THE APPLICATION OF SHOW AND TELL (S&T) TECHNIQUE IN TEACHING WRITING AT MTSS AL-WASHLIYAH SERBELAWAN

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ABSTRACT

The purpose of this research was to improve students' writing ability for Seventh Grade of MTSS AL - WASHLIYAH Serbelawan using Show and Tell (S&T) Technique.This research use Quantitative research.The design of this research is Quasi Experimental Research, with Experimental class and Controlled class. The sample of this research is 56 students of MTSS AL-WASHLIYAH Serbelawan. The researcher found the result of this research that total of pre test score in control class is 1280 with mean score is 45,36 and post test control is 1600 with mean score 57,14. While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that tcount (34,038) ttable (2,00404) at the significance level 0,05 with the degrees of freedom (df)55, Ho is rejected and Ha is accepted. Based on the data analysis, the researcher conducted as the following result: the population of this research is 109 students where the sample is 56 students. The result of this research of pre test score in control class is 1280 with mean score is 45,36 and post test control 1600 with mean score 57,14. While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that tcount (34,038) ttable (2,00404) at the significance level 0,05 with the degrees of freedom (df)55, Ho is rejected and Ha is accepted.
Keywords: Writing, Show and Tell (S&T), Technique.

INTRODUCTION
Background of Research

Language is the system of communication through which humans send messages. Language is a means of communicating information from one person to another. Furthermore, according to (Harmer, 2007), language is widely used to communicate between people who do not speak the same first (or even second) language. As a result, we should learn one of the languages so that we can speak and understand what is being discussed. To put it another way, everyone uses language to communicate with others.

According to (Richards & Rodgers, 1986), English is the world's most widely studied foreign language. As a result, English is a widely used communication language. Furthermore, English is taught and used as a second or foreign language in many countries. In Indonesia, English has become a required subject in junior and senior high schools.

According to (Rimes, 1983), writing is an ability in which we use our eyes, brain, and hand to express ideas that are organized in words, sentences, and paragraphs. As a result, writing is used to express one's feelings or thoughts. To do so, someone must use their brain to generate an idea, their hand to write, and their eyes to examine the written result. (Sutanto, 2007), said that, "Writing as a process of expressing ideas or thoughts in words should be done at our leisure." It can be a lot of fun if we have the right ideas and the right tools." Writing can be considered a pleasurable activity as long as the writer is capable of generating excellent ideas in her or his writing.

Writing is a language ability that allows students to communicate and express themselves in writing with others (paper). As a result, it is a very important basic ability for the student. Based on the preliminary research of the seventh grade at MTSS AL-WASHLIYAH Serbelawan, there was found that many of students struggle with writing abilities, and their ability in writing is poor.

To address these issues, an English teacher must first identify an appropriate technique that can be used to help students increase their participation in class and develop an interest in writing, after which the teacher must select the appropriate technique. If the teacher employs the appropriate technique, teaching writing will be easier and faster to be recognized and understood by the students.

(Hamnuri, 2007) said the technique is a way that is done by someone to implement a method can

run effective and efficient. The success of teaching writing depend in the technique that used by the teacher in the class. Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. The use of Show and Tell (S&T) Technique in teaching writing was the focus of this research. Those techniques were used because some theories claim that they can help students learn to write more effectively.

According to (Peha, 2003) stated that Show and Tell (S&T) Technique is a writing teaching technique in which students can enrich their writing by demonstrating a physical example of a thing that can help visualize the thing or by explaining a thing and demonstrating a thing on the readers' mind.

The last reason of choosing this title as the research is because the writer want to apply this technique in Junior High School, and the writer want to know whether this technique can help the students in learning vocabulary and writing descriptive text quickly and easily to understood by the students. Based on the problems above, in this research the writer would like to entitled the research " The Application of Show and Tell (S&T) Technique in Teaching Writing at MTSS AL-WASHLIYAH Serbelawan".

The Problem of Research

According to the background and limitation, the problems of the research was formulated as follows: "Does the use of Show and Tell (S&T) Technique improve students' in writing of MTSS AL-WASHLIYAH Serbelawan ?

The Objective of Research

Based on the problems mentioned above, the writer aimed to improve students' writing ability for Seventh Grade of MTSS AL-WASHLIYAH Serbelawan using Show and Tell (S&T) Technique.

THE REVIEW OF LITERATURE
Writing

According to (Hyland, 2003), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. 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. It means that the most important in writing is the process to convey the writer's ideas into a good sentence, paragraph, or text. The readers can understand what the writers means and of course it's needed an ability how to write 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.

