

APPLYING TELL AND SHOW STRATEGY OF DESCRIPTIVE TEXT OF ENGLISH COURSE AT SURAKARTA

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Abstract: The aim of this research was to know whether of applying Tell and Show strategy can influence learners' descriptive text at the Tenth grade of English Course Surakarta. The subject of this research was students at the tenth grade of English Course at Surakarta. The researchers used true experimental design which consist of control group and experimental group. The researchers use test as the data collection method. To investigate whether there was a positive and significant differences study between experimental class and control class, the researchers analyzed the data by using t-test formula. The result revealed that the average score of Experiment class was higher (72.12) than the average of control class (66.23). It can be concluded that teaching in the experimental class using Tell and Show (TS) strategy gave better result in descriptive text than in control class. The result of data analysis using t-test is $t_{\text{-observed}} = 5.289$ and $t_{\text{-table}} = 5\% : 2.000, 1\% : 2.660$. It means that $t_{\text{-observed}}$ is higher than $t_{\text{-table}} = 5.289 > 2.000$. It can be inferred that H_a is accepted and H_o is rejected. It can be concluded that is using Tell and Show (TS) strategy gave more positive effect toward the learners' descriptive text.

Keywords: *Tell Show Strategy, TS Strategy, English Foreign Language, English Course.*

INTRODUCTION

Language is needed by all people in their life especially English language. Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us (Suhono, 2017b). English is a compulsory learning subject that must be taught for the students in the school from the elementary school up to university. Mastering English as a foreign language of course is not as simple as learning English as a national language. Teachers must understand what the strategy that is suitable to be used in English teaching and learning process to understand English material well, because the characters of students' language acquisition are different each others.

Language acquisition process happens in along human's live, so it's wrong if there is somebody who say that language acquisition process happens only in a young people (Suhono & Sari, 2017). For instance in processing of language acquisition in writing skill need a guidance. Writing becomes interesting activity when the teacher knows how about teaching it. One of important point the teacher can be an inspiration about their writing and becomes good supporter in writing learning process. As a teacher we have to guide their writing based on the purpose of the teaching and learning process. Therefore, the students also have to pay attention on grammatical language including what kinds of tenses that should be used for their writing, how

about the sentences are structured, and also how about the appropriate words that is used in their writing. All these requirements will encounter mistakes on going learning process, because in learning foreign language, language learners begin learning a language from their mother tongue. The learners may encounter mistake (Suhono, 2017a). To make them easy in learning descriptive, the strategy that is used to help writing process is using tell and show strategy, because the students usually write about something around them that is interesting for them. Scholar, for instance Weltrisnawati (2017: 51) had investigated students' problem in writing using tell and show strategy. Tell and show strategy help the students in developing their ideas fluently in writing. Beside it helped to encouraged their thinking and imagination. Furthermore, Ratna (2016: 15) verified that applying 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. It means that the strategy is very useful because it helps the students easy to write descriptive text. So that they will know about the lack and surplus of their writing. They can improve their writing more and more because the strategy in teaching is very important beside some theories.

The tenth grade of English Course at Surakarta have learned the Descriptive text, but their ability in writing this text is poor. This problem are : (1) The students are difficulties to construct the descriptive text, (2) The students have low understanding in writing a descriptive text, (3) The students are unfamiliar with Tell and Show (TS) Strategy and the teacher does not use the appropriate strategy in teaching descriptive text writing ability. Furthermore, the data of pre survey on October 01, 2015 at the tenth grade of English Course at Surakarta illustrated the levels of Descriptive text writing ability. There were 8 students at

the tenth grade who had gotten the average score 6.40. There were 2 students who got the highest score (8.00) and 21 students who get the lowest score (5.20). Based on the pre-survey result, the researchers found the most of the tenth grade of English Course at Surakarta are categorized into poor category. The writing ability is still poor because there were 21 students get low score. Occasionally, the researchers want to develop the students' written text notably in description text. The objectives of the study is intended to find out whether there is any positive and significant influence of applying Tell-Show Strategy toward the students' descriptive text in English Course at Surakarta.

