

## **DRAW LABEL CAPTION (DLC) TECHNIQUE: A STRATEGY TO BOOST WRITING ABILITY OF FIRST YEAR STUDENTS OF SMKN 1 PEUSANGAN**

**Silvi Listia Dewi**

English Education Study Program Faculty of Teacher Training and Education Almuslim University  
Email: silvi.listiadewi@yahoo.com

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### **ABSTRACT**

A lot of students got troubles in understanding written work, they still less inspiration, they didn't know how to sort out their thought in composing, in other hand, the educator still utilized traditional strategy in showing writing in the classroom. This exploration expects to discover how the usage of Draw Label Caption (DLC) Technique in upgrading the students' capacity in acing composing does, and how students' reaction in getting the hang of composing through Draw name inscription (DLC) Technique to the principal year students of SMKN 1 Peusangan do. To react the examination question, the analyst utilized shared classroom activity inquire about as philosophy of the exploration. The subject of this research was the first year students of SMKN 1 Peusangan which consisted of 20 students. Then the researcher did the collaborative with English teacher to do the research. 1) planning the action 2) implementing the action 3) observing and 4) analyzing and reflection. In collecting the data, the researcher used observation checklists, tests, and questionnaires as instrument to find the result of teaching and learning process in the classroom. The information broke down in subjective research. The aftereffect of cycle I, the students got score 65,4, its demonstrated that the exploration did not indicate great change in composing test. The students got low score. In cycle II demonstrated that the students' capacity in composing had been enhanced through Writing in Draw Label Caption (DLC) Technique by mean score 83,6. While, the aftereffect of students' exercises in cycle I was 67,44% the consequence of students' exercises in cycle II was 87,64%. In light of the consequence of survey, the students got mean score achieved 3.62, its demonstrated that the students had great react toward writing in Draw Label Caption (DLC) Technique amid educating and learning process, and the strategy made the students fun and dynamic in picking up writing in the classroom. It was implied that Draw Label Caption (DLC) Technique enhance the students' capacity in composing expressive content.

**Keywords:** *Writing, Draw Label Caption (DLC) Technique*

### **INTRODUCTION**

The researcher discovered a few issues of the understudies at SMKN 1 Peusangan in getting the hang of composing. First, the students have lack of vocabularies to write something in English. Second, the students do not know how to organize their ideas correctly in writing descriptive text. Third, the students do not know how to find main idea. Fourth, the students can not use a good grammar. Fifth, the students have low motivation in learning writing that make most of students easily get bored during teaching and learning process.

There are a few issues also faced by the teacher, first, the English teacher does not use a good and interesting method or technique in teaching writing. Second, English teacher still uses conventional method such as assignment, speech method and teacher centered learning. In fact, there are many factors that make students poor in writing skill such as less writing practice, less opportunity given to students to write, inappropriate teaching technique used by teacher in teaching writing and too much difficult writing topics assigned to students.

Based on the problems found at SMKN 1 Peusangan, the researcher would like to implement one teaching technique namely Draw Label Caption (DLC) Technique. Draw Label Caption (DLC) Technique can make the students easier to find the idea to write a descriptive text. Students can easily

organize their idea correctly in writing. This Technique is hoped that it can be relevant and give the solution from the problem of writing lesson.

There have been some previous studies dealing with Draw Label Caption (DLC) Technique. First was conducted by Ismi (2016) under the title "Improving Students' Ability in Writing Descriptive Text Through Draw Label Caption (DLC) Technique to the Second Year Students of SMPN 1 Peudada". After the researcher was done all steps of action research (cycle I and Cycle II) the students' mean score increased from 70 in cycle I and become 77 in cycle II. It was proved by the result of the observation sheet where taken at the beginning of cycle I, the percentage of the students' participation was only 58,88% and it increased to 75,55% and became 85,5% in cycle II. And also, the list of questionnaire given to the students indicates that the student had positive responses toward the implementation of Draw Label Caption (DLC) Technique in writing class. It was proved by overall mean score 3,31 that was categorizes to the level of agree.

