

**THE INFLUENCE OF USING DRAW LABEL CAPTION (DLC)
STRATEGY TOWARDS STUDENTS' WRITING ABILITY
ON NARRATIVE PARAGRAPH AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF
MTs NURUL ISLAM GUNUNG SARI
IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

THE INFLUENCE OF USING DRAW LABEL CAPTION (DLC) STRATEGY TOWARDS STUDENTS' WRITING ABILITY ON NARRATIVE PARAGRAPH AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs NURUL ISLAM GUNUNG SARI IN THE ACADEMIC YEAR OF 2018/2019

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The objective of this research is to know the influence of using draw label caption strategy towards students' writing ability on narrative paragraph. The research methodology was used experimental method. The population of the research was the student's at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari Ulubelu Tanggamus. The total of students grouped was 95. The sample was taken from two classes, VIII A as Control Class and VIII B as experimental class consisting of 60 students. The treatments were held in 3 meeting in which 2 x 40 minutes for each class. In collecting data, the researcher used the instrument of pre-test and post-test. Pre-test was conducted before the treatment and post-test after the treatment that was done on only to the experimental class while the control is taught of using lecturing strategy. The instrument was writing test. The researcher analyzed the data of independent sample t-test by using SPSS. From the data analysis computes by using SPSS, it was obtained that $\text{sig} = 0.000$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{sig} < \alpha = 0.05$. In other words, it could be concluded that there was influence of using draw label caption strategy towards students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari in the academic years of 2018/2019.

Keywords: *Draw Label Caption, Narrative Paragraph, Quasi Experimental Design, Writing Ability.*



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Hereby, I state this thesis entitled “The influence of using draw label caption strategy toward student’s writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.



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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١٥٦﴾

“Nun, By the pen and by the (record) which (Men) write”¹

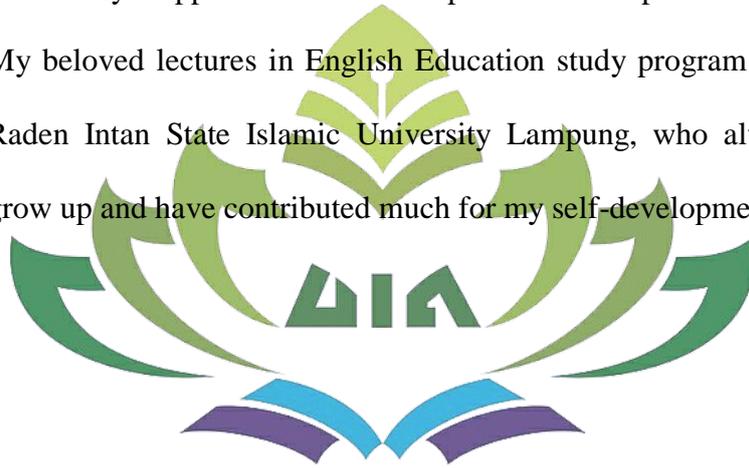


¹ Abdullah Yusuf ‘Ali Translation, *The Meaning of Holy Quran*, (Mayland: Amana Publication, 2001),p. 292

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

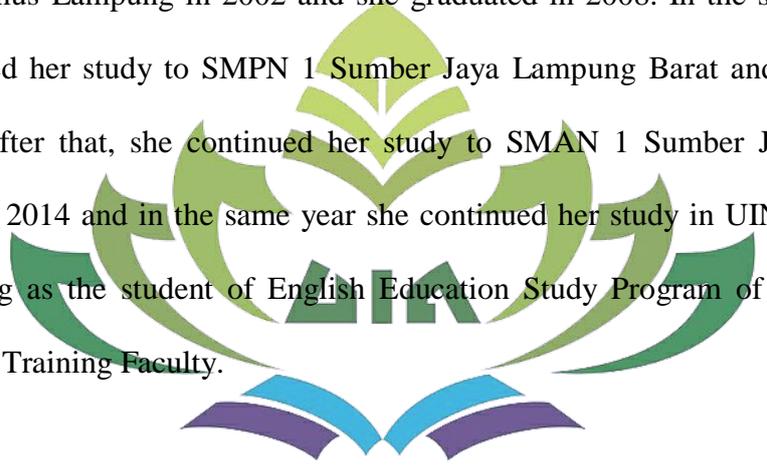
1. Allah SWT who always loves and keeping me everywhere and everytime.
2. My beloved parents, Mr. Ruhimat and Kokon who always love me and keep on praying for my life and my success.
3. My beloved brother, Akmal Habib Rizki and Abdul Muhyi Khairul Umam who always support and cheer me up until the completion of this thesis.
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CURRICULUM VITAE

The researcher's name is Siti Mutoharoh. She was born in Sirnagalih, Ulubelu Tanggamus, Lampung on May 1st, 1995. She is the first child of three children of Mr. Ruhimat and Kokon. She has brother, his name Akmal Habib Rizki and Abdul Muhyi Khairul Umam.

