

**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**



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PEKANBARU
1434 H/2013 M**

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(S.Pd.)



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ABSTRAK

RATNA (2012) :“Pengaruh Penggunaan Strategy Tell-Show terhadap Kemampuan Menulis Teks Deskriptif pada Siswa Tahun Pertama Sekolah Menengah Atas Al-Huda Pekanbaru”

Fokus utama dalam penelitian ini adalah untuk mengetahui pengaruh yang signifikan atau tidak terhadap siswa yang diajarkan menggunakan strategy Tell-Show dan siswa yang tidak diajarkan dengan strategy Tell-Show pada siswa tahun pertama di Sekolah Menengah Atas Al-Huda Pekanbaru. Pada penelitian ini, Jenis penelitian yang digunakan adalah penelitian *quasi-eksperimental*. Peneliti menggunakan *non equivalent control group design*. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai kelas eksperimen dan kelas kedua adalah kelas control. Kelas eksperimen diajar dengan menggunakan strategi Tell-Show dan kelas control diajar dengan menggunakan teknik three phase. Teknik pengumpulan data yang digunakan adalah tes yang terdiri dari Pretest dan Posttest. Tes digunakan untuk mengumpulkan data kemampuan siswa dalam menulis teks deskriptif. Test menulis diskor oleh dua rater. Teknik analisa data menggunakan rumus *Independent Sample T-test* dengan tujuan untuk mengetahui pengaruh signifikan nilai rata-rata antara kelas eksperimen dan kelas control dengan menggunakan SPSS versi 17.0.

Berdasarkan analisis data, peneliti menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategy Tell-Show terhadap kemampuan menulis teks deskriptif pada siswa tahun pertama di Sekolah Menengah Atas Al-Huda Pekanbaru. Hal ini dilihat dari jumlah $t_0 = 9.112$ lebih tinggi dari jumlah t_{table} pada taraf signifikant 5% = 2.00 atau pada taraf signifikan 1% = 2.65. Dapat dibaca $2.00 < 9.112 > 2.65$. Hal ini berarti, bahwa H_0 ditolak dan H_a diterima. Jadi, dapat disimpulkan bahwa ada pengaruh yang signifikan antara kemampuan siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan strategi Tell-Show dan siswa yang tidak diajarkan dengan strategy Tell-Show. Dengan kata lain, ada pengaruh signifikan menggunakan strategi Tell-Show untuk meningkatkan kemampuan menulis teks deskriptif pada siswa tahun pertama di Sekolah Menengah Atas Al-Huda Pekanbaru.

ABSTRACT

RATNA (2012) :“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”

The main focus of this research was to find out whether or not there was significant effect toward students who were taught by using the Tell-Show strategy and those who were not of the first year students at Senior High School Al-Huda Pekanbaru. In this research, the type of the research was a *quasi experimental* research. The researcher used *non equivalent control group design*. The researcher used two classes as sample that consisted of 60 students. The first class was experimental class and the second class was as control class. Experimental class was taught by using Tell-show strategy and control class was taught by using three phase technique. The technique of collecting data was a test, which consist of pre-test and posttest. It was used in order to collect data of students' writing ability in descriptive text. The writing test was scored by two raters. The technique of data analysis used *Independent Sample T-test* formula in order to find out the significant effect of students' mean score between experimental class and control class by using SPSS 17.0 version.

Based on the data analysis, the researcher concluded that there was significant 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. It can be seen from $t_0 = 9.112$ is higher than T_{table} either at significant level $5\% = 2.00$ or significant level $1\% = 2.65$. We can read $2.00 < 9.112 > 2.65$. It H_0 was rejected and means H_a was accepted. So, it can be concluded that there was a significant difference on the ability in writing descriptive text those who were taught and those who were not. In other words, there was a significant effect of using *the Tell-Show* strategy to improve the ability in writing descriptive text of the first year students at Senior High School Al-Huda Pekanbaru.

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This thesis is written and intended to fulfill one of requirements for the award of bachelor degree at the department of English Education, Faculty of Education and Teacher Training of state Islamic University (UIN) Sultan Syarif Kasim Riau Pekanbaru.

The title of this thesis is the effect of using the Tell-Show strategy toward the ability in writing descriptive text of the first grade students at Senior High School Al-Huda Pekanbaru.

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The writer

Ratna

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills that should be mastered by learners especially for English learners. It means that writing includes into a crucial skill. Writing is a necessary skill that many learners need. Penny Ur stated that purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing.¹ In other definitions Maggie Sokolik also stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader².

Based on the theories above the writer conclude that the learners should be able to express their ideas into written text, so the readers can understand and imagine what does the writer's mean. In fact, not at all of the students are able to write well. Some of them get difficulty in composing their ideas into their writing. Unfortunately, how to teach writing has not been given due care in the school. Writing is not an easy job. It needs writer's skill to develop the ideas into a good sentence, paragraph, or text.

Writing cannot be produced without mastering grammar and vocabulary, especially, for English writers and student researchers. Grammar and vocabulary are needed in forming the sentence. It will be developed into a paragraph or text.

¹ Penny Ur. *A Course in Language Teaching (Practice and Theory)*. Edinburgh: Cambridge University Press. 2003. P. 163

² Maggie Sokolik in David Nunan. *Practical English Language Teaching (Writing)*. New York: Mc.Graw-Hill Companies, Inc. 2003. P. 88

Based on the ideas above, Jane B. Hughey., et all stated that ESL writers need too develop an understanding of a grammar system that may be quite different from their own and ESL writers must develop vocabulary in order to express their ideas in English³. It means that, the learners should be able to show their ideas meaningfully. Besides, good grammar makes a written text easy to understand by the readers. It means that a writer who wants to write the ideas need to pay attention the rules in writing. Writers have to know the language use, vocabulary, spelling, so the readers can be easy in understanding the ideas what they have written. Writing needs skill in order to our written text can be understood by everyone.

In teaching and learning English process, writing skill is categorized into the last language skill that needs to be mastered by all of the students. In order to accomplish students' needs toward writing, school based curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in educational level especially in senior high school from the regulation of government. Based on school based curriculum (KTSP) the purpose of teaching English are as follow:

1. Developing communicative competence in oral and written form to achieve information level.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.
3. Developing understanding of students about the relationship between language and culture.⁴

³ Jane B. Hughey. *Teaching ESL Composition Principles and Techniques*. Rowley, Massachusetts: Newbury House Publishers, Inc. 1983. P. 52

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Unpublished. 2006. P. 126

Al-Huda is one of the Senior High School (SMA) in Pekanbaru. As a formal school, it also used school based curriculum (KTSP) as its guidance in teaching and learning process. Teaching of writing is concerned in teaching the type of genres of text. In senior high school, there are 12 types of text that should be learnt by the students. They are Recount, Report, Analytical Exposition, News Item, Anecdote, Narrative, Procedure, Descriptive, Hortatory Exposition, Explanation, Spoof, and Discussion text.⁵

According to syllabus at the first year of senior high school, the base competence of writing English refers to capability of students in expressing the meaning and the rule of monologue text and simple essay that use various written language accurately and fluently in the form of text such as: narrative, descriptive, and news item.⁶ In this research, the writer focuses on descriptive text. The Passing Grade (KKM) of English subject, especially for writing in SMA Al-Huda Pekanbaru is 68. Ideally, they should be able to write descriptive text. In fact, their ability in writing descriptive text is still far from the expectation of curriculum.

Based on the writer's preliminary study at SMA Al-Huda Pekanbaru, English is taught two times in a week. Each meeting is in 80 minutes. For writing, it is taught by using Three-phase technique. The teacher had taught writing through the types of text available in students's textbook. Through the types of text in their textbook, the students will recognize and understand about

⁵ Rudi Hartono. *Genre Based Writing (How to Teach Text Type)*. http://kind_of_texts. Retrieved on November 3th 2010

⁶ Sumita. Syllabus of SMA Al- Huda Pekanbaru 2010-2011. Pekanbaru: Unpublished. 2010

kind of text, purpose, organization, and language feature. At the first activity, teacher asks the students to review all aspects in a text, for example descriptive text (its purpose, organization, and linguistic feature). Then, the students write a descriptive text based on teachers's explanation and get the feedback from the teacher and rewrite. At the last of teaching and learning activity, the teacher assesses the students' work.

