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**INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT BY USING DRAW LABEL CAPTION (DLC) STRATEGY AT
THE EIGHTH GRADE OF SMP NEGERI 2 GIDO IN 2022/2023**

UNDERGRADUATE THESIS



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CHAPTER I

INTRODUCTION

1.1 Background Of The Problem

Language is a uniquely human activity, the functions of language are to express one's emotions, needs, thoughts, desires, attitude, and as a system of communication. The basic skills of Language that must be mastered by learners are listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills. As productive skill, writing is one of the important skills which are taught in the school. It takes on a very significant role in teaching English as a foreign or second Language.

According to Pardede (2014:57) "writing is one of the language skills which is important in our life." Writing is a good support for the other three skills. Writing is a form of visual communication for expressing ideas and providing information based on context related to the genre of the text itself. For example, in junior high school, the students are required to be able to write fluently and accurately especially in descriptive text, recount text, narrative text, and expository text.

According to Harmer (2004) in LEEA (2019:174) "writing is a form of communication to deliver thought or to express feeling through written form. Therefore, it is important for students who study a language to learn writing in order to help them communicate in the written form. In junior high school, writing is leaning the types of texts including descriptive text." In teaching writing, there are some materials; one of them is about descriptive text.

According to Suminar and Putri (2018) “reveal that text descriptive is the text describing the person, animals, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described. Therefore, the reader can get the information about the new object written by the writer in descriptive text, and the writers will describe the object clearly and get a clear picture of the object. The object's explanation is essentially to make the reader understand and get the knowledge from the text.”

In syllabus of 2013 *Curriculum* at the eighth grade of SMP Negeri 2 Gido. Core competence expects the students are factual, conceptual, procedural based on the students' curiosity about the science of arts, and culture technology humanities with humanitaria, national, state, and civilization related causes phenomenon and events, and applying the procedural knowledge to specific area of study. Meanwhile, basic competence expects the students are able arrange oral and written descriptive texts, very short and simple, related to people, animals, and objects, taking into account social functions, structures text, and linguistic elements, correctly and in context. The indicator based on the syllabus is to know the social function, text structure, language features and the topic. As well as related to the students' achievement in learning especially in english subject of eight grade of SMP Negeri 2 Gido, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 70. The student should be able to pass the MCC as the indicator of the students' succes in learning.

Based on the researcher's observation in SMP Negeri 2 Gido, the students can not achieve the MCC in writing Descriptive Text. The researcher found some

problems that affected the students' ability in writing especially in Descriptive Text. First, the students have difficulties in using generic structure of descriptive text. Second, the students are getting confused to describe something in descriptive text. Third, The students are not able to write correctly especially in descriptive text. Writing descriptive text will be more easy and quickly to be received and understood by the students if the teacher uses the suitable strategy. One of the teaching strategies that can be used in writing descriptive paragraph is Draw Label Caption (DLC) strategy. As a solution for student's problem in writing descriptive text.

According to Bumgardner (2003: 53) in Wisnu (2020) "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."

¹⁶ Draw Label Caption (DLC) strategy is the strategy that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture. This is a great strategy that students can write descriptions of everything they have labeled the actions and help the students capture a scene and focus on important details. ¹ Draw Label Caption strategy is a strategy in teaching writing that use three steps namely: draw, label and caption. According to Peha (2003 : 47) in Zainab Harahap (2021:110), ¹ Draw Label Caption strategy is the way to achieve the purpose of writing.

According to Peha (2003 : 47) in Zainab Harahap (2021:112) "to achieve the purpose in writing process there are three steps process in Draw Label Caption

strategy (DLC) technique, those are : 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. 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. 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.”

Based on the previous description, the researcher conducted a research entitled, **“Increasing the Students’ Ability in Writing Descriptive Text by Using Draw Label Caption (DLC) Strategy at the Eighth Grade of SMP Negeri 2 Gido In 2022/2023.”**

1.2 Identification Of The Problem

The identification of the problem in this research as follows:

1. The students have difficulties in using generic structure of descriptive text.
2. The students are getting confused to describe something in descriptive text.
3. The students are not able to write correctly especially in descriptive text.

1.3 Limitation Of The Problem

Based on the problem identification above, the research limits the problems to increase the students' ability in writing descriptive text by using draw label caption (DLC) strategy at the eighth grade of SMP Negeri 2 Gido In 2022/2023.

1.4 Formulation Of The Problem

Based on the limitation of the problems, the researcher formulates the problem as follows: "How does draw label caption (DLC) strategy increase student's ability in writing descriptive text at the Eighth Grade of SMP Negeri 2 Gido In 2022/2023 ?

1.5 Objective Of The Research

The objectives of the study to increase the students' ability in writing descriptive text by using draw label caption (DLC) strategy at the eighth grade of SMP Negeri 2 Gido In 2022/2023

1.6 Significance Of The Research

The significances of the research are :

1. Theoretically

Theoretically; it is hoped this research can increase the students' ability in writing descriptive text by using draw label caption (DLC) strategy in learning activities.

a. Can be used to increase the student's ability in writing descriptive text.

- b. Can be used as a new strategy in teaching writing descriptive text.
- c. Can be used to facilitate English teachers to teach writing descriptive text.

2. Practically

- a. For the students, the students will get a new, interesting and easy strategy to write something by using Draw Label Caption (DLC) strategy.
- b. For the teacher, to give information for the English teacher, especially in SMP Negeri 2 Gido In 2022/2023, that Draw Label Caption (DLC) strategy is effective to be used in teaching descriptive text writing ability.
- c. For the researcher, as an experience in increase the students' ability in writing descriptive text by using draw label caption (DLC) strategy

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing

2.1.1.1 The Definition Of Writing

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. According to Pardede (2014:57) “writing is one of the language skills which is important in our life.” Writing is a good support for the other three skills. According to Mora-Flores (2009) in Elite (2019:16), “writing is a process of transferring our thinking, our ideas, and our experiences into written form. It is not only the combination of letter which relates to the sounds when people speak, but writing is more than production of these graphic symbols.”

Writing is one of English basic skills that has important role. According to Harmer (2004:31) in Jetafl (2020:3) “writing is a process of sharing information, message, and ideas. It is means that in writing, one expresses ideas, opinion, feeling, or experience that somebody read or heard into the written form to develop the writing skill of each students.”

Based on the opinion above, it can be concluded that writing is one of the important skills that should master by all people in learning English, especially for students. In writing, students can express their feeling, ideas, and their wants in

writing and putting down it with coherence and continuity in correct language structure.

2.1.1.2 The process of writing

According to Harmer (2004:4-6) in Jetal (2020:4) “ writing process is the stages the writer goes through in order to produce something in its final written form. “Related to the definition, Harmer stated that there are three elements in writing process:

1. Planning
Planning is the first step in doing writing. The researcher plans what he is going to write or type in this step. It can be done by making detailed notes. When planning, the writer has to think three main issues, they are purpose, audience, content, structure. So planning is the first step that will guide to next step.
2. Drafting
Drafting is the second step in writing. It is an activity in which the writers will start their writing. They will write whatever in their mind. They will write as they know.
3. Editing (Reflecting and Revising)
Editing is the third step in doing writing. Editing can be done after drafting has done. It means that after doing drafting, the researcher will read what has been written to see where is works and where is does not. It is to edit or to make clear about the writing, so that it can be easy to publish. It needs some corrections to avoid some mistakes in writing and avoid the ambiguity in writing. It can be done if the planning has been done first. So drafting is the second step in writing.

2.1.1.3 The elements of writing

According to Lasta Pita, Dumaris & Christian (2020:1) “Writing have five elements of good writing, they are; purpose, audience clarity, unity, and coherence.”

1. Purpose

When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

2. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

3. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

4. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

5. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

2.1.1.4 The teaching of writing

Teaching writing is an activity to transfer teacher's knowledge to the student to write effectively in the classroom. in the teaching learning process in the classroom, the teachers have an important position or function in making the teaching learning process successful. It is supported by Harmer (2001) in Lenni (2019:70) "teaching writing is a basic language skill, just as important as

speaking, listening, and reading. Students need to know some of writing's special conventions (punctuation, paragraph, construction, etc.) just as they need to know how to pronounce spoken English appropriately." In all subjects and at all stages of learning, students need to understand the purposes and contexts of their writing. This enables them to compose written texts effectively which involves the ability to structure texts and to use language well.

2.1.1.5 The purpose of writing

According to Grenville (2001:1) in (2020:4) there are many different kinds of writing, such as: novels, poems, short stories, script, letters, essay, reports, reviews, instruction. All of them are writing. They all have the basic purpose of getting ideas from one mind into another. And here some purpose of writing:

1. Writing to Entertain
Entertain does not necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it's like to be a reader. Writing to entertain generally takes the form of so-called imaginative writing (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a true story' for added effect.
2. Writing to Inform
Inform tells the reader about something. These kinds of writing can also be entertaining' in the sense that they are a good read. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.
3. Writing to Persuade
Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essays. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

2.1.2 Writing Descriptive Text

2.1.2.1 Definition of descriptive text

Descriptive is constantly describing people, place and object. Description appears in almost writing because writers try hard to create word image of ideas that they convey. According to Pardiyono (2010:29) in wisnu (2020) “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.”

According to Zahrowi, (2009:1-3) in Ika (2015) descriptive text is a text which lists the characteristic that descriptive text is a texts of something. Description is used in all forms of writing to create a vivid impression of a person, place, object or event, e.g. to; describe a special place and explain why it is special, describe the most important person in your life, and describe the animal’s habit in your report. Descriptive writing or text is usually used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, object, etc.

According to Pardiyono (2010:29) in Ika (2015) descriptive is to describe a particular person, place or thing. It means you describe their colors, shape, size, weight, height, width, density, contents and so on. The description has dominant language features as follows: using simple present tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms and general and abstract noun.

Based on the opinion above, it can be concluded that descriptive text is is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.1.2.2 Generic structure of descriptive text

According to (Gerrot and Wignel, 1994: 208) in Ika (2015) descriptive text has generic structure as below:

1. Identification (identifies phenomenon to be described)
In creating a descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or the location of the object
2. Description (describes parts, qualities and characteristics).

Description is the second element of the generic structures of descriptive text. It tells about what the phenomenon, introduced in the identification, looks like. It is to say that identification is the opening of the descriptive text, while description is the body of it.

2.1.2.3 Language features of descriptive text

According to (Gerrot and Wignel, 1994: 208) in Ika (2015) descriptive text is indicated by specific participant, adjective and compound adjectives, linking verbs, simple present tense, action verbs, and descriptive language as follow:

1. Specific participant; it focuses on specific participant, such as my house and my pet.
2. Adjectives and compound adjectives. For example," a beautiful beach, a handsome man and an adorable cat.
3. Linking verbs. It uses linking verbs such as is, are, has, have, and belongs to.
4. Simple Present Tense. For instance," I have a friend, his name is Samsul".
5. Action verbs. It uses action verbs such as run, sleep, walk, etc.
6. Descriptive language. It uses descriptive language to describe what they look like (color, shape, size, etc), what they have (body parts, components, etc), and what they do (habits, behavior, functions, etc).

