

THE USE OF TELL-SHOW COMBINED WITH PICTURE TO IMPROVE WRITING SKILL OF THE TENTH-GRADE STUDENTS OF SMKN 1 SUSUT

Komang Ary Trisna Wahyuni ¹, I Komang Budiarta ²,
Anak Agung Putri Maharani ³

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Mahasaraswati Denpasar
Email : arytrisna94@gmail.com

ABSTRACT

The present study aimed at figuring out whether writing skill of the tenth-grade students of SMKN 1 Susut can be improved through the implementation of tell-show combined with picture. Tell-show was a teaching technique of writing in this study in which the subjects used writing columns during the online learning. The research was primarily based on the preliminary study of 26 tenth-grade students of SMKN 1 Susut in academic year 2020/2021. The research design was classroom action research, and the research was carried out through applying tell-show combined with picture within two cycles. Furthermore, the obtained data were collected by administering tests (pre-test and post-tests) and a questionnaire. The results showed that there was a significant improvement of the subjects' descriptive text writing ability. The questionnaire also proved that the subjects' responses toward the implementation of tell-show combined with picture were positive during the online class. In short, the present study clearly showed that writing skill of the tenth-grade students of SMKN 1 Susut in academic year 2020/2021 can be improved through tell-show combined with picture.

Keywords: improve, writing skill, and tell-show combined with picture

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah keterampilan menulis siswa kelas X SMKN 1 Susut dapat ditingkatkan melalui penerapan tell-show yang dikombinasikan dengan gambar. Tell-show adalah teknik pengajaran menulis dalam penelitian ini di mana subjek menggunakan kolom menulis selama pembelajaran online. Penelitian ini terutama didasarkan pada studi pendahuluan terhadap 26 siswa kelas X SMKN 1 Susut tahun ajaran 2020/2021. Desain penelitian ini adalah penelitian tindakan kelas, dan penelitian ini dilakukan melalui penerapan tell-show yang dikombinasikan dengan gambar dalam dua siklus. Selanjutnya, data yang diperoleh dikumpulkan dengan pemberian tes (pre-test dan post-test) dan angket. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan menulis teks deskriptif subjek. Kuesioner juga membuktikan bahwa tanggapan subjek terhadap penerapan tell-show dikombinasikan dengan gambar adalah positif selama kelas online. Singkatnya, penelitian ini dengan jelas menunjukkan bahwa keterampilan menulis siswa kelas sepuluh SMKN 1 Susut tahun pelajaran 2020/2021 dapat ditingkatkan melalui tell-show yang dikombinasikan dengan gambar.

Kata kunci: peningkatan, keterampilan menulis, dan tell-show dikombinasikan dengan gambar

INTRODUCTION

Writing is one of the skills which is used as a medium of communication with others. It can be considered as the process of arranging words into sentences and then texts based on certain rules. In other words, one way to express the language is through written form. Pratiwi et al. (2021) stated that this skill is a form of communication where the writer arranges and delivers ideas into a readable form with purposes. However, Richards and Renandya (2002:303) state that writing is complicated for second language learners to master. Moreover, writing is the most difficult skill because it requires hard thinking to produce. Students found ideas to include in their writing. Writing is a complex activity, but it should be mastered. Writing was challenging for students as they often faced difficulty in developing ideas (Budiarta, 2017). It can also allow students to use correct writing components: format, punctuation and mechanics, content, organization, grammar and sentence structure. The students can think about a creative idea to make their writing interesting and enjoyable to read.

Zemach and Rumisek (2005:3) state that when the students are writing, they do more than just putting words together to make sentences. Good writers are capable in honing their creativity in expressing their thought into an understandable written form (Maharani, 2017). Being able to write in English needs both good mastery of structures and organization. Students must be capable of making sentences grammatically correct; besides, the ideas can be organized into a good text. Thus, readers understand the ideas clearly. On the other hand, the process of mastering writing is not simple. It does not mean that students cannot pass through all the processes. The students have to follow all steps in writing to make a good text. Writing skills are essential to be mastered by the tenth-grade students of SMKN 1 Susut in academic year 2020/2021.