Based on the description above, writing was taught by teacher maximally. In fact, most of students still face the problems and difficulties in writing, especially developing descriptive text. The students' difficulties can be caused from intern and extern factors such as teaching learning process is bored, teacher's explanation is unclear, the time of English teaching is not suitable, the situation of learning environment, the students do not interest in learning English, and so on. They cause the students' ability in writing is still far from the expectation of the curriculum. It can be seen in the following phenomenas:

1. Some of the students are not able to write a descriptive text in English correctly.
2. Some of the students are not able to express their ideas in writing descriptive text.
3. Some of the students have a lack of vocabulary in writing descriptive text.
4. Some of the students are not able to use correct tenses in writing sentences in writing descriptive text.
5. Some of the students have less motivation in writing text.

Based on the problems above, it is clear that some of students in Senior High School Al-Huda Pekanbaru still face the difficulties in writing. Basically, the students have different abilities in writing. some of them are good, some are middle, some are low. It should be solved by the teacher to improve students' ability in writing descriptive text. The teacher may use an appropriate strategy to give solution about the problems.

To accomplish the students' need in writing descriptive text, there is one of the strategies that can help students to improve their writing ability. In this research, writer uses the Tell-Show Strategy to improve students' ability in writing descriptive text. Tell-Show strategy is one of teaching strategy in writing, where is the students can make their writing richer and more descriptive by showing the thing on the readers' mind or the students explain a thing and demonstrate a physical example of thing that help visualize the thing. Steve Peha stated that:

Showing is one of the most sophisticated techniques a writer can use. It makes your writing richer and more descriptive. It also helps you discover new ways to say things. Showing is the key to rich and satisfying descriptive writing that sounds like the writing you read in the very best books.⁷

It means that, by showing students can be able to describe what they have seen before. Joy M. Reid also stated that students tried to show by using factual, details, and examples.⁸ They will try to describe the thing in written form. The researcher considers that Tell Show strategy can help students to improve their

⁷Steve Peha. *Writing The Teacher's Strategy Guide*. 2003. P. 33 <http://ttms.teachingthatmakessense.org>. Retrieved on 15th, March 2011

⁸Joy M. Reid. *The Process of Composition*. Englewood Cliffs: Prentice Hall Regents. 2003. P. 5

ability in writing especially in descriptive text. By applying the Tell Show strategy can facilitate the students to share their ideas based on the topic. So, they never think that learning English especially in writing is difficult for them. Based on the explanation and the problem experienced by the students above, the writer is interested to carry out a research entitled: **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.**

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms that writer uses in this research, so the writer defines them as follows:

1. Tell Show Strategy

Tell-Show strategy is one of teaching strategy in writing, where is the students can make their writing richer and more descriptive by showing the thing on the readers' mind or the students explain a thing and demonstrate a physical example of thing that help visualize the thing. Tell means say thing very simply and show means describe the thing in detail.⁹ In this research, Tell-Show strategy is used to solve students' problem in writing descriptive text.

2. Writing Ability

Maggie Sokolik in David Nunan stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a

⁹ *Ibid.*

reader¹⁰. While, Ability is skill or power¹¹. Concisely, writing ability is the skill to express ideas, though, and feelings to other people in written symbols to make the readers understand the ideas conveyed¹². In this research, writing ability means that the students' ability in express their ideas into written form that focus on descriptive text.

3. Descriptive Text

Alice Oshima stated that Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object, place, or person in his or her mind¹³. Sudarwati at all, state that descriptive text is a text used to describe a particular person, place or thing. This text consist of two parts;¹⁴

a. Identification

Identify phenomenon to be described.

b. Description

Describe parts, qualities, characteristics.

When the readers read the descriptive text, they can see the subject what you had described in their mind clearly as you see it in yours.

¹⁰ Maggie Sokolik in David Nunan. *Loc.Cit*

¹¹ A.S Oxford. *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press. 2005. P. 1

¹²Admin. *Definition of Writing Ability (Teaching English)*. <http://teachingenglishonline.net/definitionofwritingability>. Retrieved on October 20, 2012

¹³ Alice Oshima, at all. *Introduction to Academic Writing*. Longman: Pearson Education, Inc. 2007. P. 61

¹⁴ Sudarwati, and Eudia Grace. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga. 2007. P. 27

C. Problem

1. Identification of the Problem

Based on the background and phenomena above that have been explained by writer, the writer would like to identify the problems as follow:

- a. How are the students not able to write descriptive text in English correctly?
- b. How are the students not able express their ideas in writing descriptive text?
- c. Why do some of the students have a lack of vocabulary in writing descriptive text?
- d. How are the students not able to use correct tenses in writing sentences in writing descriptive text?
- e. Why do some of the students have less motivation in writing text?

2. Limitation of the Problem

To avoid misunderstanding toward the problems in this research, it is necessary for the writer to limit the problems that will be discussed in this research. Due to limited ability and finance that the writer has, this study is limited to 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.

3. Formulation of the Problem

Based on the limitation of problem, thus the problems of this research will be outlined in the following phenomena:

- a. How is the students' ability in writing descriptive text taught by using Tell Show strategy of the first year students at Senior High School Al-Huda Pekanbaru?
- b. How is the students' ability in writing descriptive text taught without using Tell Show strategy of the first year students at Senior High School Al-Huda Pekanbaru?
- c. Is there any significant 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?

D. Objective and Significance of the Research

1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows.

- a. To find out the information and data about the ability in writing descriptive text taught by using the Tell-Show strategy of the first year students at Senior High School Al-Huda Pekanbaru.
- b. To find out the information and data about the ability in writing descriptive text taught without using the Tell Show strategy of the first year students at Senior High School Al-huda Pekanbaru.

- c. To find out whether or not there is significant 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.

2. Significance of the Research

Related to the objectives of the research above, the significant of the research is as follows:

- a. To give information to the teacher about 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
- b. To give some contributions to the students in order to improve the ability in writing descriptive text of the first year students at Senior High School Al-Huda Pekanbaru.
- c. This research finding is also expected to contribute the developmental of teaching and learning English theoretically and practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is an ability that everyone gets through teaching and learning process. It means that, writing is not an easy job. Writing is also a communication process to share ideas and create sentence in written form. Writers must be able to express their ideas into written language clearly, because they must be able to make readers understand what the writer has written. It needs writer's skill to develop the ideas into a good sentence, paragraph, or text. In writing activity, many aspects to be considered such as structure, vocabulary, spelling, capitalization, and punctuation as well.

Many experts define writing in different ways. Jane B. Hughey., et all stated that:

Writing employs longer structures which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought. Furthermore, they had said that writing allows for higher levels of abstraction; more complex ideas can be presented in written form because writing can be read over and over again. Writing is also reinforcing other language skills. Writer gathers information and evaluating data by reading, observing, talking, synthesizing and evaluating data.¹

It means that the most important in writing is the process how to convey the writers' ideas into a good sentence, paragraph, or text. The readers can

¹ Jane B Hughey, et all,. *Teaching ESL Composition Principles and Techniques*. Rowley, Massachusetts: Newbury House Publishers, Inc. P. 4-6

understand what the writers' mean and of course it's needed a skill how to write them well. Writing can be separated from grammars, verb forms, and language use. There are some components should be focused in writing and writer's knowledge of writing such as paragraph's component and pattern organization.

The other definitions come from Angelo in Uyun Nafiah MS's thesis, he stated that writing is as a way of communicating and saying things in a written form for a particular audience, and in a particular occasion². It means that writing is related to the writer that says something such messages in her or his text to the audience or the reader. The writer is someone who is interested in a particular topic or subject and shares it to others.

According to Maggie Sokolik, he stated that writing is both a process and product³. When you write something, you practice expressing ideas and demonstrate your knowledge about writing. A writer also has to be able to develop his or her ideas and how the ideas are related to one another. In writing, writer stimulates his or her thought processes by the act of writing. Writing helps us to explore what the writer feels. Hughey stated that through writing we express our feelings, our hopes, dreams, and joys as well as our fears, angers, and frustration⁴.