The researcher began her study at elementary school at SDN 1 Sirnagalih, Ulubelu Tanggamus Lampung in 2002 and she graduated in 2008. In the same year, she continued her study to SMPN 1 Sumber Jaya Lampung Barat and graduated in 2011. After that, she continued her study to SMAN 1 Sumber Jaya Lampung Barat in 2014 and in the same year she continued her study in UIN Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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May Allah the most Glorified and the most exalted, give goodness and blesses for all guidance and help that have been to the researcher. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 09 Oktober 2018
The Researcher

Siti Mutoharoh



TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST O FIGURES	xvi
LIST OF APENDICES	xvii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation Of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Research	7
F. Use of the research.....	7
G. Scope of the Research.....	7

CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language	8
B. Concept of Writing.....	9
1. Concept of Writing Ability	11
2. Types of Writing	11
3. Components of Writing.....	13
4. Concept of Teaching writing.....	14
C. Concept of Paragraph	16
1. Concept of Narrative Paragraph.....	18
2. Concept of Narrative Paragraph Writing Ability	21
D. Concept o Draw Label Caption (DLC)	22
a. Definition of Draw Label Caption (DLC).....	22
b. Process of using Draw Label Caption.....	24
c. Advantages of Using Draw Label Caption	27
d. Disadvantages of Using Draw Label Caption.....	28

E. Teaching Procedure Narrative Paragraph Writing Ability by using Draw Label Caption	28
F. Concept of Lecturing Strategy	31
1. Definition of lecturing strategy	31
2. Advantages and Disadvantages of lecturing strategy.....	32
3. Teaching Procedure of Lecturing Strategy	33
G. Thinking Framework.....	33
H. Hypothesis.....	34

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	36
B. Variable of the Research	37
C. Operational of Definition of Variable	37
D. Population and Sample and Sampling Technique.....	37
1. Population	37
2. Sample.....	38
3. Sampling Technique.....	38
E. Data Collection Technique.....	39
F. Research Instrument.....	39
G. Scoring Procedure	40
H. Research Procedure.....	42
I. The Analyze of the Instruments Research	44
1. Validity Test.....	44
2. Reliability Test	46
3. Readability Test	47
J. Data Analysis	48
1. Fulfillment of the assumption	48
2. Normality Test	48
3. Homogeneity Test	49
4. Hypothetical Test	50

CHAPTER IV RESULT AND DISCUSSION

A. Result of the research	51
1. Result of the pre-test in control class.....	51
2. Result of pre-test in experimental class.....	52
3. Result of post-test control class.....	53
4. Result of post-test experimental class	53
5. Result of normality	54
6. Result of homogeneity.....	55
7. Result of hypothetical test	58
B. Discussion	56

CHAPTER V CONCLUSION AND SUGESTION

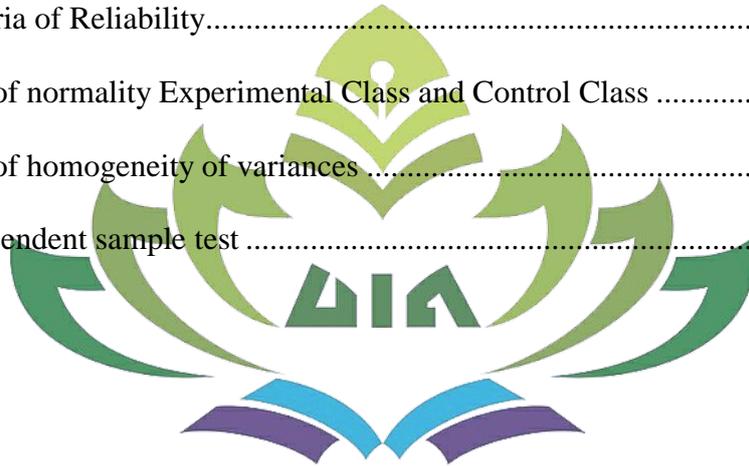
A. Conclusion.....	61
B. Suggestion.....	61

1. For the teacher.....	61
2. For the students.....	62
3. For the further research.....	62
REFERENCES.....	63
APPENDICES.....	66



LIST OF TABLES

	Pages
1. The Students' Score of Narrative Paragraph Writing Ability At The Eighth Grade of MTs Nurul Islam Gunung Sari	3
2. The Population Of The Eighth Grade Of Mts Nurul Islam Gunung Sari In The Academic Year of 2017/2018	37
3. The System of Narrative Paragraph Writing	40
4. Criteria of Reliability.....	46
5. Test of normality Experimental Class and Control Class	54
6. Test of homogeneity of variances	54
7. Independent sample test	56



LIST OF FIGURES

	Pages
1. Example of Draw Label Caption.....	26
2. Result of the pre-test in control class	50
3. Result of the pre-test in experimental class.....	51
4. Result of the post-test in control class.....	52
5. Result of the post-test in experimental class	53



