

# Applying Tell-Show Strategy Combined with Pictures to Improve Writing Skill of The Eighth-Grade Students of SMPN 2 Kuta Utara

Ni Komang Yunda Devi Maheswari<sup>1,a)</sup>, I Komang Budiarta<sup>2,b)</sup> and Anak Agung Putri Maharani<sup>3,c)</sup>

## Author Affiliations

<sup>1,2,3</sup>Universitas Mahasaraswati Denpasar, Indonesia

## Author Emails

<sup>b)</sup> Corresponding author: mrbudi@unmas.ac.id

<sup>a)</sup> yundadevi09@gmail.com

<sup>c)</sup> aamaharani@unmas.ac.id

**Abstract.** Writing is one of the productive language skills that students in all grades should learn. In school, writing is taught to develop and generate the students' ideas or thoughts in written form, such as a paragraph. However, the students still had difficulties making a well-written paragraph, especially in generating and organizing their ideas in a descriptive paragraph. In addition, they did not know how to organize the paragraph in terms of generic structures, unity, and coherence. The English teacher still used a monotonous strategy in teaching writing, and it was boring to some students. The present research objective was mainly intended to find out whether the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through the tell-show strategy combined with pictures. The present study made use of a classroom action research design that was conducted in two cycles. The required data were collected by administering research instruments: paragraph construction tests in the pre-test and post-tests and a structured questionnaire for the study subjects. After the cyclical research processes, it was found that the tell-show strategy combined with pictures was an appropriate strategy to improve the subjects' writing skills, primarily descriptive paragraphs. It could be seen from the results of the pre-test, post-test 1, and post-test 2, which showed significant improvement in the students' writing skills. Furthermore, it was supported by the structured questionnaire, which showed positive responses to the implementation of the tell-show strategy combined with pictures. It can be concluded that the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improved by implementing the tell-show strategy combined with pictures.

**Keywords:** improving, writing skill, and tell-show combined with picture.

## INTRODUCTION

There are four skills to be mastered in English language teaching: speaking, writing, listening, and reading. Writing is one of the productive skills that should be learned by students in all grades. Students make an effort to express their minds through language in writing. Writing is also known as the ability to put meaningful thoughts into words. Through writing, the writers could transfer ideas, opinions of something and feeling as well. If they cannot express it verbally, they can express it in written form. In school, writing is taught to develop and generate the students' ideas or thoughts in written form. Furthermore, in the teaching and learning process, students develop and generate their ideas and learn how to use writing components such as vocabulary, grammar, spelling, punctuation, and conjunction. These components are important in constructing a well written composition.

According to [1], writing is having ideas, arranging ideas and communicating ideas. In this sense, grammar, spelling and punctuation are a means to an end, but they are not ends by themselves. In addition, a productive skill plays an important role in communication since not all language can be expressed verbally. Good writing could not be separated from the process itself. [2] state that the process of writing has roughly four steps; creating an idea, organizing the idea, writing the rough draft and polishing the rough draft by editing it and making a revision. Those steps are crucial for students so that they can practice and improve their writing skills. Furthermore, the students are able to learn how to make a good paragraph and how to develop their idea based on the criteria of a paragraph with the process of writing.

A paragraph is a group of sentences about a single topic. Together the sentences of the paragraph explain the writer's main idea about the topic [3]. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain or describe something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. If students can focus, they can write successfully. [4] state paragraph writing is designed to help low-intermediate students analyse model paragraphs, find ideas, put them into sentences, organize them into paragraphs, and review and revise their paragraphs. This process will develop their paragraph writing ability and encourage them to become independent and creative writers.

Writing is never one step action; it is about ongoing creative acts. When writers start writing something, they have already thought about what to say and how to say it. Then after finishing it, they read what they have written and probably will revise it until they are satisfied that their writing expresses exactly what they want to say. The process of writing itself has roughly four steps. The first step is called prewriting. It is a way to get ideas by choosing a topic and collecting ideas to explain the topic. The second step is called the organizing step. The writers need to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writers write a rough draft by using the previous outline. The last step is called revising and editing step. In this step, the writers polish what they have already written [2]

According to [5] writing as a written product is often the result of thinking, drafting and revising procedures that require specialized skill. The upshot of the compositional nature of writing has produced writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise it for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Composing process of writing requires the understanding of writing itself. Producing good writing means that putting the process of how to produce it into a well-organized idea.