In pre-observation, the researcher did an interview by asking the English teacher who taught the tenth-grade students of SMKN 1 Susut in academic year 2020/2021. The questions were about the general conditiona, especially in teaching writing, the students' difficulties in writing, their participation, and the teacher's technique or strategy in writing a text. Based on the observation, students had low ability in writing. They spent a long time producing a text, including thinking, reading, revising, editing, and writing into the written form. Besides, they mostly had difficulties in writing a text, especially in organization, structure, language use, content, diction, and mechanics when constructing sentences into a descriptive text or longer composition.

When the researcher interviewed the English teacher who taught the tenth-grade students of SMKN 1 Susut at the school through face to face, the researcher figured out that the students faced difficulties in organizing their ideas into a text. The teacher used the demonstration technique, which was categorized as a traditional classroom strategy. It demonstrated the material in a group work. It made the students more active to practice, but they did not get guidance from the teacher. They worked and discussed freely with their groups, and then the teacher only provided feedback or correction for some of them. Besides, the teacher did not choose the groups. The students could choose their groups freely. This technique was widely used in teaching simple language at lower levels.

Furthermore, the demonstration technique was not an effective technique to teach writing. The teacher only focused on the result of the students' text; in addition, the teacher rarely asked them to work in groups and choose the group freely. It was ineffective to be implemented. It made the smart students smarter, and the low students would be unable to develop themselves. Meanwhile, the teacher also asked them to see the example in the book. It made them unconfident with the text and still confused. Moreover, the teaching technique

used in the teaching-learning process did not motivate the students, and it did not affect their writing improvement. They just used their imagination, and it took a long time for them to start writing. Therefore, they become bored because they did not have any opportunity to learn. It made them students unable to express their ideas.

Based on the explanation above, there are many writing techniques; one is the Tell-Show strategy, which is combined with picture. It is one of great techniques to teach students by writing their ideas. Tell-show combined with picture is a technique to teach by setting up the students in writing using columns. Furthermore, the teacher gives a picture and makes a clue in the Tell column. In Show column, after the teacher makes a clue in the tell column, the students describe in detail based on the picture given, then they start writing descriptive text. Finally, the students can make a text based on the picture, a clue in the Tell column, and a description in the Show column into a text. The purpose of implementing tell-show combined with picture is to generate opportunities for the students to become active.

In teaching writing through tell-show combined with picture, there are some strengths of tell-show. For example, it allows the students to practice and to write in different social contexts and roles. Besides, the students can create their ideas as well as possible due to the freedom given them helped by the picture. They can easily imagine and easily get their ideas from the picture without thinking for a long time and wasting time. Moreover, this technique makes the students active, and they have a chance to express their ideas. It is an excellent technique to be implemented in the classroom. Moreover, this strategy can motivate the students to write a descriptive text. It could affect their writing improvement. In conclusion, it was expected that students' problem can be solved through the implementation of tell-show combined with picture as the teaching technique.

Based on the explanation above, writing is not an easy skill if they do not have background knowledge in writing. Besides, the technique is very important to improve their achievement. The researcher tried to use an effective technique to help the students write, especially writing descriptive text. One of the effective strategies that was appropriate to improve their writing skill was tell-show combined with picture. In the present study, the researcher was motivated and interested in conducting the present study which to find out the improvement of writing skill. Therefore, the researcher conducted a research entitled "The Use of Tell-Show Combine with Picture to Improve Writing Skill of the Tenth-grade Students of SMKN 1 Susut in Academic Year 2020/2021."

RESEARCH METHOD

The present study was carried out at SMKN 1 Susut especially the tenth-grade students of XAKL in academic year 2020/2021. The number of students in XAKL was 26 students. The present study was priorly preceded by conducting a preliminary study wherein the researcher interviewed the English teacher of class XAKL. The class was selected as the subjects of the study because of their low writing skill. The students still had difficulties in developing their idea in writing text. The researcher expected through the implementation of tell-show combined with picture in writing descriptive text, the subjects' writing skill can be improved.