LIST OF APPENDICES

	Pages
1. Appendices 1 : The Data Scores' Students Narrative Paragraph Writing Of Class A, B, And C	67
2. Appendices 2 : The Interview And The Result Of Interview English Teacher	70
3. Appendices 3 : The Interview And The Result Of Interview Students	
4. Appendices 4 : Validation Form For Writing Test	75
5. Appendices 5 :Readability of The Writing Sheet	76
6. Appendices 6 : The result of readability of writing test.....	79
7. Appendices 7 : Syllabus	81
8. Appendices 8 : Lesson Plan For Experimental Class (1, 2, 3).....	88
9. Appendices 8: Lesson Plan For Control Class (1, 2, 3)	112
10. Appendices 9 : Instrument of Pre-Test.....	136
11. Appendices10: Instrument of Post-Test	141
12. Appendices 11 : The score of Students in control class and experimental class	146
13. Appendices 12 : The analysis students' score of pre-test in experimental class	148
14. Appendices 13 : The analysis students' score of post-test in experimental class	150
15. Appendices 14 : The analysis students' score of pre-test in control class	152

16. Appendices 15 : The analysis students' score of post-test in control class	154
17. Appendices 16 : Data Analysis	156
18. Appendices 17 : The result of reliability of pre-test control class	158
19. Appendices 18 : The result of reliability of pre-test experimental class.	160



CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is productive skills of communications through written language. Many students use the written language as a mean of communication to convey the message, idea, and information. Nation states from his book *Teaching English as a Second Language/English as a Foreign Language (ESL/EFL), Reading and Writing* that most writing should be done with the aim of communicating a message to the reader and the writer should have a readers mind in writing.¹ It means that writing can be for communication between readers and writers in written language to deliver the message.

Writing is a skill to effort we express ideas, sense, and thinking which are approved in word, sentences and paragraph use eye, hand, brain.² When we write, the brains find the idea, expresses the idea by correspondence so as to is organized become word outline and arrange become sentence outline. Harmer said, “Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds”³. It means that, the researcher assumed that writing is one of the most

¹I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009),p.94

²Ann Rimes, *Technique in teaching Writing*. (London. Oxford American English, 1983) p. 3

³Jeremy Harmer, *How to Teach Writing*, (4th Ed),(Edinburgh Gate: Longman, 2007), p. 31

significant to be master because writing made our minds become open to convey our idea and so on.

In teaching of learning writing, not merely study to make a good writing based on their idea, but also the students could to detect how to compose their writing ability than before appropriate writing steps. Harmer stated that students require revise and apply the art of set word together in well created sentence, paragraph and text.⁴ Herein, when the students learn and practice well of created the art of putting word they could make a writing well.

In addition, Writing is a part of language skills and it becomes one important aspect in learning a language. Writing as recording language means a process of some words creating to become a sentence indeed a paragraph that has a meaning. A paragraph is the basic unit of academic writing in English.⁵ A paragraph is a piece of written text.⁶ It means that a paragraph usually contains several sentence, there are the beginning, the body and the ending.

Siahaan states there are three kinds of paragraph, they are: narrative, descriptive, and expository. Narrative paragraph are often used to explain what a person does over a period of time. The students regard as to write narrative paragraph is difficult, but writing narrative paragraph will be more easy and quickly to be received and understood by the students if the teacher

⁴ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 122

⁵ Cynthian A. Boardman and Jia Frydenberg, *Writing to Communicate* (3rd ed), (New York: Pearson Longman, 2008), p.3

⁶ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008).p. 5

uses the suitable technique.⁷ Therefore, Narrative Paragraph or Text has been specified in English syllabus for eighth class Junior High School.

In the preliminary research the researcher has been implemented at MTs Nurul Islam Gunung Sari on January, 23, 2018. The researcher conducted an interview with the teacher there. His name is Ahmad Taufiq, the teacher said that the students' narrative paragraph writing ability is under average (see appendix 1). It was caused the students still found difficulties in choosing the ideas and words. The achieved of students' writing ability can be seen in table 1.

Table 1
The Students' Score of Writing Ability at The Eighth grade of MTs Nurul Islam Gunung Sari

No.	Class	Students' Score		Number of Students
		< 72	≥ 72	
1.	VIII A	20	10	30
2.	VIII B	23	7	30
3.	VIII C	18	17	35
Total		61	34	95
Percentage		57.95%	32.30%	100%

Source: Document of Writing Ability score of the eighth grade of MTs Nurul Islam Gunung Sari in academic year 2017/2018.

As shown in table, 34 students of the 95 students who accepted the test reaching the KKM (≥ 72) and there were 61 students who failed the test based on the KKM (< 72). Since the criteria minimum of mastery (KKM) is 72 the researcher assumes that most of the students are still difficult to writing English well. Furthermore, the writer concluded the interview with the teacher. From the interview, students had a problem in writing. They felt

⁷ *Ibid.* p. 110

uninterested to learning writing paragraph. Writing in narrative paragraph they cannot develop and express their idea to produce a good writing paragraph in narrative text. Herein, the students' writing ability is under average, their teacher did not used a good strategy for teach them, that's why their got a low ability for writing especially writing narrative paragraph. Teacher uses lecturing Strategy for teach them.