2.1.2.4 The procedure of descriptive text

To teach descriptive text is the complicated lesson in writing, to make it easy, the student are to learn about the procedure of descriptive text. Here it is the explanation below:

1. Introduction: in the first paragraph, we write the name of place and locations well as the reason for choosing it.
2. Main body: in the second paragraph we usually write about what the place looks like. In the third paragraph we describe the place in detail. We can include the thing we can see, feel, hear, smell, and taste.
3. Conclusion : in the last paragraph we write about our feelings and personal comments and /or recommendation narrative descriptions of places can be found in tourist magazines ,letters, stories, etc

And for the tenses it uses ¹⁴ past tenses to describe our visit. However, we use present tenses to talk about the location. We can use the variety of adjectives and adverbs as well as our senses to make our descriptions more appealing to the reader.

To make descriptive text the students have to choose the name, place and location, then ¹⁴ in the second paragraph we must describe the phenomenon and the place clearly we may put ¹⁴ see, feel, hear smell, and taste. And the last paragraph it describes the opinion and conclusion about what we tell in text.

2.1.2.5 Assessing writing descriptive text

In the research, the researcher has been test the students' writing ability in descriptive text, the researcher classification of students' score uses the theory of Arikunto (2005) in Yulianti (2021), as follows:

Table 2.1.2.5 *Classification scale for written work*

No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	≤40

Based on the **Table 2.1.2.5** is a presentage description of the scores that must be achieved by students to increase writing ability in descriptive text.

In the research, the researcher has been evaluated the students' writing ability by using writing test. The researcher asks the students to compose a descriptive text about a animal in order to know whether there is an increase of

students' writing or not. The researcher used the components of writing to evaluated the students in writing adapted from Brown (2007) in Huda (2019). The scoring rubric of writing test, as follows:

Table 2.1.2.6 *Description Scores*

Components of Writing	Indicator	Score	Level
Content	Present the information well choose details across the paragraph	4	Excellent
	Present the information with details in parts of the paragraph	3	Good
	Present the information with some details	2	Fair
	Present no clear information	1	Poor
Vocabulary	Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register	4	Excellent
	Adequate range of vocabulary; occasional mistal in word/idiom choice and usage; register not always appropriate	3	Good
	Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate	2	Fair
	No range of vocabulary; uncomfortably frequent mistakes word/idiom choice and usage; no apparent sense of register	1	Poor
Grammar	Good in grammar	4	Excellent
	Error in grammar choice are few and do not interfere with understanding	3	Good
	Error in grammar choice are and sometimes they interfere with understanding	2	Fair
	Many error in grammar choice that	1	Poor
Mechanics	Good in spelling, punctuation and capitalization	4	Excellent
	Error in spelling, punctuation and capitalization are few	3	Good
	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding Error in spelling, punctuation and capitalization and severely interfere with understanding	2	Fair
	Error in spelling, punctuation and capitalization and severely interfere with understanding	1	Poor

To determine the result of the students' test, the researcher used formula adapted from Brown (2007) in Huda (2019), as follows:

$$\text{Score} = \frac{\text{Content} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{16} \times 100$$

¹⁶ 2.1.3 Draw Label Caption (DLC) strategy

⁵ 2.1.3.1 The definition of Draw Label Caption (DLC) strategy

The strategy of drawing caption labels is a strategy in writing that used three stages, namely: drawing, labeling, and captions. This means that in this strategy students are asked to draw something to get the idea. According to Bumgardner (2003: 53) in Wisnu (2020) “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.”

³ According to Peha (2012: 4) in Zainab (2021) 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.

¹ Draw Label Caption strategy is a strategy in teaching writing that used three steps namely: draw, label and caption. According to Peha (2003 :47) in Zainab (2021:110), Draw Label Caption strategy is the way to achieve the purpose of writing. The explanation is in the following:

1. Draw

¹ According to Peha (2003:47) in Zainab (2021:111) , 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

According to Peha (2003 : 47) in Zainab (2021:111), Label is create a one-or twoword 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, there 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 concluded 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.

2.1.3.2 The advantage of Draw Label Caption (DLC) strategy

According to West (2010 : 68) in Zainab (2021:114) , 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.

2.1.3.3 The Prosess of Draw Label Caption (DLC) strategy

According to Peha (2003 : 47) in Zainab (2021:112) ¹ to achieve the purpose in writing process there are three steps process in Draw Label Caption strategy (DLC) technique, those are :

1. 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.
2. 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.
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're up for it.

From the third process in DLC strategy above, the researcher can concluded that is have 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 ¹ 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 steps is turn sentences into a text.

2.1.3.4 The procedure of Draw Label Caption (DLC) strategy

³ According to Burns (2011: 83), the procedure/steps for the DLC strategy stand for five steps:

1. Draw. Learners make a draw that the teacher gives the topic.
2. Label. Learners label each part of the picture. They were permitted to mark anything essential to them.

3. Caption. Learners write words title for their picture, they should create a phrase on their picture to say of their writing.
4. Description. Learners compose a summary of anything in the picture and enable them to be as specific as possible.
5. The story is complete. Learners get more content to compose a whole sequence or story.

Based on some procedures above, the researcher has modified some steps of draw label caption (DLC) strategy is :

1. Draw: the researcher ask to the student's draw a picture give by researcher.
2. Label: the researcher ask to the students label everything in the picture. They are allowed to label everything that is considered as important thing for them.
3. Caption: the researcher ask to the students to write a sentence caption for their picture. They can make the sentence under their picture to tell about their writing.
4. Description: the researcher ask to the students write description of everything in the picture and push them to be as detailed as possible.
5. Complete story: now students have more enough material to write a complete scene or story.

2.2 Conceptual Framework

This research is conducted at the eighth grade students of SMP Negeri 2 Gido In this research, the researcher looked about the syllabus of syllabus of 2013 *Curriculum* that is used in that school. Focusing on writing descriptive text, the students have problem in the background of the problem. In other words, the students are unable to express their idea in written text especially in writing descriptive text. Reflecting to the students' problem before, the researcher offers a solution by applying Draw Label Caption (DLC) strategy.

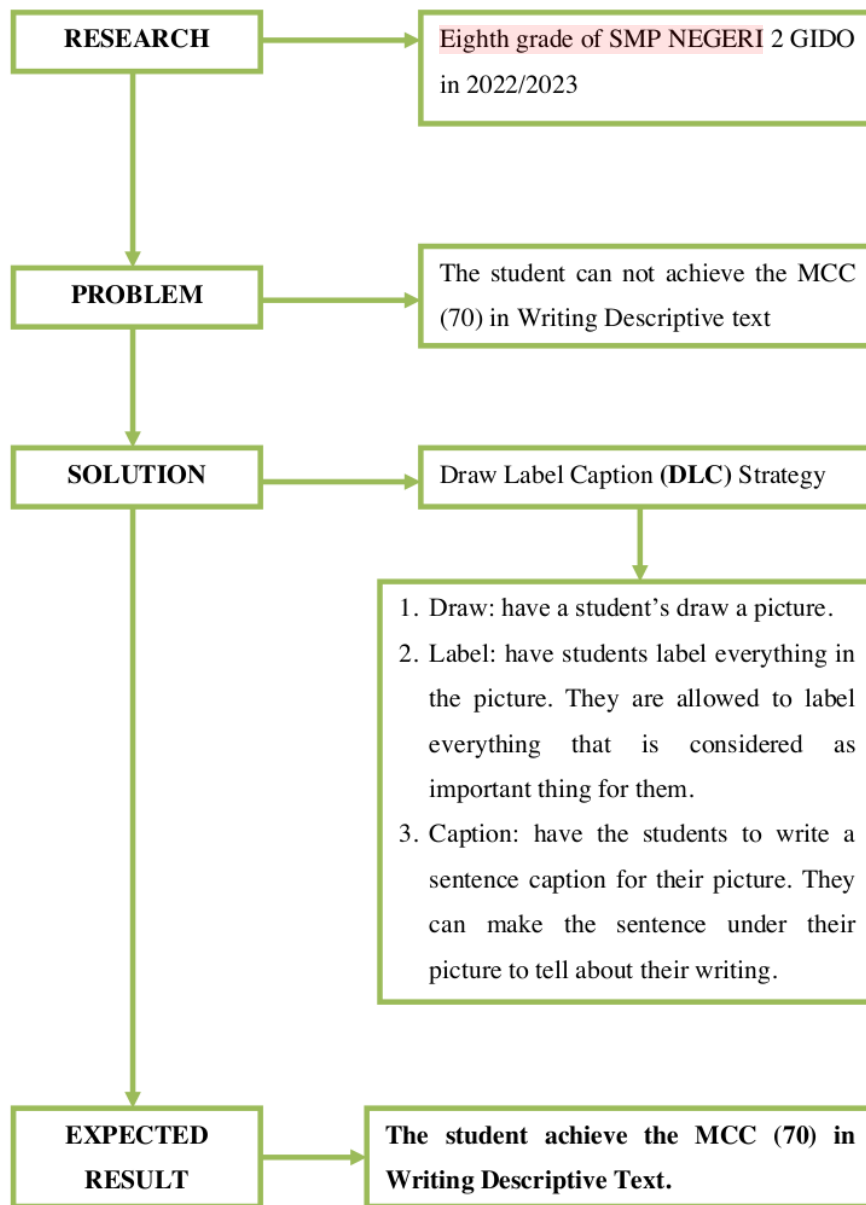


Figure 2.2 : Conceptual farmework

2.3 Hypothesis

The hypothesis of this research is :

Using Draw Label Caption (DLC) strategy can increase the students' ability in writing Descriptive text at the eighth grade of SMP Negeri 2 Gido in 2022/2023.

CHAPTER III

RESEARCH METHODS

3.1 Type Of The Research

The researcher implemented the Draw Label Caption (DLC) strategy through classroom action research (CAR). The research was conducted to increase the students' ability in writing descriptive text in teaching and learning process, so the researcher used the qualitative method in this research.

In this study, the researcher has been teaching writing to the students through Draw Label Caption (DLC) strategy. The researcher conducted Classroom Action Research (CAR) which helps the teacher be more active at what they care more about their teaching and the development of their student. According to Burns (2010) and Kasita (2018), CAR is a part of a broad movement that has been going on in education. There are four components in one cycle for conducting classroom action research; planning, action, observation, and reflection. Meanwhile, Connor et al (2006) and Wulandari (2019) say classroom action research is a scientific project conducted by teacher or lecturer using particular method in order to capture the phenomena in classroom.