Second was conducted by Rosmiati (2012) under the title "The Effect of Using Draw Label Caption (DLC) Technique toward Students' Ability in Writing Descriptive Text of the First Grade Students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru". Based on the data analysis, the writer concludes that there is significant effect between students' ability in writing descriptive text taught by using Draw Label Caption (DLC) Technique and students' ability in writing descriptive text taught by using conventional method with consideration  $t_0=13.007$  is higher than  $T_{table}$  either in significant 5% = 2.00 or in significant 1% = 2.65. We can read  $2.00 < t_0 > 2.65$ . It means  $H_0$  is rejected. So it can be concluded that there is a significant effect between students' ability in writing descriptive text taught by Using Draw Label Caption (DLC) Technique and students' ability in writing descriptive text taught by using conventional method.

Using Draw Label Caption (DLC) Technique is one of the alternatives for the teacher in designing writing materials for the students. Draw Label Caption (DLC) Technique is a technique or method to provide inspiration for the students that will motivate them to express themselves creatively through writing. Bumgardner (2003) defines that draw label caption technique is simple technique that consist of draw, label and caption. It can be seen that after picking a topic, the students are asked to make a sketch, give the name or label everything in the picture, and give caption for their sketch, one sentence that tells what is happening. In addition, William (2011) states that Draw Label Caption (DLC) Technique is a process that helps the writer figure out what his/her ideas are. It means that draw label caption technique will help the students in learning writing and the students will learn another way to take a prewriting idea and begin to develop it into a text.

According to Steve (2003) that Draw Label Caption (DLC) Technique is the both a lesson plan and pre-writing technique that can help the students before writing a functional story or a personal narrative. It can also be used to introduce new vocabularthe basic technique is those the students draw a picture, then label everything in their picture and then give an overall caption or summary of what is happening in the picture. It can stimulates the students skill in writing by working drawing picture until arrange some sentences into a good descriptive paragraph.

## RESEARCH METHOD

The researcher uses a classroom action research that involves some people like the principle, teacher, lecturer simulataneously. It aims to improve teaching and teacher career progression. Ghebrecal, et. al. (2017) said that Collaborative Classroom Action Research is a research where the researcher collaborates with the teacher on the school to solve the problems faced by the students and the teacher in the teaching and learning process in the classroom. This research is designed in a team which

consisted of English teacher of SMKN 1 Peusangan. The researcher chose collaborative classroom action research as the research design because the research intended to improve the ability of the first year students of SMKN 1 Peusangan in writing descriptive text by using Draw Label Caption (DLC) Technique. In the planning step the researcher prepared things that concerned with the implementation of using DLC Technique to improve the students' ability in writing descriptive text. The preparation designing lesson plan, material, developing observation instrument, specifying the criteria of success.

The lesson plan would be designed with the purpose of equipping the learning activities for the effectiveness of the implementation by DLC Technique. In teaching and learning activities, the lesson plan would be developed by the considerations. First, the specific instructional objectives of the lesson were based on the students' book and the English book. Second, the instructional material was used to cover theme, sub theme and teaching aids. Third, the step of teaching writing was prepared. Fourth, the procedure of implementing the writing of teaching activities was determined. Fifth, the procedure in the conducting, the lesson plan was designed. The researcher selected the interesting writing materials based on curriculum at the school and suitable for the students' easier in comprehending it. Besides that, the researcher also prepared the things needed in the implementation by DLC Technique, Such as media. The criterion of success set by the researcher is as follow:

1. The researcher has good performance in implementing the Draw Label Caption (DLC) Technique in teaching writing to the first year students of SMKN 1 Peusangan.
2. The students are enthusiastic and actively involve during the teaching and learning process.
3. The student average score has increase 75.

At the end of the action implementation, the researcher reflected critically on what has happened. In collecting the required data, in this research, the research uses some instrument such as: Observation checklist is a list of things that is used to observe a class, observation checklist is prepared by the researcher. Through the observation checklist, the researcher can achieve a structure and framework of specific information that is needed in this research. Questionnaires administered to the students to complete the information that can not be attained from observation checklist. Field note is another way of collecting information about classroom events, the teaching process or the student behavior. They are used to record activities happening in the class.

In this research, the data are generally collected by using the instrument called pos-test. The students ask response to the problem present by the teacher and try to solve it and note in the paper that prepare. The result of test used to measure and look the student ability in writing.

To see the student activity during the teaching and learning process, the researcher analyze and present the data qualitative and quantitative. The researcher get the answer by analyzing the data based on the explanation and conclusion obtain from the observing checklists. Meanwhile, to see the improvement of the student ability in writing descriptive text, the researcher uses writing test.