Lecturing strategy is a traditional technique because this technique is used as the implement of oral communication between teacher and students in teaching learning process.⁸ In this school the students not appreciate with this strategy, because the students feel difficult to understand the material. Students were confuses about what they want to write in writing, and also the students got difficulties to express and develop their idea because lack of vocabulary.

To resolve that problem, the researcher had to attempt another strategy to make easier students in writing ability. The strategy that can be applied is Draw Label Caption (DLC). It is a strategy in which the students may draw a picture, label it, and then give a caption or summary about what is happening in the picture. This strategy may become a great start in order to help the students making the description of what they have labeled and help the students capture a scene and focus on important details.⁹ The Draw Label Caption is a great strategy for researcher of all ability and helps the students detain a scene and focus on important details. From the explanation above, in

⁸Saiful Bahri Djamarah, *Strategy Belajar Mengajar*, Jakarta, Rineka Cipta, 2010,p.97

⁹ Steve Peha. *The Writing Teacher's Strategy Guide*. (New York. Inc.2003).p. 47

Draw Label Caption the students may fast writes a listing of inspirations that appear to their mind quick probable in their essay.

In previous research, Draw Label Caption (DLC) strategy has been used as a strategy to teach Descriptive. The research has been conducted by Vivi Ramadani and Saunir Saun entitled “Helping Junior High School Students to Write a Descriptive Text through Draw Label Caption Strategy”¹⁰. The result of the research is that there was an improvement of using DLC strategy towards students’ descriptive text.

Moreover, in another research conducted by Adenita, the title is “Writing Ability between Using Draw Label Caption (DLC) Strategy and Presentation Practice Production (PPP) Technique at the Senior High School”¹¹. The result of her research was DLC strategy was more effective than presentation practice production technique toward students’ writing ability.

Furthermore, the researchers are interested in using DLC strategy to teach writing narrative paragraph. DLC strategy can help student more concentration and interest in learning narrative paragraph. When the students enjoy the writing class, they can be easy to understand and to master narrative paragraph writing ability.

Therefore, the researcher carries out a study entitled: “The influence of using draw label caption (DLC) strategy towards students writing ability on

¹⁰ Vivi Ramadani, Saunir Saun. *Helping Junior High School Students to Write a Descriptive Text Through Draw Label Caption Strategy*. Journal of English Language Teaching, vol.1 No 2, Maret 2013, Serie C

¹¹ Adenita Sipayung, *Writing Ability Between using Draw Label Caption (DLC) Technique and Presentation Practice Production (PPP) Technique at the senior high school 1 Kota Gajah Academic year 2013/2014*.

narrative paragraph at the first semester of the eighth grade at MTs Nurul Islam Gunung Sari in the academic year of 2018/2019”.

B. Identification of the Problem

1. Students are having complexity to develop their ideas for writing narrative paragraph.
2. The strategies which are used in the learning process are not interesting and effective.

C. Limitation of the Problem

Based on the identification of the problem, the researcher focused on the influence of Using Draw Label Caption (DLC) Strategy toward students' writing ability on narrative paragraph. The materials to be taught were about fairy tale.

D. Formulation of the problem

The formulation of the problems the researcher formulates the problem as follows: is there a significant influence of using draw label caption (DLC) strategy towards the students' writing ability on narrative paragraph?

E. Objective of the Research

The objective of the research was to find out whether there is a significant influence of using draw label caption (DLC) strategy towards the students' writing ability on narrative paragraph.

F. Use of the research

1. Theoretically, to provide information for the English teachers about the influence of using draw label caption (DLC) strategy towards the students' writing ability on narrative paragraph.
2. Practically. To motivate the students to learn English and increase their writing ability.

G. Scope of the Research

Researcher divides the scope of the research into four parts:

1. The subject of the research is the students at the first semester of eighth grade of MTs Nurul Islam Gunung Sari.
2. The object of the research is the use of draw-label-caption strategy and students' narrative paragraph writing ability.
3. The research was implemented at MTs Nurul Islam Gunung Sari.
4. The research was implemented at the first semester in the academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understand.¹

Teaching is an achievement to convey knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Teaching is systematic action that has many mechanisms and all of them tell each other. Therefore, it is very significant to have excellent managing in teaching. Our consideration about teaching can decide our strategy, method, technique, approach, teaching style and philosophy of education.²

Based on the explanation above, the researcher concludes that teaching is an activity from the teacher to transfer knowledge to students and can be determined by the teacher's strategy, method, technique, approach, teaching style and philosophy.