Students are expected to make written product since writing is an important skill that should be mastered. A written product that meant, in this case, is a paragraph. According to [4], a paragraph is a group of about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanations. Then it would make the readers can capture the meaning of the paragraph easily. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers will easily understand what the writers are going to tell the readers through their writing.

There are four types of paragraphs, one of them is a descriptive paragraph. The descriptive paragraph describes a thing, place or person clearly, based on the generic structure of identification, description and conclusion. [3] state that a descriptive paragraph explains how a person, thing, animal, or place looks or feels. An adjective is needed to describe person, thing, place, and animal in vivid detail in writing a descriptive paragraph. Writers use an adjective to describe how the writer feels, tastes, sounds, or smells. In addition, descriptive paragraph uses present simple pattern. The teacher must make sure that to teach their students descriptive paragraphs in writing. They must know the use of adjectives and simple present tense since it is based on fact.

Descriptive writing uses the word to build images for the readers. These images come from sights, sounds, smells, tastes or feelings. It can be assumed that the reader can get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel as if she or she is present in the scene. Furthermore, there are three points of descriptive organization such as: introduction, body paragraph and conclusion. In the introduction, the writer introduces what is going to describe related to the topic, including the object or event. In the body paragraph, the writer explains the most description of something as clear as possible. At last, in conclusion, the writer put their final opinion about the description that is explained [6].

Based on preliminary observation, some students of the eighth grade at SMPN 2 Kuta Utara had difficulties in making a good paragraph, especially in generating and organizing their ideas in descriptive paragraph construction. In addition, they did not know how to arrange the paragraph well using the correct format and punctuation and mechanic. Because of those difficulties, the students' scores in writing paragraphs were not good enough, and they had less interest in writing. To help them, the teacher should provide an appropriate teaching strategy. If the teacher used it, the students would be successful in writing a good paragraph. The teacher should know about an interesting strategy to make the students more motivated. Therefore, the students enjoyed the teaching and learning process in the class, and they felt that making a paragraph was not as hard as they thought.

Based on an interview with one of the teachers in SMPN 2 Kuta Utara, the teacher used a monotonous strategy to teach writing. The teacher explained the material and showed the example, and then students were asked to make their own paragraph based on the example given. Sometimes, the students were asked to write a paragraph without guidance on constructing a good paragraph. Moreover, the writing process was not given clear attention and without considering the organization of the paragraph and other criteria. In writing paragraphs, they still had difficulties generating and organizing the ideas into a well-written paragraph.

The teacher still used teacher-centered learning as the focus in the learning and teaching process. However, it was an old technique that must be changed because, in the curriculum 2013, the teacher must focus on student-

centered learning. It means that students must be more active than the teacher and always involved in the teaching and learning process. The teacher tended to ask the students to make a paragraph after explanation. Besides, the students were asked to listen carefully to the explanation and then make a paragraph based on what have explained by the teacher. It would make them bored because the learning process was uninteresting since they were not involved in the teaching and learning process.

To solve the problem of the students, the researcher found an interesting and effective teaching strategy to help them generate and organize the ideas into a good paragraph by using Tell- Show Strategy Combined with Picture. According to [7], Tell-show is a strategy that can make it easier for the students to write paragraphs, especially when they want to describe something and make it more detailed. The strategy would use T-Chart which there will be two columns, "Tell", which would tell the identification part and "Show", which would show the specific description based on the identification. Therefore, this strategy would involve the students' activeness in its application. It will make them easier to arrange a descriptive paragraph since this strategy is easy to understand and interesting to improve writing. In addition, the focus would be student-centered.