RESEARCH DESIGN

The research design used in this present study was classroom action research (CAR). CAR is a type of research carried out by the teacher in order to overcome students' problem in teaching learning activities.

According to Burns (2010:1), the classroom action research can be an available way to

extend the teaching skill and understand the teachers, classroom, and students. In addition, classroom action research is also something that many language teachers seem to have heard about. Classroom action research has some functions such as changing students' learning behavior, improving professional competency, upgrading self-confidence, and developing knowledge. In other words, classroom action research can give an advantage to the teacher to extend their classroom.

Ary et al. (2010:518-519) state that the action research process is involved from *planning* in which a plan will be developed for taking action or gathering information and getting the data to observe or capture the experience monitor during the practice in the learning process.

The researcher did an *action* in the classroom like a teacher and taught the students based on planning already prepared. Pelton (2010:4) states that action is what students do as a teaching professional in the classroom. In terms of action research, teaching professionals in the classroom, including clearing the learning environment, interacting with the students, developing lesson plans, assigning homework, and almost everything the researcher did in their daily routine of teaching, constitutes the "action" of action research.

The researcher observes the classroom situation and learns about the students' behavior during the process of action. Besides, the actions will be implementing planning and changing practices and collecting data by the researcher. The data may be collected from a variety of resources. Koshy (2005:93) states that observation is a natural process. The researcher observes people and incidents all the time based on the observation, and they make a judgment.

The last step is a reflection, where the researcher gives an evaluation to the students. Furthermore, the researcher can conclude the results of the problem that students still face and

can arrange a plan for the next cycle. Coghlan and Brannick (2005:35) mention that reflection is the process of stepping back from experience to process. The experience is related to planning further in action. Therefore, classroom action research is divided into some cycles, where each cycle consists of two sessions. Each cycle involves interrelated activities such as planning, action, observation, and reflection. Cycle I could become a continuing process. Then the design of the present classroom action research can be clearly presented by McTaggart as cited in Burns (2010:9).

Most of the data that was required to answer the research problem under study was gathered through administering pre-test, post-test, and questionnaire. The pre-test was done before the implementation of the action. The post-test showed the result of the action over the subjects' learning. The post-test result was compared to the result of the pre-test to determine the subjects' learning improvement.

The results of the pre-test and post-test were analyzed descriptively by using the mean score formula. The mean score of the whole students would be calculated using the following formula:

$$M = \frac{\sum x}{N}$$

Where:

M : Mean Score
 $\sum x$: Total Score
 N : Total Subject

The data showed the subjects' responses towards the implementation of tell-show combined with picture were collected by administering the questionnaire. When the results of the questionnaire have been gathered, it was analyzed by using the following formula:

$$\text{Percentage} = \frac{\text{Total Responses of An Item}}{\text{Total Responses of All Items}} \times 100\%$$

The questionnaire was designed in the form of a structured questionnaire consisting of ten

statements in *Bahasa Indonesia*. The responses to the questionnaire were analyzed using the Likert rating scale (5-1). They were Strongly Agree (*Sangat Setuju*), Agree (*Setuju*), Undecided (*Ragu-ragu*), Disagree (*Tidak Setuju*), and Strongly Disagree (*Sangat Tidak Setuju*). The researcher provided ten questionnaire statements that were given to students in X AKL. It was expected the questionnaire could collect the expected data.

In accordance with the 2013 curriculum which was used in SMKN 1 Susut, the success of the present study referred to the minimum passing grade of the tenth-grade students of SMKN 1 Susut in English lesson; it was 70. Besides, the present research expected at least 80% of the subjects have already fulfilled the minimum passing grade after implementation of tell-show combined with picture. In other words, if 23 of 26 students could achieve the minimum passing grade, the research was ended. It could also be categorized as a successful indicator in implementing tell-show combined with picture to enhance the subjects' descriptive text writing ability.

