

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Writing is one of the four skills that must be learned in mastering English language skills. It is a way of communication to express thoughts, ideas and feelings between the writer and the reader. This subject is one of the important subjects for students to study because it is the activity of someone expressing ideas and writing them down on a piece of paper. Brown (2004) states that writing is an important skill that is used as a means of communicating with other people in written form. Writing is one of the productive skills in learning English that must be mastered by all class students, especially junior high school students. Writing is a skill that is used as a medium for communicating with other people using written text as a tool. Mastering writing skills allows students to convey their ideas in creating a paragraph. Thus, the aim of teaching writing is to improve students' ability to effectively create integrated and coherent paragraphs in written contexts.

In learning writing, students had a chance to produce their writing by using some creative ideas to make the writing became more interesting. Teaching writing at school purposed for students to improve their skill and allowed them to used master writing components such as vocabulary, spelling, punctuation, and sentence structure. Coffin et. al. (2003) stated that students' writing is at the center of teaching and learning in higher education, fulfilling a range of purposes according to the various context in which it occurs. It can be said that writing is certainly very important skill yet not easy to be mastered.

In expressing ideas through written form, students had to produce it individually and it should come from their own thinking. According to Hyland (2003) writing is essentially seen as a product constructed from the writer's own command of grammatical and lexical knowledge and writing development is the result of imitating and manipulating models provided by the teacher. From this statement, for students to achieve accuracy, they are thus exposed to many tasks on grammar aiming to improve their accuracy and avoid errors. Such focus can partly be of much use to students since it enables students to know how to write grammatically correct sentence. Therefore, it appears to be necessary for the teacher to also look beyond grammatical structures, so that the teacher can help students use their knowledge of grammatical form when they are written texts.

Based on observations, it was found that most of seventh grade students of SMP Negeri 14 Denpasar had some difficulty when write a paragraph problem to express their ideas. This makes the student confused when write a paragraph. They spend more time to get an idea. Then make the student unmotivated and bored in the writing activity. Therefore, makes the student not understand about descriptive paragraph. The teacher should know an interesting strategy to motivate the students to learn.

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 begins by making two columns, Tell and Show. In the Tell column, the students write the topic that was be described. In the Show column, the students was write 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 give a picture in the readers' mind. That can make the students easier 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 make 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 stimulated 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 were described.

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

Research problems based on the background of the study, in this research, which was conducted at SMP Negeri 14 Denpasar, students still experienced problems in writing. Students experience difficulty in generating and organizing their ideas in compiling descriptive paragraphs. They are also still confused about

what they want to describe in their paragraph. This can be overcome with better improvement strategies students' writing skill. The strategy that could be used to improve students' achievement in writing skill is tell-show strategy with picture. Based on the problems above, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMP Negeri 14 Denpasar be improved through tell- show strategy with picture?

1.3 Objective of Study

As a study which is strongly related to scientific investigation, misunderstanding may occur easily due to unclear direction on the aim of the study. Based on the problems faced by the students, the research must find a solution to solve those problems. Generally, finding a solution of the research problem is the main objective of the study to make the present study has direction. Any scientific study is intended to answer the research problem that had been formulated and determined. The present study was conducted to answer the research question. The objective of the present study to find out whether writing skill of the seventh- grade students of SMP Negeri 14 Denpasar can be improved through tell-show strategy with picture.

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1.4 Limitation of the Study

In relation to the purpose of the study formulated, the present study was focused on improving the writing skill through Tell - Show strategy with picture. Moreover, creating written in a short and simple descriptive paragraph about person and place based on the social function language features and the generic structure of the paragraph. To avoid complicated discussion, the researcher limits the study on the use of Tell - Show strategy with picture in improving the students' writing

skill in writing a descriptive paragraph. In this case, the basic competency would be constructing a written simple and short descriptive paragraph that consist of six to twelve sentences with topic including person and place following the generic structure of identification, description, and conclusion. It was done to find out how much improvement of students writing skill after being taught by Tell- Show strategy.

1.5 Significance of Study

The present research focused on improving writing skill of the seventh-grade students of SMP Negeri 14 Denpasar through tell-show strategy with picture. The teacher as motivator used this strategy as another effective resource in teaching writing descriptive paragraph in the classroom. Based on previous research, this learning strategy can improve students learning in writing. The preliminary observation found that learning to write descriptive paragraph of students is still below average. In this present study used tell - show strategy with picture to solve the problem. The significance of the study has two advantages such as theoretical significance and practical significance which was explain completely.

