

THE EFFECT OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 7 PADANGSIDIMPUAN in 2020/2021 ACADEMIC YEAR

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Abstract : *The purpose of this research are to find out : 1) the extent of the application of draw label caption strategy in teaching writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidempuan. 2) the extent of the students' writing descriptive text ability before and after using draw label caption strategy at the eighth grade of SMP Negeri 7 Padangsidempuan, 3) whether there is any significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade of SMP Negeri 7 Padangsidempuan. The population of this research all of the eighth grade students of SMP Negeri 7 Padangsidempuan consist of 114 students. The sample is 26 students which are taken by purposive sampling. The research method is used by experimental method. Then, the data collected by using the observation sheet and test. The instrument used is composition writing test. The average score of the application of draw label caption strategy is 3,2 categorized "very good". The calculation of t-test formula is higher than score of t-table. The score of t test is 3,49 meanwhile the score of t table is 2,06 at 5 % significant level with (df) 24. And the hypothesis is accepted. It means that there is a significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade of SMP Negeri 7 Padangsidempuan in 2020/2021 academic year.*

Keywords: Draw Label Caption Strategy, Writing Descriptive Text

Abstrak : *Tujuan dari penelitian ini adalah untuk mengetahui : 1) penerapan draw label caption strategi dalam mengajarkan menulis teks deskriptif siswa kelas VIII SMP Negeri 7 Padangsidempuan, 2) mengetahui sebelum dan sesudah penggunaan strategi draw label caption siswa kelas VIII SMP Negeri 7 Padangsidempuan. 3) Apakah ada pengaruh yang signifikan strategi draw label caption terhadap kemampuan menulis siswa kelas VIII SMP Negeri 7 Padangsidempuan. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 7 Padangsidempuan yang terdiri dari 114, teknik sampling yang digunakan adalah purposive sampling dengan jumlah 26 siswa. Metode penelitian digunakan adalah metode eksperimental. Pengumpulan data menggunakan observation sheet dan tes sebagai instrumen. Nilai rata-rata dari penerapan strategi draw label caption adalah 3,2, dengan kategori "Sangat Baik". Peneliti menganalisis data menggunakan ttest formula, hasil ttest = 3.49 sedangkan ttable = 2.06. Dengan kata lain ttest lebih besar dari ttable. Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari list strategi draw label caption dalam kemampuan menulis siswa pada kelas VIII SMP Negeri 7 Padangsidempuan.*

Kata Kunci : Strategi Draw Label Caption, Menulis Deskriptif Teks

I. INTRODUCTION

Writing is one of the four skills in English language. Writing is the way that can be used by people to convey their ideas, thought, feel, expression and information to other people in written form. Writing is a subject that must be learnt by students in every level of education. Therefore, the students is demanded to master writing skill. In fact, most of students are difficult in writing, especially at the eighth grade students of SMP Negeri 7 Padangsidempuan. They still face difficulties to write a text.

There are many types of text in their curriculum such as; descriptive text, narrative text, recount text, procedure text and report text. They are still difficult to write one of this text namely descriptive text. Descriptive text is a text that describe about something with the aim is to give information to the reader specifically. By learning descriptive text, it is expected the students able to understand about descriptive text, and able to write descriptive text.

In fact, most of students at the Eighth Grade students of SMP N 7 Padangsidempuan are not successful in writing descriptive text. They are still difficult to arrange good sentence because lack of understanding about generic structure of descriptive text. It can be seen from their

written. When the researcher asked them to write descriptive text, they did not know about identification and description. They are also less in grammar mastery, it is because they are lack of vocabulary. For example : 1) Flower this have stem and root. It should be: Flower has stem and root. 2) Tree is plant who have branch, root, trunk. It should be : Tree is the plant that have branch, root and trunk. 3) My table have four leg square long. It should be : My table has four rectangle feet. It means that, most of the students are still have difficulties in writing descriptive text.