The researcher can be concluded Classroom Action Research (CAR) as a systematic approach used in solving problems and increasing classroom practice. The object of the research is increasing the students' writing ability in descriptive text by using draw label caption (DLC) strategy at the eighth grade of SMP Negeri 2 Gido in 2022/2023.

3.2 Procedure Of The Research

The researcher elaborated the procedures of implementing the research in some cycles. The cycles consist of planning, action, observation and reflection.

1. Planning, the researcher prepare all the needs in conducted the research, such as; syllabus, lesson plan, teaching material, table of specification, validity sheet, evaluation sheet, observation sheet for the researcher and students, field notes, test, attendance list, and key answer.
2. Action, the researcher applied the Draw Label Caption (DLC) Strategy in the teaching learning process in the classroom. This phase or activity is done based on the lesson plan that has been arranged by the researcher.
3. Observation, the English teacher collaborator observed the students' activity and the researcher's activity in the classroom during the teaching learning process.
4. Reflection, the researcher together with the English teacher collaborator noted, analysed, and evaluated the result of observation and looks for the way out to increasing the students' ability in writing Descriptive text.

The researcher tried to used two cycles and each cycle consisted of four elements. If the first cycle was not success, so the researcher had to continued to the next cycle to get good score or to solve the students' problems in learning Writing Descriptive Text. Classroom action research consisted of four activities which were conducting in each cycle namely planning, action, observation and reflecting.

The researcher makes the schema about the cycle that has been done by

the researcher as follows:

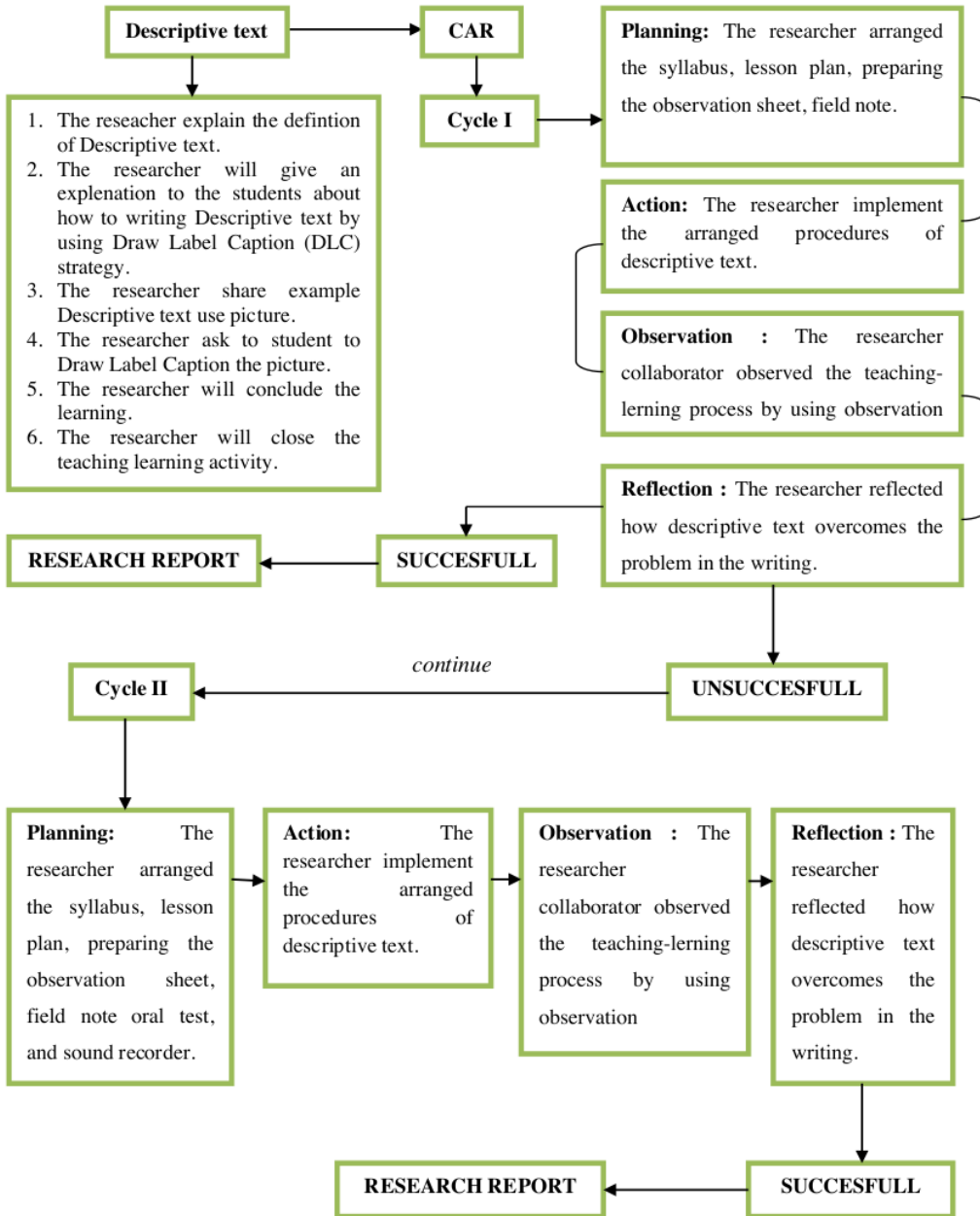


Figure 3.2 : Schema cycle I and cycle II

The schema above explained that one cycle consists of four phases, namely: planning, action, observation, and reflection. These are the phase that has been done by the researcher in doing the research. During the teaching-learning process, the students' and the researcher activities would be observed by the teacher-collaborator and finally the researcher reflect the result of the observation, field notes and evaluation. There are two alternatives of the result in this research, they are; successful and unsuccessful. Whenever the action would not be successful in cycle I, the researcher would be continued to the next cycle, but when the researcher is successful to conduct cycle I, the researcher would take a conclusion and report the result that whip around strategy can be used to increase the students' ability in Writing Descriptive Text by using Draw Label Caption (DLC) Strategy.

To make it clearly, the researcher gives the explanation about the activities that has been done by the researcher in each meeting, as follow :

3.2.1 Cycle 1 (one)

3.2.1.1 First Meeting

a. Planning

- 1) Getting syllabus
- 2) The researcher prepared lesson plan.
- 3) The researcher prepared attendance list for the students.
- 4) The researcher prepared material.
- 5) The researcher prepared observation sheet for students and researcher.
- 6) The researcher prepared worksheet for the students.

7) The researcher prepared field notes.

b. Action

1) Pre teaching learning activities

- a) The researcher greets the students.
- b) The researcher asks the students condition.
- c) The researcher asks one students to pray.
- d) The researcher introduced his self to the students.
- e) ⁷ The researcher checks attendance list of the students.

2) Whilst teaching learning activities

- a) The researcher explains the material about descriptive text.
- b) The researcher explains about draw label caption (DLC) strategy. ³
- c) The researcher give an example of draw label caption (DLC) strategy. ³
- d) The researcher give time for the students to pose question related to the material.
- e) The researcher distributed the picture a animal ¹⁵ (descriptive text) to the students.
- f) The researcher distributed the draw label caption sheet to the students.
- g) The researcher asks the students to used draw label and caption the picture.
- h) If the students doesn't know the picture, the researcher give time to students to understand the picture as they imagined.

- i) After they get the draw of the picture, next. The researcher asks the students to write down what's on his mind according to the picture given by researcher.
- j) The researcher asks the students to labeling the picture.
- k) The researcher give time to students' to discuss and make the caption of the picture.
- l) After the time is over, the researcher asks the students to submit their paper.
- m) The researcher and students' discuss together to equated the results of the discussion.

3) Post teaching learning activities

- a) The researcher asks the students about the difficulties during the teaching learning process.
- b) The researcher answers the question from the students.
- c) The researcher concluded the learning material.
- d) The researcher closed the class by greet the students.

c. Observation

- 1) The teacher collaborator observing the researcher's and the students' activities during the teaching learning process.
- 2) The teacher collaborator observing the researcher's and the students' strength and weakness in teaching-learning process.

d. Reflection

- 1) The researcher notes the result of the observation sheet of the students' and the researcher's activities.
- 2) The researcher analyzed and evaluated the result of the observation.
- 3) The researcher analyzed the weakness of the researcher and the students that improved to the next meeting.

3.2.1.2 Second Meeting

a. Planning

- 1) Getting syllabus
- 2) The researcher prepared lesson plan.
- 3) The researcher prepared attendance list for the students.
- 4) The researcher prepared material.
- 5) The researcher prepared observation sheet for students and researcher.
- 6) The researcher prepared worksheet for the students.
- 7) The researcher prepared field notes.

b. Action

1) Pre teaching learning activities

- a) The researcher greets the students.
- b) The researcher asks the students condition.
- c) The researcher asks one students to pray.
- d) The researcher checks attendance list of the students.

- e) The researcher reviews the last material by pose some question concerned with the previous material.
- f) The researcher motivated students to learn English well.

2) Whilst teaching learning activities

- a) The researcher re-explains the material about descriptive text.
- b) The researcher give time for students to pose questions.
- c) If there is question, the researcher answer it directly, but if not, the researcher continue the teaching activity.
- d) The researcher tells the students' mistake in draw, label, and caption the picture.
- e) The researcher distributed the descriptive text to the students.
- f) The researcher distributed the picture a animal (descriptive text) to the students.
- g) The researcher asks the students to draw, label, and caption the picture.
- h) The researcher asks the students to write and used the draw label and caption strategy to the picture by individually not in groups. To describe the characteristics, physical appearance, and personality of the a animal.
- i) The researcher asks students to determine the identification, and description of the picture in draw, label, and caption.
- j) If the students confusion, the researcher give time to the students to pose question.

- k) The researcher distributed the student worksheet for every students as the final test.
- l) The researcher asks the students to writing a descriptive text about a animal by using draw, label, and caption strategy.
- m) The researcher give time to the students to write their answer in worksheet provided by the researcher.
- n) The researcher asks the students to submit their writing.

3) Post teaching learning activities

- a) The researcher asks the students about the difficulties during the teaching learning process.
- b) The researcher answers the question from the students.
- c) The researcher concluded of the learning material.
- d) The researcher closed the class by greets the students.

c. Observation

- 1) The teacher collaborator observing the researcher's and the students' activities during the teaching learning process.
- 2) The teacher collaborator observing the researcher's and the students' strength and weakness in teaching-learning process by the teacher collaborator.

d. Reflection

- 1) The researcher noted the result of the observation sheet of the students' and the researcher's activities.
- 2) The researcher analyzed and evaluated the result of the students' worksheet.
- 3) The researcher analyzed the weakness of the researcher and the students that improved to the next cycle.

3.3 Setting And Schedule Of The research

The location of the research is SMP Negeri 2 Gido. the school is located in Somi village. Regarding the time of conducting the research, has been do the research about two months, on may until june 2023, in the academic year 2022/2023.