Writing as the productive skill, requires students to produce a written text. It is not as easy as we imagine. Writing for some writers have different purpose. Students have some reasons to write. The students need to know for what they

² Uyun Nafiah MS's. "A Study on the Ability of the Fifth Semester Students of English Department FKIP UNRI in Writing Descriptive Essay". Universitas Riau: Unpublished. 2010. P. 6

³ Maggie Sokolik in David Nunan. *Practical English Language Teaching (Writing)*. New York: McGraw-Hill. 2003. P. 88

⁴ Jane B Hughey. *Op.cit.* P. 33

write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a purpose of their writing. There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, Kate Grenville stated that the purpose of writing⁵

a) Writing to Entertain

It does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

b) Writing to Inform

It tells the reader about something. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

c) Writing to Persuade

It tries to convince the readers about something. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

In writing, students do not only generate and organize the ideas but also translate the ideas into readable text. Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary,

⁵ Kate Grenville. *Writing from Start to Finish: A Six Step Guide [Electronic Book]*. Sydney, South Australia: Giffin Press. 2001. P. 1. <http://www.library.nu.com>. Retrieved on June 18th, 2010

knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Canale and Swain's in Hyland stated that writers need, at least:

- a) *Grammatical competence*- knowledge of grammar, vocabulary, and the language system.
- b) *Discourse competence* - knowledge of genre and the rhetorical patterns that create them.
- c) *Sociolinguistic competence* - the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- d) *Strategic competence* - the ability to use a variety of communicative strategies.⁶

Based on some of the theories stated above, it can be concluded that writing is an important and complex skill. It is also a process of expressing ideas in written form. In writing there are some skills that should be mastered to make a good composition. Before going to write, writers should decide the purpose of their writing, so they can be easy to choose appropriate words and write out their ideas correctly.

2. The Process of Writing

Writing is not an easy job. It needs much times and exercises to study hard and practice to master it totally. When you write, you have to think of several things at the same time like ideas, vocabularies, grammar, and so on. Good

⁶ Ken Hyland. *Second Language Writing [Electronic Book]*. Cambridge: Cambridge University Press. 2004. P. 32. <http://library.nu.com>. on February 1st, 2011. Retrieved on June 18th, 2010

writing means good thinking. According to Kristine brown, et al., they stated that there are three stages in writing process, they are:⁷

a) Preparing to write

Most of writing requires some preparation. It means that writer should be able to prepare anything which is related to his or her writing such as ideas, brainstorming, speed writing, and ask WH question.

b) Drafting

It means that the writer begins to write the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting it into written text.

c) Revising

It is the most important stages in the writing process. It includes to content, purpose, spelling, punctuation, grammar, arranging, changing, adding, and so on. It means writer should be able to revise his or her writing.

The basic competence of English language for the first year students of senior high school refers to capability of students in expressing the meaning and the rule of monologue text and simple essay that use various written language accurately and fluently in the form of text such as: narrative, descriptive, and news item. It means that the teacher should teach the students to write some kind of texts: narrative, descriptive, and news item. But in this research, the researcher only will focus on writing descriptive text.

⁷ Brown Kristine, and Susan Hood. *Writing Matters: Writing Skills and Strategies for Students of English [Electronic Book]*. Cambridge: Cambridge University Press. 1993. P. 66. <http://www.library.nu.com>. Retrieved on February 1st, 2011

Teaching writing in the classroom means that the teacher give the explanations to the students how to write in good order and get them to write. Teacher should ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing.

3. The Component of Writing

Hughes stated that there are some aspects of making a good writing, they are⁸:

a) Grammar

Grammar is pattern of form and arrangement of the knowledge. It is important for the students to master because it is basic to understand a language. It can help students in composing a text.

b) Vocabulary

Vocabulary plays an important role in developing sentence become a paragraph or text, even vivid words for description. In order to make the writing process flows significantly, the ability in expanding and choosing appropriate vocabulary should be mastered. So the students can explore more deeply about what ideas they want to express properly.

c) Mechanics

Mechanics include some matters such as spelling, punctuation, and capitalization. Spelling is very important in order to make a

⁸Arthur Hughey. *Testing for Language Teachers*. Edinburgh: Cambridge University Press. 2003. P. 101-102

meaningful writing. Meaning of one word can be changed if a word misspelled. Both capitalization and punctuation are signal that help readers to understand what the writer means.

d) Fluency

Fluency can be stated as the use of correct structure and appropriate vocabulary to make the composition easy to understand.

e) Form (Organization)

It is important for a text to have organization. It has function to differentiate between introduction paragraph, body paragraph, and closing paragraph.

4. The Concept of Writing Ability

Ability is needed in writing, because ability is as the power. Hornby stated that ability is a skill or power.⁹ It means that special nature power to do something well, it is called as a talent. Jeremy Harmer also stated that one of the reason for teaching writing is writing as a skill. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Based on the ideas, writer concluded that the ability proposed by the writer is to be capacity or the power of the students to share the ideas to develop their writing in descriptive text.

In order to develop the descriptive text the students should have ability in writing. Concisely, writing ability is the skill to express ideas, thoughts, and

⁹A. S. Hornby. *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press. 2000. P. 1

feelings to other people in written symbols to make other people or readers understand the ideas conveyed¹⁰. Writing ability cannot be improved overnight. It took a long time and a good learning environment. Ability in writing reflects overall achievement in language and learners who have developed the ability to communicate effectively in the written of a language have indeed made the language their own. The writer can write well include its components. Good writing makes the readers can be easy to understanding the utterances of sentences. So, the writers should be able to choose language pattern, choice of words to communicate in their written text.

5. The Concept of Descriptive Text

Descriptive text is one kind of texts in learning English. There are many descriptions about descriptive text. Alice Savage states that descriptive essay uses details to tell how a subject looks, sounds, smells, tastes, or feels. Descriptive organization consist of three parts, namely¹¹:

a) Introduction

This part writer introduces and tells why the object is important to the writer.

b) Body Paragraphs

The writer describe specifically about the topic. By giving detail of the object. The readers can imagine what does the thing look like.

¹⁰Admin. *Definition of Writing Ability (Teaching English)*. <http://Teachingenglishonline.net/definitionofwritingability>. Retrieved on October 20, 2012

¹¹ Alice Savage., et al. *Effective Academic Writing 2 (The Short Essay)*. New York: Oxford University Press. 2005. P. 33

c) Conclusion

In conclusion, the writer gives opinion about the description.

In other definition Alice Oshima stated that descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is word picture; the reader can imagine the object, place, or person in his or her mind.¹² Descriptive is also describes ideas and examples focused on particular subject.¹³ The social function of descriptive text is to describe a particular person, place, or thing.¹⁴

Based on some theories above, writer conclude that a descriptive text is kind of text that should learn by students. The text tells the readers about something like place, people, and animal. The students should be able to write it in form of descriptive text, by giving specific information about the thing. The purpose of this text, explain and describe it to the readers so they can imagine what the writer said. According to Sudarwati et al., below are the features of descriptive text.¹⁵

a) Purpose

Purpose of descriptive text is to describe a particular person or thing. It means that, after writing the writer gives specific explanation to the readers about what the writer describes.

¹²Alice Oshima., et all. *Introduction to Academic Writing*. Longman: Pearson Education, Inc. 2007. P.61

¹³Schulster and Simon. *Essay Writing Step by Step*. Newyork: Kaplan Publshing. 2003. P. 154

¹⁴Sudarwati, and Eudia Grace. *Look A Head (AN English Course for Senior High School Students Year X)*. Jakarta: Erlangga. 2007. P. 135

¹⁵------. *Look A Head (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga. 2007. P. 27

b) Generic Structure or Text Organization

(1) Identification

Identify phenomenon to be described. The writer can mention the name, occupation, profession, and career of the thing that will be describe.

(2) Description

Describe parts, qualities, characteristics or explain about physical features, the way he/she dresses, and his or her personality.

c) Language Features¹⁶

(1) Using present tense

(2) Using detailed noun phrase

(3) Adjective phrase

(4) Using relating verbs

(5) Using action verbs

(6) Using adverbial

A summary of characteristics of descriptive text is presented in the following table:

Table II. 1
Characteristics of Descriptive Text

Text type/ genre	Purpose	Generic structure	Language Features
Descriptive Text	Purpose of descriptive text is to describe a particular person or thing.	1. Identification 2. Description	1. The use of adjective and compound adjective. 2. The use of linking verbs. 3. The use of attribute has or have.

6. The Students' Ability in Writing Descriptive Text

Talking about English means talking about how to communicate in English communication not only can be done in spoken but also in written. Most of students consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated. It is hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. In writing, descriptive text is one of genre's text that should be learnt by students. Alice oshima stated that descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or sounds.¹⁷ It is not an easy job. Writers have to write about the thing and make a picture on the readers mind.

Dewi Astuti in her thesis quoted the theory of the ways to create possible description, they are: a) Start with what the reader can see. b) Describe smells and

¹⁷ Alice oshima. *Loc.cit*

tastes. c) Say the moment or item feels. d) Mention the sounds of the moment¹⁸.

