THE USE OF TELL-SHOW STRATEGY SUPPORTED WITH PICTURES IN ONLINE WRITING CLASSES DURING COVID-19 PANDEMIC

Dewa Ayu Ari Wiryadi Joni, Putu Ayu Paramita Dharmayanti
Universitas Mahasaraswati Denpasar
wiryadi_joni@unmas.ac.id

ABSTRACT

This study was a collaborative study between the lecturers and the pre-service teachers who had done their final projects in the form of bachelor theses in ELESP FKIP Unmas Denpasar. This study focused on the implementation of Tell-Show strategy supported with pictures in online writing classes during covid-19 pandemic in Junior High Schools located in Badung Regency and Gianyar Regency. This study was risen based on the writing problems faced by the eighth-grade students of SMPN 5 Mengwi, of SMPN 2 Abiansemal and of SMPN Hindu 2 Sukawati; and confronted by the EFL teachers concerning with the shifting trends from offline to online classes during covid-19 pandemic. The subjects of this study were 104 students. To collect the data, the research instruments employed were lesson plans, worksheets, tests, questionnaires and teaching diaries. The platforms used were Whatsapp, Google Classroom, Google Form and Google Meet and/or Zoom. It was found that Tell-show strategy supported with pictures when being conducted online could improve the students' descriptive paragraph writing achievement. The students also showed positive responses toward the applied strategy. This study provides empirical evidences about the applicability of Tell-show strategy supported with pictures in online writing classes during covid-19 pandemic.

Keywords: writing, descriptive, tell-show, pictures, covid-19

INTRODUCTION

When covid-19 hit Indonesia in March 2020, the government immediately instructed all teaching-learning processes be done at home, commonly known as WFH and SFH (Prastiwi, 2020). These switching trends have made teachers adjust their teaching strategy to meet the students' needs. There are not many choices in teaching strategies that they could apply due to the technology deficiency, expensive internet credit and unstable internet connection in some areas (Harson, 2020). This situation has made teaching-learning processes more difficult.

Furthermore, the government has not yet established a concrete decision either to launch an emergency curriculum or to lower the standards. However, to cope with this problem, the government has started to give provisions in the forms of internet vouchers for all teachers and students so that they could carry out the WFH and SFH (Miskudin, 2020).

This shifting has solely affected teaching-learning processes at schools, so has the teaching strategy that the teachers must adapt. It must be adjacent to the technology which helps solving the students' problem in

EFL during covid-19 pandemic. This circumstance has also happened in Junior High Schools in Badung Regency and Gianyar Regency, such as SMPN 5 Mengwi, SMPN 2 Abiansemal and SMPN Hindu 2 Sukawati. Based on the interviews done with the English teachers, it was found out that the typical problems faced by the teachers were the technology deficiency due to the lack of preparation, deciding strategies best to teach the students in online settings, and motivating the students to study during pandemic. These problems cause inadequate quality of teaching-learning processes; further cause the students' struggle in mastering EFL skills. The material given was convoluted to comprehend, especially when producing writing products such as a descriptive writing since they were not habituated to doing much self-reading and self-learning. Besides, learning how to write requires constant practices to put the ideas into a piece of writing as writing is a tough task for language learners (Kasper, 2000). Writing is also considered the last acquired skill of English because it requires a more detailed and developed use of language (Bialystok & Bryan, 1985). This complexity of writing has become a turn off when learning online. Consequently, the teachers must be equipped with adequate knowledge in deciding on which teaching strategy suitable to be applied in this state.

As the teaching strategy must be applicable online as well as motivating the students to study while improving their writing achievement, the Tell-show strategy, a teaching strategy which is relatively easy to implement was chosen. Tell-show strategy comprises the tell and show columns in which they function as means for students to state what they know in tell column and show their results in show column. It can also be flexibly implemented in both offline and online settings. Moreover, these columns support the students' enrichment in writing a detailed descriptive paragraph (Ratna, 2013). Likewise, Peha (2003) states that to write a rich and fulfilling descriptive writing which feels like reading in the best book, the very key is showing. Hence, through Tell-show strategy, the students are expected to improve their descriptive writing.