Theoretically, the finding of the present study could be used to add new theory and also so support the existing theories of the knowledge about teaching writing especially descriptive paragraph through tell show strategy with picture. Furthermore, it could be used as reference for other researchers which related to tell-show strategy that used to improve students' writing skill. Moreover, the present study also expected to support evidence to provide information about the improvement of teaching writing through tell - show strategy with picture. By using picture students can learn comfortably and pleasantly. Practically, the findings of

the present study were expected to give benefits for teachers, students, and other researchers. For the teacher, this research gave a contribution in teaching activities in the classroom so teacher could apply this strategy in teaching English especially in teaching writing to improve students' achievement. For the students, this research gave the way to write descriptive paragraph effectively in learning process. On the other hand, for the other researcher, this research is to beneficially add some references for the next researchers who use this strategy. At last, the strategy could be applied continuously in school to improve the quality of the teaching and learning process, The other researcher could try to find the weakness of the present study for their future research.

1.6 Definition Key Terms

The research only focuses two terms. They are writing skill and tell-show strategy with picture. The definition of key terms is clearly defined as follows:

1.6.1 Writing Skill

Writing skill is operationally defined as the ability of seventh-grade students of SMP Negeri 14 Denpasar in academic 2024/2025 in writing a descriptive paragraph which describes about person and thing. The paragraph should consist of six until twelve sentences based on generic structure such as: identification, description, and conclusion.

1.6.2 Tell-Show Strategy

Tell-show strategy with picture is defined as a strategy which combined between the steps of tell-show strategy and picture that used to improve descriptive paragraph writing ability where the teacher makes two columns which is divided into column Tell and column Show. Tell: the teacher makes a clue in the tell

column. Show: After the teacher makes a clue in the tell column, the students describe in detail based on the clue in the show column. The students can make a paragraph based on the topic and picture given by the teacher and used clue in the tell column.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is a coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena. To conduct a scientific study, it must be based on a theoretical foundation. In addition, it is also concerned with the concept and theories which used as a standard in every research. To support the understanding of the research problem, some theories were reviewed related to the concept of writing skill and the strategy used. In this section, the researcher describes some important points from related literature to support the study. They are writing skill, descriptive paragraph, tell-show strategy with picture and assessment of writing skill.

2.1.1 Writing Skill

Writing is one of the skills that all students should master. Besides, writing needs a process to make a well-written product. The skill is one of the productive skills which required a product of its result. Writing is not only putting words down on the paper, but writers put their feeling as well. To write well the students need a good reason, a reason that they believe in. When the writers or students have finished writing something, they should read more than one time to make sure what they have written and make changes and corrections. The writers write and revise until they are satisfied that their writing expresses exactly what they want to convey to the readers. It means that they should often practice exploring and develop their ideas into written form (Fulwiler, 2002).

Ontario (2005) states that writing is powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Compared to the other three skills, writing is the most difficult one to master. Because writing is the most difficult skill to be mastered, thus, it needs a special treatment to help the students improve their writing skill. Well writing is not just an option, but it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participant in civic life and in global economic (Graham and Perin, 2007). In addition, based on that statement writing have an important effect for the students as a boost to achieve their success in academic and non- academic purposes.

Writing is not a simple task, and it needs a special skill to make the students interested in writing and writing is one of challenging language skills that should be learnt by the students. Zemach and Islam (2005) state that writing is an important form of communication in day-to-day and the most difficult to be mastered in a foreign language. Furthermore, it is important to practice every day to improve the writing proficiency such as writing a later, massage, memo and invitation, etc. According to Ramet (2007), writing something, everything and every day would enable students to build up the discipline and commitment required to ensure that they could produce a complete paragraph writing in writing descriptive paragraph.

2.1.2 Descriptive Paragraph

A descriptive paragraph is a paragraph that describes a thing, place, person or animal. Writing the descriptive paragraph aim to make the readers feel or sense what the writer describes. To make it better, the writers can provide picture of something that is described. When writing a descriptive paragraph, the writers have

to consider the generic structure. There are three generic structures of the descriptive paragraph, namely: identification, description, and conclusion. In identification, the writers identify the recognition. In description, the writers describe something that they describe so the readers can easily imagine or feel or sense that they are involved in the experience. A paragraph is a group of related statements that the author develops about a subject (Oshima and Hogue, 2006). In conclusion, the writers conclude the paragraph restate the general statement.