There are some efforts that have be done by the teacher to increase students' writing descriptive text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson. However, in fact it does not get positive respons from student in the learning process. Students are still not interesting to pay attention the lesson, they are still difficult to write the text. It becomes a problem and if this problem do not solve, it will make students' ability especially in writing descriptive text is poor. To increase their ability in writing descriptive text, they should understand about element of descriptive text such as, social function, generic structure, and language features.

From explanation above, the researcher interested to do a research about how to make the students interest to study, especially in writing descriptive text. In this case, the researcher focus to apply draw label caption strategy when teaching descriptive text. The researcher believe when apply this strategy will make students more interested to study about English.

Draw Label Caption strategy is one of strategy that is interesting and useful to increase students writing ability. In this case, the students are given the topic and then the teacher ask them to draw a skecth. After that, they will make a label of parts of the things and then they give the caption from their skecth.

1. Nature of Students' Writing Descriptive Text Ability

a. Definition of Writing Descriptive Text

According to Mertens (2010: 129), Writing is a complex and cognitively demanding actively". It means that writing is complex activity that consist cognitive and also actively activity. Next, according to Sokolik in Linse (2006:98), Writing is a combination of process and product". It means that the process of writing refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Descriptive text is one of genre text that used to describe something. Djuharie as quoted by Masri (2007:24) says, "Descriptive text is a kind of text to describe about people, things, place, and animals specifically.

According to Knapp and Watkins, (2005: 97)

"Descriptive text enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning are or intent of the researcher."

Writing descriptive text is a human activity that implement their felling, ideas and thought to describe about something based on their experiences, observations and interactions specifically to give the information to the other.

2. Draw Label Caption Strategy

a. Definition of Draw Label Caption Strategy

Draw Label Caption strategy is a strategy in teaching writing that use three steps namely: draw, label and caption. According to Peha (2003 : 47), Draw Label Caption strategy is the way to achieve the purpose of writing. The explanation is in the following :

1. Draw

According to Peha (2003:47), Draw is making a pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can. In this research, students work in group to make drawing about thing. In addition, Leo Duff states that to clear their minds and organize their ideas, artists will often start projects by drawing. It means drawing is used to kick-start their creative thinking.

2. Label

Etymologically, the word “label” in Oxford Advanced Learner’s Dictionary of Current English can be defined as:

- 1) A piece of paper, etc. That is attached to something and gives information about it.
- 2) A word or phrase that is used to describe somebody/something in a way that seems too general, unfair or not correct.
- 3) A company that produces and cells records, CDs

According to Peha (2003 : 47), Label is create a one-or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things. Here the students give some labels to the picture made. Based on the quotation above, the

researcher assumed that label is a word or more that can be used to give a name for an object.

3. Caption

Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you are up for it.

Based on the definition previously, the researcher concludes that Draw Label Caption strategy is strategy that can be applied in teaching writing whereas this strategy can develop student's ability in writing their descriptive text.

b. The Steps of Draw Label Caption strategy

According to Peha (2003 : 47) to achieve the purpose in writing process there are three steps process in Draw Label Caption strategy (DLC) technique, those are :

- a. Draw, make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
- b. Label, create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.

- c. Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

From the third process in DLC strategy above, the researcher can conclude that it has three steps, they are :

1. The students pick the topic. After picking the topic they do a sketch by using pencil. In the sketch they can draw everything. Such as animal, trees, people, etc
2. The next step is labeling. The students create one or more words for each item in their drawing. They use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.
3. Then, students write a single or more sentences for their sketch. It can be made underneath the picture. For the last step is turn sentences into a text.

The teacher explains clearly how to learn using Draw Label Caption strategy in writing lesson, have the student to make topic, labeling, making sentence and the last make a paragraph.

