

TELL AND SHOW: STRATEGIES FOR IMPROVING STUDENTS' WRITING

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ABSTRACT

The purpose of the current study is to see if a tell-show teaching method might increase the number of eighth-grade students at SMPN 2 Ubud's level of writing proficiency in the academic year 2022/2023. To reach the goal of the current study, the researchers used a pre-test, post-test, and questionnaire as part of their efforts. According to the pre-test results from the pre-cycle, it was determined that the subject had good writing skills, particularly when it came to creating descriptive paragraphs. After that, a tell-show methodology was used to conduct the current classroom action research project. The second session's post-test 1 result revealed that the subject had made less progress than the previous pre-test. Additionally, the results of the post-test 2 from the previous session demonstrated significant improvement in the subject's writing abilities, which went from good to excellent. This study also showed that, due to the students' favorable reactions to the technique used to enhance their writing abilities, there was a change in their approach to learning. In conclusion, the current study demonstrated that the eighth-grade students at SMPN 2 Ubud may improve their writing abilities in 2022/2023 by using a tell-show strategy. The students responded favorably in addition. Teachers of English at SMPN 2 Ubud are advised to use a Tell Show, which is effective and could make writing easier for the students. The teacher can also provide supporting facts in the form of images that appropriately reflect the topic.

Keywords: writing skill, tell-show

ABSTRAK

Tujuan penelitian ini adalah untuk keefektifan metode pembelajaran tell-show dalam meningkatkan tingkat kemampuan menulis pada siswa kelas VIII di SMPN 2 Ubud tahun ajaran 2022/2023. Untuk mencapai tujuan penelitian ini, digunakan pre-test, post-test, dan kuesioner sebagai instrumen penelitian. Berdasarkan hasil pre-test pra siklus diketahui bahwa subjek mempunyai kemampuan menulis yang baik, khususnya dalam membuat paragraf deskriptif. Setelah itu, metode tell-show digunakan untuk melaksanakan penelitian tindakan kelas. Hasil post-test 1 sesi kedua menunjukkan bahwa kemajuan subjek kurang dari pre-test sebelumnya. Lebih lanjut, hasil post-test 2 menunjukkan adanya peningkatan signifikan pada kemampuan menulis, yaitu dari baik menjadi sangat baik. Penelitian ini juga menunjukkan bahwa reaksi positif siswa terhadap metode yang digunakan. Kesimpulannya, penelitian ini menunjukkan bahwa metode tell-show dapat meningkatkan kemampuan menulis siswa kelas VIII di SMPN 2 Ubud pada tahun ajaran 2022/2023. Selain itu, para siswa juga memberikan tanggapan positif terhadap metode ini. Guru Bahasa Inggris di SMPN 2 Ubud disarankan untuk menggunakan tell-show untuk memudahkan siswa dalam menulis. Guru juga dapat memberikan fakta pendukung dalam bentuk gambar yang sesuai dengan topik.

Kata Kunci: kemampuan menulis, tell-show

INTRODUCTION

One of the four fundamental abilities that students must acquire to learn a language is writing. Enhancing students' capacity to construct a unified and coherent paragraph is the goal of writing instruction. As a result, the students may communicate

their thoughts and knowledge. There is a written form with three steps: re-writing, organizing ideas, composing, and polishing. Thus, writing becomes a complex process (Amobi, 2005; May Al-

Gharabally, 2015; Murtini et al., 2018; Spahr, 2018).

Learning to write involves various skills, including sentence organization, punctuation, spelling, and vocabulary. The components must be understood by students for them to create strong paragraphs with engaging and original thoughts. Writing in English is also one of the most difficult abilities to master (May Al-Gharabally, 2015; Murtini et al., n.d.; Yen Phuong et al., 2015). Students must, therefore, practice writing more to develop their capacity to produce high-quality written materials.

Pre-writing, organizing ideas, composing, and polishing are the four stages of writing. One technique to generate ideas is to pre-writing. Pre-writing is a way to get some ideas. In this step, the writer chooses a topic and collects ideas to explain the issue. The second step in the writing process is to organize the thoughts into a simple outline. The third step is to create a draft using the outline as a guide. The last is polishing, in which the students shine their writing. Those steps are essential parts of the writing process.

For the academic year 2022–2023, it is crucial for the eighth-graders at SMPN 2 Ubud to be proficient writers. According to an interview with a student in the eighth grade at SMPN 2 Ubud, they still have trouble writing a descriptive paragraph. Less vocabulary and the requirement for assistance in comprehending writing components are the causes. When the teacher instructs them to write descriptive paragraphs, they still require clarification because they struggle to organize a sentence into a strong section and finish the general outline of a descriptive paragraph. Additionally, students should be taught the public organization of descriptive

paragraphs, which includes identification, description, and conclusion.