Based on the theory, the writer concluded that the students' ability in writing descriptive text is one of the students' ability to express the ideas and convey information that appeals to all the senses in descriptive text in order to give the best possible description to the readers by coordinating the process and considering the component of writing itself in form of descriptive text. So, the readers can be easy to understand and comprehend what the writers mean.

7. The Factors Influencing Students' Ability in Writing

Muslim in his research discussed about the factors influencing students' ability in Writing is students' mastery in vocabulary. Writing can be defined as a hard skill at which to excel for many of our learners. It is influenced by many aspects or factors. They are punctuation, spelling, structure, or vocabulary. As one aspect of writing, vocabulary or words must be given for student.¹⁹ Everyone use spoken and written words every single day to communicate ideas, thoughts, and emotions to those around us. A good vocabulary can help us to say what we mean.

In writing, mastering vocabulary is very important. The student also have to be able to use the appropriate vocabulary in writing essay. This statement is in line with the expert's opinion below. The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. Ediger in Muslim stated that variety in selecting words to convey accurate meanings is necessary in speaking and writing, the

¹⁸ Dewi Astuti. "Teaching Writing Descriptive Text to Improve Students' Writing Skill Through Weblog". Ibn Kaldun University. 2010. Retrieved on November 01, 2012

¹⁹ Muslim. "The Influence of Students' Vocabulary Mastery toward Students' Writing Ability at Second Year Students of SMP Al-ISHLAH Pekanbaru". Pekanbaru:. Unpublished Thesis. 2012

outgoes of the language arts. Corona, Spangenberg, and Venet in Muslim also stated that At any level, written communication is more effective when a depth of vocabulary and command of language is evident.

Fauziah Hassan in her research found that there are three factor why the students are weak in wrting. The Factors are:

- (1) Limited oppotunities to use English outside classroom
- (2) Negative attitude toward English
- (3) Lack of confident.²⁰

Melgis Dilkawaty Pratama, in her research, also discussed about the factors influencing ability in writing. She found that there are actually four factors influence the students' skill in writing. They are:²¹

- (1) Fear factor, the students are afraid to write.
- (2) Reading. Reading can also influence the students' writing skill because reading becomes one of media for writers to gain information that they will deliver it to their text.
- (3) Writing Environment. When the writing become their habit, it will be useful to improve their writing skill.
- (4) Teaching Technique. The way the teacher technique in teaching writing will influence the student's writing skill.

²⁰ Fauziah Hasan., et all. "Why aren't Students Proficient in ESL: The Teacher' Perspective". Malaysia: University Putra Malaysia. 2001

²¹ Melgis Dilkawaty. "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Student of SMAN 4 Pekanbaru". Pekanbaru: Unpublished Thesis

Based on the theories above the writer concluded that, there are some factors influencing students' ability in writing, they are: vocabulary, limited opportunities to use English outside classroom, negative attitude toward English, lack of confident, fear factor, reading, writing environment, and teaching technique. Because of those factors, their ability in writing still far from the expectation of curriculum.

8. Teaching Writing

Teaching is the process in transferring knowledge from teacher to the students. Brown stated that teaching consists of those activities (techniques and exercises) related to delivery of information.²² It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises. Jeremy Harmer stated that there some reasons why teach writing, they are:

- a) Reinforcement
Some of students acquire some languages purely oral/aural way, but most of us benefit greatly from seeing language written down.
- b) Language Development
We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along.
- c) Learning Style
Some of students are fantastically quick at picking up language just by looking and listening. Writing is appropriate for the learners who think things to produce the language in a slower way. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.
- d) Writing as a skill
By the far of the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.²³

²² James Dean Brown. *The Elements of Language Curriculum*. Boston: Heinle and Heinle Publisher, 1995.P. 179

²³ Jeremy Harmer. *How to Teach English*. Edinburgh. Pearson Education. 1998. P. 79

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.²⁴ Based on the explanation above, it is clear enough that teaching of writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

The base competence of English language for the first year of senior high school refers to capability of students in expressing the meaning and the rule of monologue text and simple essay that use various written language accurately, fluently, and accurately in the form of text such as: narrative, descriptive, and news item.²⁵ It means that the teacher should teach the students to write some kind of texts: descriptive, narrative, and news item. But in this research, the researcher only focuses on writing descriptive text.

Teaching writing in the classroom means that the teacher gives the explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing.

Assessing students' achievement in writing is not easy as assessing reading skill. In assessing writing, the teacher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in

²⁴ Jane B. Hughey, et all., *Op.cit.* P. 6

²⁵ Sumita. Syllabus of SMA Al-Huda Pekanbaru 2010-2011. Pekanbaru: Unpublished. 2010.

assessing reading. The teacher should ask the students to write in order to know students' achievement. Assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESL Composition Profile provides some criterias that should be measured by the teacher. It can be explained as follow: Content, Organization, Vocabulary, Language Use, and Mechanics.²⁶ According to English teachers' lesson plan, there are some aspect that should be measured by the teacher, as follow: Content, Organization, Vocabulary, Grammatical Features, Spelling and Functuation.²⁷

9. The Concept of Tell Show Strategy

a) Definition of Tell Show strategy

Tell show is one of writing strategies that is very useful for students in helping them to write paragraph or text. This strategy is used to help students easier in writing learning process. Opportunities to make students descriptive writing well. Steve Peha stated that:

You brought in something from home, stood up in front of your class, showed them what you brought, and told a few things about it. That was "show and tell." But what if you forgot to bring something from home and you still had to get up and tell people about it? You'd have to "show" them with your words by describing it.²⁸

It means that Tell refers to write a simple sentence or phrase of thing that writer will be described. Show refers to describe of the thing itself specifically.

²⁶ Arthur Hughes, *Op.cit.* P.104

²⁷ Hasanul Bishry. Rencana Pelaksanaan Pembelajaran SMA AL-Huda Pekanbaru. Pekanbaru: Unpublished. 2012

²⁸ Steve, Peha. *Writing the Teacher's Strategy Guide [Electronic Book]*. 2003. P . 33. <http://ttms.teachingthatmakessense.org>. Retrived on 15th, March 2011

This strategy encourages students to write descriptive text effectively by telling something specifically. Descriptive text is a kind of text that has function to describe or reveal something like place, thing, people, and so on.

By using the tell show strategy helps students writing richer and more descriptive in writing. Steve Peha also stated that showing is the key too rich and satisfying descriptive writing that sounds like the writing you read in the very best book.²⁹ According to Erin, she said that:

While “telling” can be useful, even necessary, most people don’t realize how vital “showing” is to an effective story, essay, or even a blog post. Showing allows the reader to follow the author into the moment, to see and feel and experience what the author has experienced. Using the proper balance of showing and telling will make your writing more interesting and effective.³⁰

There are some tips that will help make your writing more vivid and alive for your reader.³¹

a) Use dialogue

Dialogue allows the reader to experience a scene as if they were there. Dialogue can give the reader a great deal about character, emotion and mood.

b) Use sensory language

In order for readers to fully experience what you’re writing about, they need to be able to see, hear, taste, smell and touch the world around them.

²⁹ Steve Peha. *Ibid.*

³⁰ Erin. *Dayli Writing Tips (Show and Tell)*. <http://tell-showstrategyinwriting>. Retrieved on November 3th, 2012

³¹ Erin. *Ibid*

c) Be descriptive

When the writer told to be more descriptive, it's easy to go back to those things that we were taught.

d) Be specific, not vague

The writer should be able to write specifically. So, readers can be easy to understand it.

Based on the theory, writer concludes that Telling and Showing can make the readers imagine the thing in their mind what the writer feeling was. The readers can see, feel and experience what the writer has experienced in his/her writing.

b) The Advantages of Tell Show Strategy

Tell show strategy is one of writing strategies which is used by teacher to increase students' ability in writing. The Tell Show strategy is very useful. This strategy is used to help students easier in writing learning process. Steve Peha stated that using Tell Show strategy adds descriptive detail to your writing. It means that, this strategy helps students be easier in writing descriptive text.

In writing, people often say that "showing" is better than just "telling." Here are a few reasons why:³²

- (1) Showing is more specific than telling. It means you can tell about something clearly and completely.

³² Steve Peha. *Loc.cit*

- (2) Showing helps readers make pictures in their minds. It means, writer knows what he or she sees in their mind. After writing students can imagine what thing have described by the writer.
- (3) Showing is more interesting than telling. It means that, by showing we can write anything which is suitable and relate to the topic. This makes readers more interested in their writing because they want to work harder to figure things out.