In applying this strategy, the teachers can be creative by using media to support fun and entertaining classroom atmosphere. In teaching writing, before the students start to write, a stimulus to activate prior knowledge is one process in which teachers can aid the students (Cole and Feng, 2015). Media which is in the form of pictures as they promote positive learning experiences

for students when attracting students' attention, and stimulating students to ask questions related to the pictures in order to trigger the students' background knowledge (Sadiq, 2013). Pictures as language learning media are advantageous when encouraging the students because they help making the objects clearer and generating general ideas surrounding the objects which are most likely unfamiliar for the students (Wright, 1989).

Based on this elucidation, the researchers decided to implement Tell-show strategy supported with pictures in online writing classes during this covid-19 pandemic to the eighth-grade students of SMPN 5 Mengwi, SMPN 2 Abiansemal and SMPN Hindu 2 Sukawati located in Badung Regency and Gianyar Regency.

RESEARCH METHODS

This study was a collaborative study between lecturers and pre-service teachers of ELESP FKIP Unmas Denpasar. It was done in the form of classroom action research in two cycles with 4 interconnected sessions which started with planning, action, observation and ended by reflection. This research was conducted for about 6 months in three different Junior High Schools located in Badung Regency and Gianyar Regency, namely SMPN 5 Mengwi, SMPN 2

Abiansemal and SMPN Hindu 2 Sukawati. The subjects were the eighth-grade students in those schools. The total number of the subjects of this study was 104 students.

The instruments used were lesson plans, worksheets, pictures, writing tests, writing scoring rubric, questionnaires, and teaching diaries. The writing tests consisting of pretests and posttests were given at pre-cycles, cycle Is and cycle IIs; whereas questionnaires were given in the end of the last cycles. Teaching diaries were used during observation. To score the students' writing achievement, writing scoring rubric which was adapted from Oshima and Hogue (2007) was used. It consisted of 5 criteria, such as format, punctuation and mechanics, content, organization, and grammar. The online platforms used were whatsapp, google classroom, google form, and google meet or zoom.

FINDINGS AND DISCUSSION

As this research was a collaborative research between lecturers and pre-service teachers of ELESP FKIP Unmas Denpasar, the responsibilities were assorted. The lecturers acted as the supervisors who facilitated and gave guidance when the pre-service teachers conducted the teaching-learning processes.

The summary of the writing achievement of the eighth-grade students of SMPN 5 Mengwi, SMPN 2 Abiansemal and SMPN Hindu 2 Sukawati can be seen below:

Table 01. The Summary of the Writing Achievement of the Eighth Grade Students of SMPN 5 Mengwi, SMPN 2 Abiansemal and SMPN Hindu 2 Sukawati

Subjects	Mean Score			Learning Success Rate
	Pre-cycle	Cycle I	Cycle II	
SMPN 5 Mengwi	59.90	71.60	85.60	100%
SMPN 2 Abiansemal	47.24	68.35	81.06	100%
SMPN Hindu 2 Sukawati	53.54	72.65	81.60	100%

Based on the table above, it reveals that after the students were taught EFL subject focusing on writing skill using Tell-show strategy supported with pictures, the students' writing achievement were increased from pre-cycles to the last cycles. The learning success rate has also reached 100% which meant that all subjects had passed the minimum passing grade set in each school.

At pre-cycle, the pre-service teachers interviewed the English teachers. Based on the interviews conducted, it was found that the three teachers and most of the students faced the similar problems. The teachers had to suffer from a sudden adaptation to the switching trends in teaching EFL during pandemic covid-19 and lack of preparation. This had impacted the quality of teaching-learning processes in classroom settings in which it caused the students to face obstacles in learning. The students found it difficult to understand the material given, especially when it came to writing a descriptive paragraph because finding ideas and constructing them into a paragraph had become harder for them. It is because learning English requires more practices and this pandemic demanded them to do more self-learning and self-practice in which they were not accustomed to it yet. Moreover, the teaching-learning processes must be done online but they were short of preparation and most had technology deficiency. This had become a struggle for both teachers and students to let the teaching learning process run smoothly during pandemic covid-19.