English has an important role in the world as an international language that is taught as a compulsory subject for junior high school up to university.³ It means that English is a very important subject to be taught. In learning English

¹ H. Douglas Brown, *The Principles of Language Learning and Teaching*. (White Plains, NY: Longman, 2000), p. 7

² *Ibid*, p. 7

³ <http://writer-hissha.blogspot.co.id/2013/05/the-importance-of-english-in-elementary.html>. Accessed on June 5th, 2018. 21.45 pm .

as a foreign language, it is very difficult because it has different characteristic from our mother tongue. In Indonesia, English is learned at school and people do not speak the language in the society.⁴ As a result, in Indonesia, many people assume that English is complicated because they do not apply to use it in their daily time.

Based on the explanation above, the researcher concluded that teaching English as foreign language is an achievement to convey English acquaintance from the teacher toward students. Many students are not good in English because they just apply in their school or institution. So, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

B. Concept of Writing

Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arrange in word, sentence and paragraph by using eyes, brain and hand.⁵ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arrange to be sentence form. So that, researcher will be able to give the information or tell the reader about their ideas by using writing.

Writing is a process that what we write is often heavily influence by constrain of genres, than these elements have to be present in learning

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2002), p. 22

⁵Ann Rimes, *Techniques in Teaching writing* (London: Oxford American English, 1983),p.3

activities.⁶ Writing has form part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, through writing.⁷

The written productive language skill is called writing. It is the skill of researcher to convey information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively.⁸

Besides, writing is as one of four skills in English that must be mastered by students. “Writing is the language skill use least by most people. It also a skill usually learnt formally at school, and not handled well by many people.”⁹In specific “Writing is letters or combinations of letters which relate to the sounds we make when we speak.”¹⁰

From the explanation above, the researcher concluded that writing is an activity expressing ideas, feeling, and their wants in writing. Writing is an important skill that should be master by the students. Someone does not only write related words or sentence, but also must be careful and concern about what to write and how to write, so that the message can be catch correctly by the reader.

⁶ Jeremy Harmer, *How to teach Writing*, (New York: Longman, 2004),p. 86

⁷*Ibid.* p. 31

⁸Sanggam Siahian, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),p.2.

⁹Paul davies, *Succes in English Teaching*. (New York: Oxford University Press, 2001),p.

¹⁰Donn Byre, *Teaching Writing Skill*, (New York: Longman, 1985), p.1

1. Concept of writing Ability

Writing ability is the skill of research to communicate information to a reader or group of a reader.¹¹ It means that writing ability is the ability to express the idea and thought that should be ordered by research.

Another definition comes from Yeon who states that writing ability is writing assessment in English class as a way of evaluating performance and it should be specified before practical assessment procedure is designed¹². Moreover, Nunan as cite in Jyi Yeon states that “writing ability is defined as the ability to respond to a given stimulus¹³”.

From the explanation above, the researcher concluded that writing ability is the ability of the writer that is measure in assessment. Writing ability is the ability which is test to get stimulus in the critical design a test for particular content.

2. Types of Writing

Types of writing are the kinds of written from which shows the idea or the characteristic in different types. According to Wishon and Burks, types of writing are narration, description, exposition and argumentation.¹⁴

a) Narration

Narration is a story or account of events or experiences, whether true or fictitious that has function to amuse the reader. According to

¹¹Sanggam Siahon, *Issues in Linguistics*, (Yogyakarta: GrahaIlmu, 2008),p.2

¹² Jyi-Yeon, *Defining Writing Ability for classroom Writing Assessment in High School*, 2009, Available on: <http://files.eric.ed.gov/fulltext/EJ921024.pdf>, Mei 20th 2018, p.54

¹³ *Ibid*

¹⁴Goerge E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Nostrand Reinhold ltd, 198), p.378-383.

Wishon and Burks, narration is the form of writing that using time sequence to tell the event or story. Each time sequence tells different situation.¹⁵ A narrative is a meaningful sequence of events told in words.¹⁶ It means that narration is a type of writing which tell about the sequence events.

b) Description

Description is the text which describe what a person or thing is like. According to Wishon and Burks, description is written form which showing the visual image of the object using the sensory of sense.¹⁷ In addition, Siahaan and Shinoda state that descriptive writing is writing is a written English text in which the writer describes an object. The object can be a concrete or abstract object. It can be about any topic.¹⁸ Its means that description is written which form show the sense of something, it will make a reader feel concrete about the object. In description, the writer describes the object clearly.

c) Exposition

Exposition is kind of text which tell the fact of something that can be believed. According to Whison and Burks, exposition is use to give the deep explanation.¹⁹ Exposition is a systematically written statement about

¹⁵*Ibid.* p.378

¹⁶Thomas S.Kane, *Essential Guide to writing*. (New York: Oxford University Press,2000), p.6.

¹⁷George E. Wishon and Julia M. Burks, *Op.Cit.*, p.379.

¹⁸Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure: (Yogyakarta: Graha Ilmu, 2008)*,p. 89.