When writing a paragraph, the students must pay attention to the general structure. Evans (2000) states that the generic structure of descriptive paragraph is introduction, main body and conclusion. An introduction or identification is telling about the general of the paragraph. The writers write a statement that shows the object to be described the main body or descriptions is explained the object, for instance, the physical appearance, hobby and characteristic. The last one is conclusion in which the writers conclude about the paragraph. It could be a summary of the paragraph or the writers' comments.

Paragraph is the basic part of writing, it means before students learn to create a full-length writing, they should start by making coherent sentences. Raimes & Jerskey (2011) argue that a good paragraph makes a clean point, support your idea and focuses on one topic. Furthermore, they create understanding to catch readers' attention by making a clear point of topic and making smooth transition that are connected to one another. Thus, learning construct a unified and coherent paragraph is very important as it can help readers easily catch the writer's intention and purpose of the story.

Description presents the details of the object being described which aims giving a clear picture; hence, readers, can imagine the object very clear. Paragraph is a group of sentences that writer develop about a subject. The first sentence states the main idea of the topic and then the rest of the sentences support the point. A paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph called supporting sentences, give more information about the topic. They add specific details information and explanations with the topic in other words, it is words which play central role to replace the object. The ability of the writers to modify the sentences with descriptive word is essential for successful descriptive writing. They are two types of words which are considered to be descriptive words: adverbs and adjective (Juzwiak, 2009). Those words play vital role modify sentences, so the readers able to distinct the specific details in which they can simultaneously see and feel what is being described in the paragraph.

2.1.3 Tell-Show Strategy with Picture

Tell - show strategy with picture is one of the strategies that can be used to facilitate the students write a paragraph. Related to gathering ideas, this strategy is useful because it can help students to overcome their about what to write at the beginning, contents, or conclusion in writing descriptive paragraph. This strategy works as the development of T-chart. It is started with making two columns resembling the letter T that consisted of Tell column and Show column. While in the Tell column, students are asked to write the topic that are going to be described, the Show column is consisted of the description of the list topic that are going to written in Tell column in detail. Nunan (2003) states that activity chart building a

repertoire requires setting up some kind of system for keeping track of what has been successful so that the technique can be used again.

In addition, Peha (2003) states that there are some reasons why showing is better than telling: (a) showing is more specific than telling: it means that every single object can be described to the readers more detail by showing; (b) showing helps readers make pictures in their mind; it means by showing the readers can imagine the object more detail, the writer is supposed to have the same imagination about the project, if not, they was get the same object in their mind between the writer and the readers; (c) showing is more interesting than telling: it means that when the writer described the object by showing them in detail, it makes the readers more interested more interested and easier in writing because the objects can see easily to make a clear picture about the detail object.

A Pictures are one of the teaching aids that can be used to guide the teaching and learning process. Apart from that, images as a visual aid have a greater impact than words alone (Turk, 2003). Students are naturally more interested in pictures than abstract words. This means that they more interested in learning something if it can attract their attention. Sometimes when writing descriptive paragraphs, students often don't know what to write and have difficulty imagining what they describe. Through pictures can help students to get ideas that are often unthinkable. This saves time because they don't have to spend a long time imagining what they describe and think about. They immediately write down what they see and describe it based on the picture given by the teacher.

Researchers focus on the Tell-Show strategy by Peha and combined with picture as a media. According to Peha (2003), the 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 besides, this strategy helps the teacher solve the problem in teaching writing as well and it could make the students compose the paragraph easily. In addition, the teacher can guide students in writing descriptive paragraph through Tell-show strategy (Peha, 2003). Implementing the Tell-Show strategy in the class to the students which is described as follows:

1. Teacher gives a Tell-Show chart and picture above the chart for the students.
2. Teachers asks the students to make a clue in the Tell column (Tell).
3. After the students make a clue in the tell column, the students describe it in detail based on the clue in the Show column (Show).
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 Assessment of Writing

Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher sub consciously makes an assessment of the student's performance (Brown, 2004). Assessment is very important in teaching activity. English teacher needs to assess what they have inculcated to their students so that they know to what extent the previously formulated instructional objective has been achieved by the students in writing descriptive paragraph.