Writing is a process of communicating with others in which a writer sends and expresses the ideas and also information through written forms. (Hidayati, 2018) notes that writing is a communication tool in written form. Additionally, in teaching writing there is English competence including learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English. 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 ability 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.

Writing, on the other hand, is a language ability that involves language production and is thus referred to as a productive ability. According to (Hyland, 2003), writing is viewed as a product created by the writer's command of grammatical and lexical knowledge. As a result, writing is a product of a process that involves the construction of certain aspects of writing, such as grammatical and writer knowledge and experience. In writing ability the students should be able to produce the language based on the writing rules, so the reader can understand easily about their written. (Harmer, 2004) also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them. It means that the students must have more references because it can help them to support their ideas or feelings in written form, so it can make the reader interested to read their written text. Based on those definitions, it can be concluded that writing is one method of expressing one's thoughts on various topics in a written format.

The Process of Writing

According to (Hartley, 2008), writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing as a method of creating a written product that will be read by others. It means that writing has four proceses that should be done by the writers: the process are pre-writing, planning, writing, and revising drafts.

Concept of Writing Ability

According to (Heaton, 1988), five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:

a. Content (the ability to think creatively and develop thoughts).
b. Organization (the ability to write in appropriate manner)
c. Vocabulary (the ability to use of word/idiom).
d. Language use (the ability to write appropriate structure)
e. Mechanic (the ability to use punctuation, capitalization, spelling andlayout correctly).

Concept of Teaching Writing

According to (Harmer, 1999), students must learn and practice the art of stringing words together into well-formed sentences, paragraphs, and texts. He went on to say that when teaching writing, the teacher can either focus on the finished product or on the writing process itself. The following are the steps involved in teaching writing:

a. Pre - Writing Activity
b. Whilst - Writing Activity
c. Post - Writing Activity

Approaches in Teaching Writing

According to (Harmer, 2007), there are approaches in teaching writing as follows :

a. Process and Product
b. Genre
c. Creative Writing
d. Writing as a cooperative activity
e. Building the Writing Habit
f. Writing for Learning and Writing for Writing

How to Test Writing

There are several ways to assess students' writing abilities when teaching them to write. There are three designing assessment task for writing ability, they are as follows:

a. Imitative Writing
b. Intensive Writing
c. Responsive and Extensive

Descriptive Text

Definition of Descriptive Text

There are twelve genres that are taught to Junior High School students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. The writer focused on descriptive text which is taught in the first year of junior high school. Description writing vividly portrays a person, place, or tings in such a way that the reader can visualize the topic and enter into the writers experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described. (Ghaith, 2002) state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about. Just like other text types, descriptive text has a generic structure and language feature as well.

Purposes of Descriptive Text

a. To entertain
b. To express feelings
c. To relate experience
d. To inform (for a reader unfamiliarwith the subject)
e. To inform (to create a fresh appreciation for the familiar)

Language Features of Descriptive Text

The language features of a descriptive text are follows (Utami, 2013):

a. Use of particular nouns
b. Use of detailed noun groups to provide information about the.
c. Use of a variety of types of adjectives
d. Use of relating verbs to provide information about subject
e. Use of thinking and feeling verbs to express the subject or to

Show and Tell (S&T) Technique
Definition of Show and Tell (S&T)

According to (Peha, 2003), "The Show and Tell (T&S) Technique is taken any simple sentence from your current piece that mentions something you can describe and write it down on the "Tell" side of the chart. Then make a picture of that sentence in your mind and write down all the things you see in that picture on the "Show" side."

Procedure of Using Show and Tell (S&T) Technique

According to (Peha, 2003) to achieve the purpose in writing process there are two steps process in T-S strategy, as follows:

a. Take any simple sentence from your current piece that mentions something you can describe or retell and write it down on the "Tell" side of the chart.
b. Then, make a picture of that sentence in your mind and write down all the things you see in that picture on the "Show" side.

Advantages and Disadvantages of Using Show and Tell (S&T) Technique

a. Advantages of Using Show and Tell Technique
    According to (Patralides, 2010) the Advantages of Show and Tell (S&T) Technique as follows:
    1. Students learn to speak and listen.
    2. Students can learn how to be an audience and introduce themselves.
b. Disadvantages of Using Show and Tell Technique
    Most of students is need long time to take any word or sentence that can their describe or retell, so that they will spend much time to retell about their experience in their piece, whereas the focus is not only thinking how to retell but writing

Teaching Writing by Using Show and Tell (S&T) Technique

Show and Tell (S&T) is one of Technique in making writing process easier for students. Because writing is a complex process, Show and Tell (S&T) Technique can improve the students writing ability.