FINDING AND DISCUSSION

The present study made use of classroom action research design as what has been mentioned in chapter III. All data needed for this study were collected from the tenth-grade students of XAKL class, SMKN 1 Susut in academic year 2020/2021. The subject consisted of 26 students. They were selected as the subjects of the research because they had problem in writing skill and it needed an improvement in order to achieve the minimum passing grade. The researcher divided the study into pre-cycle, cycle I and cycle II. It was required to do deep discussion to make maximum understanding. The data of the present study were gathered by using instruments: test and questionnaire. In pre-cycle, the mean score of the pre-test was 42.62. Besides, among 26 subjects who did pre-test, none subjects could pass the minimum passing grade, 70.

Based on the calculation, the results showed that the mean score of the post-test in cycle I which was followed by 26 subjects, was a figure of 68.92. There were 17 subjects of 26 subjects who could achieve the minimum passing grade in post-test 1. As the result of the post-test, it could be seen that there was an improvement from the results of the post-test. The data also showed that there were 17 of the subjects who could achieve the minimum passing grade 70 for the tenth-grade students of SMKN 1 Susut. It meant that the success indicator had not been reached in this cycle. A further revision was needed along with the implementation of the next cycle. Therefore, the researcher decided to continue to the next cycle that was cycle II with the purpose of getting a better improvement.

In cycle II the mean score was 78.65. In addition, it showed that there was a high improvement on the subjects' writing skill after applying tell-show combined with picture. Some subjects generated their ideas well; moreover, they could write a descriptive text which was more unified and coherent. They also became more active in asking questions if they got confused or did not understand what should be explained. It could be seen from the scores of post-test in cycle II, which showed that from 26 subjects, 23 of the subjects could reach the minimum passing grade of the tenth-grade students of SMKN 1 Susut. Therefore, this research can be stopped because the research was considered successful, and it has achieved the pre-determined success indicator.

CONCLUSION AND SUGGESTION

The objective of the study was to figure out whether or not writing skill of the tenth grade students of SMKN 1 Susut in academic year 2020/2021 could be improved through tell-show combined with picture. It was based on the problem faced by the students of the study who consisted of 26 students who had low skill in writing. The researcher conducted a

classroom action research by the application of tell-show combined with picture.

There were two cycles conducted by the researcher. The data obtained by administering the pre-test in pre-cycle was used to figure out the subjects' pre-existing writing skill. It was continued by giving the post-test at the end of cycle I and cycle II to know the writing achievement progress after the implementation of tell-show combined with picture. Besides, the additional supporting data were collected by administering a structured questionnaire. The mean score of pre-cycle was 42.62. However, there was an improvement of the mean score to 68.92 in cycle I and it improved again to 78.65 in the last cycle. These results were followed by the improvement of the subjects who could achieve the minimum passing grade. Then there were 17 subjects in cycle I who could achieve the minimum passing grade, and in cycle II there were 23 subjects who could achieve the minimum passing grade. This showed that the subjects' writing skill could be improved by implementing tell-show combined with picture. As the success indicator could be achieved in cycle II; thus, the present study could be ended.

In addition, the questionnaire was administered to support the results of the tests. In line with the post-test results, the questionnaire results also showed the subjects' positive responses in which more than 93% of the responses agreed with the application of tell-show combined with picture. It meant that this strategy was very well accepted by the subjects. Then, the strategy was effective to be implemented in teaching writing especially descriptive text. Furthermore, the subjects' responses showed that tell-show combined with picture could improve their writing skill, especially in constructing descriptive text with a complete generic structure based on the pre-determined criteria of the scoring rubric.

In conclusion, the present study which was supported with the additional data from the questionnaire, showed the effectiveness of tell-show combined with picture in teaching writing. The findings disclosed the problems faced by the subjects could be overcome by

applying tell-show combined with picture. Therefore, in line with the objective of the study, based on the results on the pre-test, post-test 1, post-test 2 and the questionnaire in this study, it could be wrapped up that writing skill of the tenth-grade students of SMKN 1 Susut in academic year 2020/2021 can be improved after being taught tell-show combined with picture.

