. **The Effect of Draw Label Caption Strategy Toward Student's Writing Skill in Descriptive Text at Islamic Junior High School 1 Sijunjung**

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Abstract : The purpose of this research was to determine whether Draw Label Caption Strategy gave significant effect toward students' writing skill at class VIII of Islamic Junior High School 1 Sijunjung. The population of this study was students of class VIII in second semester. The population consists of 183 students distributed into six classes. The sample was chosen by using clustering sampling technique. By flipping coin, we had class VIII-3 as experimental and VIII-5 as control class. The experimental class was taught through draw label caption Strategy, while the control class was taught by using common strategy. After the treatments for six meetings by using the same materials and length of times, we administered writing test. The data was analyzed by using statistical software program SPSS and using formula t-$_{test}$. The result of this research showed that the mean score of students' writing skill in experimental class was 79.52 higher than those of control class (66.87). It suggests that teaching writing by using Draw Label Caption Strategy gave significant effect towards students' writing skill. Based on research finding, it is concluded that the use of draw label caption strategy improved students' writing skill.

Keywords : writing, Draw Label Caption

INTRODUCTION

Writing is one of the skills that should be mastered by all student besides speaking, listening, and reading. Writing means developing and exploring ideas, also sharing the information. Writers have a responsibility to express their idea in writing because the value in writing process shows writer's ideas clearly. So the readers understand what the writer about. Based on the situations, writer should consider many elements to make the product of writing understandable. According to Sastrawati (2015), draw label caption strategy could give effect of students' activeness in learning English process especially in learning writing subject. By working with Draw label Caption makes the students active and stimulates their thought to write down whatever comes in mind in producing descriptive paragraph.

Based on the preliminary research in Islamic Junior High School 1 Sijunjung, students had problems in doing writing task. They lacked vocabulary to do writing, they also had difficulties in

choosing and using an appropriate word due to their weakness in vocabulary. Most students had false start in writing because they were not accustomed to showing ideas, opinions, and by using the right vocabularies in English. They were not well informed in the right structural rules of the target language, therefore, it was far from the rhetorical style in the way of delivering message and idea. It was reported that the mean score of students writing test was 63,48. In general, the students got poor in all of writing components such as content, organization, vocabulary, language use and mechanics.

Based on observation at Islamic of Junior High School (MTsN) 1 Sijunjung, the score above indicate that most students could not reach minimum achievement criteria (75) specified by school. This fact happened because of many factors such as lack of vocabularies, difficulty to organize information or idea to make text. They just tried to combine some information without good attention to make text coherent and text generic structure. Students' product of writing were not systematic and were not understood. Related to the fact above, the we tried to solve teacher's problem in teaching writing and students' problems in writing by implementing Draw Label Caption Strategy. This strategy helps students to generate ideas before writing.

According to Jean and Podlewski (2003:4), 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. As students draw and label pictures, they learn to make general statements; as they practice drawing and labeling, they learn to select and expound upon specific details. Draw Label Caption strategy support the natural progression from pictures to letters to words to sentences. Draw label caption is strategy that can be applied in teaching writing by teacher. Moreover, this strategy will lead the students to convey their ideas easily because this strategy has some steps to help the students to create a good essay

Peha (2003 : 4) states that Draw Label Caption is a process that helps the writer figure out what his/her idea. It means that Draw Label Caption strategy will help the students in learning of writing and the students will learn another way to take a pre-writing activity and begin to develop it into an essay. In addition, Draw Label Caption Strategy gives students a way to collect their words and thoughts before writing a draft. The captions are particularly useful when students arrange two or three of their drawing and captions into a sequence of events.

To make the research more focused, the researcher decided to use Draw Caption Label strategy expecting to overcome the students' problems of writing such as lacks of ideas, grammar, vocabulary, and mechanics. To clarify this study, the writer had formulated the problems as follow: Does Draw Label Caption Strategy give significance effect on Students Writing ability at grade eight of Islamic Junior High School (MTsN) 1 Sijunjung ?

METHOD

The population of this study was students of class VIII in second semester. They consist of 183 students who were distributed in six classes. Sample was chosen by using clustering sampling technique. By flipping coin, we had class VIII-3 as experimental and VIII-5 as control class. This is in accord with Gay (2000:121) who states that sampling is the process of reflecting a number of individuals for a study in such way that the individual represents the large group which it is selected. He also stated that a good sample is the one that representative of the population from which is selected.