Showing is one of the most sophisticated techniques a writer can use. It makes students' writing richer and more descriptive. Eugene R Hammond stated that there are three ways to describe a person or a place: by suggesting a comparison, by stating a quality, and by giving a detail.³³ It also helps students to discover new ways to say things. Based on the theory above, writer concluded the advantages of this strategy helps the student in writing learning process. After telling then students can show specifically in written form or text. This strategy is very useful for students in writing. It does not only focus on students' ability in writing but also it fosters students' thinking perspective in imaging thing that has been told by the writer.

c) Teaching Writing by Using Tell Show Strategy

Tell Show is one of strategies in making writing process easier for students. Because writing is a complex process, Tell Show strategy can improve

³³ Eugene R. Hammond. *Critical Thinking Thoughtful Writing (Second Edition)*. New York. Mc.Graw-Hill, Inc. 1985. P.16

the quality of description.³⁴ Here, students add visual detail to a generic description of their writing. So, they can show anything and the readers can imagine what thing is in their mind. Steve Peha explained there are several ways in using tell show strategy in writing process, they are as follows:³⁵

- (1) Take any simple sentence from your current piece of paper.
- (2) Mention something which is described.
- (3) Write it down on the “TELL” side of the chart.
- (4) Make picture of that sentence in the readers mind.
- (5) Write down all the things on the “SHOW” side of the chart.

Table II. 2
Example of Tell Show Chart

TELL	SHOW
My family and I live in a four room flat.	<p>The flat is not very big. It is cosy and quiet. It is a sanctuary where we can relax and find our own space. In our hoome, we enjoy temporary relief from the pressure of office and school.</p> <p>The moment we step into the flat, we will be struck by a pretty centrepiece made of seashells. It is placed on an antique table under a lanscape painting.</p> <p>There are pots of indoor plants placed near the door. The trophies collected by the children are displayed in a low cupboard.</p> <p>The bedrooms are painted in pastelo shades to set a relaxing mood. Curtains and cushion covers, bedspreads and cabinet are kept to these tones.</p> <p>That is our house, although some people give our home a second glance, we are proud of it.</p>

³⁴ Steve Peha. *Learning Pattern (Content, Neutral Cross, Curricular Teaching Strategies for Every Classroom) [Electronic Book]*. 2005. P. 37. <http://tms.teachingthatmakessense.org>. Retrieved on Juni 21th, 2011

³⁵ Steve Peha, Op.cit. P. 34.

Steve Peha also stated that Showing details that help readers make pictures in their mind³⁶. Readers love showing details because they help them see pictures instead of just words. In general, the more showing you have, the better your piece will be. Based on the theories above, writer conclude that the Tell-Show strategy can help the students in writing especially in descriptive text. Tell-Show helps the students to make a good description about the topic. They try to make their writing clearly to be understood by the readers. By showing the topic clearly, readers can imagine the picture on their mind.

B. Relevant Research

To avoid the same title used in the research than the writer shows the relevant research which is done by two previous students of English Education Department of UIN SUSKA Riau.

First, the research was conducted by Mellia Asnita (2012) entitled “*The Effect of Using Think Talk Write (TTW) Strategy toward the Ability in Writing Descriptive Paragraph of Eight Year Students at Hasanah Junior High School Pekanbaru*”. The research design was quasi experimental research that focused on Non Equivalent Control Group design. This research was conducted at Hasanah Islamic Junior High School. The population was the second semester of second year students at Hasanah Islamic Junior High School Pekanbaru in academic year 2011/2012. There were seven classes and sample of this research was 8 A and 8

³⁶ Steve Peha. *What is Good Writing (Developing a Shared Language of Quality that Everyone can Understand) [Electronic Book]*. . 2002. P. 6. <http://tms.teachingthatmakessense.org> (Retrieve on March 15th 2011)

D. Each class consist of 30 students, the total of sample is 60 students. She tried to find out the effect of the TTW strategy toward students' ability in writing descriptive paragraph. This strategy has similarity with the writer's strategy, TTW strategy also has Talk the topic briefly and then Write the ideas relate the topic. Based on the result of her research, means score of conventional technique was 64,77 and the means score of TTW strategy was 71,45. It concluded that there was no significant difference of students' ability in writing descriptive paragraph which is taught by using conventional technique and which is taught by using TTW strategy. Thus, Null hyphothesis was accepted and alternative hyphothesis.³⁷

Second, the research was conducted by sulastri (2012) entitled "*The correlation between using two-column note taking strategy and reading comprehension of the second year students at State Junior High School 29 Pekanbaru*". This research was a correlation design. This research was conducted at State Junior High School 29 Pekanbaru, especially the second year students of State Junior High School 29 Pekanbaru. The population of this research was the second year students of State Junior High School 29 Pekanbaru. She used random sampling as the way to choose the sample of population. She took 40 students as the sample of population. She tried to find out the corelation between of using two-column note taking strategy and reading comprehension. Based on the result of her research, the use of two-column note taking strategy has correlation toward

³⁷ Melia Asnita. "The Effect of Using Think Talk Write (TTW) Strategy toward the Ability in Writing Descriptive Paragraph of Eight Grade Students at Hasanah Junior High School Pekanbaru". Pekanbaru. Unpublished Thesis. 2012

reading comprehension in recount text of the second year at State Junior High school 29 Pekanbaru.³⁸

Based on Sulastrı's research, writer concluded that there are similarity between Tell-Show strategy and Two-Column Note Taking strategy. The strategy also separated information into main ideas and details. The strategy also used two coloum to separated the main idea and details. In Tell-Show strategy, main idea refers to general identification of thing or called Telling and details refer to description of thing or called Showing.

C. The Operational Concept

To avoid misunderstanding and misperception the theoretical concepts of this research which are still general and abstract from the research planning, it is important for the writer to give the concept of operation in this research to make it easy to measure empirically. Therefore, in analyzing the effect of using the tell-show strategy toward the ability in writing descriptive text the writer divided into several indicators as a guidance to conduct this research into two variables, they are: variable X refers to the effect of using tell show strategy and variable Y refers to students' ability in writing descriptive text.

The indicators of variable X refers to (using Tell-Show strategy for experimental class)

1. Teacher asks the students to take any simple sentence from your current piece of paper.

³⁸ Sulastrı. "The Correlation between Using Two-Column Note Taking Strategy and Reading Comprehension of the Second Year Students at State Junior High School 29 Pekanbaru". Pekanbaru. Unpublished Thesis. 2012

2. Teacher asks the students to mention something which is described.
3. Teacher asks the students to write it down on the “TELL” side of the chart.
4. Teacher asks the students to make picture of that sentence in your mind.
5. Teacher asks the students to write down all the things on the “SHOW” side of the chart.

The indicators of variable Y refers to (The ability in writing descriptive text)

1. The students are able to express the ideas in writing descriptive text.
2. The students are able to use grammatical features in writing descriptive text.
3. The students are able to identify the generic structure of descriptive text.
4. The students are able to write a descriptive text consist of identification and description.

D. The Assumption and Hypothesis

1. Assumption

- a) Descriptive text has been learned by the first year students at Senior High School Al-Huda in Pekanbaru for the second semester either in experimental class and control class. It is assumed that the students have been studied and able to write the descriptive text well.
- b) The researcher can apply the procedure properly.

2. Hypothesis

Ho : There is no significant effect of using tell show strategy toward students' ability writing descriptive text of the first year students at Senior High School AL-Huda Pekanbaru.

Ha : There is significant effect of using Tell Show strategy toward students' ability in writing descriptive text of the first year students at Senior High School AL-Huda Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research consist of two variables, they are Independent Variable and Dependent Variable. L.R. Gay., at all stated that:

Independent variable is frequently manipulated include method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Dependent variable also called the criterion, effect, or outcome variable, shows the result of the study, the change or difference in groups that occurs as a result of the independent variable.¹

It means that, in this research independent variable (X) refers to using the Tell-Show Strategy and dependent variable (Y) refers to the ability in writing descriptive text.

