

Draw Label Caption (Dlc) Strategy to Improve Students' Writing Descriptive Text

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Abstract

The purpose of this research was to determine whether there was a significant difference between students who were taught using the Draw Label Caption (DLC) Strategy and students who were not taught using the Draw Label Caption (DLC) Strategy to improve the quality of descriptive text written by eighth-graders of SMP Muhammadiyah 2 Karang Tengah in academic year 2019/2020. The type of research used is quantitative research with experimental methods, with a quasi-experimental design. The population was 78 students, the sample was 50 students by purposive sampling. The research was collected using a written description test and analyzed with the Independent t-test SPSS 16, it was found that the t-obtained was higher than t-t (3.060 > 2.021) at the significant level $\alpha = 0.05$ on the two-sided test. This meant that there is a significant difference between the experimental group and the control group. So the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that the Draw Label Caption (DLC) strategy has a significant on the improvement of the ability to write the descriptive text of eighth-graders of SMP Muhammadiyah 2 Karang Tengah.

Keywords: *Writing, Draw Label Caption (DLC), Descriptive Text.*

INTRODUCTION

Language skills as defined by Brown (2001:232) include listening, reading, speaking, and writing. The linguistic elements shown are vocabulary, grammar, and pronunciation. Related to the information, for second or foreign learners to the master level assumed that writing is the hardest skill (Richards and Renandya, 2002: 303). Besides, Riddel (2003: 132) says that writing is a difficult skill because it requires a high ability in choosing words and sentences to be understood by the reader. This is because readers cannot criticize or ask questions about writing directly.

In everybody's life, Writing is a crucial skill and makes it is an essential aspect of teaching languages for foreign learners. Writing skills become influential because it's the best way to support what students are learning and enhance them with new vocabulary in a form of written (Aziz, 2011: 371). This is one of the language skills used to show feelings, concepts, and opinions in written form. In other words, a person can communicate with other people through writing. Therefore, writing skills are very important.

Based on an interview with an English teacher (her name is Octaviani, S.Pd) SMP Muhammadiyah 2 Karang Tengah, the researcher got many problems with the students' writing ability. They are as follows: first, students find it difficult to start and develop their ideas into the text. Second, students find it difficult to express their ideas in the form of descriptive text. Third, students have difficulty using good grammatical features in writing skills. And finally, students find it difficult to choose the right vocabulary in writing skills.

From the above issues, the researcher is interested in conducting learning writing skills, particularly through the use of the DLC (Draw Label Caption) strategy, when it can assist learners with writing skills. According to Mea (2013: 3), the Draw Label Caption is a pre-designed strategy that can guide learners to concentrate on the subject and add information to a piece of writing. to make the learners familiar with the subject they were allowed to draw pictures. For narrative and descriptive writing, this technique works well. Besides, William (2011: 1) notes that DLC is a tool that enables authors to figure out what their concepts. it implies that the caption draw label strategy will guide the

learner to write and learn other ways to take ideas. Not only that, learners could discover new vocabulary when drawing and write it with good grammar in the text.

Concept of Writing

According to Harmer (2007: 31), writing is not always a conditional period during a conversation. Students also have more time to consider while writing than they do during oral practices. They could learn what they understand in their minds, as well as a dictionary, a grammar book, or some other online sources to assist them. Writing facilitates learners to concentrate to use accurate language because they realize that when they start writing, it can lead to language acquisition as they fix the issue they place in their thoughts.

Also, Nunan (2003: 89) says that each candidate will be asked to write short, correct English compositions in spelling, punctuation, grammar, and expressions that the subject will take from the author's standard work will be announced from time to time. This means that writing is not a simple activity, in writing the writer must pay attention to the use of spelling, punctuation, grammar, and expressions. Furthermore, Medwell, Wray, Minns, Griffiths, and Coates (2009: 114) assume that writing often appears to be a very mysterious process. When we write, somehow or other ideas that we have in our heads, perhaps only in the vaguest form, must be formed into a coherent representation in language and transferred to paper, screen, or other media, so that it can be examined by several others.

In the above description, the researcher believes that writing is a thought process that is then represented as graphic symbols in a communicative written language. Feeling often plays an important role in communicating thoughts in written words, so that the content is readily grasped and appreciated by readers. It needed a strong and informative language. In those words, writing is tightly linked to emotions, feelings, and the willingness of using a language.

Concept of Descriptive Text

According to Pardiyono (2010:29), descriptive text is describing a specific number of persons, places, or things. It shows that the author describes their colors, form, size, weight, height, width, density, text, and so forth. Also, Oshima and Hogue (2007:61) descriptive writing appeals to the tastes, because it says how it all appears, feels, smells, tastes, and sounds. A good illustration is an image of a term; the reader may visualize the thing, location, or individual in his or her thought. Instead, Kane (2000: 352) claimed that the definition is really about visual input-how something appears, sounds, tastes. Mainly, it's about visual awareness, but the definition also deals with other forms of interpretation.

Also, Mayers (2005: 28), descriptive text is an ability in writing that offers accurate details on the topic by senses detail, making it easy for the students to gather information.

Based on the explanation above, the researcher argued that descriptive text is a representation of anyone, anything at all, and places represented in the text. It contains true information as possible, making it easy for the reader to visualize what the script is represented.

Concept of Draw Label Caption (DLC) Strategy

The strategy of drawing caption labels is a strategy in writing that uses three stages, namely: drawing, labeling, and captions. This means that in this strategy students are asked to draw something to get the idea. Then, students are asked to name the picture; they are allowed to label everything important to them. Finally, based on the label they can make a sentence under their picture to tell about their writing called a caption (Peha, 2003: 47).

