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

Sirilus Piusma Gulo[1], Hasrat Sozanolo Harefa[2], Nursayani Maru'ao[3], Hidayati Daeli[4].

[1,2,3,4]*English Education Study Program, Universitas Nias, Indonesia).*

Email: [1]siriluspiusmagulo@gmail.com, [2]sozanoloe@gmail.com, [3]maruao.nursayani@gmail.com, [4]daelihidayati@gmail.com

Abstrak

Menulis adalah salah satu dari empat keterampilan dalam bahasa Inggris. Menulis adalah cara yang dapat digunakan oleh orang-orang untuk menyampaikan ide, pemikiran, kejatuhan, ekspresi dan informasi kepada orang lain dalam bentuk tertulis. Namun, para siswa di kelas delapan SMP Negeri 2 Gido tidak dapat mencapai skor kriteria kompetensi minimum, yaitu 70. Itu disebabkan oleh beberapa faktor yaitu siswa kelas memiliki kemampuan menulis yang rendah. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Dalam melakukan penelitian, peneliti menggunakan metode Penilaian Tindakan Kelas (PTK) untuk meningkatkan kemampuan menulis siswa di Kelas VIII-C SMP Negeri 2 Gido dengan menggunakan strategi Draw Label Caption (DLC). Dalam menggunakan strategi ini, siswa telah dibantu untuk mengembangkan ide-ide mereka melalui tahapan menggambar, label pada gambar yang diberikan oleh peneliti dan kalimat di bawah gambar objek yang akan dijelaskan. Siswa dipandu untuk mengubah tahapan ini menjadi paragraf. Jumlah peserta dalam penelitian ini adalah 29 siswa terdiri dari 17 siswa laki-laki dan 12 perempuan. Dalam mengumpulkan data, peneliti menggunakan tes tertulis secara individual. Hasil analisis yang dilakukan menunjukkan bahwa nilai rata-rata awal siswa adalah 49,82. Nilai yang lebih tinggi dari yang didapat siswa adalah 80 dan nilai terendah adalah 50 sedangkan rata-rata nilai siswa adalah 60. Selain itu rata-rata nilai mereka adalah 55,86. Nilai rata-rata dalam Siklus 1 adalah 55,86 dan Siklus 2 Tanda terendah adalah di 80 dan tertinggi 100. Ada 8 orang yang mendapat 95, 2 orang yang mendapat 90, 4 orang yang mendapat 85, dan 15 orang yang mendapat 80. Hasilnya memberi tahu kami bahwa penelitian memenuhi kriteria yang diharapkan. Nilai rata-rata adalah 85,51. Faktor-faktor yang mempengaruhi kemampuan siswa juga menunjukkan bahwa strategi caption label draw dapat meningkatkan kemampuan untuk menulis teks deskriptif.

Kata kunci: *Strategi Draw Label Caption (DLC), Keterampilan menulis, Teks deskriptif*

Abstract

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, fell, expression and information to other people in written form. However, the students at the eighth grade of SMP Negeri 2 Gido cannot achieve the minimum competence criterion scores, which is 70. It was caused by some factors, namely students of the class

had their low writing ability. The purpose of the research is to increase the students' ability in writing descriptive text. In conducted the research, the researcher used the type Classroom Action Research (CAR) to improve the writing ability of students in class VIII-C of SMP Negeri 2 Gido by using Draw Label Caption (DLC) strategy. In using this strategy students has been helped to develop their ideas through the stages of drawing, the member label on the picture given by the researcher and the sentence member below the object image to be described. Students are guided to change these stages into paragraphs. The number of participants in this study was 29 students consisted of 17 male students and 12 females. In collecting data researcher used written test individually. The results of the analysis conducted showed that the student's initial average value was 49.82. The higher value that the students got was 80 and the lowest value was 50 while the average of the students' value was 60. Moreover the average of their mark was 55,86. The average value in cycle 1 is 55.86 and the cycle 2 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. the average value of is 85.51. Factors that influence students' abilities also show that the Draw Label Caption strategy can improve the ability to write Descriptive Text.