The type of this research is Experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.² In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.³ In this research, the researcher used quasi-experimental design with nonequivalent control group. It was an appropriate one to this research in order to know the significant effect of using the Tell-Show strategy toward the ability in writing

¹ L.R Gay. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall. 2000. P. 15

² Jhon.W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education. 2008. P. 299

³ LR. Gay. *Loc.cit*

descriptive text of the first year students at Senior High School Al-Huda Pekanbaru.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by using the Tell-Show strategy and one other was as a control class taught without the Tell-Show strategy. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' writing ability. There was a treatment at the middle for some meetings. Then, there was a posttest at the end of the teaching learning processes in order to know the effect of using the the Tell-Show strategy toward ability in writing descriptive text. So, the design of this research can be illustrated as follows⁴:

Experimental Group O₁_____X_____O₂

Control Group O₁_____O₂

O = Test

X = treatment by using the Tell Show strategy

B. Location and Time of the Research

This research was conducted at the first year students of Senior High School Al-Huda Pekanbaru. The research had been done for two months, started on May14th until June 16th 2012.

⁴ Bruce W Tuckman. *Conducting Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. 1999. P.141

C. Subject and Object of the Research

The subject of this research was the first year students of Senior High School Al-Huda Pekanbaru. The object was to find out the significant effect of Tell Show strategy toward the students' ability in writing descriptive text.

D. Population and Sample of the Research

1. Population of The Research

The population of this research was the first year students of Senior High School Al-Huda Pekanbaru in 2011-2012 academic years. There are four classes of all the first year students. The number of the first year students at Senior High School Al-Huda Pekanbaru is 120 students and each class consists of 28 till 32 of students.

Table III.1
The Population of the First Year Students of
SMA Al-Huda Pekanbaru 2010-2011

No	Class	Total students
1	X 1	30
2	X 2	32
3	X 3	30
4	X 4	28
TOTAL		120

2. Sample of The Research

Based on the limitation of the research, the writer took only two classes of the population. The writer took sample by using cluster random sampling, it was done by selecting group not individual because all

members of selected group have similar characteristics.⁵ It means that the subjects of this research have the same background of knowledge, the same ability and the same teacher that teach them.

After doing cluster random sampling, the writer took X 1 as an experimental class and X 3 as a control class. The total number of sample is 60 students; 30 students for experimental class and 30 students for control class.

Table III.2
The Sample of the First Year Students of
SMA Al-Huda Pekanbaru 2010-2011

No	Class	Total Students
1	X 1 (Experimental class)	30
2	X 3 (Control class)	30
TOTAL		60

E. Technique of Collecting Data

In this research, the researcher used test an instrument to collect data. It was used to find out students' ability in writing descriptive text at the first year of senior high school Al-Huda Pekanbaru. The students were tested by asking them to write a descriptive text. The students were given some topics. Then, the students chose one of the topics that had been given.

The writer used pre-test and post-test to experiment class and control class in order to know the effect of using the Tell Show strategy toward the students' ability in writing descriptive text of the first year of Senior High School Al-Huda Pekanbaru. Pre-Test was given before the treatment and Post Test was given after

⁵ L.R Gay and Peter Arasian. *Op.cit.* P. 129

doing the treatment. The Pre-Test was done in order to know students ability in writing before being taught by Tell Show strategy and Post-Test was done in order to know the influence and the effectiveness of using Tell Show strategy toward students' ability in writing descriptive text. At both tests, the students were asked to write a descriptive text based on the topic that had been given.

In this research, procedure of collecting data could be divided into two parts; the first part was the procedure of collecting data for experimental class and the second was the procedure of collecting data for control class.

1. The Procedure of Collecting Data for Experimental Class

a. Pre-Test

Pre-test is a test that is done at the beginning of the research in order to know the students' ability before the treatment.

b. Treatment

The treatment was conducted for experimental class only. The form of treatment was using of the Tell-Show strategy. The treatment was done by the researcher as the teacher. In this strategy, the researcher introduced the concept of Tell-Show strategy in teaching writing especially for descriptive text and involved students in teaching learning stages: take simple sentence (main idea/topic) what they want to describe, mention something which is described, write simple sentence (main idea/topic) on the **“Tell”** coloum, make picture of the topic in their mind by showing detail of the topic, and write

down all the detail of the topic in the “**Show**” coloum. This treatment was given in six meetings.

c. Post-Test

After giving the treatment for six meetings, where there researcher taught by using the Tell-Show strategy for experimental class the post-test was administered.

In both the test, pre-test and post-test, the students were assigned to write a descriptive text based on the topic was give

2. The Procedure of Collecting Data for Control Class

a. Pre-Test

The goal, type of test and procedure of giving the test to the control class was administered the same as the experimental class.

b. Three Phase Technique

While the experimental class was treated by using the tell-show strategy, the control class was taught without using tell show strategy. The teacher has taught writing through the types of text available in students’s textbook. Through the types of text in their textbook, the students will recognize and understand about kind of text, purpose, organization, and language feature. At the first activity, teacher ask the students to review all aspects in a text, for example descriptive text (its purpose, organization, and linguistic feature). Then, the students write a descriptive text based on teachers’s explanation and get the

feedback from the teacher and rewrite. At the last of teaching and learning activity, the teacher assesses the students' work.

c. Post-Test

Post-test was also given to control class at the end of meeting.

To get data about students writing ability, the writer used the assessment of writing.

Table III.3
The Assessment of Writing
Descriptive Text

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Gramatical Features a. Adjectives and compound adjectives b. Atribut has and have c. Lingking verbs d. Simple present tense				
5	Spelling and punctuation				
	Total				
	Maximum Score				20

Explanation of score:

1 = Incompetent

2 = Competent enough

3 = Competent

4 = Very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

Suharsimi Arikunto stated that the data of the students score are classified based on the table as follow⁶:

Table III.4
Classification of Students Score

No	Category	Score
1	Very Good	80 – 100
2	Good	66 – 79
3	Enough	56 – 65
4	Less	40 – 55
5	Fail	30 – 39

Referring to the table, the students' posttest score are classified based on the category of scoring.

F. The Reliability and Validity

The test that used for tasting students' writing ability has to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁷ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' writing ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the

⁶ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. 2009. P. 245

⁷ Op.cit. L.R. Gay. P. 169

higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 17 Version:

Table III.5
Pearson Correlations

		Rater.1	Rater.2
Rater.1	Pearson Correlation	1	.667**
	Sig. (2-tailed)		.000
	N	30	30
Rater.2	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.667 will be correlate to r table, $df = 58$. Because $df = 58$ was not found from the r table, so the writer took $df = 60$ to be correlated either at level 5% or 1%. At level 5% r table is 0.250, while at level 1% r table is 0.325. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is moderate.

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.⁸ It means the test had fulfilled the validity of the content. In other words, the materials of the

⁸ Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu. 2006. P. 23

test had been taught at the first year students at Senior High School Al-Huda Pekanbaru.

It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote a descriptive text based on topic chosen.

G. Technique of Data Analysis

In analyzing the data, the researcher used the pre-test and post-test score of experimental class and control class. In order to find out whether there is a significant effect of using Tell Show strategy toward students' ability in writing descriptive text. These scores were analyzed statistically by using independent sample T-Test from SPSS 17.0 version.

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$ statically hypothesis:

1. H_0 is accepted if $t_o < t - \text{table}$ or there is no significant effect of using the Tell-Show strategy toward students' ability in writing Descriptive text.
2. H_a is accepted if $t_o > t - \text{table}$ or there is any significant effect of using the Tell-Show strategy toward students' ability in writing Descriptive text.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the significant effect toward the ability in writing descriptive text of the first year students at Senior High School Al-Huda Pekanbaru those students who were taught by using Tell-Show strategy and those who were not. This research consists of two variables; they are X refers to Using The Tell-Show Strategy and Y refers to Students' ability in writing descriptive text of the first year students at senior high school Al-Huda Pekanbaru. Therefore, X is an independent variable and Y is a dependent variable.

The data of this research were from the score of the students' ability in writing descriptive text from pre-test to post-test for both experimental and control class. After pretest, the writer gave treatment to experimental class for six meetings. After giving treatment to experimental class, the writer used the same format of writing descriptive text for the post-test of experimental class and control class.

In giving test; pre-test and post-test, the students were asked to write a descriptive text by giving certain topic that had been explained by the teacher. It was evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical feature, spelling and punctuation of writing. Each component had its score.

B. The Data Presentation

The data of this writing test was the score of the students' improvement from pre-test to post-test for both experimental and control class. The data were collected through the following procedures:

1. The writer, as the teacher, asked the students either experimental or control class, at pre-test and post-test to write a descriptive text based on the topics.
2. The writing was written in the blank sheet. Then, it was collected to evaluate the appropriate of content, organization, vocabulary, grammatical feature, spelling and punctuation.
3. The writer used two raters to evaluate the students' writing text.
4. The writer added the scores from the raters and divided it.