To maximize the application of tell-show, it would be combined with a picture. [8] states that pictures can provide stimulation for writing-habit activities. By using the tell-show strategy combined with picture, the students can immediately see the picture and write the identification based on the picture given. They did not need to imagine all the things anymore because there would be a picture that would be described above the T-chart. Picture as media may help the students explore their ideas and motivate them to write a good paragraph. The existence of pictures as media will guide the students in generating their ideas in making a descriptive paragraph so that it would stimulate students.

Students found it difficult when they started to write something, especially a paragraph. They tend to be confused about what they are going to write because they have no idea. However, they have to be successful in writing a good paragraph. To help them improve their writing, especially paragraph writing, it is necessary to find an appropriate strategy to make them easier in writing a good paragraph. Tell-show that is adapted from T-chart is one of the strategies that could be used to facilitates the students to write a paragraph. This strategy was combined with a picture which is related to the topic. It would help the teacher to solve the problem as well as it could make the students construct the paragraph easier.

According to [7], tell and show strategy can help students easier if they want to describe something. There are some reasons why showing is better than just telling. First, showing is more specific than just telling. Instead of just telling, students can explain every single object in detail, so the readers can imagine what is being described. Second, showing helps readers make a picture in their minds. A reader only has words, so it is better to show them what the students imagine in their minds. Third, showing is more interesting than just telling. Students need to add something detail in the object being described so the reader will be interested in figuring things out. Showing is said that the most sophisticated technique students can use. It makes the writing richer and more descriptive. It also helps students discover new ways to say things.

The students learn best when visual reinforcement such as charts, pictures, graphs, etc., make the learning environment more pleasant, relaxed and attracts the students to stay focused. The teacher, in this case, can use the media in the form of a t-chart according to the topic covered to facilitate the students to write a descriptive paragraph. The picture is one of the media that can make the students easier to generate ideas when they want to write in written form. By using visual media as a picture, the students can directly see what they are going to describe. It is appropriate to combine t-chart with a picture as media since their characteristics to support more enjoyable learning [9].

According to the explanation above, the researcher was interested in implementing tell-show strategy combined with picture in the teaching and learning process to improve the students' writing skills in making a descriptive paragraph. It was stated clearly that the strategy would help the students face their problems, especially in generating and organizing their ideas into a well-arranged paragraph. In addition, it would be a good solution for them. This strategy is also appropriate to make the students more active in the teaching and learning process. The researcher believed that this strategy would improve their writing ability and their scores as well. Therefore, the researcher conducted the present study entitled "The Use of Tell-Show Strategy Combined with Picture to Improve Writing Skill of the Eighth-grade Students in SMPN 2 Kuta Utara in Academic Year 2021/2022".

The students had difficulties in generating and organizing their ideas in constructing a descriptive paragraph. They were also still confused about what they would like to describe in their paragraph. Finding the right strategy could be a good solution to solve the student's problem. Moreover, a strategy that was used was expected to make their writing's ability improve. Tell-show combined with picture was a strategy that could be used to improve the students' writing ability. In addition, the present research problem could be formulated in the form of a question as follows: can writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 be improved through tell-show strategy combined with picture?

In accordance with the elaborated research background, it needed to declare an objective to be achieved. Based on the problem of the study, the students had difficulties in generating and organizing their ideas in constructing a good descriptive paragraph. The tell-show strategy combined with picture is expected can improve the students'

writing skill in constructing descriptive paragraph. Thus, the main objective of this study was intended to find out whether writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture

## METHOD

The present study used Classroom Action Research Design. The design was intended to improve the students' writing skills. In addition, classroom action research is done to solve the students' problems in writing skills by providing an appropriate strategy or technique. According to [10], action research is collaborative encourages educators to talk and work together in empowering relationships, including educators integral, participating members of the process. The main function of doing action research is to improve subjects' skills by implementing an appropriate technique. Besides, the researcher could establish a good relationship with the school's community.

[11] state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kinds of problem such as the students' problem in writing, speaking, listening or reading. There must be a solution to overcome the problem. For example, as a solution, there must be an appropriate strategy. Implementing an appropriate strategy is expected to improve their writing skill since this classroom action research was about improving writing. The strategy must adapt from an expert book to be trusted as the solution.

Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis, they think of an intervention [12]. Teachers of the course will immediately identify if their students face some problems in the learning process. Action research can be used in almost any setting where a problem involving people, tasks, procedures cries for a solution. In addition, the research can be undertaken by the individual teacher, a group of teachers working cooperatively within one school, or researcher in a sustained relationship with other interested parties like advisers, university departments, or sponsors [13]

In conducting the classroom action research, the researcher was necessary to do an initial reflection by interviewing the English teacher, observing the subject and administering the pre-test. The purpose of administering the pre-test was to know the students' achievements before implementing the strategy. The process of this classroom action research was adapted from Kemmis and McTaggart [12]. There are two cycles which each cycle consists of two related sections that the researcher must implement. The research procedures used are called; initial reflection, planning, action, observation, and reflection in which the processes are continued to the next cycle if the previous cycle is unsuccessful.

The research instrument is crucial and considered to support the present study. It is about how the researcher gets all the data. It could influence the quality of the data obtained. The research instruments that were used were tests and a questionnaire. The name of the test was paragraph construction test. Both in pre-test and post-test, the researcher asked the subjects to write descriptive paragraphs based on the picture given. In addition, the researcher used a scoring rubric to assess the students' writing. The questionnaire was considered to collect additional data in completing the research to know the subjects' responses under the study. The instruments that were chosen must consider the validity and reliability

First, before implementing the strategy, the pre-test was delivered to know the subjects' pre-existing ability in writing. The results of the pre-test would show whether they had problems in writing or not. Afterwards, the researcher made the lesson plan and then implemented the strategy to improve. Furthermore, the post-test was delivered at the end of each cycle. Post-test was intended to know their progress after the implementation of the tell-show strategy combined with picture. At the end of the last cycle in the present classroom action research, the questionnaire was administered to know their responses towards implementing the strategy in teaching descriptive paragraphs by choosing the options provided in Google form. This was used as additional data in this study.

The data were obtained when the researcher finished administering the instruments; pre-test, post-tests and questionnaire. Furthermore, the data obtained were expected to give information of the subjects' improvement after implementing the Tell-Show strategy combined with picture. The pre-test data showed their pre-existing ability to write descriptive paragraphs The post-test data would show their improvement after implementing the strategy. The data from pre-test and post-test was calculated to find out the mean score of the subjects' achievement in writing descriptive paragraphs. The data from the questionnaire was calculated to find out the percentage of total responses.

## FINDING AND DISCUSSION

### Finding

The findings of the present study were intended to answer the research problem that was mentioned in the previous chapter. The findings were obtained through the process of collecting the data that were gathered by using research instrument. In addition, the present study was aimed at figuring out whether or not writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture. Classroom action research was used as the design in conducting this present study. The design was intended to improve the students' writing skill especially in constructing descriptive paragraph. The findings described the results after the implementation of strategy to solve the students' problem. The success of the present study showed the significant improvement of the students' scores in constructing descriptive paragraph.

The pre-test was administered before conducting cycle I. The test was in the form of paragraph construction test. In addition, the students were asked to construct a descriptive paragraph about one of the topics provided which consisted of 6-12 sentences. The duration of the pre-test is 40 minutes and the students captured and sent it through the researcher's personal chat. Their results were score using the scoring rubric [2] which consists of format, punctuation and mechanics, content, organization, grammar and sentence structure. Therefore, the students must construct the paragraph based on the criteria. Based on the subjects' pre-test results, the total score of paragraph construction test which taken by 34 students of VIII F class that the researcher obtained was 1618. The mean score was calculated carefully, and the result was a figure of 47.58.

To observe and evaluate the students' progress after the implementation of tell-show strategy combined with picture, the researcher administered the post-test 1. The test was given at the end of the cycle I to know whether there was improvement or not in constructing descriptive paragraph about thing. The post-test was sent through WhatsApp group and the submission through the researcher's personal chat. The data obtained from post-test 1 were used to determine cycle 2. Therefore, if there were students who did not pass the minimum passing grade, then the researcher conducted cycle II. The result of post-test 1 showed the students' progress after the implementation of tell-show strategy combined with picture. Moreover, the mean score of the students' post-test 1 in constructing descriptive paragraph, could be calculated. The result figured out the mean score figure of 72.85.