To get more detailed data, the researchers conducted pre-tests to find out the pre-existing writing skill of the students before they were taught using Tell-show strategy supported with

pictures. The result of the pre-test could be seen from the table 01 above in pre-cycle column which showed that the pre-existing writing skill of the students was low. Therefore, the researchers decided to conduct cycle Is by implementing Tell-show strategy supported with pictures in online settings.

To conduct this strategy online was a challenge itself. As previously mentioned, the lack of preparation and technology deficiency had made the process slightly longer and slower that it was originally initiated. The researchers needed to be more patient and spent more time when handling the students while motivating them. A few of the students unequipped with the devices needed and stable internet connection. To cope with this, the researchers gave them extra attention by answering their questions and guiding them on/off classroom hour. The researchers also scouted them with questions and jokes, so the students were not bored and tired doing online classes. The researchers also motivated the students and gave feedback to their work so they knew their strengths and weaknesses. As a result, the students' writing achievement in cycle Is were

improved compared to the pre-cycles. However, there were some students who still faced problems in writing a descriptive paragraph. Hence, cycle IIs were run.

After making some major revisions in cycle IIs in terms of lesson plans, worksheets and pictures used, the researchers proceeded to the cycle IIs. As shown in table 01 above, it could be seen that the students' writing achievement was significantly improved and the learning success rate reached 100%. It meant that all students could achieve the minimum passing grade stated for EFL subject in each school. Learning from the reflections in cycle Is, in cycle IIs the researchers presented more pictures to build on the students' understanding and ideas. This had proven effective since the students could write more detailed descriptive paragraphs compared to the writing results in cycle I. Both tell and show columns were filled with ideas either from their prior knowledge about the object shown in the pictures or from the researchers' explanation and clues given during the class discussions. The students also could react meaningfully about what was going on in the class

even though some of the students remained slow in responding due to internet connections. However, this could be resolved by giving them more time to understand and letting them ask questions throughout and after the class. This had required more patience and understanding.

Tell-show strategy consists of two main columns, tell column and show column. Both of these columns basically guided the students to write what they must write. Prior to the descriptive writing production, the students could employ the benefits of this strategy. In tell column, the students input any information that they had known about the objects given from the pictures. At that point, they also stored new information acquired from the teachers' explanation during the class discussions. Afterwards, they proceeded to the show column in which they started off their writing.

Furthermore, based on the results of the questionnaires given, it was discovered that the students' responses towards the use of Tell-show strategy supported with pictures were positive. They quite enjoyed the activities due to the easiness of describing thing, person and place that they felt after being taught writing skill using Tell-show strategy supported with pictures. The students also realized that self-learning was not hard if they had a good learning management and time management. Besides, the teachers are patient and considerate to their circumstances. They also felt the learning was fun when they could understand the material and their products were returned with feedbacks.

These results showed that using Tell-show strategy supported with pictures the students could write the descriptive paragraph more structurally, starting from the identification, description and conclusion (Inggriani, 2016). The students used the tell column to help them in mentioning and defining their ideas before starting to write; whereas the show column helped them in organizing their ideas and constructing them in the form of a descriptive paragraph. With the help of pictures, the students also could see the objects needed to be described as found by (Navidinia and Ozhan, 2018) who found the positive effect of using pictures in teaching EFL writing. Hence the

students' writing content was more realistic. It was in line with the research conducted by Suhono and Sari (2018) who found that Tell-show strategy was effective in teaching descriptive writing and gave positive effects towards the students' descriptive writing ability. Tell-show strategy can help students to add descriptive details to the writing (Peha, 2003). It means that the students showed their writing containing detailed description so the readers could imagine clearly and explicitly what they tried to describe.