LITERATURE REVIEW

The Notion of Tell and Show Strategy

Preparing a good teaching learning process is the essential way to improve the teacher's creativity. Teacher should understand pre-condition of the learners that consist of age, background knowledge and goal of the learners. This activity is done to decide the teaching and learning process in the classroom (Hasyim & Suhono, 2017). On the other hand, using strategy is additional way to simplify in learning process. Strategy is a learning activity that should be done by the teacher or student in order to the aim of learning can be effectively and successfully. Yeasy and Suhono suggested that Strategy In learning English can be used to simplify learning English process since as a guidance and as a hint in teaching learning process for the teacher, while for the students it can be used to simplify in learning process (Sari & Suhono, 2017). Strategy is also the easy plan of operation to get something important in educational term, especially in English subject. For instance tell and show strategy. Reid (1988: 4) asserted that Tell and Show Strategy is an activity that students should communicate with using specific detail and examples in order that what the researchers

have presented is valid, more interesting and believable. Tell and Show strategy is an activity of the students write something very simple (Peha, 2003: 37). Tell-Show strategy we're only looking for certain kinds of details: the kind that help the reader make a mental picture of students' idea. These are mostly visual details, things you could really see if you were there.

Based on the definition above, the researchers conclude that Tell and Show (TS) strategy is the strategy that student do to make a simple sentence and then develop in showing to make a picture in the readers' mind. It can help the students to develop their writing in descriptive text and detail about something that they want to write. The students know about the meaning of text that they write. Because the students in this strategy have two steps and every step has a purpose in writing process.

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. 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” (Erin, *Dayli Writing Tips (Show and Tell)*). <http://tell-showstrategyinwriting>)

It is one of the most sophisticated strategy for the researcher. It is not only focus on students' ability in writing but also it fosters students' thinking perspective in imaging thing that has been told by the reseahers.

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

reader (Hughey et all, 2013: 4-6) :

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.

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 spesifically. So, readers can be easy to understand it.

Based on the theory, the researchers 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.

The Adantages of Tell Show Strategy

Tell show strategy is one of writing strategies which is used by teacher to increase students' performance 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 the writing paragraph. It means that this strategy helps the students be easier in writing descriptive text. In writing, “showing” is better than just “telling.” Here are a few reasons:

(1) Showing is more specific than telling. Peha (2003:34) defines telling is an activity of the students to make a simple sentence. It means the students can tell about something clearly and completely.

(2) Showing helps readers make pictures in

their minds. It means that the researchers knows what the writter sees in their mind. After writing students can imagine what thing have described by the researchers .

(3) Showing is more interesting than telling. It means that by showing the students can write anything which is suitable and relate to the topic. The readers more interested in their writing because they want to work harder to figure things out. Showing is one of the most sophisticated techniques. It makes students’ writing richer and more descriptive. Hammond (1985:16) stated that there are three ways to describe a person or a place: by suggesting acomparison, by stating a quality, and by giving a detail.

Based on the theory above, the researchers conclude that the advantages of this strategy helps the student in learning writing process. This activity do a something clear in the reader’s mind with explaining and the certain object and purpose.

Process of Applaying Tell and Show Strategy

Applying tell and show strategy help the students to begin their idea in written form. The first, create 2 columns which consist of tell and show. Take any simple sentence from current piece in column. Describe and write down on the “Tell” side of the chart. On the tell column, the students can write a simple sentence about something that want to describe. It includes the object that the writer will describe. A sentence in “telling” will be the main idea of student’s text. The students can take a concrete object or an abstract object to describe such as, a person, an animal, home, love, etc. The students are able to describe about everything that interested thing. When the students have finished the tell column, starting to write in the second column, is about show. Peha (2003: 35) asserted that showing is an activity to make a picture of that sentence in students’ mind and write

down all the things that see in picture on the “Show” side”

It means that in show column should describe about the object that the students’ desire to describe in the tell column. In this part, research must make a picture in the readers’ mind and make it detail about the object by explaining. It can explain what is something make an object looks beautiful or interested. Bellow are the example of process of applying tell and show strategy on a paragraph.

Table 1
Process Tell and Show Strategy

TELL	SHOW
	(Make a list on the show)
The lake looked really nice that morning	<ul style="list-style-type: none"> • clear • Mist rising up • Fish jumping • Sun coming up • Our boat • A group of ducks • It was cold

After making 2 column and fill up each 2 column, the students have more than enough material to write about an object. Now, they can move or copy into a complete into paragrph.