Furthermore, Bumgardner (2003: 53) defines that the draw label caption strategy is a simple strategy consisting of draw, label, and caption. It appears that after choosing a topic, students are asked to make a sketch, name, or label everything in the picture, and provide a description of their sketch, one sentence that tells what happened. Meanwhile, Ramadhani&Saun (2013: 255) states that

DLC, which is drawing before writing, allows for focus and time to think in more detail which can be converted into writing. That is, DLC as described by several previous experts, the authors conclude that DLC is a strategy that can be used at any level.

Furthermore, Peha (2012: 4) states that the Draw Label Caption is a process that helps writers find out the idea. This means that the Draw Label Caption strategy will help students in learning to write and students will learn other ways to take prewriting ideas and start developing them into an essay. In short, the Draw Label Caption strategy is a strategy that can be used in learning to write, which consists of three steps, namely: Draw, Label, and Caption. In other words, students first draw their ideas on a sketch or drawing The Pictures, then they are labeled for more detail, and finally, they write a caption under the sketch, a sentence that tells what happened. or summaries and this strategy is not only how to draw, how to label and caption, but can be developed into paragraphs to make a good essay.

According to Burns (2011: 83), the procedure/steps for the DLC strategy stand for five steps:

- a. Draw. Learners make a draw that the teacher gives the topic.
- b. Label. Learners label each part of the picture. They were permitted to mark anything essential to them.
- c. Caption. Learners write words title for their picture, they should create a phrase on their picture to say of their writing.
- d. Description. Learners compose a summary of anything in the picture and enable them to be as specific as possible.
- e. The story is complete. Learners get more content to compose a whole sequence or story.

In using a strategy there will always be advantages and disadvantages. According to Peha (2003: 12), the caption draw label strategy has advantages and disadvantages. One of the advantages of this strategy is that every student can do it well. The act of choosing a focus for one's writing is essential and this strategy is ideal for assisting writers of all ages and problem-solving abilities. Also, drawing is very helpful for students in writing. While students are taking a few moments to draw a brief picture, they provide themselves the time to concentrate on a subject and make their writing stronger and much more informative. Then, Draw Label Caption also stimulates the brain to develop in areas that learn how to observe. And the drawback is that some students are embarrassed to draw. They can start to draw as pretty as they can, so that they spend enough time painting, although the concentration is not even on the picture but on the writing.

From the description above, the researcher concludes that the Draw Label Caption (DLC) strategy has three strategies, namely draw, label, and a caption that can help students explore their ideas in writing skills.

METHODOLOGY

In this area of the research, the researcher used quantitative research types. Quantitative research have two commonly used methods, namely the survey method and the experimental method. the researcher used an experimental method. Sugiyono (2011: 73) stated that pre-experimental, true experiment, factorial design, and quasi-experimental design were included in the Experimental design. the researcher selected a quasi-experimental design in this research.

The samples of the research consist of two groups they were the experimental group and the control group. Two groups were given the same material on the same topic. The experimental group was taught using the Draw Label Caption (DLC) Strategy. Before the treatment was given a pretest in both groups. After treatment, they were given a posttest instrument. It can compare the abilities of students in the experimental group and the control group.

The research variable is an important guideline in conducting research, there were two variables, namely the dependent and the independent. The dependent variable is writing and the independent variable is the Draw Label Caption (DLC) strategy. The population in this study were all

students of eighth-graders SMP Muhammadiyah 2 Karang Tengah with a total population of 78 students consisting of 3 classes, the researcher chose purposive sampling to determine a sample of 3 classes of eighth-graders SMP Muhammadiyah 2 Karang Tengah and the number of research samples is 50.

Also, in data collection, a written test was used as an instrument to determine students' abilities in writing descriptive texts. And to analyze the data using the Independent t-test.

RESULT AND DISCUSSION

The researcher gave a pretest to the experimental group and control groups before experimenting, then calculated the students' scores. There was a treatment meeting with students in learning to write descriptive text using the Draw Label Caption (DLC) strategy, then the researcher decided to give a posttest to determine whether there was a significant difference between the experimental group and the control group.

In this scope, the researcher presents the research findings that have been carried out by highlighting the results of normality, homogeneity, and hypotheses taken during the study. It is shown in table 1

TABLE 1
The Result of Normality, Homogeneity and Independent t-test

	Statistical Analysis					
	Normality		Homogeneity	Sample	Independent t-test	
	Kolmogorov-Smirnov	Shapiro	Levene		Ha	Ho
DLC Strategy	,200	,342	,214	60	,004	Rejected
Conventional Strategy	,200	,390			Accepted	

CONCLUSION

Based on the findings above, the researcher concluded that there was a significant difference between students who were taught using the Draw Label Caption (DLC) strategy and students who were not taught using the Draw Label Caption (DLC) strategy to improve students' writing skills at the eighth grade of SMP Muhammadiyah 2 Karang Tengah. It can be seen from the results of the calculation of the Independent t-test posttest score in the Experiment and Control group (0.004 < 0.05). From these data, it was also found that students could reduce their problems in writing due to the application of the Draw Label Caption (DLC) strategy in the classroom. By using the Draw Label Caption (DLC) Strategy, one of the strategies that can overcome this writing problem is the Draw Label Caption (DLC) Strategy because Strategy Draw Label Caption (DLC) is a good strategy to better understand the material.

Also, Peha (2003: 47) says that Draw Label Caption (DLC) is a smart strategy for authors of all levels of skill and helps students acquire sequences and focus on important specifics. It is a strategy that enables students to draw, label each detail in the image, and then provide an accurate overview or conclusion of what is going on in the image. This implies that it's a smart strategy for students to write summaries of all the decisions they label and help students capture the scene and focus on important specifics. So, the teacher must have an attractive strategy to educate students to be more interested in the class.

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