3.4 Subject Of The Research

The subject of this research is the grade VIII especially at VIII-C class, this school consists of 4 rooms (A, B, C & D) with a total number of students in class VIII is 124 persons. The condition of the Eight Grade Of SMP Negeri 2 Gido look the table below:

Table 3.4

The Total Number Of Students At Eight Grade Of SMP NEGERI 2 GIDO
IN 2022/2023

No.	Class	Number of Students
1.	VIII A	29
2.	VIII B	33

3.	VIII C	31
4.	VIII D	31
Total		124

Source : The Office of SMP Negeri 2 Gido

Based on the **Table 3.4** above, the subject of this research is the grade VIII especially at VIII-C class the students consist of 31 students.

3.5 Variables Of The Research

There are two variables in this research, namely independent or independent variables. The variables are as follows :

1. An independent variable is a variable that is suspected to be the cause of the occurrence of other variables. The independent variable in this research is the use of the draw label caption (DLC) strategy.
2. The dependent variable is a variable that arises as a direct result of the manipulation and influence of the independent variable. The dependent variable in this research is the learning outcomes of the eighth grade students of SMP Negeri 2 Gido.

3.6 Instrument Of The Research

Instrument of the research are as follows:

1. Writing Test

Instrument is the measuring tool that used by researcher in their research in order to achieved the objective for conducting research study. The instrument used to get the data. To collect the data, the writer used writing test as the instrument. The aim was to investigate how far the significant impact using Draw Label Caption (DLC) strategy on students' writing descriptive text achievement at

SMP Negeri 2 Gido. The writer give written test. In writing test the writer asked the students to use Draw Label Caption in order to know students' descriptive text in writing achievement. Meanwhile, the students should make a description about the picture a animal, give by the research.

There are four aspects of writing to evaluated the students' achievement in Writing Descriptive text :

- a. Content refers to substance of descriptive text, the experience of the main idea.
- b. Vocabulary refers to the selection of words those are subtitle with the content.
- c. Language used refers to the used of the correct grammatical and syntactic pattern.
- d. Mechanic refers to the used graphic conventional of the language.

Based on the Table 2.1.2.5 *Classification scale for written work* and Table 2.1.2.6 *Description Scores*. The researcher used the assessment of writing that is focusing more on the type of the text. There are some aspects that should be measured by researcher to know the ability of the students in writing descriptive text. It can be explained as follow :

Table 3.6.1 The Assement Writing Test

No	Aspects Assessed	Score			
		1	2	3	4
1.	Content				
2.	Organization a. Identification b. Description				
3.	Vocabulary				

4.	Grammatical Features a. Adjectives and compound adjectives b. Attribute has and have c. Linking verbs d. Simple present tense				
5.	Spelling & Punctuation				
	Total				

2. Observation sheets

The observation sheet contains the activities of the students and the researcher during the teaching and learning process. It is use to know the progress of the students, and researcher activities that check by the teacher collaborator. The functions of the observation sheet in this research are to observe the researcher and students activities when implementing actions in the classroom.

The example of observation sheet can be seen in the table below:

Table 3.6.2

The Example of Observation Sheet of the Researcher's Activities in Teaching Learning Process

**OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES
IN TEACHING LEARNING PROCESS
CYCLE/MEETING: I/I**

The Researcher : Sirilus Piusma Gulo
Day/Date :

	Aspects Observed	Meeting 1	
		Done	Undone
Pre teaching learning activities			
1.	The researcher greets the students.		
2.	The researcher asks the students' condition.		
3.	The researcher asks one students to pray.		
4.	The researcher introduces himself to the student.		
5.	The researcher checks the attendance list of the students.		
Whilst teaching learning activities			
6.	The researcher explain the material about descriptive text		
7.	The researcher explains about draw label caption strategy		
8.	The researcher gives an example of draw label caption strategy.		
9.	The researcher gives time for the students to post question related to the material		
10.	The researcher distributes the descriptive text to the students.		
11.	The researcher distributes the picture animal to the students.		
12.	The researcher asks the students to used draw label and caption the picture.		
13.	If the students doesn't know the picture, the researcher give time to students to understand the picture as they imagined.		
14.	After they get the draw of the picture, next. The researcher asks the students to write down what's on his mind according to the picture given by research.		
15.	The researcher asks the students to labeling the picture.		
16.	The researcher will give time to the group to discuss and make the caption of the picture.		
17.	After the allotted time is over, the researcher asks the students to submit their paper.		
18.	The researcher and students discuss together to equate the results of the discussion.		
Post teaching learning activities			
19.	The researcher asks the students about the difficulties during the teaching learning process.		
20.	The researcher answers the question from the students.		
21.	The researcher concludes the learning material.		
22.	The researcher closes the meeting by greet the students.		
Total			
Done =			
Undone =			
Done (PD%) =			
Undone (PD%) =			

$$PD(\%) = \frac{\text{Done activities}}{\text{Whole activities}} \times 100$$

7 **Table 3.6.3**
The Example of Observation Sheet of the Students' Activities in Teaching-
Learning Process

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
IN TEACHING-LEARNING PROCESS
CYCLE/MEETING: I/I**

The Researcher : Sirilus Piusma Gulo
Day/Date :

	Students' Activities in Teaching-Learning Process	Interval Number			
		1	2	3	4
	Pre teachinglearning activities				
1.	The students respond the researcher's greeting and informing their condition				
2.	The students listen to the researcher introduction about hisself				
3.	The student guides to pray				
4.	The students listen and respond the attendance list from researcher				
5.	The students listen to the researcher motivation				
6.	The students listen carefully about the goal of study				
	Whilst teachinglearning activities				
7.	The students listen researcher's explanation about material and aware about the topic.				
8.	The students listen researcher's explanation about draw label caption strategy				
9.	The students post question related to the material				
10.	The students make the group				
11.	The students listen and follow to the researcher instruction				
12.	The students description the picture by imagined				
13.	The students use the strategy draw label caption to description the picture				
14.	The students draw the picture				
15.	The students labeling the picture				
16.	The students submit their paper				
	Post teaching learning activities				
17.	The students post their difficulties during the teaching learning process.				
18.	The students listen to the researcher conclusion of material.				
19.	The students respond the researcher greeting				
Average		Done			
		Undone			

5
3. Field Note

The writer used field note as evidence to produce meaning and understand the culture, social situation, or phenomenon being studied. Field note used in this learning process because its useful to strengthen the data obtained from the writing test.

Table 3.6.4 *The Example of Field Notes*

FIELD NOTES IN CYCLE I

Meeting	Date	Criterion	
		Weakness	Strength

3.7 Data Collecting Technique

3.7.1 Technique of Quantitative Data Collection

To collected the quantitative data, the researcher gives the students writing descriptive text task and test using draw label caption strategy. Writing task is given each meeting, this is conducted to find out the extent draw label caption Strategy can increasing the student ability in writing descriptive text. In english subject of eight grade of SMP Negeri 2 Gido, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 70. Indicator of the success research is if $\geq 70\%$ of the students get score minimum 70 in the post test. It meant that, the use of draw label caption strategy was success to increase the students' writing ability in descriptive text.

3.7.2 Technique of Qualitative Data Collection

In the research, the researcher used observation sheet as a tool to collect the data. The researcher needs an English teacher as a teacher collaborator to help the researcher observe the researcher's activities and students' activities during teaching and learning process. The teacher collaborator observed the researcher's and students' weakness and strength during the implementation of draw label caption strategy in teaching learning process. The researcher used observation sheet and field notes as the tools to collect the qualitative data.

3.8 Indicators Of The Research

Success of learning activities can be known from how to solve a problem in research. As processed and analyzed so that the results can be used in answering. The research is observation. This is used in research and has been planned as a collection of research data when it has criteria such as observation of the object being researched. Collection of the research data through research in the form of behavior, activities or action being carried out, data observation is checked and controlled by the researcher as well as reviewing the student's development with the given strategy.

In English subject of eighth grade of SMP Negeri 2 Gido, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 70. Indicator of the success research is if $\geq 70\%$ of the students get score minimum 70 in the post test. It means that, the used of draw

label caption strategy was success to increase the students' writing ability in descriptive text.

3.9 Data Analysis Technique

Researchers collected all the data obtain during research activities. In a classroom action research, the collected data was quantitative and qualitative data. The quantitative data is the data in the form of test students' learning outcomes at each of the cycle. The qualitative data is data that described the response of the students. Students attitudes toward learning model which is use, and students. Students attitudes toward learnig model which is used, and students learning activities.

1. Analyzing the Qualitative Data

Qualitative data can be analyzed by following steps:

- a. Reduction of data means evaluating and classifying the data based on the information from the observation sheets and field notes which were used by the researcher, in which the observation sheets the researcher evaluated the activities that have been done and undone in the classroom and found out the more appropriate activities should be done. While in the field notes the researcher classified the information about students' strength and weakness, and also other information which has been noted down.
- b. ¹⁰ Explanation of data means data that have been organized by the researcher that must be classified to get the meaning in the table, graphic or narration form.

c. Conclusion, means after making the explanation of the data, the researcher took some conclusions about the data in the step of formula.

In qualitative data that used observation sheet and field notes. Field notes used by teacher-collaborator to know everything that happen in conducting the learning process such as : weakness, strength and etc. The observation sheet will analyze and evaluated by used formula from Hasria et al. (2018), to calculated the percentage of the student's score, the formula which used as follow :

$$P = \frac{F}{N} \times 100 \%$$

Which :

P = The percentage of students' and researcher activities.

F = The amount of the activities that do by the students.

N = The amount of whole activities that must be done by the student and the researcher during the learning process.

100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table below :

Table 3.9 Classification of Level Action Achievement

No.	Percentage (%)	Classification
1.	92-100	Very Good
2.	75-91	Good
3.	50-74	Adequate
4.	25-49	Less Adequate
5.	0-24	Very Weak

In the **Table 3.9** Classification of level action achievement, explain the percentage (%)and the classification level where the percentage 92-100 have

classification Very Good, 75-91 the classification is Good, 50-74 the classification is Adequate, 25-49 the classification is Less Adequate, 0-24 the classification is Very Weak.

2. Analyzing the Quantitative data

Quantitative data is the data that get from the evaluation result which is conduct by the researcher. The researcher analyzed the quantitative data by using a formula as written by the researcher. The formula that be used by the researcher is from Hasria et al. (2018) as follow :

To calculated the scores using the following simple formula :

$$\text{Scores} = \frac{\text{Students answer score}}{\text{Hihgesh scores}} \times 100$$

Table 3.10 Level of the Students' Writing Ability

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fairly Good	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very Poor	00-35

Table 3.10 Level of the Students' Writing Ability, explain if the student score is 96-100 the classification is Excellent, 86-95 the classification is Very good, 76-85 the classification is Good, 66-75 the classification is Fairly good, 56-65 the classification is Fair, 36-55 the classification is Poor, and 00- 35 the classification is Very poor.