The Previous Research

The first previous related research was conducted by Zulfikar Boyke Wicaksono. The title of the research was "The Effectiveness of Show and Tell (S&T) Technique to Teach Writing". This research was conducted in university of Semarang, Indonesia. The Technique of this research was Classroom Action Research. And the result is good,it can improve the students" writing ability.

The second previous related research was conducted by Ratna. The title of the research was "The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of Junior High School (Smp) Negeri 4 Galesong Selatan Kabupaten Takalar ".The total numbers of population were 60 students, consists of 3 classes. One of the problems dealt with the vocabulary.

Based on Previous research above, the writer want to found more what dominant type of teaching writing using Show and Tell (S&T) Technique in whole subtitle is "The Application of Show and Tell (S&T) Technique in Teaching Writing at MTSS AL-WASHLIYAH Serbelawan " and the Previous research using Classroom Action Research (CAR), but in this research the writer contributions with the title " The Application of Show and Tell (S&T) Technique in Teaching Writing and using Quantitative Experimental design.

THE METHOD OF RESEARCH
Research Design

This research use Quantitative research because the goal of this research is about how so far Show and Tell (S&T) Technique can improve students' writing ability. The design of this research is Quasi Experimental Research, with Experimental class and Controlled class. One group was treated as the Experimental class and other group is treated as the controlled class. In experimental class, writer would applied Show and Tell (S&T) Technique in teaching writing while in controlled class used conventional teaching technique.

The writer used pre-test and post-test design in both of experimental class and controlled class.

The aimed to find out of the using of Show and Tell (S&T) Technique in teaching students writing.

The Location of Research

This research conducted at MTSS AL-WASHLIYAH Serbalawan. This research is conducted on April 2022 on the academic year 2021/2022.

The Population of Research

(Sugiyono, 2017), said that the population is a an area of generalization of objects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. Population can be defined into two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. Access of population that can be accessed when the writer determines the number of population. And population not only the quantity in subject or the object.

Table 1
The Population of the Seventh Grade Students of MTSS AL-WASHLIYAH
Serbelawan 2021/2022

No	Class	Total students
1	VII A	36
2	VII B	36
3	VII C	37
TOTAL		**109**

The Sample of Research

(Sugiyono, 2012) is part of the total and characteristics proposed by the population, samples taken from the population must be truly representative. Sample is the number of samples to be taken from a population. According to (Arikunto, 2012), if the population is less than 100 people, then the total number of samples is taken, but if the populatin is greater than 100 people, it can be taken 10-15% or 20-25% of the total population. The sample is the representative from the population researched. The sample of this research is 56 students of MTSS AL-WASHLIYAH Serbelawan.

In this research the writer used simple random sampling by making a lottery to take the sample. Simple random sampling is a research method which every member of the population has equal opportunity to be the participant. In addition, (Sugiyono, 2001) stated it is called "simple random sampling" because it is done randomly without categorizing anything in population. There are two groups used in this research, namely the control group, which consisted of 28 students, and the experimental group which also consisted of 28 students, so that the total sample of this research was 56 students. Class VII A is the Experimental class and VII B is the Controlled class.

The Data and Source Data

From the data, the writer will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of experimental research data and use quantitative data procedure for the data analysis.

In taking data, the writer needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the writer will get information that is required.

The Technique of Collecting Data

In collecting the Data, there were some steps will be take by writer, they are :

1. Preliminary visit
   The writer will be visit the school to get some information about teacher and students as participant, to gain information, the writer will asked the officer school.
2. Visiting the headmaster
   The writer will be ask permission to the headmaster of Junior High Scholl MTSS AL-WASHLIYAH Serbelawan by giving permission letter.
3. Visiting the English teacher.
   After getting permission, the writer will be meet with the English teacher for asking her help and guidance in conducting the research. And allow the writer to teaching the students use Show and Tell (S&T) Technique.
4. Giving the pre-test
   Test is given to the students focus on writing descriptive text. The result of this test is students' descriptive text. The aim of this test is to measure the students' descriptive text. The test is used in

this study is pre-test and post-test. Pre test is done before implementing Show and Tell (S&T) Technique in preliminary study to know the students competence in descriptive writing. The writer will be give the Pre-test to experimental and controlled class.

5. Giving the treatment
    The activities of the experimental class were started on April-May 2022. In experimental class the treatment will be given by using Show and Tell (S&T) Technique in teaching writing, while the activities in control class will be given Conventional Technique without using Show and Tell (S&T) Technique in teaching writing.