- c. Advantages of Draw Label Caption strategy

According to West (2010 : 68) , Some students are able to write more effectively and with greater imagination if they are given the chance to draw their ideas. This strategy seems to be ideal for helping researchers of all ages and abilities solve this problem. So, the researcher can concludes that drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed.

d. The Disadvantages of Draw Label Caption strategy

There are some disadvantages which may happen while applying this technique as follows, most of the students are shy in drawing the students will spend much time in drawing, because they will try to draw as beautiful as possible.

II. METHODOLOGY OF THE RESEARCH

Method is a way that is used to measure something that is done in finishing research. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. According to Sugiyono (2014: 24) said that research method is a scientific way to get data with purpose and usefulness.

In this research, the researcher used experimental method. According to Sugiyono (2015: 11) said that experimental method is research method that can be used to find the effect be defined as the research research method to find out the effect of certain treatments.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the data dependent and independent variables, the researcher use experimental research because to find out the cause effect relationship between the variables.

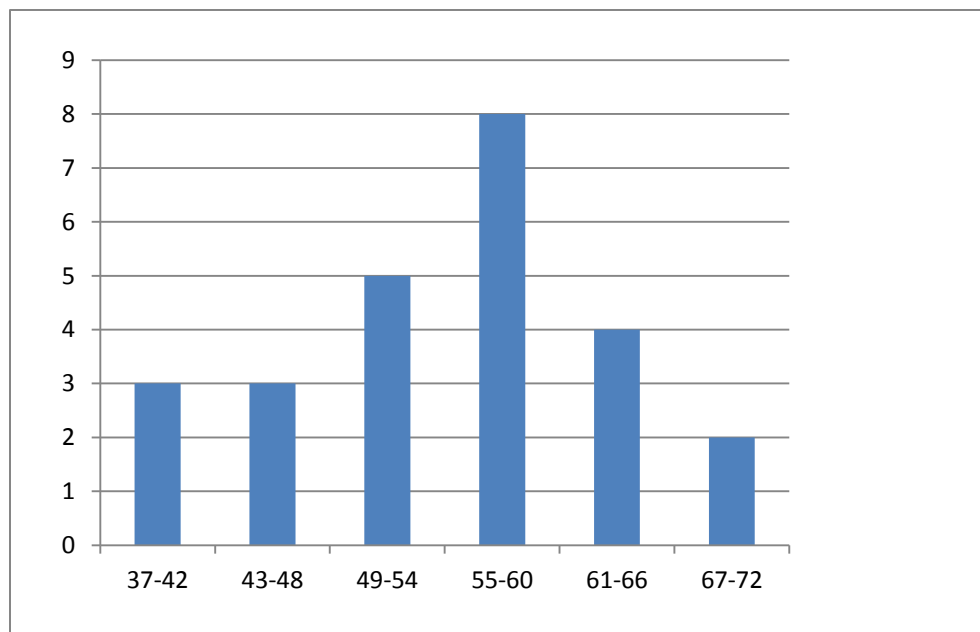
The population in the research is all of the students at the eighth grade of SMP Negeri 7 Padangsidempuan are 114, and sample are 26. The researcher used purposive sampling to take the sample.

According to Sugiyono (2014:102), The research instrument is a tool used to measure observed natural and social phenomena.