¹⁹George E. Wishon and Julia M. Burks, *Op.Cit.*, p.382.

commentary or explanation of specific subject.²⁰ It means that, exposition is systematically written from which provide the true explanation about the something.

d) Argumentation

Argumentation is one of types writing or giving degree and disagree statement. According to Wishon and Burks, argumentation is used in persuading and convincing. Argumentation is used to make case or to prove or disprove a statement or proposition.²¹ Argumentation is written English text in which writer presents some points of view about an issue.²² It means that argumentation the process of developing reason in supporting some ideas. It is used in persuading and convincing.

Based on the explanation above, the researcher concludes that types of writing are narration, description, exposition, and argumentation.

3. Components of Writing

There are some components that are use in scoring writing ability. According to Tribble, the criteria to scoring writing ability are: content, organization, vocabulary, language, and mechanic.²³ The first the component is content, it is the substances of writing ideas express (unity), content relevant to the topic. The second component of writing is organization, it is ideas clearly stated and supported, logically sequence, connective

²⁰Colin, *Definition Of Exposition*, available at <http://colindictionary.html//the definition of exposition//> accessed on Maret 9th 2018. At 14:37 pm.

²¹George E. Wishon and Julia M. Burks, *Op.Cit.*, p.383

²²Sanggam Siahaan, Kisno Shinoda, *Op.Cit.*, p. 121

²³Cristopher Tribble, *Language Teaching Writing*. (London: Oxford University Press, 1996)

appropriately use (cohesion). The selection of words that suitable with the content is the interpretation of the Vocabulary. Language is the fourth of the component of writing. It is the employment of grammatical forms and syntactical pattern. The last is Mechanics. Mechanics is the use of graphic convention of language (demonstrates good command of spelling, punctuation, and capitalization).

Based on the explanation above, the researcher concluded that there are five components that use in scoring writing ability. They are content, organization, vocabulary, language and mechanics.

4. Concept of Teaching Writing

Writing is one of the language skills in English that will be require by the students. In other words, the role of the teacher is very important to help the students to master the writing skill. Harmer says that teaching writing is focus on product and writing process.²⁴ It means that teaching writing need to consideration that includes the organization that one sentence and other sentences must be coherent.

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.²⁵ Teaching writing is done in a way that must be

²⁴Jeremy Harmer, *The Practice of English language Teaching*, (London : Longman, 1999),p.257

²⁵<https://www.time4writing.com/teaching-writing/> accessed on January 1st 2018.at 3:46 pm.

observe as a process, so the students must be given knowledge about procedural on the writing process, after the students have been knowledge about procedural, after that the teacher needs the test her or his students. For example, the students are ask to make several sentences to look their ability in making sentence after being teach whether they can write perfectly. Harmer said students need to learn and practice the art of putting word together in well-formed sentence, paragraph, and text.²⁶ He added in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be describes as follows:

a. Pre-Writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the question. Then the teacher will give a motivation by giving an example of narrative paragraph by using DLC Strategy. Then the teacher will be explain the goals, the objective of instructions and also some aspects of writing use to make a good writing for example of narrative paragraph by using DLC.

b. While-writing Activity

In this section, the teacher will ask to the students to make a narrative paragraph by using DLC Strategy. After that the students should check their work. It should be done to fine out the mistakes of some

²⁶Jeremy Harmer, *Op.Cit*,p.257

aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.²⁷

c. Post-writing Activity

In the last section, the teacher guides the students to make conclusion about the material that they have learned.

From the explanation above, it can be concluded that teaching writing focuses on product and writing process and the procedures of teaching writing are pre-writing activity, while writing activity and post-writing ability, the teacher must to knows the procedures of teaching writing, so the teacher be able to focus on the product to that writing or on the writing process itself.

5. Concept of Paragraph

A paragraph is a group of relate statements that the writer develops about subject. The first sentence states the specific point, or idea, or topic. The rest of the sentences in the paragraph support that point, or idea.²⁸ A paragraph can be short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be as long enough to develop the main idea clearly. The paragraph must be classifies as the following: Topic sentence, Supporting Sentences, Concluding Sentence.²⁹

²⁷ *Ibid*, p.128

²⁸ Alice Oshima and Hogue Ann, *introduction Academic Writing*, (Oxford: Oxford University Press, 1997), p. 6

²⁹ *Ibid*, p. 71-78

a. Topic Sentence

Topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer's main idea, opinion, or feeling about the topic.

b. Supporting sentence

The supporting sentences are developed the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentence.

c. The concluding sentence

The concluding sentence tells the reader that the paragraph is finished, and it completes the development of the subject paragraph. The concluding sentence is like the topic sentences because both are general statements.

d. The concluding comment

After the concluding sentence of a paragraph, you may add a concluding comment. The sentence is the writer's final comment or thought about the subject of the paragraph.

Based on the explanation above, the researcher concluded that a paragraph is a group of related sentences that support one main idea, and there are four elements in writing a paragraph such as topic, supporting sentences, concluding sentences and concluding comment.