After giving treatments in six meetings, both groups were given post-tests in order to know the students' writing ability. Finally, the researcher compared the result of post-test of both classes to see the effects of the technique. Before giving the test, the researcher tried out the test to students in order to know the validity. Arikunto(1991:64) says that one of the characteristics of test validity is content validity. It means the test is valid if it fixes with the material that has been given to the students and it is based on the Curriculum and syllabus. The researcher use the Curriculum or syllabus and teaching material to construct the test.

Writing test is used to measure students' skill in writing. This test was given in the last meeting of doing research. The researcher administered this test after experiencing the students by using draw label caption strategy in teaching writing. In this test, students were expected to write a descriptive text based on the given topic. Students were supposed to pay attention to the the criteria to evaluate their writing such as content, organization, language use, vocabulary and mechanics. The researcher used Jacob's criteria (1981: 101) in scoring the students' paragraph. The test

RESULT

The results were evaluated by considering five components, namely content, organization, vocabulary, language use and mechanics (Jacob, 1981 : 90). The data will be analyzed by using t-test formula. The calculation of t-test between mean score of post test of experimental class and control class was as follow, the students' beside that, the

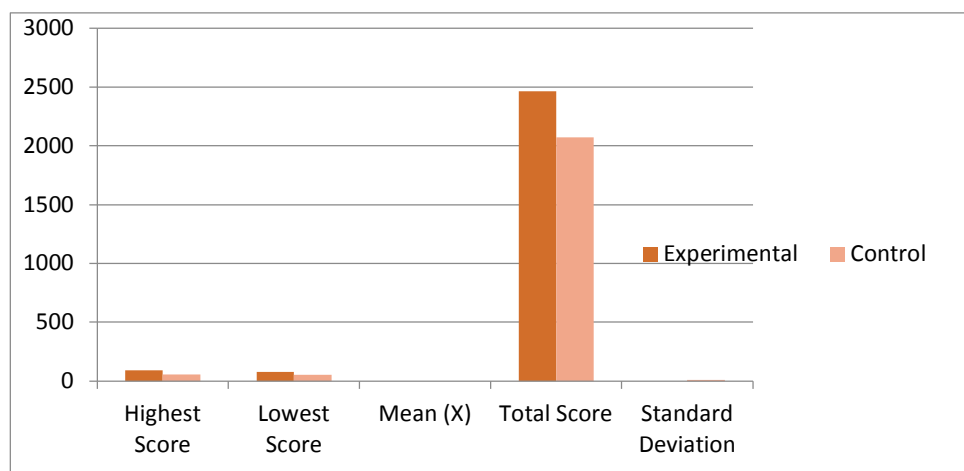result of both experimental and control class were processed by using T-test formula.

There were three kinds of techniques in analyzing the data, normality testing, Homogeneity Testing, and hypothesis testing. Normality Testing was used to know the distribution of each variable is normal or not. The normality test were analyzed by using SPSS (*Statistical Product and Service Solution*) with data exploration of Kolmogorov-Smoirnov test and Shapiro Wilk. Homogeneity Testing was used to see whether the sample had the same characteristic as population or not. The formula used in this test was levee statistic by using SPSS (*Statistical Product and Service Solution*). Meanwhile, Hypothesis testing was intended to prove whether hypothesis is correct or not, it meant whether result study of experiment class was better than control class.

The data of this study was analyzed by using statistical procedure t-test. The formula to be used was a t-test. The purpose was to differentiate students' writing competence between experimental group and control group. The formula of t-test followed Sugyono (2006: 134-135).

students' interval score in experimental class and control class.

The total of students involved in data were 31 students. The result of main score in post-test at Control class was 8.24, while Standard Deviation of Post-test at Control class was 8.24. All of the data were analyzed to find out the maximum and minimum scores, mean score (X) and standard Deviation (SD) of post test of experimental class and control class.

The Descriptive Data Analysis Experimental class and Control Class

To explain more about Draw Label Caption Strategy in improving students' writing skill, it can be seen from the comparison of students' mean score both experimental class and control class in several indicators, such as: content, organization, vocabulary, language use, and mechanic.

