered descriptive:

adverbs and adjectives. These words allow readers to visualize, feel, hear, and even taste the details described, which shows the importance of the writer's ability to construct sentences with descriptive language for effective descriptive writing.

There are four main types of paragraphs, and one of them is the descriptive paragraph. This type of paragraph is written to give a detailed explanation of an object, a place, or a person. To achieve this, a descriptive paragraph usually follows a specific structure that consists of three parts: identification, description, and conclusion. Zemach and Rumisek (2005:25) stated that descriptive paragraph explains how person, thing, animal or place look or feel. In writing descriptive paragraphs, the use of adjectives is important to help create a vivid and detailed image of the subject. Writers need to observe carefully and pay close attention to details to ensure their descriptions are accurate and engaging. Selecting the most relevant and striking details is crucial, as each element should contribute to a well-structured and cohesive paragraph. Adjectives are particularly useful for describing various sensory aspects, such as how something looks, feels, tastes, sounds, or smells. Additionally, descriptive paragraphs are typically written using the present simple tense to present information clearly and effectively.

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According to Kane (2000:351) states that description was about sensory experience – how something looks, sounds, taste. Although the majority are concerned with visual experience, descriptions also involve other types of perception. Despite the perspective, there are two categories of descriptive writing: subjective and objective. When writing objective descriptions, the writer ignores the personal aspects of perception in preference for demonstrating the perception itself. While in subjective description (also known as impressionistic),

the author conveys his feelings to the experience. While an objective description states, “This is how things are.”, a subjective description states “This is how things are according to a specific perception.

Based on Oshima and Hogue (2007:61), in a descriptive paragraph, the look, feel, feel, taste, and sound of an object are all described. consciously determine words that are easy to picture for readers, you can effectively clarify an object, place, or person in question. In a descriptive paragraph, the more detailed the author includes, the clearer the picture that is formed in the reader's mind regarding what the author describes. These details must be able to stimulate the five senses. These details should provide information to the reader about how an object looks, smells, sounds, feels, and feels in the hand. Write about aspects of color, dimensions, shape, aroma, sound and texture clearly and in great detail to help readers to visualize the subject of the description.

According to Evans (2000:11), generic structure of descriptive paragraph is introduction, main body and conclusion. In the introduction, the author introduces the context including location, population, and specific reasons. The main point of the paragraph is to convey general information, whether it relates to a description of a place, person, thing, or animal. The description is more detailed in the paragraph’s main body. If the object being described is a person, for instance, the description may include details about their physical characteristics, traits, passions, routines, and other factors. The final part is the conclusion, where the author finishes the paragraph by expressing personal feelings, providing comments, or sometimes providing recommendations regarding the description of a particular object.

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Based on the information provided, a descriptive paragraph comprises several sentences that provide a detailed description of one, object, fauna or location with a general framework. The aim is to help readers imagine the subject as if they are seeing or experiencing it themselves. Referring to the views of the theories that have been put forward, based on Zemach and Rumisek (2005:25), a descriptive paragraph is a way to describe the appearance or emotions of a person, object, animal, or place, and this is described through the use of adjectives, which help create vivid images for the reader. Furthermore, the structure of a descriptive paragraph typically includes three main elements, identification, description, and conclusion. Identification introduces the topic, the description gives detailed information, and the conclusion offers a closing statement or personal impression. This structure supports coherence and helps readers visualize the subject more clearly.

### 2.1.3 Tell-Show Strategy with Pictures

When students begin learning to write, they usually have difficulties, especially with constructing paragraphs. They feel worried about what to write because they a lack of understanding. However, mastering the skill of writing well-structured paragraphs is important. To improve their writing skills, students need an effective strategy, particularly in paragraph development. One useful strategy is the Tell-Show Combined With Pictures Strategy, which is adapted from the T-chart. This method incorporates images related to the topic as a visual aid. By using visuals, students can better organize their thoughts and ideas, making the writing process more manageable. This strategy also helps teachers

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guide students more effectively while encouraging active participation and improving comprehension. As a result, students can gradually build confidence in their writing skills.

According to Winebrenner (2006:163), the application of graphics can support students' ability to write. This approach is a variation of the previously existing separate page recording technique. Students can use these graphs as a learning tool in writing by following a diagrammatic structure, making it easier for them to compose paragraphs. The application of graphics as a support tool in writing instruction offers a practical and effective strategy for developing students' paragraph composing skills. In this strategy, students are given a blank form divided into two columns. They were asked to fill in the writing plan in the column according to their functions. After completing the columns, students can construct paragraphs based on their written content. This teaching strategy is manly expected to help students develop their paragraph-composing skills.

Charts are ways to group the ideas visually (Galko 2001:27). The chart will help the students to organize the ideas logically. This diagram is created using a two-column format called a T-Chart. The goal is for students to use this diagram to better organize their ideas when writing paragraphs. It also aims to improve their ability to develop their thoughts by focusing on specific topics. To help students use this method, teachers encourage them to write key words in the "tell" column and then illustrate the concepts in the "show" column. This practice helps students engage more deeply with the material, improving their understanding and memory. Moreover, it promotes critical thinking by requiring students to distinguish between main ideas and supporting details.