Calculating the mean score of the students answer by using the formula :

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

Where :

\bar{X} : mean score

x : total score

N : total number of students

As a performance indicator, the MCC of the Intergrated English subjects at SMP Negeri 2 Gido, namely 70. Students whose grades $\geq 70\%$ MCC were declared to have completed their studies, while students grades $\leq 70\%$ MCC were declared to have not completed their studies or the students' writing ability is low and treatment will continue to the next cycle.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Findings

4.1.1 Research Setting

The location of this research was SMP Negeri 2 Gido, this school is located in Somi village. Gido Subdistrict. The total numbers of teachers were 35 persons, one of them was the English teacher as a teacher-collaborator who taught there. In the school there were 12 classes and 381 students. The subject the research was VIII-C (eighth class C students which consisting of 29 students).

The researcher choose class VIII-C because the class was the lowest ability in writing English especially in Descriptive Text in this class were still fail in writing so result of their writing has not fulfilled the Minimum Competence Criteria (MCC) that should be reached by the students which is 70. The class needed a serious effort to increase their ability in writing in order that the students were able to writing in English. Before doing the research, the researcher asked permission to the Headmaster. In implementing research, the researcher had done some procedures, such as: planning, action, observation and reflection.

During conducting the research, the researcher helped by the English teacher of SMP Negeri 2 Gido. The English teacher was as the teacher-collaborator of the students' and the researcher's activity. The researcher got help from the English teacher in order to observe the researcher's and students' activities during teaching-learning process in the classroom. The students were all present during conducting the research. The researcher performed the research for two cycles that consisted of four meetings; each cycle consisted of two meetings.

4.1.2 The Explanation of Students' Ability in Writing Descriptive Text by Using Draw Label Caption (DLC) Strategy

In doing the research, the researcher took two cycles which consisted of two meetings in each cycle.

4.1.2.1 Cycle I

Cycle I (one) consisted of two meetings by covering some procedures as described below:

1. First meeting

The first meeting was done on Tuesday, 23 May 2023. This meeting was started from pre-teaching learning activities, then continued in whilst teaching-learning activities and the last in the post teaching-learning activities. The research conducted it with the steps as follows.

a) Planning

In planning, the researcher prepared many things, such as: getting syllabus, lesson plan, attendance list for the students, material, observation sheet for students and researcher, worksheet for the students, and field notes. Lesson plan as the guideline of conducting the teaching-learning process; the attendance list to check students attendance in teaching and learning activities; material as the tool for intergrating the students' ability in writing; observation sheet for students and researcher as a self-reflection of the activities done by the researcher and students'; worksheet to make it easier for students' to understand the material, concise learning resource and facilitate the implementation of learning; field notes as a reflection for the researcher to organize the weaknesses and strength of the

teaching-learning strategy during teaching-learning process was conducted in the classroom.

⁶
b) Action

After planning, The researcher and teacher-collaborator entered the classroom. The teaching-learning process consisted of pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. In the pre-teaching-learning activities, the researcher began the teaching by greeting the students, asked the students condition and introducing herself to the students, and then the researcher checked the attendance list of the students. Afterward, the researcher guided the students' to pray.

Next, in the whilst-teaching-learning activities: the researcher gave the simple information about the competence standard, basic competence, and indicators that should be achieved by the students in the teaching learning process, and then the researcher introduced the material to the students about descriptive text especially describing a person. After that, The researcher asked the students' prior knowledge about descriptive text. Then, the researcher explained to the students the definition of descriptive text, generic structure of descriptive text, one of descriptive text was describing a animal.

The researcher explained Draw Label Caption (DLC) Strategy in writing descriptive. After that, Researcher introduced language features from the text, for example that text formed by simple present tense. Then the Researcher explained the rule formation that used in simple present tense. Furthermore, Researcher gave formula of simple present tense and write on the white board. and then, Researcher gave some example to describe a animal by following sentence of

simple present tense. After that, The students discussed the difficult and important words how to describe a animal. After it, Researcher showed a picture and asked the students to describe a animal by using Draw Label Caption (DLC) strategy in writing descriptive text. At last, in the post-teaching-learning activities, the researcher asked the students difficulty. After that, The researcher motivated the students' comprehension by Draw Label Caption (DLC) strategy with the test that given by the researcher and concluded the material. Finally, the researcher closed the class.

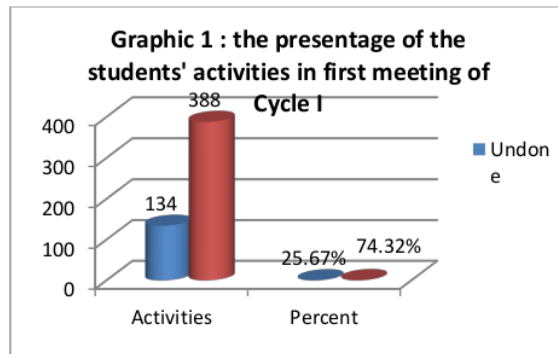
In the first meeting of Cycle I, the researcher did not give evaluation to the students because the time was not enough.

c) Observation

Based on the result of the students' observation sheet, the students' activities in the first meeting of Cycle I, as follows:

- a. The average of students' who had done all the activities were 388 activities (74,32%) of 522 activities.
- b. The average of students' who had not done all the activities were 134 activities (25,67%) of 522 activities.

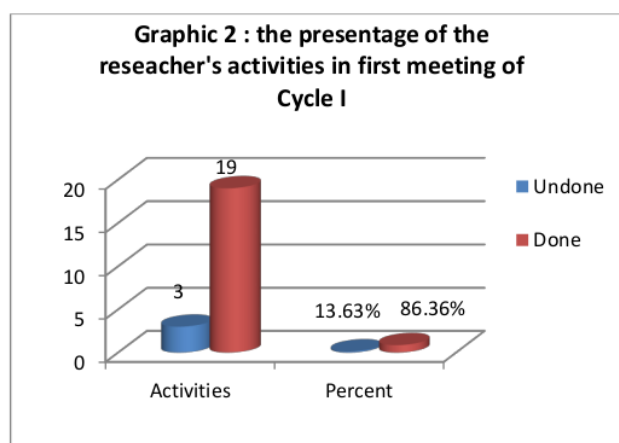
It can be seen in the graphic 1 below ;



While based on the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher were as follows:

- a. The activities had been done by the researcher were 19 activities (86,36%) of 22 activities.
- b. The activities had not done by the researcher were 3 activities (13,63%) of 22 activities.

It can be seen in graphic 2 below:



In this meeting, the researcher found the weaknesses in implementation Draw Label Caption (DLC) Strategy in doing the activities, they were:

- a. Some of students did not listen the researcher introduction.
- b. Some of students did not listen and respon the attendance list.
- c. Most of students did not give their attention to the topic.
- d. Most of students did not listen to the examples given by the researcher.
- e. Some of students did not respond the research greeting.
- f. Most of students did not give their opinion about the material.
- g. The researcher did not remind about the last material to the students response.

d) Reflection

The previous statement above, presented some of the weaknesses that already occurred during the teaching-learning process. Because of these, the teaching-learning process could not run well. That was why it caused some of students did not understand and were not seriously following the teaching-learning activities.

Based on the result of the observation sheet explained before, the researcher did some improvent in the next meeting, such as:

- a. The researcher invite students to focus more on the material.
- b. The researcher must be able to increase the students enthusiasm in participating in learning.
- c. The researcher raise the students about the strategy used.
- d. The researcher motivated the students to learn descriptive text especially describing a animal by using Draw Label Caption (DLC) strategy.
- e. The researcher told the students' weaknesses during teaching learning process in the first meeting of Cycle I.

2. Second meeting

In the second meeting, the researcher continued the activities from the first meeting. It was conducted on Thursday, 25 May 2023 and the time allocation used was 2x40 minutes. In this step, the researcher ask to the students to describe the picture a animal give by the researcher used Draw Label Caption (DLC) Strategy. There are some procedures in conducting the research as follows:

a) Planning

In the second meeting of Cycle I, the researcher prepared many things, such as; the lesson plan, the researcher's and students' observation sheet, material, field notes and writing test. The planning step was done to avoid the misconception of the action that would be done in the classroom.

b) Action

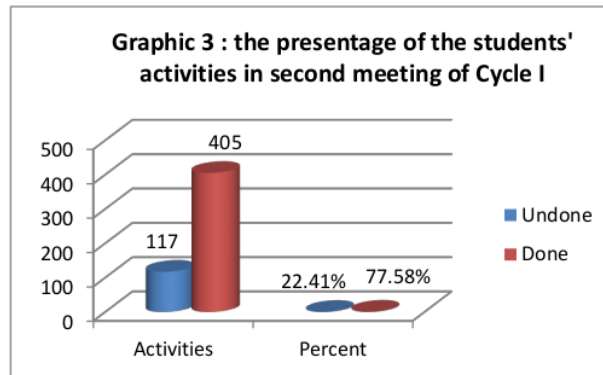
In this step, the researcher did the teaching-learning process in the classroom which consisted of pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. After planning, the researcher conducted the action in the classroom. The researcher enter to the class and ask the students' to learn about the material describing a animal especially in writing descriptive text by using Draw Label Caption (DLC) Strategy. Finally, the researcher share some picture about a animal to students' and their describe based on (DLC) Strategy. The students' submit their paper and the researcher closed the class and greeted the students.

c) Observation

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle I can be described as follows:

- a. The average of students who had done all the activities were 405 activities (77,58%) of 522 activities.
- b. The average of students who had not done all the activities were 117 activities (22,41%) of 522 activities.

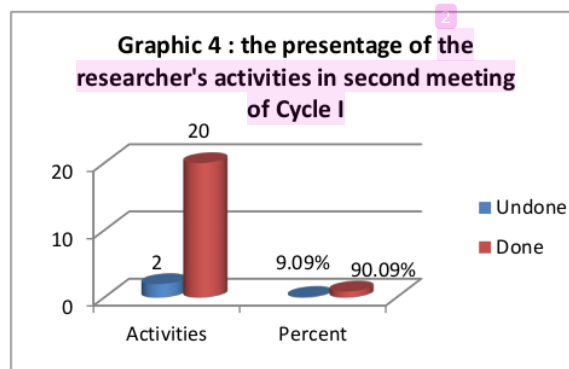
The result can be seen in graphic 3 below:



While based on the result of the researcher's observation sheet, the activities had been done and had not done by the researcher as follow:

- The activities had been done by the researcher were 20 activities (90,90%) of 22 activities.
- The activities had not been done by the researcher was 2 activities (9,09%) of 22 activities.

It can be seen in graphic 4 below:



In this meeting, almost students did the activities during the teaching learning process and the researcher had done all the activities. So, the researcher has two weaknesses in the second meeting of Cycle I. Based on the graphic above,

it can be concluded that in the meeting the activities of the students and researcher in the teaching learning process increased.