No	Aspects/ Components	Experiment Class $\sum \frac{n \times i}{N}$	Control Class $\sum \frac{n \times i}{N}$	Difference
1	Content	771/31= 24.87	634/31=20.45	4.42
2	Organization	523/31=16.54	457/31=14.74	1.8
3	Vocabulary	492/31=15.87	428/31=13.8	2.07
4	Language Use	576/31=18.58	468/31=15.09	3.49
5	Mechanic	103/31=3.32	85/31=2.74	0.58

From the table above it can be explained that:

a. Content

In the experimental class, the mean post-test scores of the students' content was 24.87,while in control class, the mean of post-test was 20.45 with difference 4.42. It can be concluded that Draw Label Caption Strategy helped the students in developing the ideas fluently in writing.

The table above explained that the students' mastery in developing the ideas especially in experiment class improved after being taught by Draw Label Caption Strategy. The use of Draw Label Caption Strategy encouraged students' to write well. Therefore, as reflected in the mean scores experiment class is higher than control class. It is indicated the students' succes in improving students writing, especially in developing the ideas.

b. Organization

In experimental class, the mean post-test score of the students' organization was 16.54. While in control class, the mean scores of post-test were 14.74 with difference 1.8. It can be

concluded that Draw Label Caption Strategyhelped the students in developing their ideas clearly in writing.

This technique helped their competence in expressing their ideas fluently in writing because they had a model to be imitated that made their writing well- organized like what it should be. Beside that based on the students writing, it can be concluded that students had knowledge in descriptor of an organization such as fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequencing, and cohesive.

c. Vocabulary

In experimental class, the mean post-test score of the students' vocabulary was15.87.While in control class, the mean scores of post-test was 13.8with difference 2.07It can be concluded that the Draw Label Caption Strategy helped the students highly in mastering vocabulary.

The use of Draw Label Caption Strategy can enlarge students' mastery in vocabulary. It is indicated in the table above that the mean score of students' in experiment class increased rather than the students' in control class. It is because the students who were in experiment class had been guided to write by their teacher. Teacher guided the students to write descriptive text related to the topic which going to write. Consequently students got many key words of the target topic.

d. Language Use

In experimental class, the mean post-test score of the students' language use was 18.58 while in control class, the mean scores of post-test was 15.09 with difference 3.49.It can be concluded that the Draw Label Caption Strategy helped the students in mastering the language use**.**

Besides that, the students' skill in mastering the language use can be said that the students who were in experiment class was higher than the other class.

After that, concerning to the students' writing, it can be concluded that the students had enough knowledge in descriptor of a language use, namely: effective complex construction, agreement, tense, number, word order or function

e. Mechanic

In experimental class, the mean post-test score of the students' mechanic was 3.32 while in control class, the mean scores of post-testwere 2.74with difference 0.58. It can be concluded that the Draw Label Caption Strategy improved the student's knowledge in using the mechanic in writing such as in capitalization, punctuations, spelling.

Based on the explanation above showed the students' writing competence in aspects of content, organization, vocabulary, language use and the mechanic were different. The highest of the difference was on aspect content 4.96 the scores between these classes were different, it can be said the hypothesis of this research was accepted.

In this research, to do the normality test the researcher used kolmogrov smirnov and shapiro wilk. Test was performed in SPSS test. Testing criteria and distributed normal if the data was more than 0.05. The class was normal. The summary of result of test of normality of experiment group and control group.

Testing homogenity to see whether the data homogenous or not and correlation analysis to find out whether there was correlation between two variables. The criteria of this testing was significance score analysis was bigger than standard significant score (0.05), the distribution data was normal.

From the result of analyzing the data, it is found that t-calculated is 1.8868 while critical value of the t- table is 1.671 at the degree of freedom are 60 and the level of significant is 0.05. In conclusion, the value of t –calculated is bigger than

the value of t-table. It means that the use of Draw Label Caption Strategy toward students' writing significantly improved.

DISCUSISSION

Based on hypothesis testing, it was proven that used of Draw Label Caption Strategy is higher than those taught with conventional technique at Islamic Junior High School 1 Sijunjung. In this research , the application of this strategy in teaching writing can increase students' writing skill in generating and organizing ideas. And vocabulary from the data above, it shows that the hypothesis of the research as accepted, it means the teaching writing by using draw label caption strategy can gave significant effect students' writing skill statically.