Likewise, pictures used as media to assist the use of Tell-show strategy were beneficial towards the students' learning experiences as found by Cahyani and Durjanah (2019). With effective and applicable pictures as media in teaching-learning process, the students were able to gain more comprehensive and developed ideas when writing rather than without pictures. Hence, the use of pictures is recommended when teaching writing.

CONCLUSION

From the findings and discussion above, it can be concluded that Tell-show strategy supported with pictures when conducting online can improve the students' writing achievement. This proves that teaching EFL using tell-show strategy supported with pictures in online classes during pandemic covid-19 is quite meaningful. Both teachers and students can experience WFH and SFH with a new insight and creativity to let the EFL teaching-learning process run meaningfully. They can also be adaptive to the use of technology and trends in online classes to cope with the distance learning during pandemic covid-19. Consequently, the shifts from offline classroom settings to online ones should not hinder the teachers' creativity to allow students experience meaningful learning and have them unmotivated to study. The online classes should instead boost their stimulus to learn by applying teaching strategies which can be assisted with free online applications and cost-effective platforms that are benefited for learning. The teachers essentially have the main roles to activate and build on the students' drive to learn.

REFERENCES
Bialystok, E. and Ryan, E. (1985). A Metacognitive Framework for

the Development of First and Second Language Skills. *Metacognition, Cognition, and Human Performance*. 1, 107-252.

Cahyani, Y. and Nurjanah, D., M. (2019). Improving Students' Narrative Writing Process through Series of Picture Classroom Action Research. *Professional Journal of English Education*. 2 (3), 404-409.

Cole, J and Feng, J. (2015). Effective Strategies for Improving Writing Skills of Elementary English Language Learners. *Chinese American Educational Research and Development Association Annual Conference* (page 1 – 25). Chicago, IL.

Harson, S. (August 29, 2020). Covid-19 and the ugly truth about Indonesian education. *Union of Catholic Asian News*. Retrieved on https://www.ucanews.com.

Inggriani, I. A. S. (2016). *Improving Writing Ability through Tell-Show Strategy of the Eighth Grade Students.* Unpublished Thesis. Universitas Mahasaraswati Denpasar, Denpasar.

Kasper, L.F. (2000). *Film Imagery: A Visual resource for clarifying content and developing academic writing skill.* New Jersey: Lawrence Erlbaum.

Miskudin, T. (September 3, 2020). Bantuan Pulsa Gratis untuk Siswa, Mahasiswa, Guru dan Dosen. *ITJEN Kemendikbud*. Retrieved on https://itjen.kemdikbud.go.id/

Navidinia, H. and Ozhan, A., R. (2019). Using Pictures in EFL Classrooms: Exploring Its

Potential Contribution For Developing Students' Writing Skill. *Asia Pacific Journal of Educators and Education*. 33, 1–17.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic writing (Third Edition).* New York: Longman.

Peha, S. (2003). *Teaching that Makes Sense [Electronic Book.]* Retrieved on https://www.ttms.Org/ on March 16, 2020.

Prastiwi, D. (March 16, 2020). Imbauan Jokowi terkait Covid-19, dari kerja dari Rumah hingga Ingatkan Social Distancing. *Liputan Enam*. Retrieved on https://www.liputan6.com.

Ratna. (2013). *The Effect of Using the Tell-Show Strategy toward the Ability in Writing Descriptive Text of the First Year Students at Senior High School Al-Huda Pekanbaru*. Unpublished Thesis. State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru.

Sadiq, M. (2013). Use of Photographs as a Powerful Tool in Teaching/Learning Environment: an Experience. *5th International Conference On Education And New Learning Technologies Proceedings* (Page 1788-1792). Retrieved on https://Library.Iated.Org

Suhono, S. and Sari, Y., A. (2018). Applaying Tell and Show Strategy on Written Text of Young Learners. *Pedagogy: Journal of English Language Teaching.* 6 (1), 23-36.

Wright, A. (1989). *Pictures for Language Learning.* Cambridge:

Cambridge University Press.