“The water was as smooth as glass and clear enough that we could see almost all the way to the bottom. Then wisps of mist rose up all around us as our boat glided slowly along. Occasionally, a fish would jump but we’d never actually see it. We’d turn our heads at the sound of the splash just in time to see the circles of little waves expanding outward where the fish had come down. Closer to shore, a group of ducks cut a v-shape in the quiet water as they swam along. It was cold but the sun was coming up and I knew that in a few minutes it would start to get warm” (Peha, 2003:36).

Based on the statement about the process above, Tell and Show strategy gives an easy way for the learners to write a descriptive text, because in the first process

“Tell” teach students to make a simple sentence about something that mention something that the students can describe, and then, “Show” try to make a picture in the readers’ mind make it clearly by using our own language that can make the readers interested and easy to understand. The function of show is to develop the tell column as the main idea.

RESEARCH METHOD

This research used the quantitative research. This research was an experimental research by using true experimental design which consists of experimental class and control class. The researchers administered pre-test and post-test in experimental and control class. This design was used to compare the condition before and after treatment. At both tests, the students were asked to write a descriptive text based on the topic that had been given. In pretest the researchers used test with the topic “family”. In processing treatments the researchers used topic “school” and post test the researchers used topic “environment. The sample of this research was at the tenth grade of English Course at Surakarta that consists of 31 students of X1 as control class and 31 students of X2 as experimental class.

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.

The Procedure of Collecting Data for Experimental Class:

The first procedure is Pre-Test. Pre-test was a test that is done at the beginning of the research in order to know the students’ ability before the treatment.

The second procedure is 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 researchers 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” column, 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” column. This treatment was given in three meetings.

In Post Test, After giving the treatment for four meetings, where there researchers 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.

- 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’ 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.

In analyzing the data the researchers having a focus on indicator of score students' success of writing which offered by Nurgiyantoro (2001: 307), which involve content, organization vocabulary, grammar, spelling and punctuation.

Table II
The Assesment of Writing
Descriptive Text

NO	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
	a. Identification				
	b. Descriptin				
3	Vocabulary				
4	Gramatical features				
	a. Adjectives and compoun 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 = Incomepotent

2 = Enough Competent

3 = Competent

4 = Very Competent

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

Suharsimi Arikunto (2009: 245) stated that the data of the students score are classified based on the table as follow:

Table 3
Classification of Students Score

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

FINDING AND DISCUSSION

Research Data

The Result of the Students' Pretest

The Purpose of giving pre-test in this research is to know the students' writing skill before treatment. The results of pre-test can be identified as follows:

Table 4

The Result of Pre-test at the Class Tenth X 1 Students (Experimental Class)

No	Students	Score
1.	Af	52
2.	Ai	60
3.	Al	60
4.	As	55
5.	Av	73
6.	Ey	67
7.	Et	55
8.	Fd	65
9.	Gd	55
10.	Ka	58
11.	La	50
12.	Ly	74
13.	La	53
14.	Ma	50
15.	Mr	62
16.	Na	45
17.	Ni	53
18.	Nr	74
19.	Nz	60
20.	Pp	48
21.	Pl	72
22.	Ra	54
23.	Rl	55
24.	Rr	63
25.	Rt	72
26.	Ry	46
27.	Sb	54
28.	Uf	69
29.	Wc	65
30.	Yd	50
31.	Yp	56
	Total ($\sum X$)	1825
	Average (\bar{x})	58.87

Source: The Result of Pretest (Experimental Class) on October 10, 2015.

Based on the table above, the researchers measured the class interval:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 74 - 45$$

$$= 29$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 31$$

$$= 1 + 4.921$$

$$= 5.921 \rightarrow 6$$

$$P = \frac{R}{K}$$

$$= \frac{29}{6}$$

$$= 4.8 \rightarrow 5$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 5

Frequency Distribution of Students' Score in Pre-test (Experimental Class)

Class Interval	Frequency	Percentage %
45-49	3	9.7
50-54	8	25.8
55-59	6	19.3
60-64	5	16.1
65-69	4	12.9
70-74	5	16.1
Total	31	100%