There are three main type of paragraph in English, such as narrative, descriptive and expository paragraph.³⁰

a) Narrative Paragraph

A narrative paragraph tells a story. The most important feature of a narrative paragraph is that it tells a story.

b) Descriptive Paragraph

The kind of paragraph is used to describe what something looks like. Each gives the reader a clear mental picture of what is being described. This is the goal of descriptive paragraph.

c) Expository Paragraph

The goal of expository writing is explain something to the reader. You can explain something in many ways.

A paragraph is a group of sentences that works together to develop main idea. Paragraphs are organized differently depending on their purpose. There are three main types of paragraphs in English. They are Narrative, Descriptive and Expository.³¹

6. Concept of Narrative Paragraph

Narrative belongs to story genre. They deal with problems constructed in the Complication stage of the text³². Rothery and Stanglin state that narrative has powerful cultural influence. It entertains and instructs the reader about

³⁰Sanggam Siahaan, *Op.Cit*, p,110,119,125

³¹ Jia, Frydenberg and Boardman. A. Cynthia, *Writing to Communicate paragraphs and Essays*, (New York: Pearson Longman, 2002),p. 47

³² Rothery, J. and M. Stenglin. *Entertaining and instructing: exploring experience through story. In F. Christie and J.R. Martin (Eds.), Genre and Institutions: Social processes in the workplace and school.* (London: Continuum, 1997), p.231-263.

valued ways of behaving as well. Narrative imitates life, thus they are socio-cognitive human construction.³³ An author constructing a narrative is most likely influenced by social phenomenon- events happening around him/her and in other places of their knowledge, and even his/her personal experience.

Narrative has its own characteristics- the social function, the generic structure, and the dominant lexicogrammar features. The social function is to entertain. Narrative is constructed in a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener³⁴. The generic structure consists of orientation, conflict, and resolution. Conflict and resolution, however, are obligatory in narrative. Rothery and Stenglin explain that orientation sets up a context for understanding the events in the subsequent stages of a narrative. Complication is achieved through an activity sequence that creates a problem between participants or an internal problem on a participant. The concluding part or the resolution presents the solution of the complication in various ways. It also has dominant language features which include, among others, the use of simple past tense, specific participants, and the use of material processes³⁵. The use of interpersonal linguistic resources makes the events in a narrative exciting or terrifying.³⁶

³³ Yenni Rozimela, *From Recount to Narrative: Developing Writing Skills and Gaining Confidence*, Journal Lingua Didaktika, Vol 10, No. 2, December 2016, p. 151

³⁴ Butt, D., R. Fahey, S. Feez, S. Spinks, & C. *Using Functional Grammar: An explorer's Guide*. (Sydney, NSW: National Centre for English Language Teaching and Research., Yallop 2000), p. 145

³⁵ *Ibid*, p. 145

³⁶ Rothely an Stenglin. *Op.Cit*, p. 152

According to Emilia Narrative is a paragraph that purpose to amuse or to entertain the reader or the listener and deal with actual or vicious experience in different ways the reader or listener. A narrative is usually like folk tales, fable, legend, fairy tale, etc.³⁷ there are kinds of narrative paragraph:

- a. Fable is story that teaches a lesson, often using animal characters that behave like people (Mouse deer and Crocodile, the Ants and Grasshopper, etc.)
- b. Legend is a story that is based on fact but often includes exaggerations about the hero (Sangkuriang, Malin Kundang, the story of Toba Lake, etc).
- c. Fairy tale is humorous story that tell about impossible happenings, exaggerating the accomplishment of the hero. (Cinderella, Snow White, Pinocchio, etc)
- d. Folk Tale, an old story that reveals the customs old a culture.
- e. Science fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. (To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, etc)³⁸

The features of a narrative are fairly similar to those of a recount. In fact, they are classified into the same genre group. Both tell events that involve characters foregrounding and giving significance of the events. Recount is aimed to tell what factual events in the past, whereas narrative is telling

³⁷ Emi Emilia, *Pendekatan genre-based dalam pengejaran bahasa nggris: Petunjuk untuk guru*, Rizqi Press, (Bandung, First Edition), 2011, p. 91

³⁸ Otong Setiawan Djuharie. *Easy Writing* (Bandung:Yrama Widya. 2009),p. 168

‘imaginary’ past.³⁹ Unlike a narrative, a recount does not necessarily have a conflict. For a number of similarities, a writer can use his/her personal recount or someone’s recount a basis of the construction of narrative.

According to the definition above, a narrative paragraph is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways.

In this research the researcher focuses on fairy tale. Fairy tale is humorous story that tell about impossible happenings, exaggerating the accomplishment of the hero (Cinderella, Snow White, Pinocchio, etc).

7. Concept of Narrative Paragraph Writing Ability

Writing is one of skill in English that should be master by the students. According to Heaton, “Writing is means of communication which the researcher uses the language t express his or her ideas thought and feeling.”⁴⁰ It means that writing is an activity express idea, written form. To produce good writing the researcher should do the process of writing well. Besides that, the researcher also must practice it more and quickly.