However, the researcher found some weaknesses in the second meeting which should be improved in the next meeting and some strength which should be maintained during teaching-learning process. The weaknesses have been written by teacher-collaborator as follows:

- 1) Most of students did not pay attention explanation of material by the researcher.
- 2) Most of students did not listen explanation that given by researcher.
- 3) Some of students did not share their idea because they don't have courage.

The strengths which were found by the teacher-collaborator at the second meeting namely:

- 1) The students had enthusiasm following the teaching.
- 2) The students more active and cooperative during teaching-learning process.
- 3) The entire students attended the classroom and did the test.

d) Reflection

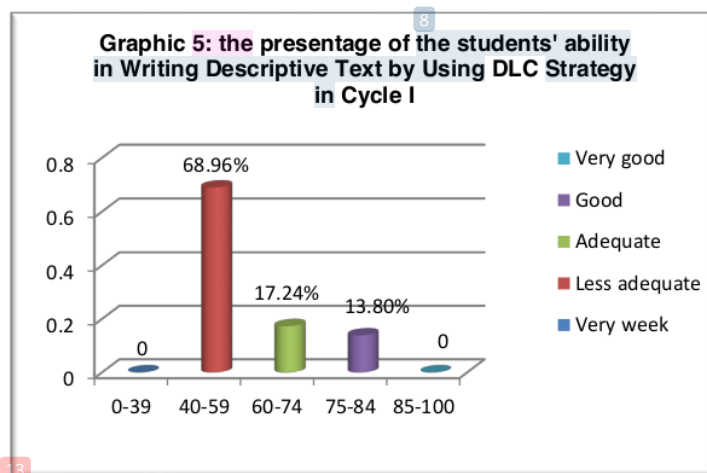
In the second meeting of Cycle I, the researcher examined the students' ability in writing descriptive text by using Draw Label Caption (DLC) Strategy. After checking the result of the students' evaluation test (essay test) describing a animal, it can be explained in table below:

8
**THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING
 DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH
 GRADE OF SMP NEGERI 2 GIDO IN CYCLE I**

No.	Classification	Score	Frequency	Percentage
1.	Very good	85 -100	-	-
2.	Good	75 – 84	4 Students	13,80%
3.	Adequate	60 – 74	5 Students	17,24%
5.	Less Adequate	40 – 59	20 Students	68,96%
6.	Very Weak	0 – 39	-	-
Total			29 Students	100%

1
Table 4.1.2.1 *The Students' Ability In Writing Descriptive Text By Using
 Draw Label Caption (DLC) Strategy At The Eighth Grade Of SMP Negeri 2 Gido
 In Cycle I.*

2
 The result of the students' ability in writing in Cycle I, is seen in graphic
 5 below:



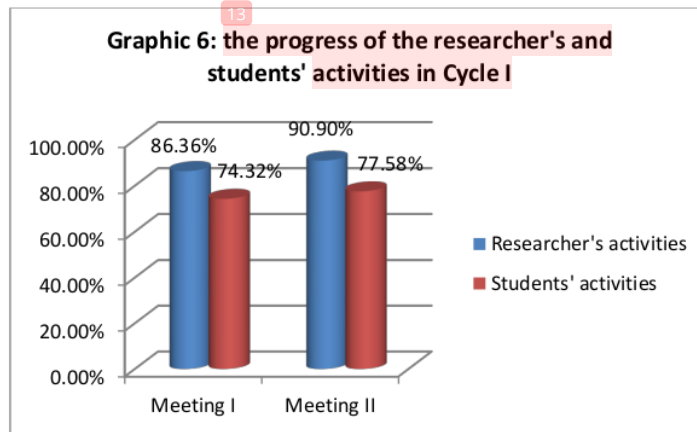
3
 The data from the previous table and graphic above, explained that the
 students' ability in writing descriptive text after applying Draw Label Caption
 (DLC) Strategy in Cycle I was still less and could not pass the MCC. MCC that
 should be reached by the students which is 70. There were 20 students who got
 "less adequate" (68,96%) of 29 students, 5 students who got "adequate" (17,24%)

of 29 students, and only 4 students who got “good” (13,80%) of 29 students. It showed that in Cycle I the students were still unable to correctly to writing descriptive text.

This is caused of some activities undone by the students and researcher in Cycle I, so to make the students get increase in writing descriptive text especially describing a animal, the researcher revised and improved the planning of the teaching-learning activities. The researcher did some improvements to be applied in the next cycle such as:

- 1) Asking the students to bring the dictionary when studying English subject in order to help them to find out the appropriate words and the meaning of the unfamiliar words.
- 2) Asking and motivating the students to study more about descriptive text and mastering the material at home individually or discussing with their friends.

¹³ The progress of the researcher’s and students’ activities in Cycle I can be looked in the graphic 6 below:



In Cycle I, the students’ score could not pass the MCC. Therefore the students’ ability in writing descriptve text unsuccessfull would be continued to Cycle II.

4.1.2.2 Cycle II

1. First meeting

The first meeting was conducted on Tuesday, 30 May 2023. The meeting was held around 2x40 minutes, the material telling about a animal. There were some stages in conducting this research in the first meeting as follows:

a) Re-planning

In planning Cycle II, the researcher prepared many things, such as: lesson plan as the guideline of conducting the teaching-learning process; the material as a tool for integrating the students' ability in writing; the researcher's and students' observation sheet as a self-reflection of the activities done by the researcher and the students; and field notes as a reflection for the researcher to organize the weaknesses and strength of the teaching-learning strategy during teaching-learning process was conducted in the classroom. The planning step was done to avoid the misconception of the action that would be done in the classroom.

b) Action

After planning, the researcher re-conducted the action in the classroom. The teaching-learning process consisted of pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities; the researcher entered the classroom with the teacher-collaborator who took a plasce at the corner and greeted the students, and then the researcher checked their attendance list and guided the students' to pray. Next, in the whilst-teaching-learning activities; the researcher told the result of the students' work in Cycle I by showing their mark. In this meeting, the researcher focused on clarifying the students' difficulties during conducting the teaching-learning process in class on

Cycle I and discusses them on Cycle II. And then, the researcher gave feed back to the students' difficulties.

Next, the researcher explain the descriptive text especially describing a animal that used for implementation Draw Label Caption (DLC) Strategy, the researcher ask and exememplifies the action to the students. Then, the researcher explained the rule formation that used in simple present tense, and generic structure of descriptive text. After that, the researcher guided the class to discussed the difficult and important words to describe a animal. After that, the researcher showed a new picture and asked the students' to describe a animal in simple present form. Students did the exercise to write a text in which they only need to describe in the corret from based on the picture and relating with Draw Label Caption (DLC) Startegy. Afterwards, researcher asked the students to share and read their descriptive text especially describing a animal. At last in the post-teaching-learning activities, the students' difficulties, the researcher motivated the students' comprehension by applying Draw Label Caption (DLC) Strategy with the test that given by the researcher.

And then, the researcher concluded the material. the researcher reminded the students to bring their dictionaries on the next meeting and closed the teaching-learning process by greeting the students.

c) Observation

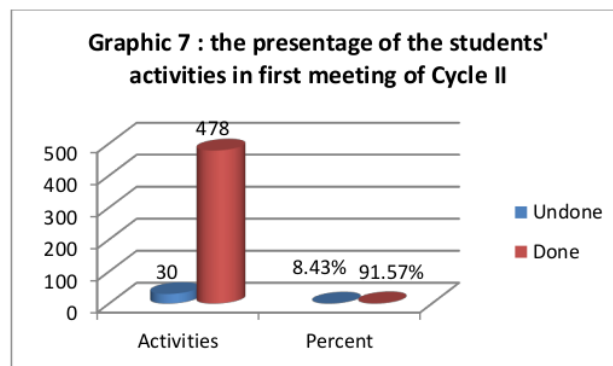
Based on the result of two pieces the observation sheets and field note, the researcher found the weaknesses in the first meeting in Cycle II, they were: the students' ability in mastering Draw Label Caption (DLC) Strategy was not enough. That was why the researcher trained the students to form several

sentences into simple present tense; moreover, some students did not bring their dictionaries again. There were also some strength which were found by the researcher in this meeting, such as: the students' involvement and motivation in learning process increased significantly; and most of all the students come to be highly fluent in writing descriptive text.

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle I can be described as follows:

- a. The average of students who had done all the activities were 478 activities (91,57%) of 522 activities.
- b. The average of students who had not been done all the activities were 30 activities (8,43%) of 522 activities.

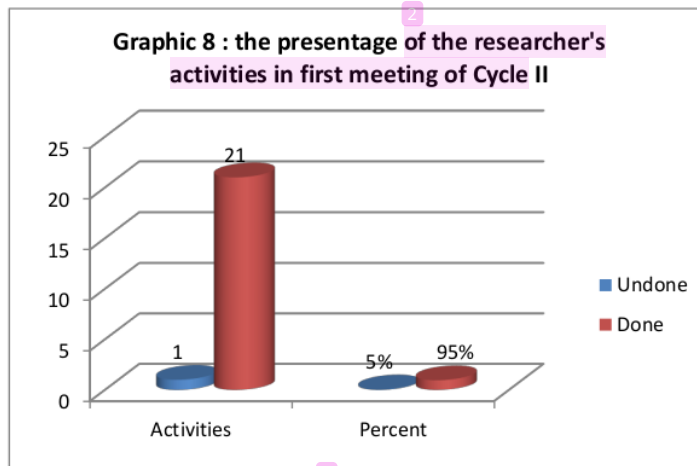
It can be seen in graphic 7 below:



While based on the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher were as follows:

- a. The activities had been done by the researcher were 21 activities (95,45%) Of 22 activities.
- b. The activities had not done by the researcher were 1 activities (4,54%) of 22 activities.

It can be seen in graphic 8 below:



Based on the observation sheet of the researcher's and students' in the first meeting in Cycle II, the researcher found some weaknesses as follows:

- a. The students' undone all the activities that one of them did not follow and respond the researcher instruction because students still not serious to follow the teaching-learning process.
- b. The students did not give their attention and they not ask difficult about the material.
- c. The students did not bring the dictionaries in the teaching-learning process.
- d. One of the students did not listen the conclusion that given by the researcher.

However, the researcher also found some improvement in the first meeting in Cycle II as follows:

- a. The students had enthusiasm following the teaching.
- b. The teaching-learning process in the class support the students to speak and share idea.
- c. Most of the students followed researcher's instruction when conducted Draw Label Caption (DLC) Strategy.

d) Reflection

In this step, the researcher tried to decrease the weaknesses by doing some improvements be applied in the next meeting such as :

- a. The researcher focusing on guiding the students to explore the components of writing involved convention (spelling, grammar, punctuation, and paragraphing) and organization. The researcher provided many opportunities for the students to write, whether at home or in the classroom.
- b. The researcher raise the students about the strategy used.
- c. Reviewing and reminding the students in mastering the material which was learnt at home and reminded to bring their dictionaries on the next meeting.
- d. Motivating and guiding the students in writing describing a animal. Related to their experience, and arranging their sentences into good grammar in the next meeting.