Based on the table of frequency distribution above, it can be inferred that 26 students got score lower than 70. It means that 83,9 % the students has not reached minimum standard (KKM) at the tenth grade of English Course at Surakarta. The average score of pre-test is 58.87. It shows that the result of the students' descriptive text in pre-test was poor. It was one reason why the researchers used the Tell – Show Strategy. The researchers also has done pre-test to the control class. The result of pre-test in the control class can be identified as follows:

Table 6

The Result of Pre-test at the Class X 2 Students (Control Class)

No	Students	Score
1.	Ar	60
2.	Am	48
3.	Aw	55
4.	Ap	70
5.	Ah	75
6.	Ai	70
7.	Ba	56
8.	Bg	54
9.	Bs	46
10.	Bm	65
11.	Bp	58
12.	Bd	60
13.	Bh	60
14.	Co	70
15.	Cs	60
16.	Cv	54
17.	Ev	52
18.	Fa	58
19.	Fh	72
20.	Fa	60
21.	Kr	62
22.	Mf	72
23.	Mk	64
24.	Mc	65
25.	Mw	55
26.	Mm	75
27.	Mv	70
28.	Ns	50
29.	Nr	65
30.	Pi	72
31.	Ra	55
Total ($\sum X$)		1908
Average (\bar{x})		61.54

Source: The Result of Pretest (Control Class) on October 11, 2015.

Based on the table above, the researchers measured the class interval:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 75 - 46$$

$$= 29$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 31$$

$$= 1 + 4.921$$

$$= 5.921 \rightarrow 6$$

$$P = \frac{R}{K}$$

$$\begin{aligned} & \frac{29}{6} \\ & = 4.83 \rightarrow 5 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 7
Frequency Distribution of Students' Score in Pre-test (control class)

Class Interval	Frequency	%
46 – 50	2	6.5
51 – 55	6	19.4
56 – 60	9	29.0
61 – 65	5	16.1
66 – 70	4	12.9
71 – 75	5	16.1
Total	31	100

Based on the table of frequency distribution above, it can be inferred that 22 students got score lower than 70. It means that 71.1 % students have not reached minimum standard (KKM) at the tenth grade of English Course at Surakarta. The average score of pretest is 61.54. It shows that the result of the students' descriptive text in pre-test was low.

a. The Result of the students' Post-test

After the gave the material about the descriptive text, the pretest instrument is different from post-test instrument. But has the same type and difficulty level. The post-test was carried out in order to know the students' ability after the treatments. The result of the students' post-test (experimental class) can be identified as follows:

Table 8
The Result of Post-test at the Class X.I Students (Experimental Class)

No	Students	Score
1.	Af	70
2.	Ai	67
3.	Al	78
4.	As	70

5.	Av	70
6.	Ey	78
7.	Et	73
8.	Fd	80
9.	Gd	53
10.	Ka	78
11.	La	62
12.	Ly	84
13.	La	75
14.	Ma	73
15.	Mr	73
16.	Na	65
17.	Ni	70
18.	Nr	83
19.	Nz	77
20.	Pp	67
21.	Pl	80
22.	Ra	70
23.	Rl	75
24.	Rr	80
25.	Rt	75
26.	Ry	65
27.	Sb	73
28.	Uf	75
29.	Wc	60
30.	Yd	72
31.	Yp	65
Total (ΣX)		2236
Average (x̄)		72.12

Source: The Result of Post test (Experimental Class) on October 20, 2015.

Based on the table above, the researchers measured the class interval:

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 84 - 53 \\ &= 31 \\ K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 31 \\ &= 1 + 4.921 \\ &= 5.921 \rightarrow 6 \\ P &= \frac{R}{K} \\ &= \frac{31}{6} \\ &= 5.16 \rightarrow 5 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 9
Frequency Distribution of Students' Score in Post-test (Experimental class)

Class Interval	Frequency	%
53-57	1	3.23
58-62	2	6.45
63-67	5	16.13
70-74	10	32.26
75-79	8	25.80
80-84	5	16.13
Total	31	100

Table 7 shows that the result of post-test can fulfill minimum standard (KKM) at Senior the tenth grade of English Course at Surakartawhere 74.19 % (23 students) got score more than 70. The average score of post-test is 72.12. It shows they are successful in teaching and learning process in the class. The reseahers also conducted post-test for the control class. The result of the students' post-test (control class) can be identified as follows:

Table 10
The Result of Post-test at the Class X.2 Students (Control Class)

No	Students	Score
1.	Ar	68
2.	Am	60
3.	Aw	65
4.	Ap	65
5.	Ah	80
6.	Ai	70
7.	Ba	60
8.	Bg	45
9.	Bs	60
10.	Bm	60
11.	Bp	65
12.	Bd	68
13.	Bh	65
14.	Co	70
15.	Cs	70
16.	Cv	60
17.	Ev	65
18.	Fa	70
19.	Fh	72
20.	Fa	56

21.	Kr	75
22.	Mf	68
23.	Mk	65
24.	Mc	65
25.	Mw	60
26.	Mm	80
27.	Mv	74
28.	Ns	55
29.	Nr	72
30.	Pi	80
31.	Ra	65
Total ($\sum X$)		2053
Average (\bar{x})		66.23

Source: The Result of Post test (Control Class) on October 28, 2015.

Based on the table above, the researcher measured the class interval:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 80 - 45 \\
 &= 35 \\
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 31 \\
 &= 1 + 4.921 \\
 &= 5.921 \rightarrow 6 \\
 P &= \frac{R}{K} \\
 &= \frac{35}{6} \\
 &= 5.83 \rightarrow 6
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 11
Frequency Distribution of Students' Score in Post-test (Experimental Class)

Class Interval	Frequency	Percentage %
45-50	1	3.2
51-56	2	6.4
57-62	6	19.4
63-68	11	35.5
69-74	7	22.6
75-80	4	12.9
Total	31	100

From the table frequency above, it can be seen that there are 20 students (64.5 %) who got score less than 70 as the minimum standard (KKM) the tenth grade of English Course at Surakarta and 11 students (35.5 %) got score more than 70. it can be said that the result in experimental class more good than control class.

A. Hypothesis Testing

After giving test, the writer analyzed the data by using t-test in order to prove

whether there is any influence between experimental classes which applying tell and show strategy in learning descriptive and control class didn't apply Tell and Show Strategy.

1. Preparing the table in order to proved whether there is any difference between the experimental class and the control class at the tenth grade of English Course at Surakarta

Table 12
The Authentic Table of differencess between Experimental Class and Control

Subject	Experimental Class			Subject	Control Class		
	Pretest (X1)	Posttest (X2)	Gain (X)		Pretest (Y1)	Posttest (Y2)	Gain (Y)
Af	52	70	18	Ar	60	68	8
Ai	60	67	7	Am	48	60	12
Al	60	78	28	Aw	55	65	10
As	55	70	15	Ap	70	65	-5
Av	73	70	-3	Ah	75	80	5
Ey	67	78	11	Ai	70	70	-
Et	55	73	18	Ba	56	60	4
Fd	65	80	15	Bg	54	45	-9
Gd	55	53	-2	Bs	46	60	14
Ka	58	78	20	Bm	65	60	-5
La	50	62	12	Bp	58	65	7
Ly	74	84	10	Bd	60	68	8
La	53	75	22	Bh	60	65	5
Ma	50	73	23	Co	70	70	-
Mr	62	73	11	Cs	60	70	10
Na	45	65	20	Cv	54	60	6
Ni	53	70	17	Ev	52	65	13
Nr	74	83	9	Fa	58	70	12
Nz	60	77	17	Fh	72	72	-
Pp	48	67	19	Fa	60	56	-4
Pl	72	80	8	Kr	62	75	13
Ra	54	70	16	Mf	72	68	-4
Rl	55	75	20	Mk	64	65	1
Rr	63	80	17	Mc	65	65	-
Rt	72	75	3	Mw	55	60	5
Ry	46	65	19	Mm	75	80	5
Sb	54	73	19	Mv	70	74	4
Uf	69	75	6	Ns	50	55	5
Wc	65	60	-5	Nr	65	72	7
Yd	50	72	22	Pi	72	80	8
Yp	56	65	10	Ra	55	65	10
(ΣX)	1825	2236	422	(ΣY)	1908	2053	145
(\bar{X})	58.87	72.12		(\bar{Y})	61.54	66.23	