In this case the researcher used the formula introduced by Winarsunu (2002):

Where:  $\bar{x}$  = The student's mean score  
 $\sum$  = Total score of the students  
 $N$  = Number of sample

In analyzing the data to be accurate, the researcher and collaborative teacher made a comparison to get the result of the notes during teaching and learning process and also made the comparison to the student's response toward the implementation of the study in each meeting. The observation data would be analyzed according to qualitative data procedure.

## RESULTS AND DISCUSSION

The first cycle was started from July 17th,2018 to July 24th,2018. It was done through four steps called: (1) Planning the action, (2) Implementing the action, (3) Observing the action and (4) Reflecting the action. In the first cycle, the researcher performed in three meetings to implement the action. The meetings were about the implementation of Draw Label Caption (DLC) Technique in improving the students' writing ability to the first year students of SMKN 1 Peusangan.

The first meeting talked about a descriptive text entitled "My Rabbit". The second meeting talked about a descriptive text entitled "My bedroom". The third meeting, the students were asked to answer a test as the post-test of cycle 1. In implementing the action plan in cycle 1, the researcher prepared the research instrument such as field notes and observation sheet to obtain the data about the teacher and the students' activity during the teaching and learning process. The implementation of three meetings could be described as follows.

For the first meeting of cycle 1, the teacher taught the students about writing a descriptive text entitled "My Rabbit" through applying Draw Label Caption (DLC) Technique. The researcher and her collaborator entered the class and greeted the students. Then, the teacher explained the indicators of learning and taught briefly about descriptive text. Next, the teacher explained in detail what students should do in learning writing by using Draw Label Caption (DLC) Technique. The teacher divided students into some groups. Those groups became their permanent group until the research was ended.

Next, the teacher explained all about descriptive texts including definition, social function, generic structure, grammatical features or language features and example of descriptive text. After explaining it, the teacher gave a contextual example of descriptive text. It was conducted because the students were difficult to write a descriptive text. Students must be given an example of the material around them. The material must be related to their environment.

In the main activity, the teacher followed the learning process of the Curriculum of 2013. First, the teacher showed to the students a picture of a rabbit and a descriptive text entitled "My Rabbit". Then the teacher asked the students to observe the picture and read the text. While the students were analysing and reading the text, the teacher went around moving from one to others. The teacher observed the students' activeness. Furthermore, the students asked some questions about the picture and the text. The teacher answered the students' questions and explained everything they did not understand about the text.

The next step was collecting information. Here, Draw Label Caption (DLC) Technique was applied by the students to do their worksheet in group. The students were asked to draw a picture of something around them. After that, the students gave some labels for the picture made. Then, the students made captions of the picture. The students described the labels by making some sentences and the sentences were arranged to make a good paragraph of descriptive text which consists of one sentence for identification and several sentences for description based on the labels described.

While the students were working, the teacher went around to guide, to observe the students' activeness and to help them if they got problems. Next, for the step associating, the students compared the descriptive text they had made with another descriptive text from another groups or another sources. Then, the students got feedback from the teacher and the friends. Further, the teacher asked the groups to present their group work. It was conducted in order that the students could share each other about their work of writing a descriptive text by using Draw Label Caption (DLC) Technique.

After that, other group gave some responds, suggestions, or criticisms about the group presentation. At last, the teacher stopped the activity because the time was over. The last, the teacher and students concluded the material.

In the second meeting, the researcher gave the students another material of descriptive text about "My Bedroom". Generally, in the opening session the teacher always greeted the students and checked the students' attendance. After that, the teacher gave some questions, such as; "Have you ever heard about descriptive text?", "What is generic structure of descriptive text?" All these questions were answered by the students. After that the teacher explained the intruactional objectives clearly. The teacher asked the students to join their groups made in provious meeting. The group consisted of four or five students.

In addition, the teacher distributed a picture of a bedroom and the descriptive text of the picture. The teacher asked the students to observe the picture and read the text. Furthermore, the students asked some questions about the picture and the text. The teacher answered the students' questions and explained everything they did not understand about the text. In the next step, the students were asked to draw a picture of a thing around them. After that, the students gave some labels for the picture made. Then, the students made caption of picture. Further, the teacher asked the groups to presents their group work. It was conducted in order that the students could share each other about their work of writing a descriptive text by using Draw Label Caption (DLC) Technique. After that, other group gave some responds, suggestions, or criticisms about the group presentation.