The assessment activity is to measure someone's ability to check if the lesson can be understood or not by students and to analyze whether the techniques, methods, and strategies that are used are appropriate to apply to students in the teaching and learning process. Marzano (2006) states that the assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback indeed enhance learning. Assessment is one of the determining indicators for knowing success or even failure made by teachers as learning agents and students as learning objects.

Giving assessments needs to be done by English teachers because they know to what extent the students have achieved the materials. The students also know how their writing scored. Weigle (2002) states that the best way to assess students' writing ability is to get them to write. It follows that a test of writing involves at least two basic components: one or more writing tests or instructions that tell test takers what to write and means of evaluating the writing products of the test takers. According to Johnson (2002), the effectiveness of an assessment is decreased anytime something interferes with achieving the goals of the assessment, maintaining an effective working relationship among assessors, assesses, and other stakeholders, and motivating participation in future assessments. By assessing, the teacher could know the students' achievement during the teaching-learning process. Assessing writing is very important to know students' writing ability in descriptive paragraphs and to measure their achievement.

Tests could be useful to assess students' ability, but there are only one among many procedures and tasks that teachers could ultimately use to assess the students (Brown, 2004). To assess the descriptive paragraph that has been made by the

students, this present study uses a scoring rubric for the descriptive paragraph writing that is adapted from Oshima and Hogue (2007). In this scoring rubric, there are five criteria to be assessed by the researcher, such as format, punctuation and mechanics, content, organization, and grammar and sentence structure of the paragraph, in which each criterion in the scoring rubric has different scoring, and the final score based on this scoring rubric is 100.

2.2 Empirical Review

The empirical review required to provide empirical evidence that support the present study. The empirical evidence required for this study is that the pervious study results that dealt with teaching paragraph writing trough Tell- Show Strategy. In addition, knowledge of empirical evidence could help the researcher avoid unintentional replication of previous studies results and place the research in better position to interrupt the significance for her own result. The related studies which were used as references were described below.

The similar research is conducted by Maheswari et al., (2022) entitled "Applying Tell-Show Strategy Combined with Picture to Improve Writing Skill of The Eighth-Grade Students of SMPN 2 Kuta Utara". The objective of this research was intended to find out whether the writing skill of the eighth-grade students of SMPN 2 Kuta Utara can be improved through the tell-show strategy combined with pictures. The result of this research can be seen from the result of the pre-test and post-test which showed significant improvements in the students' writing skills. The supporting data by using a questionnaire also showed positive responses to the implementation of the Tell-Show strategy.

The strength of the similar research is the researcher provided a good and complete related theory to support the data of the study. Moreover, the implementation of the Tell-Show strategy was explained clearly by the researcher. Concerning the weaknesses, the previous researcher was not consistent in writing the name of the strategy based on the theory. In the present study, the researcher use the Tell- Show strategy with clear steps to avoid misunderstanding of the students in making a descriptive paragraph. Furthermore, the researcher use clear and colorful pictures as a medium to make the writing process more interesting in organizing their ideas. Moreover, in this study, the students was create a paragraph that consists of six to twelve sentences based on the generic structure such as identification, description, and conclusion.

The second researcher by Setiawan (2020) entitled "Improving Writing Skill of the Eight Grade Students of SMPN 3 Mengwi in Academic Year 2020/2021 through Tell-Show Strategy. The object of this study was intended to find whether or not writing skill of the eight grade students of SMPN 3 Mengwi in Academic Year 2017/2018 could be improved through Tell-Show. The result of the study showed that students writing skill in composing descriptive paragraph were successful in two cycles in which each cycle consisted of two sessions. It also showed that this technique responded positively by subjects.

The strength of these studies was the researchers successful in implementing Tell-Show to improve students' writing skill. The eighth-grade students were able to get more than the minimum score standard passing grade. However, in implementing this teaching technique, the previous researchers did not use media to support teaching and learning process. The students were still confused to start

writing because they did not have imagination about what they were going to write. They still those many times about the topic, Moreover, the steps used by the researchers were not clear enough. The steps were not in chronological order which made students confused in writing.