The post-test 2 was done at the end of the last session 4 in order to know the students' improvement in writing skill after they were taught writing descriptive paragraph by using tell-show strategy combined with picture. Furthermore, the students were asked to construct a descriptive paragraph about person which consist of 6-12 sentences based on the topics given and they chose one of them. In addition, based on the result of the data tabulation, the total score of the students in post-test 2 was 2780. Therefore, the mean score was a figure of 81.76.

Furthermore, questionnaire as additional data was aimed to support the main data; post-test 1 and post-test 2. The questionnaire was administered at the end of the last cycle in order to know the subjects' response towards the implementation of tell-show strategy combined with picture to improve their writing's skill in descriptive paragraph. In addition, from the responses of the questionnaire, the researcher could see whether the responses were positive or negative during the researcher taught the students descriptive paragraph writing by implementing tell-show strategy combined with picture. The questionnaire consisted of ten statements regarding the implementation of the strategy and it written in Bahasa Indonesia to avoid misunderstanding when the subjects fill it. The questionnaire was administered through google form since the research was done online.

The percentage of the questionnaire above showed that the subjects' responses were positive during the implementation of tell-show strategy combined with picture. The effectiveness of the implementation of the strategy made the students enthusiastic in giving the response towards the study. Moreover, from the calculation above, there were 43.98% of the responses which showed strongly agree to the implementation of tell-show combined with picture; 48.85% of the responses, agree; 6.47% of the responses, undecided; 0.69% of the responses, disagree and there was no respond to the item strongly disagree. In addition, these findings were important contribution as well to the primary data of tests.

Based on the data above, it could be seen that from pre-test, post-test 1 and post-test 2, the students' scores were increased. Besides, the questionnaire responses were positive. Thus, the improvement of the subjects after the implementation of tell-show strategy combined with picture was in line with the questionnaire result which showed positive responses. Most of students agreed on the implementation of tell-show strategy combined with picture in improving writing skill. Based on the data, this present study could be ended since it reached the success indicator. Furthermore, all the findings in the present study would be discussed and elaborated further in the followings discussion.

## Discussion

The present study used classroom action research as the design. The aimed of the classroom action research was to solve the students' problem in writing skill especially in descriptive paragraph writing of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022. Thus, the researcher implemented an appropriate strategy called tell-show strategy combined with picture. The present study was divided into two cycles where in each cycle consisted of two sessions. Furthermore, it consisted of four interconnected activities such as planning, action, observation and reflection. The pre-cycle was started as the initial reflection of the present study and continued by cycle I and cycle II. In addition, to obtain the data, the researcher used two kind of instruments named tests (pre-test and post-test) and questionnaire. Moreover, regarding the pre-cycle, cycle I and cycle II, they would be further discussed to make a deeper understanding.

In the pre-cycle, the researcher interviewed one of English teachers in SMPN 2 Kuta Utara to know the subjects' problem. In addition, it was continued by observing how the teacher taught the students and to know the real condition. After doing the observation, the researcher administered the pre-test to check the students' pre-existing knowledge and to prove that the students really had problem in writing. Furthermore, the scoring rubric was used to assess their writing which consisted of five criteria to be achieved such as format, punctuation and mechanics, content, organization, grammar and sentence structure. Based on the pre-test result, the students really had problem in writing descriptive paragraph, they had difficulty in generating their ideas and the paragraphs were not well-arranged. In addition, they did not know the correct format and punctuation as well as mechanics. Therefore, the researcher calculated their mean score of pre-test which followed by 34 students was 47.58 and none of the subjects could pass the minimum passing grade. It showed that the students really faced the problem in writing especially descriptive paragraph. Hence, the researcher decided to conduct cycle I by implementing an appropriate strategy, tell-show combined with picture, as an appropriate strategy in order to improve their writing skill in constructing descriptive paragraph.