The third meeting was carried out on Tuesday, July 24th, 2018. In this meeting, the researcher did an evaluation. The reseracher wanted to measure the students' writing ability after doing some writing instuctions by implementing Draw Label Caption (DLC) Technique. The evaluation material was a test of descriptiyve text writing. To analyze whether or not the actions in the first cycle were successfull, the researcher and her collaborator did a reflection in which the researcher could see the success rate of the action or to what extend it had given change to the students' improvement in writing. This was done by analyzing the result obtained from the instruments prepared.

The analysis of the teaching and learning process was based on the information gained from the observation sheet for both, the researcher and the students as weel as the field notes taken. The analysis was about the researcher's and students' activities in the classroom when process of teaching and learning writing was running included the lesson plan and technique used. The strengths and the weakness of the implementing Draw Label Caption (DLC) Technique in teaching writing ability were analyzed in this phase.

The analysis of the teacher's performance in teaching writing by using Draw Label Caption (DLC) Technique was done by referring to the information obtained from the observation sheet (the teacher's performance sheet). Actually, the researcher had conducted the action based on the concept of Draw Label Caption (DLC) Technique. There were some points that should be maintained students' anthusiasm to the new technique applied and students' good effort and motivation writing descriptive text because most of students enjoyed drawing the pictures. While some others needed improvement and revision the researcher should be able to attract passive students' interest to learn and actively involved in their group, the teacher should manage the time well because it was not enough time for the students to draw and to write a descriptive text, the teacher should solve students' vocabulary problems and grammar problems and the result of the test must be better than before.

In this phase, the researcher would like to present the activity of the action as follows: (1) In the first meeting, the researcher had to work hard to apply the new learning technique for the students as well as assigning them into teams. The researcher also taught them the theory of descriptive text. It took long time to make students familiar with technique and theory. Besides, there were some students who studied unseriously, were passive and faced the difficulties in drawing and writing descriptive text. (2) In the second and the third meeting, the students had understood well every steps of Draw Label Caption (DLC) Technique. Nevertheless, they still got problem in vocabulary and grammar. She should find other ways of helping the students with vocabulary problem in the next cycle by giving them the difficult vocabularies first prior to the teaching and learning process and helping guiding them in looking at the vocabularies meaning in the dictionary because some of them were not familiar with dictionaries. While in grammar, the researcher should try to show them some basic grammar related to descriptive text. So that, the students could reduce their mistakes in making sentences in the next cycle.

The positive points are the students were interested and enthusiastic in learning process that make the class atmosphere active and alive. Beside, the students had good social relationship with others. While the negative points are the class were noisy, some students still looked very passive and did not want to join their friends well in working cooperatively, it took time to draw, so the researcher needed to manage the time well, many students did not know many vocabularies and grammar. So, most the students could not write the text well.

Based on the analysis of the observation sheet for students in Cycle 1 in the first meeting, the percentage of students' participation was 57,64%. In the second meeting, the percentage of students' participation was 67,05%. Whereas the average percentage of the students' active participation of all meetings was 67,44%. While the success indicator for the students' participation should reach the good criterion or 75%. It mean that, the students had not met the success indicator yet. So that, the researcher needed to conduct the second cycle of this research to achieve the success indicator stated.

In the second cycle, the planning, the implementation, the analysis and the reflection were also presented in this cycle. All the activities were designed using Draw Label Caption (DLC) Technique that has been improved based on the findings of the first cycle.

Based on the result of the first cycle, the researcher and the collablator agreed on continuing the improvements for better result by improving the teaching and learning process included the lesson plan, the action and the way in directing the students to work in team. The preparation made in cycle 2 was not different from that conducted in cycle 1. The researcher as the teacher wanted the students to be more actively involved in writing descriptive text by using Draw Label Caption (DLC) Technique.

There were some aspects that should be revised. The first was that the time for the action, it would be conducted in two meeting for the implementation. This was done under the consideration that the students were familiar with descriptive text and they were also familiar with Draw Label Caption (DLC) Technique. The second point was that the researcher must think about how to lead them easy to understand some basic grammar by showing the students some example of the sentences so that itr would ease them to make good sentences. The next point was that the researcher would help the students with some difficult vocabularies for the perpose of time saving as the researcher found that some students wasted their time looking up the dictionary. The last point was that the researcher should find the way of how to make the silent or inactive students to speak in their team, the researcher planned to pay attention as much as possible to the students who did not participate the class well, take a look and persuade at the whole students to participate and pay attention during the

class, encourage the students to interact in their team as active as possible. In implementing the action in cycle 2, the implementation of the action was conducted in two meetings. During the teaching learning process, the data were collected by the collaborator using observation sheet and field notes. In implementing the actions in cycle 2, the researcher based it on the lesson plan that had been revised.