Related to the purpose of the research, that is to determine whether there is significant effect of student's writing skill after using Draw Label Caption Strategy. The researcher found that there is significant effect on student's writing skill that could be seen findings. It's shown by the post-test in Experimental Class and post-test in Control Class result. The result of this research has shown that the mean score of post-test in Experimental Class (79.52) is higher than post-test in Control Class (64.58). It had described that student's writing in Experimental Class have significant effect than Control Class.

In general, the students showed that they have significant effect on their writing skill in components of writing that involve content, language use and vocabulary after using Draw Label Caption Strategy.

The first significant effect of students' writing ability is content. This strategy is also able to encourage the pupils in developing their ideas through the particular words given by the teacher. Thus, they can actively follow the activity start from draw a sketch, make some labels, then make some caption. The difference score of this component is 4.42.

The second is language use, the students make some caption based on the label and the last is turn their label into a good paragraph. In experimental class, the mean post-test score of the students' language use was 18.58 while in control class, the mean scores of post-test was 15.09 with difference 3.49.It can be concluded that the Draw Label Caption Strategy helped the students in mastering the language use**.** The third is vocabulary, the difference score between experimental class and control class is 3.49, it showed that are better to chosen the correct word.

Furthermore, based on the comparison of means score of experiment and control class on components of writing, it was also found that content, language use and vocabulary aspect got the higher improvement than the other components. It means that the theory of Draw Label Caption Strategy is make the students more enthusiastic in doing the writing activity.

During the research, researcher found that by using Draw Label Caption Strategy in teaching and learning process give significant effect student' writing skill. The researcher asked the students to draw a sketch, then give a label, and the last make a caption from draw a sketch. this case has function to make students enjoy in learning process without awareness in writing. To make them easy to write,. It also some of the practices before doing the post test.

According to Rosmiawati (2013) who studies student' ability in Writing Descriptive Text of the First Grade at Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru, that using Draw label caption in writing activities made students more active. The use of this strategy helped them in generating their ideas. Data about improvement of students' writing ability after implementing Draw Label Caption Strategy was collected through writing test. So through her research, it could be concluded that using Draw Label Caption

Strategy in writing introduction not only increased the students' score in learning but also made them more active and motivated in teaching and learning process.

This result showed that mean score on pre-test was 18.84 and post-test was 21.42. it means that there were 2.58 raised up from pre-test. After using Draw Label Caption Strategy in experimental class in five meetings, the students got much effect writing skill than using conventional technique in the same meeting in control class. From the result of analyzing the data, it is found that t-calculated is 6.771 while critical value of the t- table is 1.671 at the degree of freedom are 60 and the level of significant is 0.05. In conclusion, the value of t – calculated is bigger than the value of t-table. It means that the use of Draw Label Caption Strategy toward students' writing significantly.

Finally, it can be concluded that draw label caption strategy in teaching writing on descriptive text in five meeting can give significant effect students writing skill in presenting component of writing that was proposed by Jacob namely : content, organization, vocabulary, language use, and mechanic specifically, the significant effect of students' writing skill involved content, language use and vocabulary.

CONCLUSION AND SUGGESTION

Based on the data presented in the previous chapter, it was proved that Draw Label Caption strategy gave significant effect toward students' writing ability. Through Draw Label Caption strategy, the students were able to write better than the students when were taught without Draw Label Caption strategy. The success of this research was as seen in the score on writing testing of both classes.

Based on the result of the research, it could be conclude that Using Draw Label Caption strategy gave significant effect on students writing ability. It could be seen from the result of analyzing the data, it is found that t-calculated is 6.771 while critical value of the t- table is 1.671 at the degree of freedom are 60 and the level of significant is 0.05. In conclusion, the value of t –calculated is bigger than the value of t-table. It means that the use of Draw Label Caption Strategy toward students' writing significantly improved.

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 students' writing skill has been 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 effect the students' writing skill.

Related to the statements mentioned in conclusion above, the researcher proposes the following suggestions. First, the English teacher should consider the implementation of Draw Label Caption Strategy as an alternative strategy in learning writing process in creating a more qualified writing. Then, it is also suggested that the other researcher should carry out further studies by involving students' cultural background or innovation in modern communication. Finally, the finding of this research hopefully can be the beneficial reference for the next investigator in conducting the better research next time.

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