The data of this research were the scores of the students' pretest and post-test both experiment and control classes. There were two data of students' ability in writing descriptive text served by the writer. They were: the data of students' ability in writing descriptive text taught by using Tell-Show strategy and the data of the students' ability in writing descriptive text taught without using Tell-Show strategy

1. The Students' Writing Ability of Experimental and Control Class

The data of students' ability in writing descriptive text taught by using tell-show strategy were gotten from pretest and post-test of X_3 as an experimental class taken from the sample of class which consisted of 30 students. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. While the control class, the data also was gotten from pretest and posttest, but it was taught by three phase technique as the conventional technique the teacher used.

In giving test, the students were asked to write descriptive text. Then the test was evaluated by concerning the five components of writing in that text: content, organization (identification and description), vocabulary, grammatical features (Adjectives and compound adjectives, attribute has and have, linking verbs, and simple present tense), and spelling and punctuation. Each components had its score. The data can be seen from the table below:

Table IV.1
The Score of the Students' Writing Ability
in Experimental Class

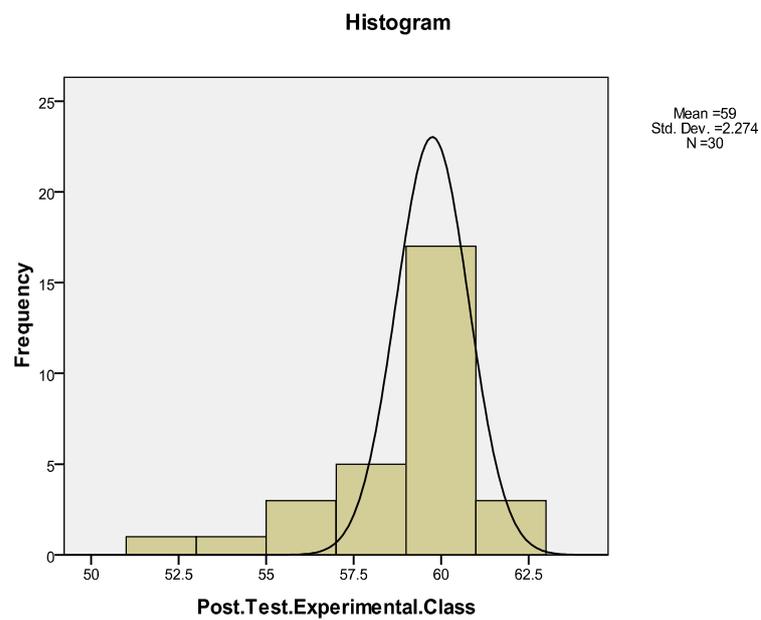
No	Students	Experimental Class	
		Pre-Test	Post-Test
1	S 1	42	60
2	S 2	40	62
3	S 3	36	54
4	S 4	36	52
5	S 5	36	60
6	S 6	40	62
7	S 7	36	56
8	S 8	38	60
9	S 9	36	58
10	S 10	40	60
11	S 11	42	58
12	S 12	38	56
13	S 13	44	60
14	S 14	34	58
15	S 15	44	60
16	S 16	30	56
17	S 17	44	58
18	S 18	36	60
19	S 19	42	60
20	S 20	36	60
21	S 21	48	60
22	S 22	40	60
23	S 23	48	58
24	S 24	40	60
25	S 25	36	62
26	S 26	38	60
27	S 27	38	60
28	S 28	48	60
29	S 29	40	60
30	S 30	34	60
Total Score		1180	1770

From the Table IV.1, the writer found that the total score of pre-test in experimental class was 1180 while the highest was 48 and the lowest was 30. The total of the score of post test in the experimental class was 1770 while the highest was 62 and the lowest was 52. It means that the students had significant increasing of the writing ability. It was proved by the histograms, total score and

the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.2

Histogram for the Score of Post-Test Experimental Class



From the histogram above we can see that student who got score 52 was 1 student, the student who got score 54 was 1 student, the student who got score 56 were 3 students, the student who got score 58 were 5 students, the student who got score 60 were 17 students, and the student who got score 62 were 3 students.

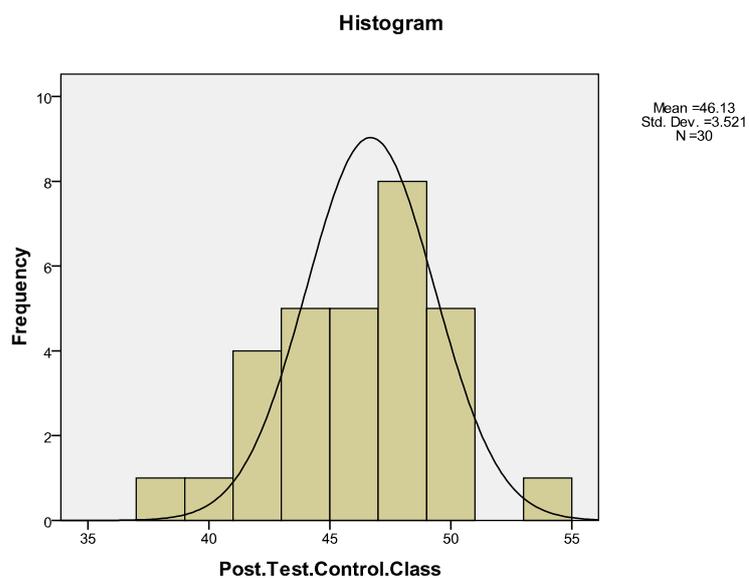
Table IV.3
The Score of the Students' Writing Ability
in Control Class

Students	Control Class	
	Pre-Test	Post-Test
S 1	36	38
S 2	38	54
S 3	32	42
S 4	34	48
S 5	34	48
S 6	38	46
S 7	38	48
S 8	36	42
S 9	38	48
S 10	36	44
S 11	40	46
S 12	36	42
S 13	36	50
S 14	38	44
S 15	38	50
S 16	32	46
S 17	38	44
S 18	36	48
S 19	40	48
S 20	36	50
S 21	44	48
S 22	40	42
S 23	44	46
S 24	34	50
S 25	36	50
S 26	38	48
S 27	32	46
S 28	46	44
S 29	36	44
S 30	38	40
Total	1118	1384

From the Table IV.3, the writer found that the total score of pre-test in experimental class was 1118 while the highest was 46 and the lowest was 32. The total of the score of post test in the experimental class was 1384 while the highest was 54 and the lowest was 38. It means that the students had significant increasing of the writing ability. It was proved by the histograms, total score and

the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.4
Histogram for the Score of Post-Test Control Class



From the histogram above we can see that student who got score 38 was 1 student, the student who got score 40 was 1 student, the student who got score 42 were 4 students, the student who got score 44 were 5 students, the student who got score 46 were 5 students, the student who got score 48 were 8 students, the student who got score 50 were 5 students and student who got score 54 was 1 student.

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and post-test in determining the mean and standard deviation, the writer used the software SPSS version 17 to calculate it.

The mean and standard deviation of pre-test and post-test were in the following table:

Table IV.5
The Mean and Standard Deviation of Post-test
of Experimental and Control class

	N	Mean	Std. Deviation
Experiment class	30	59.00	2.274
Control class	30	46.13	3.521

From the table above, the distance between mean (Mx) and Standard deviation (SD) was too far. In other words, the scores obtained were normal.

2. The Data Presentation of the Effect of Tell-Show Strategy toward the Ability in Writing Descriptive Text

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.6
Students Pre-test and Post-test Score
of Experimental Class and Control Class

No	Ss	Experimental Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	S 1	42	60	18	36	38	2
2	S 2	40	62	22	38	54	16
3	S 3	36	54	18	32	42	10
4	S 4	36	52	16	34	48	14
5	S 5	36	60	24	34	48	14
6	S 6	40	62	22	38	46	8
7	S 7	36	56	20	38	48	10
8	S 8	38	60	22	36	42	6
9	S 9	36	58	22	38	48	10
10	S 10	40	60	20	36	44	8
11	S 11	42	58	16	40	46	6
12	S 12	38	56	18	36	42	6
13	S 13	44	60	16	36	50	14
14	S 14	34	58	24	38	44	6
15	S 15	44	60	16	38	50	12
16	S 16	30	56	26	32	46	14
17	S 17	44	58	14	38	44	6
18	S 18	36	60	24	36	48	12
19	S 19	42	60	18	40	48	8
20	S 20	36	60	24	36	50	14
21	S 21	48	60	12	44	48	4
22	S 22	40	60	20	40	42	2
23	S 23	48	58	10	44	46	2
24	S 24	40	60	20	34	50	16
25	S 25	36	62	26	36	50	14
26	S 26	38	60	22	38	48	10
27	S 27	38	60	22	32	46	14
28	S 28	48	60	12	46	44	-2
29	S 29	40	60	20	36	44	8
30	S 30	34	60	26	38	40	2
Mean		39.33	59.00	19.67	37.37	46.13	8.86

Based on table above, the higher increasing scores were the students of experimental class. In the other word, this strategy effective in helping students' problem in writing descriptive text. The highest post-test score of experimental class was 62 and the lowest score was 52. In control class, the highest post-test score was 54 and the lowest score was 38.