2. Second meeting

In the second meeting, the researcher continued the activities from the first meeting. It was conducted on Tuesday 13, June 2023, and the time allocation used was 2x40 minutes. The researcher did it with the following steps:

a) Planning

In the second meeting of Cycle II, the researcher prepared many things, such as; the lesson plan, the researcher's and students' observation sheet, materiall, field notes and writing test (essay test) to students by using a picture gives by researcher's.

b) Action

In the action, the researcher conducted the action in the classroom with the teacher-collaborator. The action such as: in the pre-teaching-learning activities, the researcher and the teacher-collaborator entered the classroom by greeting the students, asked the students' condition, checked the attendance list, reviewed, reminded and motivated the students about the last material.

Next, in the whilst-teaching-learning activities, the researcher told to the students that they still discussing the material in the first meeting on cycle II and try to comprehend it well. Researcher showed a pictures and asked the students to describe a animal in simple present form as the second task to the the students. After that, researcher asked the students to describe the picture to the paper as the result of their comprehending. Students then did the exercise to write a text in which they only need to describe in the correct form based on the picture and relating with Draw Label Caption (DLC) Strategy.

At the last, in the post-teaching-learning activities, the researcher asked the students' difficulties, the researcher motivated the students' comprehension by applying Draw Label Caption (DLC) Strategy with the test that had been gift by the researcher.

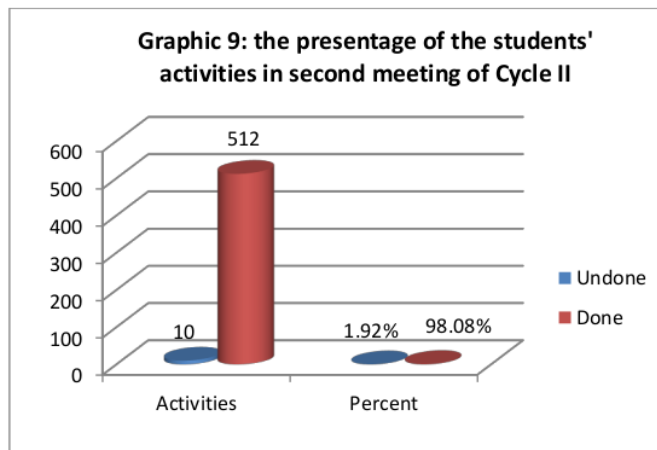
Finally after all students already did the test, the researcher collected the test(essay test) paper. Concluded the material and the researcher closed the class.

c) Observation

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle II can be seen below:

- a. The average of students who had done all the activities were 512 activities (98,08%) of 522 activities.
- b. The average of the students who had not done all the activities were 10 activities (1,92%) of 522 activities.

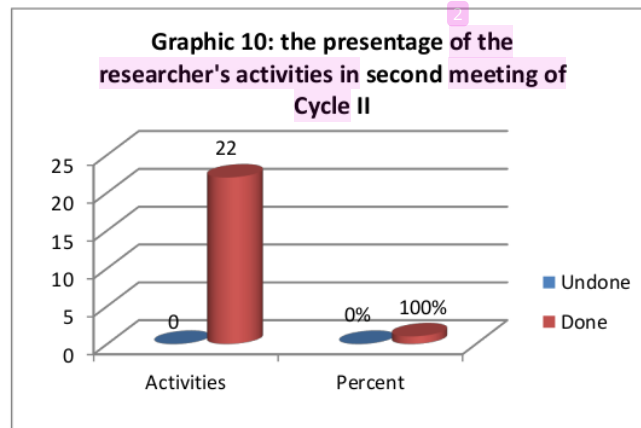
It can be seen in graphic 9 below :



While based on the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher were as follows:

- a. The activities had been done by the researcher were 22 activities (100%) of 22 activities.
- b. The activities had not done by the researcher were 0 activities (0%) of 22 activities.

It can be seen in graphic 10 below:



From the graphic above, it showed that the activity of researcher at the second meeting in Cycle II was 100% could be categorized at “Very Good Level” while the activity of students was 98,08% could be categorized at “Very Good Level”.

Furthermore, the researcher found some weaknesses in the second meeting which could be improved in the next meeting and some strength which should be maintained during teaching-learning process.

The strengths which were found by the teacher-collaborator at the second meeting namely :

- a. All the students followed researcher’s instruction when Draw Label Caption (DLC) Strategy.
- b. All the students were able to share their describing a picture about a animal gives by researcher.
- c. All the students did the activities, and share the idea in the classroom.
- d. All the students knew the conclusion about the material.

d) Reflection

In the second meeting of Cycle II, the researcher examined the students' ability in writing descriptive text by using Draw Label Caption (DLC) Strategy. After checking the result of the students' evaluation test (essay test) describing an animal, it can be explained in table below:

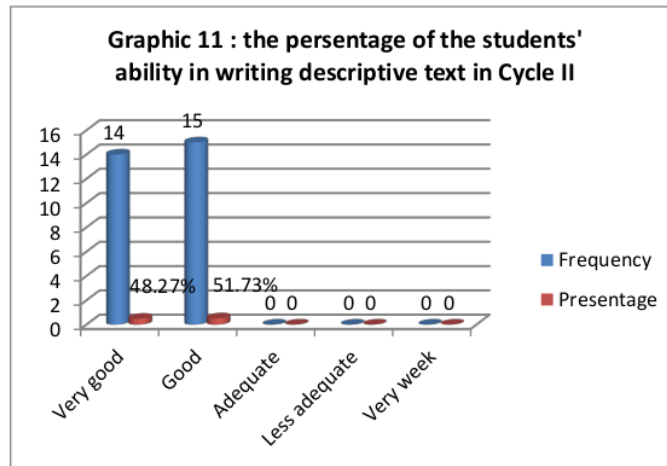
THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 GIDO IN CYCLE II

No.	Classification	Score	Frequency	Percentage
1.	Very good	85 -100	14 Students	48,27%
2.	Good	75 – 84	15 Students	51,73%
3.	Adequate	60 – 74	-	-
5.	Less Adequate	40 – 59	-	-
6.	Very Weak	0 – 39	-	-
Total			29 Students	100%

Table 4.1.2.2 *The Students' Ability In Writing Descriptive Text By Using Draw Label Caption (DLC) Strategy At The Eighth Grade Of SMP Negeri 2 Gido In Cycle II.*

The data from the table above explained that the students' ability in writing after applying Draw Label Caption (DLC) Strategy was very good and increase the students' ability in writing descriptive text. There were 14 students who got "Very Good" level (48,27%) of 29 students, and 15 students who got "Good" level (51,73%) of 29 students. There was no student in "adequate" "less adequate" and "very week" level. The average of the students' mark was 86.89.

It can be seen in graphic 11 below:

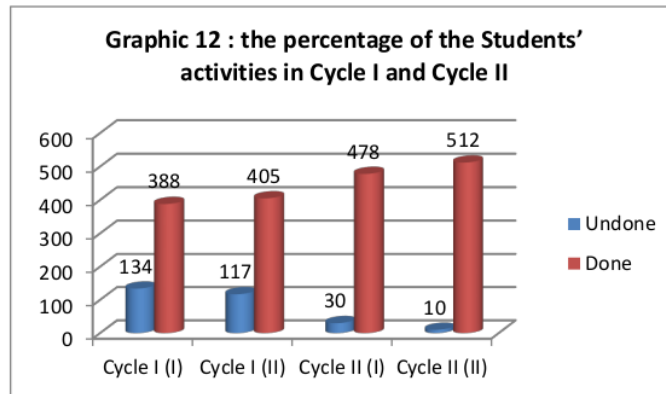


After analyzing the students' mark and the progress which meet in Cycle II, it showed that the lowest mark was in 80 and the highest 100. There were 8 persons who got 95, 2 person who got 90, 4 persons who got 85, and 15 persons who got 80. The result told us that the research fulfilled the expected criterion. Moreover the average of their mark was 86.89.

² Based on the result of the students' and the researcher's activities during the teaching-learning process for two meetings in Cycle II and the result of the students' work when training them at the latest meeting, the researcher took a conclusion that the writing descriptive text of the students could be increased through the implementation of Draw Label Caption (DLC) Strategy. This result described that the eighth grade of SMP Negeri 2 Gido were able to write descriptive text especially describing a animal.

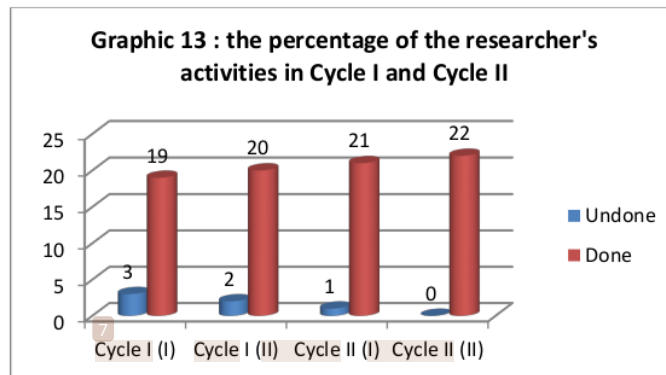
After implementing the action above, the researcher explains the increasing of percentage of students activity that had been done.

It can be seen in graphic 12 below:



The researcher also explains the percentage of the researcher's activities in Cycle I and Cycle II that had been done.

It can be seen in the graphic 13 below:



4.1.3 The Result of the Students' Ability in All Cycles

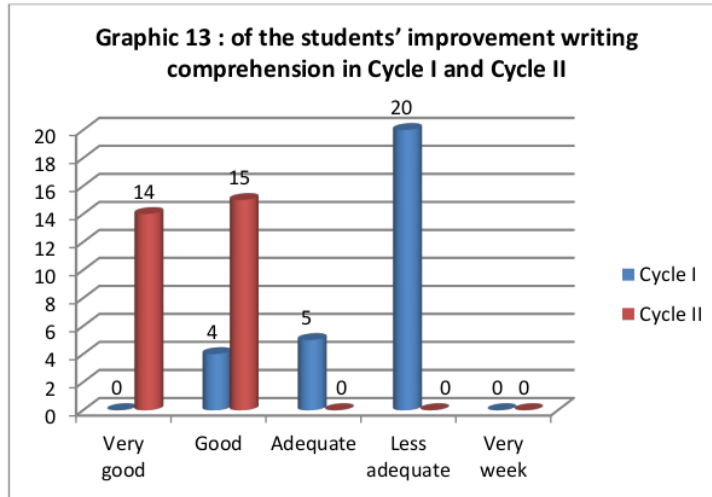
The result of the students' ability in writing descriptive text by using Draw Label Caption (DLC) Strategy in Cycle I and Cycle II is seen the table below :

No.	Cycle	Classification	Frequency %		The Total Number Of The Students
1	I	Very good	-	-	29
		Good	4	13,80%	
		Adequate	5	17,24%	
		Less adequate	20	68,96%	
		Very week	-	-	
2	II	Very good	14	48,27%	29
		Good	15	51,73%	
		Adequate	-	-	
		Less adequate	-	-	
		Very week	-	-	

Table 4.1.3 *The students' improvement in Cycle I and Cycle II.*

Based on the table, it showed that the students' ability were increased in cycle II. All students were got "Very good" and "Good" level in writing. All the students' problems have been overcome in Cycle II. It could be solved because of modifying the procedures of Draw Label Caption (DLC) Strategy followed by implementing the strategy in the classroom.