The Technique of Analyzing Data

In analyzing the data, the writer 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 Show and Tell (S&T) Technique toward students' ability in writing. These scores were analyzed statistically by using independent sample T-Test from SPSS 25.0 version.

The process of analyzing the data with the following steps:

1. Frequency
    In gaining the class percentage which passes the minimum mastery criteria- Kriteria ketuntasan minimal (KKM) use the formula:

$$P= \frac{F}{N} \text{ x } 100\%$$

    P   : The class percentage
    F   : Total percentage score

2. Statistic table
    The writer use mean formula. The mean is the average value of some of one or more data. The mean value can be determined by individing the number of data. Mean can be found from various types of single data or group data. It uses the formulate measure by Arikunto (2010:272) the formula is:

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

Where:
x   = the average of students score
$\sum$ = the sum of item score
N   = the number of students

3. Test of Normality
    Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formula.
       The interpretation of the test of normality can be conclude as follow:

a. If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% alpha (Asymp. Sig. (2-tailed) > 0.005 it can be conclude that the data derived from populations that are normaly distributed.

b.   If the value of Asymp. Sig. (2-tailed) is smaller than the alpha level of 5% (Asymp. Sig. (2-tailed) < 0.005 it can be conclude that the data derived from the population distributed is not normal

4. Test of Homogeneity
    If the significance is less than 0,005 (Sig. (2-tailed) < 0,05), the variants differ significantly (not homogeneous)

5. Test of Hypothesis
    To analyze the post test scores between control and experimental class, the writer used paired sample T-test. The purpose of this test are to find out that Show and Tell (S&T) is effect significantly on students writing ability or not. We can see that on t-count is bigger than t-table or lower than table at the significance level of a 0,05. There are two conditions: First, if it is bigger than t-table, it's mean than Ho is accepted and Ha is rejected. In this process on SPSS Statistics, the writer entered two one variables data: the post test scores of control and experimental class. To process the data, the writer was using the SPSS 25.0 version.

FINDING AND DISCUSSION

By analyzing the data, the researcher found the population of this research is 109 students where the sample is 56 students which get from two class VII-A as the experimental class and the VII-B as the as the control class. Then the researcher found the result of this research that total of pre test score in control class is 1280 with mean score is 45,36 and post test control is 1600 with mean score 57,14.

While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that t_{count} (34,038) > t_{table} (2,00404) at the significance level = 0,05 with the degrees of freedom (df)=55, Ho is rejected and Ha is accepted. It means that there are differences in students learning by using Show and Tell (S&T) Technique in Writing subject about descriptive text at the seventh grade of MTSS AL-WASHLIYAH Serbelawan of academic year 2021/2022.

It compared the pre test and post test between control class and experimental class is difference. The score of experimental class is higher than control class, it can be happened because the researcher give the Show and Tell (S&T) Technique in Teaching writing descriptive text. The use of this technique can motivating students to increase their idea and make their writing ability better.

CONCLUSION AND SUGGESTION
Conclusions
Based on the data analysis, the researcher conducted as the following result: the population of this research is 109 students where the sample is 56 students which get from two class VII A as the experimental class and the VII B as the control class. Then the researcher found the result of this research that total of pre test score in control class is 1280 with mean score is 45,36 and post test control 1600 with mean score 57,14. While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that t_{count} (34,038) > t_{table} (2,00404) at the significance level = 0,05 with the degrees of freedom (df) = 55, Ho is rejected and Ha is accepted. It means that there are differences in students learning by using Show and Tell (S&T) Technique in teaching writing about descriptive text at the seventh grade of MTSS AL-WASHLIYAH Serbelawan of academic year 2021/2022. The score of experimental class is higher than control class, it can be happened because the researcher give the Show and Tell (S&T) Technique in teaching writing descriptive text. The use of this technique can motivating students to increase their idea and make their writing ability better.

Suggestions
Based on the conclusion above, there are some suggestions for the English teachers, students, and the next researcher.
1. For teachers
   The teacher should give the new technique in teaching English especially for writing because media can help the teaching learning process in the classroom. The teachers also should be creative to use the technique so that the students more easily to understand the materials and active to search new idea in teaching writing.
2. For the students
   The students should be active to increase their imagination in writing same product and should pay their full atention to the teacher when taching. The students should try to practice what the teacher teach in the classroom not only in school but also in other for example to doing homework. And the last try to understand the technique very well.
3. For the next researcher
   The next researcher hopefully can get motivation and information from this research and understand what are the influencer forusing technique in teaching learning process.

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