According to an interview with an English instructor at SMPN 2 Ubud, the students need help with writing, especially when it comes to structuring paragraphs. Accordingly, most students require assistance with their writing. One of the teaching-learning processes that the teacher can employ effectively is the tell-show method, particularly when teaching students how to write a paragraph. Making a better descriptive paragraph that includes identification, description, and conclusion is the goal. Mentioning subtopics before going into detail about the main topic helps the students develop and express their thoughts. The T-chart technique's development strategy is called Tell-Show. The Tell-Show aims to provide readers with a concise explanation of a topical object before painting a mental picture in their heads (Silalahi, Tiodora Fermiska; Syahyana, 2022; Suhonno & Sari, 2018; Wahyuni et al., 2021). The students had to choose any short line from one of the columns that mentioned something they had described and write it down on the opposite side of the chart. The technique began with the creation of two columns. They then create a mental image based on the text and list every item on the display side. Because of this, the researcher decided to use the Tell-Show method of teaching writing to SMPN 2 Ubud students in the academic year 2022/2023.

RESEARCH METHODS

The eighth-graders at SMPN 2 Ubud during the academic year 2022–2023 were the subject of this study. One class out of some classes was examined. There were 30 students in the class: 16 Male and 14 Female students. This research design is

classroom action research, which includes planning, action, observation, and reflection (Ary et al., 2010). Initial reflection is intended to find out the students' problem by interviewing the English teacher in the school to know the students' situation in the class. This activity was done before the researchers gave the pre-test because the researchers should know the students' problems. After that, the researchers gave them a pre-test.

To accomplish the goal of the current classroom action research, the researcher prepared instructional planning for each session before its successful execution. This included creating a lesson plan before the research began, preparing teaching materials, preparing written tests for post-tests regarding descriptive paragraphs to gauge students' writing proficiency, and creating questionnaires. In this part, the researchers implemented the previous lesson plan in the classroom. The lesson plan includes pre-activity, whilst-activity and post-activity. This action consists of the tasks the researchers completed while implementing the tell-show technique in the classroom to enhance writing abilities.

Subsequently, the researchers conducted an observation to ascertain whether students' writing skills had improved during their studies additionally, the observation aimed to determine the efficacy of the Tell-Show strategy in teaching and learning writing. Finally, reflection is a crucial component of this study since it allows the researcher, a teacher, to assess students' writing development using the Tell-Show technique and identify the benefits and drawbacks of the chosen course of action. According to the researchers, tests and questionnaires were the two main data collection tools employed in this study. As

a result, three types of raw data were collected: information about the students' prior descriptive paragraph writing, their descriptive paragraph writing growth, and their reactions to using the Tell-Show technique. Tests were used to examine the study's data quantitatively. However, a descriptive analysis was done on the questionnaire's results.

FINDING AND DISCUSSION

As was previously mentioned, the data for this study were gathered from 14 female and 16 male eighth-graders at SMPN 2 Ubud throughout the academic year 2022–2023. A pre-test was given at the beginning of the pre-cycle, a post-test was presented after cycles I and II, and a questionnaire was given after cycle II. By contrasting the mean scores of students from the pre-test, post-test 1, and post-test 2, it is possible to demonstrate students' improvement.

Following the cycle process, this section explains the results of each cycle. The results of the pre-and post-tests reveal the student's aptitude for producing descriptive paragraphs and tell whether there has been any improvement. Additionally, effects on the pre-test and post-test can be compared to analyze students' performance. Three students might get a minimal passing mark, according to the pre-test, which had a mean score of 63.9 and was taken by 30 students. The researchers completed two cycles of teaching and learning following the pre-test. The researchers employed the tell-show and administered a post-test. 24 out of 30 students achieved the required passing score on the post-test I, which had a mean score of 75.4. Furthermore, the students significantly improved, as seen by the post-test 2's mean score of 87.2 (Figure 1). The outcome demonstrated that the present

study's success indicator could be met.

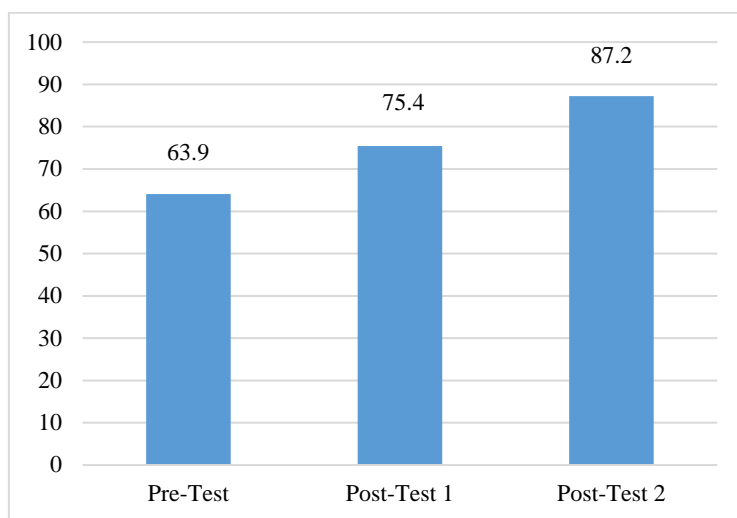


Figure 1. The students' Improvement Score of Writing Skill

The clear presentation of the Figure 1 shows the rising comparative mean figures of pre-test, post-test 1 and post-test 2 score.