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According to Peha (2003:34), the Tell-Show Strategy begins by making two columns resembling the letter T which are divided into the Tell column and the Show column. This strategy is more effective than simply telling a story for several reason. First, the demonstrative method allows for greater detail than a simple narrative. By providing specific example, student can describe each part of an object more clearly, helping readers visualize it better. Second, this approach enables readers to create stronger mental images. Since readers rely solely on word, showing them visually what student are describing make the word more vivid. Third, using the demonstrative method captures the reader's attention more effectively than just offering a verbal description. By including detailed elements, students can keep readers engaged and curious. This strategy is considered one of the most advanced techniques student can use, as it helps them enrich their writing with more thorough descriptions. Additionally, it encourages student to discover new ways to explain ideas and concepts.

The effectiveness of student learning is proven to be more optimal when they receive visual stimuli such as graphs, pictures, and the like (Nunan, 2003:270). To make the learning environment more enjoyable, relaxed, and engaging while keeping students focused, teachers can use different types of media, such as T-Charts, that fit the topic being discussed. This helps improve students' ability to write descriptive paragraphs. Using images as a teaching tool allows students to better develop their ideas when writing. By looking at pictures, students can directly observe the objects they want to describe.

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

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words alone (Turk 2003:181). Students are usually more engaged in learning when the material captures their attention. Images, in particular, are more likely to interest students than abstract words. At times, students struggle to develop descriptive paragraphs because they find it hard to imagine the concept they want to describe. Pictures can help them overcome this challenge by offering inspiration and ideas they may not have considered. With pictures as a guide, students can more easily write paragraphs based on what they observe, making the writing process more efficient and effective.

Tell-Show Combined with Picture is an effective approach to enhance students' writing skills. Peha (2010:33) states that Tell-Show is one of the most sophisticated techniques a writer can use. It makes our writing richer and more descriptive. This strategy employs a T-chart for crafting concise, descriptive paragraphs. Moreover, it assists teachers in addressing challenges related to teaching writing and facilitates students in easily composing paragraphs. It also helps the writer to find the ways to say things. Showing is the key to rich and satisfying descriptive writing that sounds like the writing the writer reads in the best books. The steps of applying Tell-Show Combined with Picture in the present research would be adapted from Peha (2003) as the following:

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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 descriptive paragraph.

In conclusion, it is clear that employing the tell-show strategy with pictures is highly beneficial for students when creating and organizing ideas in writing. This strategy not only assists students in writing descriptive paragraphs but also enhances the overall writing process. By using the tell-show strategy, students engage in a process of idea generation that fosters creativity and allows them to explore numerous ideas before utilizing the T-chart. This approach helps writers establish relationships between ideas, stimulating their thought process and enabling them to produce well-structured paragraphs. Consequently, the tell-show strategy proves to be an effective tool in developing students' writing skills.

### 2.1.4 Assessment of Writing

Writing involves a process, a final product, and an evaluation to assess the results. Assessment is used to measure students' abilities or achievements. This process is ongoing and includes multiple areas of learning. Every student interaction such as answering questions, giving opinions, or experimenting with new ideas or structures becomes part of the teacher's evaluation of their performance. This ongoing assessment is referred to as evaluation. Additionally, teachers should use objective criteria when evaluating students to ensure fairness. By avoiding subjective judgments, teachers can ensure all students are assessed based on consistent and reliable standards.

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According to Cheng and Fox (2017:1), teaching and learning a language depends extensively on assessment. One of the most important and challenging tasks for teachers is evaluating students' progress on a daily basis. As educators, teachers are primarily responsible for the assessment process, so they must ensure

that the assessments they use in the classroom are of high quality and effectively support students' learning. Assessment activities can be carried out individually or in groups, between teachers and students. These activities also include class tests and daily evaluations, which are key tools for teachers in managing the class. Therefore, teachers need to clearly communicate the assessment criteria to students.

Black and William in McKay (2006: 140) state that the concept of "class assessment" or "teacher assessment" describes the assessments that teachers do in the classroom. This can be formative, when the teacher collects information about students' strengths and weaknesses to provide feedback to them to support further decisions regarding teaching, or summative, that is, when the teacher collects data at the end of a certain period, generally to report student progress. Summative assessments conducted by teachers can also provide helpful insight into their teaching methods.

The structure of writing evaluation can be influenced by curriculum structure and theoretical views. When creating assessment tools for students, teachers should refer to the curriculum, key competencies, and learning objectives. Teachers may also use relevant theories from experts related to assessment. When evaluating writing, the most important factor teachers must consider is the criteria for good writing. According to Brown (2004:247), assessment take on crucial role in such an approach. To provide maximum benefit to students through the evaluation process, it is crucial to take into consideration the initial steps, such as the free writing process before starting the first or second draft, and the later stages which involve revision and finalization of the text.