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

Introduction

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, as 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 scool, the students are required to be able to write fluently and accurately especially in descriptive text, recount text, narrative text, and expository text. Furthemore, 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. This is supported by previous research conducted by 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' curiousity 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. 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' success in learning.

Based on the researcher's observation in SMP Negeri 2 Gido, the students can not achieve the MCC. The researcher found some problems that affected the students' ability in writing especially in descriptive text. First, the students have difficulties in used 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 easier and quickly to be received and understood by the students if the teacher used 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), "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."

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. 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), Draw Label Caption strategy is the way to achieve the purpose of writing.

This is supported by previous research conducted by 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."

In line with the problems to be solved above, therefore researcher use Classroom Action Research (CAR). Connor et al (2006) in 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.

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."

Methods

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

In this study, the researcher has been teach writing the students through Draw Label Caption (DLC) strategy. The researcher conducted Classroom Action Research (CAR) which help teacher more active at what they care more about their teaching and the development of their student. 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. Meanwhile, Connor et al (2006) in 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.

Procedure of the Research

There are four components in one cycle for conducting classroom action research according to Burns (2010) in Kasita (2018), "The cycles consist of planning, action, observation and reflection."

1. Planning, the researcher prepared 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 continue 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.

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.

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 1. 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

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.

Instrument of the research

In this research, researcher used observation sheet, writing test, and field notes as instruments to collect all information and data during the research. In this case it is intended to determine the ability of students' in writing descriptive text.

Data collecting technique
Technique of Qualitative Data Collection

In the research, the researcher used observation sheet as a tool to collected the data. The researcher need an English teacher as a teacher collaborator to help the researcher to observed 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 collected the qualitative data.

Data analysis technique

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. 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 persentage of the student's score, the formula which used as follow :

$$P = \frac{F}{N} x \; 100 \; \%$$

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 2. 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

Results and Discussion
Cycle I

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 an 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.

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 an animal, it can be explained in table below:

Table 3. 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%**

The result of the students' ability in writing in Cycle I, is seen in graphic 1 below:

Graphic 1: The Percentage of the Students' Ability in Writing Descriptive Text by Using DLC Strategy in Cycle I
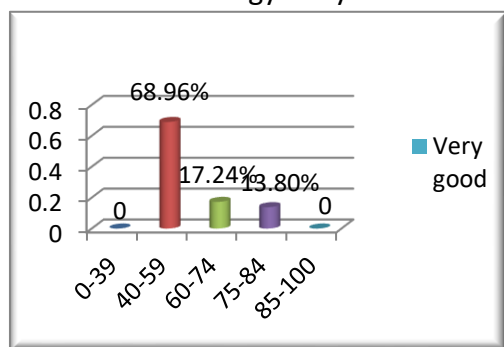
Cycle II

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.

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:

Table 4. 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%**

It can be seen in graphic 2 below:

Graphic 2 : The Persentage Of The Students' Ability In Writing DescriptiveText In Cycle II
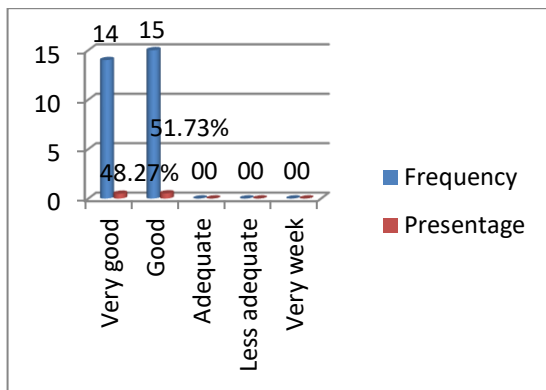
Conclusion

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. Moreover the average of their mark was 55,86. 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 85.51. 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.

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