While the result of the questionnaire is shown in the Figure 2.

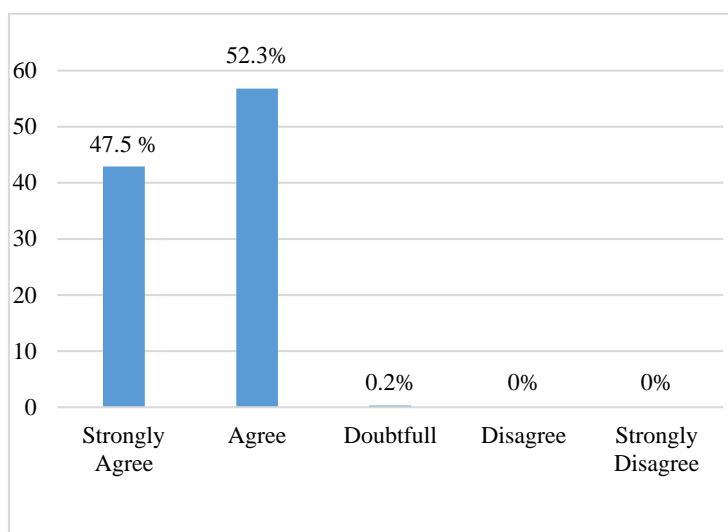


Figure 2. The Students' Responses toward the use of Tell-Show Strategy

The above questionnaire results confirmed the information needed for the current study's data. The survey revealed that the students' opinions about employing the Tell-Show Strategy were favorable. In a class of 30, 47.5 % of the students chose strongly agree, 52.3 % agreed, 0.2 % were undecided, 0% disagreed, and 0% were

extremely different. The questionnaire result showed that the total responses of strongly agree and agree were 99.8%. It showed positive responses from the students toward using the tell-show strategy.

Furthermore, it means the students could accept using the Tell-Show Strategy

in their learning. In addition, the finding of the pre-test and post-test, which showed significant improvement in the student's writing skills, was also in line with the questionnaire result. The students responded positively to the Tell-The-Show strategy in the teaching and learning process. The questionnaire result showed that the total responses of Strongly Agree and Agree were 99.8%. It showed positive responses from the students toward using the tell-show strategy. Furthermore, it meant the students could accept using the Tell-Show Strategy in their learning.

In addition, the finding of the pre-test and post-test, which showed significant improvement in the student's writing skills, was also in line with the questionnaire result. The Tell-Show method of teaching and learning received favorable feedback from the students. Using the Tell-Show, the students could quickly produce and arrange their thoughts. Thus, students were able to compose a descriptive paragraph. In other words, the Tell-Show strategy effectively improves the descriptive paragraph writing ability of the eighth-grade students of SMPN 2 Ubud in the academic year 2022/2023.

CLOSING

Conclusion

Findings and discussion revealed that the student's writing abilities greatly improved. The average pre-test score for the 30 students that participated was 63.9. There was a noticeable improvement in the student's performance, as evidenced by the post-test mean scores of 75.4 for post-test I and 87.2 for post-test 2. The outcome demonstrated that the present study's success indicator could be met. The survey results confirmed the information needed for the current study's data. According to

the survey's results, Strongly Agree and Agree replies made up 99.8% of all respondents. It revealed that the students well received the tell-show method. In addition, it implied that the students may accept the Tell-Show strategies used in their education. A tell-show approach could greatly enhance the student's writing abilities.

Suggestion

For English teachers at SMPN 2 Ubud, they are suggested to employ a Tell Show that works and may make it simple for the students to write. The teacher can also include supporting details in the form of visuals that accurately depict the subject of the description to pique students' interest. Students may become more enthusiastic and creative writers as a result of this. Observations show that certain students require a generic format while composing descriptive paragraphs. Additionally, it is essential that the teacher clearly explains the general structure of descriptive paragraphs during the teaching and learning process and offers additional clarification.

Furthermore, teachers are advised to use an assessment rubric to assess student writing. The header consists of five criteria, namely format, punctuation and mechanics, content, organization, and finally, grammar and sentences, for additional researchers who plan to carry out comparable studies. The tell-show is suggested to help students become better writers. They can modify this study's methodology as a model. This tell-show can also be employed in other classrooms and with students in different grades to ascertain the various skill results.

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