2. Putting data above into the formula of t-test in order to get $t_{\text{-observed}}$

$$M_x = \frac{422}{31} = 13.61$$

$$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$$

$$= 7359 - \frac{(422)^2}{31}$$

$$= 7359 - 5744.64$$

$$= 1614.36$$

$$M_y = \frac{145}{31} = 4.67$$

$$\sum y^2 = \sum y^2 - \frac{(\sum Y)^2}{N}$$

$$= 1769 - \frac{(145)^2}{31}$$

$$= 1769 - 678.22$$

$$= 1090.78$$

Therefore the reseahers counted by using the formula of t-test as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{13.61 - 4.67}{\sqrt{\left(\frac{1614.36 + 1090.78}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{8.94}{\sqrt{\left(\frac{2705.14}{60}\right) \times 0.064}}$$

$$t = \frac{8.94}{\sqrt{45.085 \times 0.064}}$$

$$t = \frac{8.94}{\sqrt{2.88}}$$

$$t = \frac{8.94}{1.69}$$

$$t = 5.289$$

B. Interpretation

Last but not list, after applying the treatment the reserchers found $t_{\text{-observed}}$ is 5.289, whereas, the determined of hypothesis testing is: if the $t_{\text{-observed}}$ higher than $t_{\text{-table}}$, H_a is accepted and H_o is rejected and on the other way $t_{\text{-observed}}$ smaller that $t_{\text{-table}}$, H_a is rejected and H_o is accepted.

1. Interpretation of $t_{\text{-observed}}$

If $t_{\text{-observed}} > t_{\text{-table}}$, H_a is accepted and H_o is rejected

If $t_{\text{-observed}} < t_{\text{-table}}$, H_a is rejected and H_o is accepted

The critical value $t_{\text{-observed}}$ was 5.289, the researcher interpret it based on the quotation above. It can be know that there is significant influence of applying tell and show strategy toward the students' descriptive text writing ability at the Tenth Grade of English Course at Surakarta

2. Statistical Significance

To know the critical value of t-test ($t_{\text{-observed}}$), the reseahers firstly counted degree of freedom (df). The formulation of $df = N_x + N_y - 2$.

$$df = N_x + N_y - 2$$

$$= 31 + 31 - 2$$

$$= 60$$

After considering the t-test table by using df 60, the researcher found it in $t_{\text{-table}}$.

Table 13

Critical Value of $t_{\text{-table}}$		
Significance	5%	1%
Level		
df 60	2.000	2.660

From all data analysis above, it can be known that:

$t_{\text{-observed}} = 5.289$
 $t_{\text{-table}} = 2.000$ (5%) and 2.660 (1%)

The data confirm that t_{observed} is higher than t_{table} . Therefore it can be inferred that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. It means that there was significant influence of applying Tell and Show Strategy toward the students' descriptive text at the tenth of English Course at Surakarta. The Tell and Show Strategy could influence of the students' descriptive text because this strategy helped the students easy to begin writing. This strategy gave an easy way for the learners to define the main idea of their paragraph. It has two step Tell and Show. Tell is to make a very simple sentence and Show is to make something clearly. The fact, after the reseahers was conducted this strategy in teaching and learning at the tenth of English Course at Surakarta, the result of this research was run well, many some of students got a good score in writing descriptive text after the the researchers gave the treatment about Tell and Show Strategy. Therefore this strategy was suitable in teaching and learning descriptive text. It gave the significant influence for the students' descriptive text.

CONCLUSSION

Based on the data collected the reseahers concludes that applying Tell and Show Strategy is good strategy that can influence the students' descriptive text writing ability. By using $df.60$, the reseahers found it in the table. Then, it can be known that the critical value of $t_{\text{-table}}$ for the 5% level was 2.000 , the critical value of $t_{\text{-table}}$ for the 1% level was 2.660 . From these all the data analysis, it can be seen that $t_{\text{-observed}}$ (5.289) was higher than $t_{\text{-table}}$ ($5\% = 2.000$, $1\% = 2.660$). The data confirm that $t_{\text{-observed}}$ is higher that $t_{\text{-table}}$, therefore it can be inferred that H_a is accepted and H_o is rejected. It

means that there is significant influence of applying tell and show strategy toward the Students' descriptive text writing ability at at the tenth of English Course at Surakarta.

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