In cycle I, after the researcher taught the students how to write descriptive paragraph by using tell-show strategy combined with picture, the students showed significant improvement. It could be seen from the mean of post-test 1 which was 72.85. The results indicated that the students have good progress in writing descriptive paragraph. Some of the students could write the paragraph properly based on the topic and 5 criteria of paragraph. In addition, the students seemed interested and active during the teaching and learning process. However, there were some students who tended to be passive and paid less attention. Besides, they had not been filled the criteria of a good paragraph yet especially in part organization and they kept struggling in writing a unity and coherent paragraph. Furthermore, from 34 students who followed the post-test 1 only 25 students who could reach the minimum passing grade. The mean score obtained was higher than in the pre-cycle; however, still could not achieve the success indicator. Therefore, to get better result, the researcher continued the present study to the cycle II.

In cycle II, the researcher tried to explained more how to make a good descriptive paragraph based on the criteria and made the teaching and learning process more enjoyable and fun but still focused. In addition, the researcher re-explained what they had missed in the previous paragraph. Therefore, they could write better paragraph based on the criteria that had been taught. Moreover, the organization of the paragraph were also well-arranged and they felt confident to express their ideas. During the teaching and learning process, the students became more active than the previous cycle and they wanted to participate in asking and question. They seemed more interested and enjoyed since the researcher tried to make the teaching and learning process enjoyable and fun. Therefore, after administering post-test 2, the researcher calculated the mean score which was 81.76 and there were 33 to 34 students who could reach the minimum passing grade. From the result, the students showed significant improvement from the previous cycle by implementing tell-show strategy combined with picture and told the criteria that they must fulfilled in order to get good score. The present study could pass the success indicator and the researcher has obtained better result in cycle II. Thus, the research was ended in the second cycle.

Questionnaire as the instrument to obtain supporting data in the present study was administered in order to know the subjects' responses toward the implementation of tell-show strategy combined with picture in teaching and learning process to improve writing skill. From the questionnaire results, the data showed more than 91% of the responses agreed that the tell-show strategy combined with picture could improve their writing skill in descriptive paragraph. It indicated the students' responses toward the study were positive since their writing skill could improve using the strategy. Through the implementation of tell-show strategy combined with picture, they could make a good and well-arranged descriptive paragraph. In addition, they could express and generate their ideas well into a good paragraph that was interesting to read as the reader. Besides, they really knew how to make a good paragraph based on the criteria and also they more motivated in teaching and learning process.

According to the data and the elaboration above, the implementation of Tell-show strategy combined with picture was an appropriate strategy and it helps the students in improving their writing skill especially descriptive paragraph. It could be seen from the pre-test, post-test 1 and post-test 2 results which showed significant

improvement of the students' writing skill which could be ended in cycle II. Furthermore, it was supported from the questionnaire as supporting data which showed positive responses of the implementation of tell-show strategy combined with picture. Moreover, the research findings supported the previous research findings from [14] and [15] who figured out that their writing ability could be improved using tell-show strategy combined with pictures. Therefore, based on the explanation and the research findings, it can be concluded that writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improved through the implementation of tell-show strategy combined picture.

## CONCLUSION

The present study used classroom action research as the design. The objective of the study was to find out whether writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through tell-show strategy combined with picture. Besides, the researcher selected VIII F class which consisted of 34 students as the subjects of the study since the class had problem in writing. Furthermore, the researcher conducted two cycles which each cycle consisted of two sessions. In every cycle there was four interconnected activities; planning, action, observation and reflection. The pre-cycle was conducted in order to know the subjects' prior knowledge of descriptive paragraph writing. The data were obtained from administering pre-test Next, the researcher administered post-test 1 in cycle 1 and post-test 2 in cycle 2 in order to know the subjects' improvement after the implementation of the strategy. Moreover, questionnaire as the supporting data were administered at the end of the last cycle.