After concluding the research, the suggestions are offered to all sections related to the present research. At the end of the present study, the researcher would like to give some suggestions that are expected to improve writing skill. The suggestions are based on the result of this research. There are some suggestions, particularly to the English teacher, who is concerned about the teaching and learning process in the X AKL 1 class, the tenth-grade students of SMKN 1 Susut, and the other researchers.

For the English teachers of the tenth-grade students at SMKN 1 Susut, it is suggested to be more creative in teaching during online classroom so that they are more interested in learning writing primarily descriptive text. The teacher should then be active to find out different strategies during online learning because the students need a variation strategy to avoid boredom in learning writing. Besides, the strategy also helps process online learning, motivating and stimulating the students' attention in material about a descriptive text. The English teacher is also suggested to apply tell-show combined with picture as one of the references of strategy variation in teaching descriptive text writing during online learning. By applying tell-show combined with picture, it can make the students interested in the online learning process of writing especially descriptive text.

The tenth-grade students of SMKN 1 Susut are suggested to pay more attention to their English teaching and learning activity, especially in descriptive text writing. They should enjoy the material and be more active in the teaching and learning activities in the online classroom. The students should do more practice to make them easier to write a

descriptive text. In addition, they should practice continuously using tell-show combined with pictures to improve their writing skills and get better writing achievement during online learning. Furthermore, the students are also suggested to be more serious in online learning writing since they would find the importance of writing when they continue their study to a higher level. Tell-show combined with pictures could help them solve their problems and help them arrange a good text and make their paragraph more unified and coherent. Thus, the students should implement tell-show combined with picture in practicing their writing skill especially descriptive text, to improve their writing.

For the other researchers are suggested to use tell-show combined with picture as a reference and an alternative source and

guidance to conduct similar research by using the same strategy and media to examine and prove the effectiveness of tell-show combined with picture. The researcher who will conduct the research can also take advantage of this strategy and correct the weaknesses that can still be found in this study. Moreover, the researcher hopes that other researcher would do better research in conducting the classroom action research that is related to teaching and learning process through tell-show combined with picture in the future, which can be applied not only for teaching writing skill but also for teaching other skills and the other students with a different grade. The other researchers should also be active and creative in obtaining new information about the technique and finding more references to enrich the ideas of tell-show combined with picture.

REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C., and Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Wadsworth, Thomson Learning.
- Budiarta, I. K. (2017). Applying Simultaneous Roundtable to Improve Genre-based Paragraph Writing Ability. *Jurnal Santiaji Pendidikan*, 7(2), 150–161.
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Coghlan, D. and Brannick. T. (2005). *Doing Action Research in Your Own Organization*. London: SAGE Publications Inc.
- Folse, K. S. (2010). *Great Writing 2 Great Paragraph (Third Edition)*. Florence: Heinle Cengage Learning.
- Koshy, V. (2005). *Action Research for Improving Practice*. California: Paul Chapman Publishing.
- Maharani, A. A. P. (2017). Double Bubble Map: The Attempt to Enhance The Students' Skill in Writing A Comparison and Contrast Paragraph. *Jurnal Santiaji Pendidikan (JSP)*, 7(1), 1–11.
- Pelton, R. P. (2010). *Action Research for Teacher Candidates*. New York: Rowman & Littlefield Education Group.
- Pollard, L. (2008). *Guide to Teaching English*. London: London University Press.
- Pratiwi, M. A. S., Budiarta, I. K., & Maharani, A. A. P. (2021). Improving Writing Skill of the Tenth-grade Students of SMKN 2 Denpasar in Academic Year 2020/2021 through ESA Combined With Picture. *Academic Journal on English Studies (AJOES)*, 1(1), 32-41.
- Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching (An Anthology of Current Practice)*. New York: Cambridge University Press.
- Zemach, D. E. and Rumisek, L. A. (2005). *Academic Writing from Text to Essay*. Oxford: Macmillan Publisher Limited.