The result of the students' improvement writing comprehension in Cycle I and Cycle II can be seen in this graphic 13 below :



4.1.4 The Result of the Researcher's and Students' Activities in All Cycles

The result of the Researcher's activities in writing descriptive text by using Draw Label Caption (DLC) Strategy in Cycle I and Cycle II is seen the table below :

THE RESEARCHER'S ACTIVITIES OF ALL CYCLES

NO.	Cycle	Meeting	Criterion	Frequency Of Activities	%
1	I	I	Done	19 of 22	86,36%
			Undone	03 of 22	13,63%
		II	Done	20 of 22	90,90%
			Undone	2 of 22	9,09%
2	II	I	Done	21 of 22	95,45%
			Undone	01 of 22	4,54%
		II	Done	22 of 22	100%
			Undone	0 of 22	0%

Table 4.1.4 *The researcher's activities of all Cycles.*

The result of the Students' activities in writing descriptive text by using Draw Label Caption (DLC) Strategy in Cycle I and Cycle II is seen the table below :

THE STUDENTS' ACTIVITIES OF ALL CYCLES

NO.	Cycle	Meeting	Criterion	Frequency Of Activities	%
1	I	I	Done	388 of 522	74,32%
			Undone	134 of 522	25,67%
		II	Done	405 of 522	77,58%
			Undone	117 of 522	22,41%
2	II	I	Done	478 of 522	91,57%
			Undone	30 of 522	8,43%
		II	Done	512 of 522	98,08%
			Undone	10 of 522	1,92%

Table 4.1.5 The Students' Activities of all Cycle.

4.2 DISCUSSIONS

4.2.1 The Common Response of the Problem

In the research, the problem is "How does draw label caption (DLC) strategy increase student's ability in writing descriptive text at the Eighth Grade of SMP Negeri 2 Gido In 2022/2023?. The common response is Draw Label Caption (DLC) Strategy increases the students' ability in writing descriptive text especially describing a animal by training and guiding the students in writing descriptive text. The research was done in two cycles.

In Cycle I, the average of the students' mark in writing describing a animal through Draw Label Caption (DLC) Strategy was 46.89. Then, in Cycle II the average of the students' mark was 86.89. All of the students in cycle II passed the minimum competence criterion. From the average of the students' ability in each

cycle, the researcher found the increase of the students' ability in writing descriptive text especially describing a animal.

Hence, based on the students' ability in writing describing a animal in each cycle, the researcher concludes that ⁵ Draw Label Caption (DLC) Startegy can increases the students' ability in writing descriptive text especially describing a animal.

⁴ 4.2.2 The Analysis and Interpretation of the Research Finding

After conducting the research in two Cycles, the researcher analyzed the result of the students' writing ability and the observation sheet either for the researcher's and students' activities the researcher did the research in two Cycle.

In Cycle I especially in the second meeting, the researcher gave test to the students was extend to know the students' ability in writing, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 4 students (13,80%) who got mark classified in "Good" level. There were 5 students (17,24%) who got mark classified in "Adequate" level. And there were 20 students (68,96%) who got mark classified in "Less adequate" level. The higher value that the students got was 80 and the lowest value was 50 while the average of the students' value was 60. Based on the students value in Cycle I, it can be concluded that the students' writing ability in Cycle I still less. The students were not able to write in correctly especially in describing a animal.

⁴ In Cycle II, the researcher taught the students about the improvements that had been designed in the previous meeting. The improvements had been brought a

huge influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of Conscience all strategy. The students' percentage activities in the first meeting Cycle II was 91,57%, and in second meeting was 98,08%. Moreover, the students' mark was upgrading, all of them passed of the Minimum Competence Criterion (MCC) 70 score. There were 14 students (48,27%) who got mark that classified in "Very good" level. There were 15 students who got mark that clasified in "Good" level. The higher value that the students got was 95 and the lowest value was 80 while the average of the students' value was 85.

Based on the result of the research, the researcher observed that the students were interested in teaching and learning writing ability. They were enthusiastic the learning process. The researcher assumes that teaching by draw label caption. By using draw label caption was easier because the students could practice how to determine vocabularies, how to make a descriptive text, and how to understand writing ability more easily and effectively. So, it has proved that draw label caption can be interesting technique in learning writing. it is concluded that Draw Label Caption(DLC) Strategy can increased the students ability in writing, so this strategy can used in teaching writing for the students by using that Draw Label Caption(DLC) Strategy the students problem in writing was solve.

4.2.3 The Research Finding Versus the Latest Related Research

In the research, the research title was "Increasing the Students' Ability in Writing Desriptive Text by Using Draw Label Caption (DLC) Strategy at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023". The subject of the research

was VIII-C of SMP Negeri 2 Gido 2022/2023. Which the total numbers of the students were 129. In conducted the research, the researcher used classroom action research (CAR). According to Burns (2010) in Kasita (2018), CAR is a part of a broad movement that has been going on in education. There are four components in one cycle for conducting classroom action research; planning, action, observation, and reflection.

There are three previous kinds of research that are related to the Draw Label Caption (DLC) Startegy. Peha (2003: 47) in Wisnu Oktavianda (2020) 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.

Riyani Husna and Besral (2020:449) that Draw Label Caption strategy gave significant Through Draw Label Caption strategy, the students were able to write better than the students when were taught without Draw Label Caption strategy. The use Draw Label Caption Strategy guided students in using generating ideas and organizing their ideas that had an effect their writing skill. The effect had not been acquired spontaneously, but after giving treatment in five meetings. It meant that the effect step by step. Conducting this research at Islamic Junior High School 1 Sijunjung had several advantages for researcher, the teacher

and also for the students. The important things were Draw Label Caption Strategy helped students to develop their idea and organizing idea. Draw Label Caption Strategy provides students with opportunities to think about and develop their idea. Therefore, Draw Label Caption Strategy could significant the students' writing skill.

Zainab Harahap et al (2021:109) that ¹ 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 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 Padang sidimpuan 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 Padang sidimpuan 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.

While, the result of the researcher's research, when implementing the ³ Draw Label Caption(DLC) Strategy based Approach to increase the students' Ability in Writing Descriptive Text at the eighth grade of SMP Negeri 2 Gido. The researcher applied Draw Label Caption (DLC) Strategy Approach when teaching Writing Descriptive Text especially describing a animal. ² The researcher conducted the research in two Cycles. The students' percentage activities in the

first meeting Cycle II was 91,57%, and in second meeting was 98,08%. Moreover, the students' mark was upgrading, all of them passed of the Minimum Competence Criterion (MCC) 70 score. There were 14 students (48,27%) who got mark that classified in "Very good" level. There were 15 students who got mark that classified in "Good" level. The higher value that the students got was 95 and the lowest value was 80 while the average of the students' value was 85.

4.2.4 The Research Findings Versus Theory

After getting the result of the research, the researcher wants to compare it with the theories. According to Peha (2003: 12) in Wisnu Oktavianda (2020:38), 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.

According to Jean and Podlewski (2003:4) in Riyani Husna and Besral (2020:444), Draw Label Caption can improve ideas and organization. The idea

focuses on the content of a piece of writing. Drawing in preparation for writing provides students with opportunities to think about and develop their idea.

4.2.5 The Research Findings Implication

The research finding is Draw Label caption (DLC) Strategy can increase the students' ability in writing. Based on the result of the research findings, the research found the implication of the research, as follows:

1. The researcher, as a guidelines and a tool comparison material in teaching by using Draw Label caption (DLC) Strategy.
2. The English teacher, as a guidelines to increase the students' ability in teaching learning process.
3. The students, as a way to solve their problem by using Draw Label caption (DLC) Strategy.
4. The syllabus expectation is achieved and the problem have overcome.
5. The Minimum Competence Criterion has been achieved by the students.

4.2.6 The Analysis of Research Findings Limitation

In doing and getting the data in the research, there were some limitations. The limitations are important to explain in order that the readers have the same insight with the researcher. The research findings limitations are:

1. The researcher as a beginner realized that there were many weaknesses in conducting the research, so the research couldn't do the research perfectly.
2. The research was limited by the time to implement Draw Label Caption (DLC) Strategy.

3. ⁴ The researcher was limited by the weaknesses of the students' ability.
4. There were many noises around the class when doing teaching-learning process.
5. Learning sources was limited, in fact, the students need an adequate source of learning, it was dictionaries to assist them in increasing their ¹⁰ ability in writing.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the result of the research, the researcher took some conclusions as follows:

In Cycle I, the higher value that the students got was 80 and the lowest value was 50 while the average of the students' value was 60. Based on the students value in Cycle I, it can be concluded that the students' writing ability in Cycle I still less. The students were not able to write in correctly especially in describing a animal. the students were still unable to describe a person correctly, so the researcher decided to continue the research in Cycle II.

In Cycle II, there is the increase of the students' ability in writing descriptive text especially describing a animal. it showed that the lowest mark was in 80 and the highest 100. There were 8 persons who got 95, 2 person who got 90, 4 persons who got 85, and 15 persons who got 80. The result told us that the research fulfilled the expected criterion. Moreover the average of their mark was 86.89. On the other hands, based on the students' average marks, the result shows that the students' achievement of cycle II is better than cycle I.

Based on the clarification above, the researcher concludes that Draw Label Caption (DLC) Strategy can increase the students' ability in writing descriptive text especially describing a animal at the eighth grade of SMP Negeri 2 Gido in 2022/2023.

5.2 Recommendation

Based on the research findings, the researcher gives some suggestions, as follows:

1. The English teachers in SMP Negeri 2 Gido encouraged to apply Draw Label Caption (DLC) Strategy to increase the students' ability in writing.
2. In teaching writing by using Draw Label Caption Strategy, the teacher should select the writing material for the students to make them interest and active in the teaching-learning process.
3. For the reader, it was better this research be a guide of other research in order to enhance more information about teaching writing strategies.
4. Further expectation for the next researcher and the teacher to use Draw Label Caption (DLC) Strategy in teaching writing in other skills.

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