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According to Coffin et al. 2003:2 states that assessment is often a major of purpose for student writing. Students may be required to produce essays writing, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. These tasks not only assess students knowledge but also their ability to express and present ideas clearly. When evaluating writing, teachers focus on both the content and the way the text is presented, which includes language skills, organization, argument development, grammar, and punctuation. The assessment process also looks at the student's ability to think critically about the content. Assessment is usually carried out by directly examining students' work to measure how well they have met the learning objectives. This ensures that students reach the academic standards outlined in the curriculum.

According to Brown (2004:218) assessing writing ability is not a simple task. A teacher must carefully evaluate the objectives and demands that must be made clear while evaluating the writing skills of their students. Teachers need to be proficient in the subjects that will be assessed, with objectives that must be well defined. Each assessment objective can be evaluated through different types of tasks. As explained in the several of writing performances, namely imitative, intensive, responsive, and extensive. Paragraphs fall into the category of responsive writing. Students completing this type of assessment activity must be able to connect sentences into paragraphs, speak at a limited discourse level, and construct two or three paragraphs that make sense.

In this case, students will write a descriptive paragraph on a specific topic, which will then be evaluated by researchers. This evaluation will decide whether

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the student's work needs improvement. Students must meet criteria when writing the paragraph. According to Oshima and Hogue (2007:195), when grading paper, teachers sometimes assign points for each writing skill. They often use rubric for scoring paragraph. In scoring rubric especially for paragraph, there are five criteria. The first is about the format of paragraph 5 points. Second, it relates to using punctuation and other mechanical aspects, which also weight 5 points. Third, it is related to the richness of the content of the paragraph, which has a weight of 20 points. Fourth, it is related to the organization of the paragraph as a whole, which has a weight of 35 points. And finally, related to mastery of grammar and sentence structure, which also has a weight of 35 points. The maximum number of points that can be awarded to a student if all criteria are met is 100 points. Therefore, it is important to explain these criteria to students before they start composing a paragraph.

In the present study, the researcher focused on assessing student skills in writing descriptive paragraph. However, when selecting or designing a written test, it is essential to first consider the purpose of the test. The researcher plans to use two tests: a pre-test and a post-test. After giving students instructions to write descriptive paragraphs based on the provided pictures, the researcher will evaluate their work using an assessment rubric. The rubric includes five assessment criteria: format, punctuation and mechanics, content, organization, grammar, and sentence structure. The paragraphs must contain 6-12 sentences, and students are expected to focus on these criteria to produce a well-written descriptive paragraph that meets the scoring rubric.

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## 2.2 Empirical Review

Empirical review refers to an evaluation of existing information and theory on a topic, including its historical background. The purpose of this review is to confirm whether the research to be carried out has been carried out previously or not. This is also a consideration to assess the potential success of the research to be carried out compared to previous research. In this study, the researcher intends to develop previous approaches and address the weaknesses found in earlier research. By doing this, the research aims to provide fresh perspectives and practical solutions. The strategy chosen is Tell-Show combined with pictures, which is designed to help students improve their writing skills. This approach is expected to increase student motivation and make learning easier to understand. To support this, the researcher reviewed several related studies as follows:

The first similar research was conducted by Wiryanti (2024) entitled "Improving Writing Skill of The Seventh-Grade Students of SMP N 3 Ubud In The Academic Year 2023/2024 Through Tell-Show Strategy With Picture". The objective of this study was to find whether or not the writing skills of the students can be improved through the Tell-Show strategy. In general, this researcher revealed that the Tell-Show strategy could effectively improve the students' writing skills, especially in writing a descriptive paragraph for teaching writing in Junior High School. The previous study showed that the Tell-Show strategy could significantly improve the student's writing skills in descriptive paragraphs.

The strength of this research lies in the in-depth discussion of several theories from experts related to the techniques that support this research. Apart from that, the Learning Implementation Plan (RPP) has been prepared in detail.

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However, there are shortcomings in terms of the lack of implementation of the tell-show strategy steps and the use of appropriate media. In fact, these steps are important to be explained in detail so as not to cause confusion, and the lack of color in the picture media, this will greatly help students in developing their ideas in writing paragraphs. Referring to these weaknesses. In the present research, the researcher will propose the implementation of the tell-show strategy steps clearly and will provide color in images so that the explanation in the paragraph can be more clearly understood, color in images also make it easier for student to explan what is in the images.

The second research conducted by Dewi (2024) was entitled "Improving Writing Skill Of The Seventh-Grade Students Of SMP N 3 Abiansemal In The Academic Year 2023/2024 Through Tell-Show Strategy With Picture". The aim of this research is to identify the ability to write descriptive paragraphs of Junior High School at SMPN 3 Abiansemal in the academic year 2023/2024 which can be improved through the application of the Tell-Show strategy combined with picture.

The strength of this study is the researcher's clear explanation of the theories applied in the teaching and learning process. The researcher utilized Peha's theory for the Tell-Show strategy and Oshima and Hogue's theory for the scoring rubric. However, the researcher did not demonstrate the instruction for the students to create the tell and show columns in the earlier study. They were directly instructed to write the descriptive paragraph. The students should finish the tell and show columns before writing the paragraph may confuse them. In the present the researcher would need the student to fill out the tell and show column

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in the current study besed on peha, which would enable them to practice the writing process thoroughly.

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