Table IV.7
The Classification of Experimental Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	-	0%
3	Enough	56-65	28	93.4%
4	Less	40-55	2	6.6%
5	Fail	30-39	-	0%
Total		-	30	100%

Based on the table about the classification of experimental class of the first year students of Senior High School Al-Huda Pekanbaru, the output from 30 students shows that the category number 1 shows no frequency (0%), the category number 2 also shows no frequency (0%), the category number 3 shows 28 frequencies (93.4%), the category number 4 shows 2 frequencies (6.6%), and the category number 5 shows no frequency. The table above also shows that the highest percentage of experimental class was 93.4%. The mean score of experimental class was 59.00. Thus, the majority of the students in experimental class can be classified **enough category**.

Table IV.8
The Classification of Control Class Score

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	-	0%
3	Enough	56-65	19	63.4%
4	Less	40-55	10	33.3%
5	Fail	30-39	1	3.3%
Total		-	30	100%

Based on the table about the classification of experimental class of the first year students of Senior High School Al-Huda Pekanbaru, it can be seen that the classifications of the students' score: the category number 1 shows no frequency (0%), the category number 2 also shows no frequency (0%), the category number 3 shows 19 frequencies (63.4%), the category number 4 shows 10 frequencies (33.3%), and the category number 5 shows 1 frequency (3.3%). The table above also shows that the highest percentage of control class was 63.4%. The mean score of control class was 46.13. Thus, the majority of the students in control class can be classified **enough category**. But unlike in experimental class, in this class some of the students still less and 1 student fail in writing descriptive text.

C. The Data Analysis

1. The Analysis of Mean and Standard Deviation

Table IV.9
Mean and Standard Deviation

	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Mean	39.33	59.00	37.27	46.13
Standard Deviasi	4.373	2.274	3.342	3.521

a. Pre-test

1) Mean and Standard Deviation Pre-test of Experimental Class

Based on the table above, it can be seen that the mean (M_x) of Pre-test of experimental class is 39.33, and Standard Deviation (SD) of Pre-test of experimental class is 4.373.

2) Mean and Standard Deviation Pre-test of Control Class

Based on the table above, it can be seen that the mean (Mx) of Pre-test of control class is 37.27 and Standard Deviation (SD) of Pre-test of control class is 3.342.

b. Post-test

1) Mean and Standard Deviation post-test of Experimental Class

Based on the table above, it can be seen that the mean (Mx) of Post-test is 59.00, and Standard Deviation (SD) of experimental class is 2.274.

2) Mean and Standard Deviation Post-test of Control Class

Based on the table above, it can be seen that the mean (Mx) of Post-test of control class is 46.13, and Standard Deviation (SD) of control class is 3.521.

2. The Data Analysis of the Improvement of Students' Writing Ability by Using Independent Sample T-test

The following table is the description of gain of experimental class and control class. The data were obtained from posttest score minus pretest score.

Table IV.10
Gain Score of Experimental and Control Class

No	Ss	Gain of Experimental	Gain of Control
1	S 1	18	2
2	S 2	22	16
3	S 3	18	10
4	S 4	16	14
5	S 5	24	14
6	S 6	22	8
7	S 7	20	10
8	S 8	22	6
9	S 9	22	10
10	S 10	20	8
11	S 11	16	6
12	S 12	18	6
13	S 13	16	14
14	S 14	24	6
15	S 15	16	12
16	S 16	26	14
17	S 17	14	6
18	S 18	24	12
19	S 19	18	8
20	S 20	24	14
21	S 21	12	4
22	S 22	20	2
23	S 23	10	2
24	S 24	20	16
25	S 25	26	14
26	S 26	22	10
27	S 27	22	14
28	S 28	12	-2
29	S 29	20	8
30	S 30	26	2
Mean		19.67	8.87

Referring to table above, it showed that there was significant improvement on the students' ability in writing descriptive text those who were taught by using tell-show strategy and who were not. It can be seen from the mean score of gain of experimental was 19.67 and control class was 8.87. Most of students in experimental class got high improvement from pretest to posttest. While in control class, some of the students failed on their score from pretest to posttest. the

following table is description of the improvement of students' writing ability by using independent sample t-test.

Table IV.11
Group Statistics of Mean, Std. Deviation and Std Error Mean

Group Statistics					
	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	30	19.67	4.302	.785
	2	30	8.87	4.862	.888

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 30 students; while for the experimental class consisted of 30 students. The mean of experimental class was 19.67, and mean of control class was 8.87. Standard deviation from experimental class was 4.302, while standard deviation from control class was 4.862. Standard error mean from experimental class was 0.785, and control class was 0.888.

Table IV.12
Independent Sample Test

Independent Samples Test										
Levene's Test for Equality of Variances			t-test for Equality of Means							
95% Confidence Interval of the Difference										
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
y	Equal variances assumed	.857	.358	9.112	58	.000	10.800	1.185	8.428	13.172
	Equal variances not assumed			9.112	57.153	.000	10.800	1.185	8.427	13.173

From the table above, it can be also seen that t_{observe} obtained (9.112) is compared to t_{table} , $df=58$. Because $df=58$ was not found from the t_{table} , so the writer took $df=60$ to compare either at significant level 5% or 1%. At significant level 5%, t_{table} is 2.00, while at level 1%, t_{table} is 2.65. Thus, the t_{observe} obtained is higher than t_{table} , either at significant level 5% or 1%. In other word, we can read $2.00 < 9.112 > 2.65$.

Based on the score above, the writer can be concluded that there was a significant effect of both classes; experimental class taught by using Tell-Show strategy and control class taught without using Tell-Show strategy. The better Tell-Show strategy was applied, it improved students' ability in writing especially in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' ability in writing descriptive text taught by using Tell-Show strategy improved, it can be seen from the students' gain score from pre-test to post-test. The mean score of students' writing at pre-test is 39.33. After giving the treatment, the mean score of students' writing is 59.00. The students' score improved 19.67 by percentage 52%. It means that students at experimental class using tell-show strategy have better score.
2. Students' ability in writing descriptive text taught without using strategy Tell-Show also improved, but the improving is not drastical. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 37.27, while the posttest, the mean score of students' writing is 46.13. The students' score only improves 8.86 by percentage 25 %. It means that students at control class without using tell-show Strategy still have low score.
3. From analysis of Independent Sample T-test, it can be also seen that t_{observe} obtained (9.112) compared to t_{table} , $df = 58$. Because $df = 58$ was not found from the t_{table} , so the writer took $df = 60$ to compare either at significant

level 5% or 1%. At significant level 5%, t_{table} was 2.00, while at level 1%, t_{table} was 2.65. Thus, the $t_{observe}$ obtained was higher than t_{table} , either at significant level 5% or 1%. In other words, we can read $2.00 < 9.112 > 2.65$. It means that there was a significant 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. It showed that using tell-show strategy can improve students' ability in writing especially in writing descriptive.

B. Suggestion

After conducting a research at Senior High School Al-Huda Pekanbaru, the writer would like to propose some suggestions to make teaching and learning process at this school better than before.

1. Teachers should encourage students' awareness about the importance of writing in their life and the teacher makes writing as habitual activities for students in the school.
2. The teacher should support the strategy used by using interesting topic that suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabulary in order to make the students motivated in learning activity.
3. For the students, they have to have hard effort to improve their writing ability, the students should be accustomed to practice in written English text and the students should read many kind of book in English to enrich their vocabulary.

4. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

Finally, the researcher hopes that all these research findings, conclusion and suggestion will be beneficial contributions especially for both English teacher and students at Senior High School Al-Huda Pekanbaru.

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