

**THE EFFECT OF TELL-SHOW STRATEGY TOWARD STUDENTS'
WRITING ABILITY AT CLASS VII OF JUNIOR HIGH SCHOOL
1 PARIAMAN**

THESIS

Submitted in Partial Fulfillment as one of the Requirements for

The Strata One (S1) Degree



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1439 H/ 2018 M

APPROVAL PAGE

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ABSTRACT

RISKA JUNIARTI (2018):The Effect of Tell-Show Strategy Towards Students' Writing Ability at Class VII of Junior High School 1 Pariaman.

Students' ability to produce their mind into the written form was still weak, as a result they got difficulties in expressing their ideas. They thought that writing is difficult. They did not know how to start their writing. Then, they were also still confused to develop their vocabularies, to organize their ideas by considering the five components of writing skill so that the writing become a better writing. Therefore, it is needed an effort to make writing to be not difficult activity anymore for students. One of the efforts is by applying an appropriate Tell-Show Strategy. This strategy is suggested by Steve Peha (2003). Tell Show Strategy is an activity of the students write something very simple and then describe it in detail.

The purpose of this research is to determine whether there is any significant effect on students' writing ability between the students who are taught by using Tell-Show Strategy and those who are taught without using Tell-Show Strategy at class VII of Junior High School 1 Pariaman.

The population of this research was all of the students at class VII of Junior High School 1 Pariaman that consist of 128 students who were divided into four classes. Then, the researcher took class VII.1 and VII.2 as the sample. Where class VII.1 as the experiment class that consist of 32 students and VII.2 as control class that consist of 32 students. In collecting the data, researcher used written test. The test was given to both classes with the same topic. Then, post-test was given after doing treatments for six meetings to determine the effect of using Tell Show Strategy.

This research was analyzed by using statistical procedures. T_{test} was used to analyze the students' post-test score. The data was analyzed by using simple regression with 5% (0.05). The mean score of post-test on experimental class was 81.18 and standard deviation was 5.98. The Mean score of post-test on control class was 73.37 and standard deviation was 10.073. From the calculation of the result of the test, it indicated that $t_{\text{calculate}}$ was greater than t_{table} ($3.768 > 2.000$). Furthermore, Tell-Show strategy can improve students' Writing ability.

It can be concluded that Tell-Show Strategy can improves students' writing ability especially in considering five components of writing. It is recommended for English teacher should determine the use of Tell-Show as a strategy in teaching writing.

ABSTRAK

RISKA JUNIARTI (2018): Pengaruh Strategy Tell-Show Terhadap Keterampilan Menulis Siswa di Kelas Tujuh Sekolah Menengah Pertama Negeri 1 Pariaman.

Kemampuan siswa untuk menuangkan ide ke dalam bentuk tertulis masih lemah. Mereka beranggapan bahwa menulis itu sulit, mereka tidak tahu bagaimana memulai menulis. Kemudian mereka juga masih bingung dalam mengembangkan kata-kata sulit, menyusun ide-ide dengan mempertimbangkan lima komponen menulis. Oleh karena itu dibutuhkan usaha supaya menulis tidak lagi menjadi hal yang sulit bagi siswa. Salah satunya dengan menerapkan strategi yang tepat. Strategi tersebut adalah Tell-Show strategy yang direkomendasikan oleh Steve Peha (2003). Strategi Tell-Show adalah sebuah strategi dimana siswa membuat kalimat sederhana kemudian menjelaskan kalimat tersebut secara detail.

Tujuan dari penelitian ini adalah untuk mengembangkan apakah ada peningkatan terhadap komponen menulis siswa pada hasil tulisan siswa setelah diajar dengan menerapkan Tell-Show strategy dengan siswa yang diajar tanpa menerapkan Tell-Show strategy di kelas VII SMPN 1 Pariaman.

Populasi penelitian ini adalah semua siswa kelas VII SMPN 1 Pariaman yang terdiri dari 128 siswa dan dibagi kedalam 4 kelas. Kemudian peneliti mengambil kelas VII.1 dan VII.2 sebagai sampel. Kelas VII.1 sebagai kelas eksperimen yang terdiri dari 32 siswa dan kelas VII.2 sebagai kelas pembandingan yang terdiri dari 32 siswa. Dalam mengumpulkan data peneliti menggunakan tes tertulis. Tes diberikan sesudah diperlakukan treatment selama enam kali pertemuan untuk melihat pengaruh penggunaan Strategi Tell-Show.

Data hasil penelitian dianalisa dengan menggunakan regresi 5% (0.05). Setelah melakukan treatment, peneliti melakukan post-test pada kelas experiment dan control. Nilai rata-rata pada kelas experiment adalah 81.18 dengan standar deviasi 5.98. Nilai rata-rata pada kelas control adalah 73.37 dengan standar deviasi 10.073. Dari perhitungan hasil tes menunjukkan bahwa $t_{\text{calculate}}$ lebih besar dibandingkan dengan t_{table} ($3.768 > 2.000$). Ini menunjukkan bahwa Tell-Show strategy meningkatkan kemampuan menulis siswa.

Dapat disimpulkan bahwa Strategi Tell-Show meningkatkan kemampuan menulis siswa dengan memperhatikan lima komponen menulis. Disarankan kepada guru bahasa Inggris untuk menggunakan Tell Show strategy.