Based on the research findings, the result of the pre-test in pre-cycle showed that the students had low ability in writing. None of the students could pass the minimum passing grade and the mean score of the pre-test was 47.58. Therefore, the researcher implemented the strategy in cycle I and II in order to improve their writing skill. The result of the post-test 1 in cycle I showed that the students had progress in writing descriptive paragraph and the mean score of post-test 1 was 72.85. However, only 25-34 students who could achieved the minimum passing grade. Therefore, the researcher conducted cycle II in order to get better result. The result of the post-test 2 in cycle II showed significant improvement and finally 33-34 students could achieve the minimum passing grade. It indicated that the present study could achieved the success indicator. Moreover, it was considered that the present study could be ended in cycle II and successfully implemented by using tell-show strategy combined with picture.

The questionnaire was administered in order to know the subjects' responses toward the study. Based on the results, more than 91% of the subjects were agreed that the implementation of tell-show strategy combined with picture was effective to improve their writing skill in descriptive paragraph. It indicated that the responses were positive toward the study and it was in line with the results of post-test 1 and 2 as well. The implementation of tell-show strategy combined with picture could help them in writing a good and well-arrange paragraph based on the criteria in scoring rubric and generic structure of the descriptive paragraph. From the questionnaire result, it could strengthen the present study that tell-show strategy combined with picture was an interesting and effective strategy which could improve the students' writing skill. Thus, the implementation of the strategy was acceptable by the subjects.

In conclusion, the implementation of tell-show strategy combined with picture as the solution for eighth-grade students of SMPN 2 Kuta Utara who had problem in writing skill. The findings result of the study showed that the strategy was effective to improve the students' writing skill especially in descriptive paragraph. It could be seen from the pre-test, post-test 1 and post-test 2 results that the students' scores in writing were significantly increased by using tell-show strategy combined with picture. In addition, during the teaching and learning process the students seemed interested and active by using the strategy. They were enjoyed and the strategy also understandable to use. It could be wrapped up that the writing skill of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 could be improve through the implementation of tell-show strategy combined with picture.

## REFERENCES

1. Johnson AP. Teaching Reading and Writing. Maryland: Rowman & Littlefield Education; 2008. 203 p.
2. Oshima, A., and Hogue A. Introduction to Academic Writing. 3rd ed. Pearson Education Limited. New York: Person Education.; 2007. 218 p.
3. Zemach, D. E. and Rumisek LA. Academic Writing From Paragraph To Essay. London: Macmillan Publisher; 2005. 11 p.
4. Zemach, D. E. and Islam C. Paragraph Writing from Sentence to Paragraph. Between Towns Road: Oxford Macmillan; 2005. 107 p.
5. Brown HD. Language Assessment: Principles and Classroom Practice. New York: Person Education; 2004. 335 p.
6. Savage, A., and Mayer P. Effective Academic Writing 2 – The Short Essay. 2nd ed. New York: Oxford

- University Press; 2005. 30 p.
7. Peha S. The Writing Teacher ' s Strategy Guide. Carrboro: Teaching That Makes Sense; 2010. 33 p.
  8. Harmer J. The Practice of English Language Teaching. 4th ed. Harlow: Pearson Longman ELT; 2007. 330 p.
  9. Nunan D. Practical English Language Teaching. 1st ed. Singapore: McGraw-Hill Companies; 2003. 270 p.
  10. Ary, D., Jacobs, L. C., Sorensen, C., and Rasavieh A. Introduction to Research in Education. 8th ed. New: Wadsworth; 2010. 514 p.
  11. Fraenkel, J., Wallen, N., and Hyun H. How to Design and Evaluate Research in Education. New York: McGraw-Hill.; 2011. 589 p.
  12. Burns A. Doing Action Research in English Language Teaching: A Guide for Practitioners. New York and London: Routledge; 2010. 5 p.
  13. Cohen L, Manion L, Morrison K. Research Methods in Education. 6th ed. Research Methods in Education. New York: Routledge; 2017. 297 p.
  14. Sari MPK. The Use of Tell-Show Strategy with Picture to Improve Writing Skill of the Seventh Grade Students of SMPN 2 Denpasar in Academic Year 2020/2021. Universitas Mahasaraswati Denpasar; 2021.
  15. Kristyanthi. N. W. L. Improving Writing Skill of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2019/2020 Through Tell-Show Strategy with Picture. Universitas Mahasaraswati Denpasar; 2020.