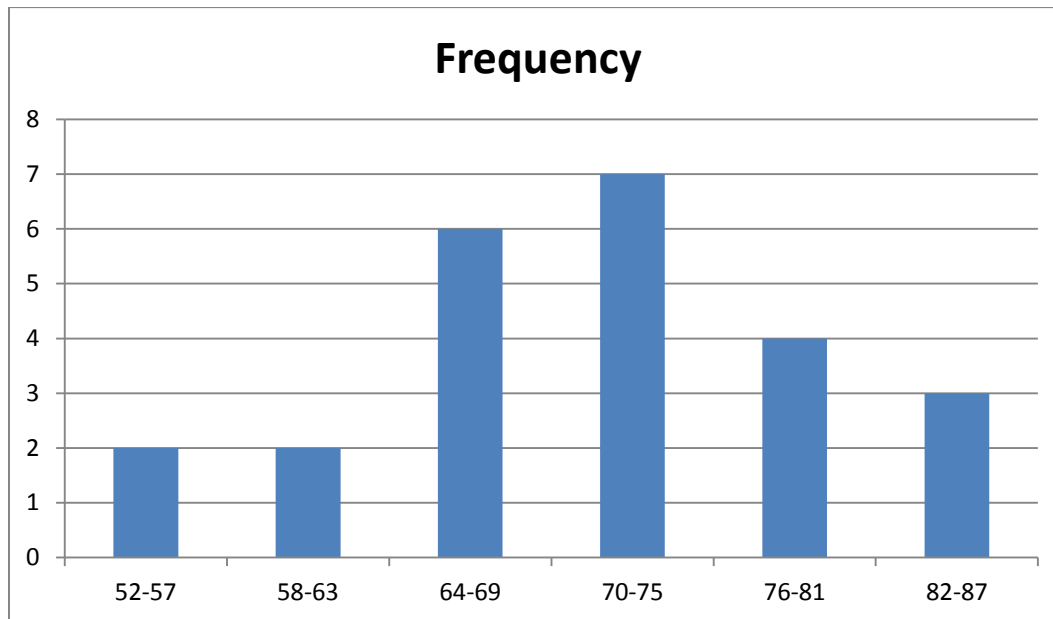
III. RESULT

The scores of the variables X (Draw Label Caption strategy) and variable Y (Writing Descriptive Text) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of draw label caption strategy on students' writing descriptive text ability of SMP Negeri 7 Padangsidempuan through 12 aspects of observation, obtained average score 3.2 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 70 and the lowest score was 37. The mean score of writing descriptive text ability before using draw label caption strategy at the eighth grade students of SMP Negeri 7 Padangsidempuan was 54.6 categorized "Bad". After given Draw label caption strategy, the highest score was 87 and the lowest score was 52, the mean score was 71 categorized "Good". The description of the differents data before and after using list group label can be seen in following histogram:



Students' Writing descriptive text ability before using Draw label caption strategy



Students' Writing descriptive text ability after using Draw label caption strategy

Based on the histogram, if we compared with pre-test the score still categorized "Bad" and after given post-test the score was increased. Histogram shown the used of draw label caption strategy is good for increased students' writing descriptive text ability. It means that there is a significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidempuan or H_a was accepted.

IV. DISCUSSION

After given pre-test and pot-test to the students, the researcher found that the result of writing descriptive text ability after using draw label caption strategy was better than before using draw label caption strategy, it can be seen ttest is higher than ttable ($t_{\text{test}} 3.49 > t_{\text{table}} 2.06$). So that, the hypothesis was received, it could be concluded that the effect of draw label caption strategy on students' writing descriptive text ability was higher than before given draw label caption strategy at the the eighth grade students of SMP Negeri 7 Padangsidempuan.

By looking the previous related research which has been discussed in the chapter II, and if the researcher compare them with result of this research. It could be concluded that students' writing descriptive text ability after using draw label caption strategy is higher than the students' writing descriptive text ability before using draw label caption strategy. It means that even though the using of draw label caption strategy in writing descriptive text ability gave the improvement, but the using of draw label caption strategy was more effective to make students able to write descriptive text.

Based on the explanation above, in this research the researcher can concluded that the draw label caption strategy was very important and suitable to increase the students' writing descriptive text ability.

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of draw label caption strategy in teaching writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidempuan is 3.2 it is categorized "Very Good". The students' writing descriptive text before and after using draw label caption strategy at the seventh grade of eighth grade students of SMP Negeri 7 Padangsidempuan before is 54.6 categorized "bad" and after is 71 categorized "Good". So, there is a significant effect of using draw label caption strategy on students' writing descriptive text ability. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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