As what had been done in cycle 1, after the whole process of implementing the action, the researcher and her collaborator did a reflection. This was aimed at finding out whether or not the revised actions had reached the improvement and whether or not the students' achievement had met the success indicators. In this cycle, the collaborator had advised the teacher to improve her ability at controlling the students' behaviour and activity in the classroom.

Based on the observation done by the collaborator during the teaching and learning process in the classroom, the researcher took some notes that the researcher found in the classroom. In this first meeting of cycle 2, the researcher found that students' understanding related to descriptive texts increased better in terms of they had the knowledge about how to write the text well because the teacher helped them with the grammar and some difficult vocabularies, but not all. In this meeting, it was identified that they really understood the lesson. In this meeting the researcher also found that the students worked better in group. They showed their good participation during having the class. They tried to find some difficult words in the dictionary together and to make sentences based on the English grammar. Besides, some passive and meddlesome students became more active because the teacher gave more attention and often came to them, accompanied and motivated so that they participated well in their group. In this second meeting, the researcher found that the students had better ability in writing descriptive text, more active, more creative and fewer mistakes of grammar and vocabulary made by them when writing descriptive text.

The questionnaire is the data retrieval through the questions to strategy in teaching learning process. After the researcher implemented the research for two cycles which consist of 5 meetings. The researcher administered questionnaire for the students to know their perception of the technique applied. The researcher gave questionnaire that consist of 15 question list. The students directed to cross the choice (a,b,c and d) in the provided options that the questions related to the learned technique.

Based on the criteria stated previously, the mean score of each variable measured above can be interpreted as follow: 1) The students interest toward the implementation of Draw Label Caption (DLC) Technique reached the mean score of 3,63; 2) The students easy to comprehending the lesson through Draw Label Caption (DLC) Technique reached the mean score of 3,60; 3) The students' responses toward the implementation of Draw Label Caption (DLC) Technique in their courage to give opinion reached the mean score of 3,64.

Thus, it can be concluded that generally the students had a positive responses toward the implementation of Draw Label Caption (DLC) Technique in their writing class as the overall mean score of the three variables measured reached the level of 3,62 and it was categorized to the criteria of Strongly Agree. The findings of this research became evidence that the students' ability in writing descriptive text through Draw Label Caption (DLC) Technique was improved. The researcher should follow a particular procedure. The concept of Draw Label Caption (DLC) Technique must be introduced to the students clearly in order to make the students understand well about the technique applied. In implementing the action, it was found that the average of the teachers' performance was about 63,91% in cycle 1 and increased to 89,40% in cycle 2.

In accordance with the result of the analysis of the teaching learning process, the students' motivation in learning writing through Draw Label Caption (DLC) Technique was very good. Most of the students felt interested in learning writing by using Draw Label Caption (DLC) Technique. From the observation sheet, it was found that the average of the students' activity was 67,44% in cycle 1 and 87,64% in cycle 2. It means that the criteria of success for the teaching and learning process had already been achieved. The findings of the students' post-test result also showed that the students' mean score on writing descriptive text significantly increased from 65,4 in cycle 1 and became 83,6 in cycle 2. The criteria of success for the product had already been achieved. So, the conclusion of the research was Draw Label Caption (DLC) Technique suitable for the students in learning writing descriptive text.

### CONCLUSIONS

1. By implementing Draw Label Caption (DLC) Technique, the students' ability in writing descriptive text improved. This can be proved by the result of the test given to the students where there was the improvement in their score in each cycle. The students' mean score of the post test in cycle 1 was 65,4 and it increases to 83,6 in cycle 2. It fulfils the criteria of success which is determine 75 or more.
2. Based on the result of students' observation activity in Enhancing the students' ability in mastering writing through Draw Label Caption (DLC) Technique in the first cycle, it could be concluded the students' avarage score was about 67,44% or in the middle criterion. In the second cycle of the students' activity was about 87,64% or in the good criterion.
3. Based on the result of teacher's observation activity in the first cycle, it could be concluded the teacher's avarage score was about 63,91% or in the middle criterion. In the second cycle of teacher's activity was about 89,40% or in the good criterion.

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