In English there are many kinds of paragraph, ones of the paragraph is narrative paragraph. According to Pardianto, “Narrative paragraph is kind of paragraph appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to the readers.”⁴¹ It means that narrative paragraph is a kind of paragraph that to tell the story in the past that give

³⁹ Yeni Rozimela. *Op. Cit*, p. 152

⁴⁰J.B. Heaton. *Writing English Language Test*, (New York: Longman, 1988),p. 135

⁴¹ Pardiyanto, *Teaching Genre-Based-Writing*, (Yogyakarta: Penerbit ANDI, 2007),p.94

information and moral lesson o the readers. The ability is the capacity of students' to do various of task give by the teacher.

Based on the explanation above, it can be concluded that narrative paragraph writing ability is the researcher capability to express the idea, thought in written form to retell the past story by providing not only he information but also moral lesson to the readers, which fulfills the five aspects of writing: content, organization, vocabulary, language use, and mechanics to get good writing.

8. Concept of Draw Label Caption (DLC)

a. Definition of Draw Label Caption (DLC)

According to William in Salam states that draw label caption is a process that helps the researcher 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 takes a prewriting idea and begin to develop it into an essay.⁴² Draw Label Caption (DLC) strategy is the strategy that can help the students capture a scene and focus on important details about the event or activity, because the students in this strategy have three steps and every step has a purpose in writing process.

1. Draw

In this step, draw is the step to make pictures, or a picture of something, with a pencil, pencil or chalk (but not paint). This is a rough sketch; use

⁴²Afni Salam, *The Effect of Draw Label Caption Strategy Toward Students' Ability in Narrative Writing Senior High School*. Staff Pengajar Program Studi Bahasa Inggris STKIP PGRI Sumatera Barat, 2013,p.4.

outlines only, stick people are encouraged.⁴³ Moreover Peha states that “draw is making a quick pencil sketch of your scene”.⁴⁴ Based on the quotation above, it can be inferred that draw is the activity to make a picture by using a toll (s) with the certain object and purpose.

2. Label

The next step is the label, label is step to make a piece of paper, etc. that is attached to something and gives information about it. Besides, label is a word a phrase that is used to describe somebody/something in a way that seems too general, unfair or not correct.

In addition, Peha defines label as “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”. From the statements above, the researcher assumes that label is a word that can be use to give a name for an object.

3. Caption

The last step is caption, caption is a words that are print underneath a picture, cartoon, etc. that explain or describe it. Besides, caption means that write a single sentence underneath the picture that tells what is happening. Based on the quotation above, it can be inferred that caption is a phrase that can be the main or topic of the text.

⁴³ Steve Peha, *The Writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003),p.47

⁴⁴Ibid, p.47

Moreover Peha explains that drawing for writing for writing is a little different than normal drawing because it has a purpose.⁴⁵

Based the definition above, the researcher concludes that DLC Strategy is the teaching strategy for teaching writing by allowing the students to capture a scene and focus on the important details about the event or activity, and it has three steps including draw, label, and caption.

b. Process of using Draw Label Caption (DLC)

In a strategy has process that is started from beginning until the last. The purpose of the process is to get a good value. It means that in DLC strategy also has process that should be done by students before they write a text or paragraph. The students can follow the step process in this strategy.

According to Peha to achieve the purpose in writing process here are three steps process in DLC strategy, as follow:

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 n 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 sentences or something more complicated if you're up for it.⁴⁶

From the third process in DLC strategy above, the researcher an concluded that is has three steps, namely: first, draw a picture that will be the main idea of their story, second label as many words as possible around the

⁴⁵*Ibid*, p.47

⁴⁶*Ibid*, p.47

picture, and then write a caption in the bottom of the picture to go along with the pictures (start with a phrase), after that make a sentence from the label and the last each sentences can be included into a narrative paragraph.

Peha suggest that there are some tips to develop the students writing ability on the DLC strategy, namely:

- a. Don't be shy about drawing, drawing can really help in preparation for writing, will be much more focus, will have better command of the details and while you're drawing, will spend several minutes thinking about what you want to say.
- b. Really get into the labeling. I've already talked about how each label can be turned into a detail in your piece, and how each detail can then be turned into a sentence or two.
- c. Redo a picture for your cover. I think it's cool to put an illustrated cover on your piece when it's finished. Why not take one of your drawings and redo it? You can use color fill things in, add details, etc. The picture you choose might even suggest a little for your piece.
- d. Explore the fine art of caption writing. If you want to learn a lot about revising can revise them quickly and easily.
- e. Use dialog and thought bubbles. You can treat your picture as though it was a panel in a comic strip. Use dialog bubbles to show people talking. Use thought bubbles to show people thinking.⁴⁷

⁴⁷Steve Peha, *Ibid* p.51

Based on the some tips above, now the students can try to use this strategy to develop their writing. The following passage below is the example of writing a text that uses this strategy. For the example:

Draw

The following passage below is the drawing a picture. Draw a picture that will be the main idea of the story.

Figure 1

The example of Drawing Picture:



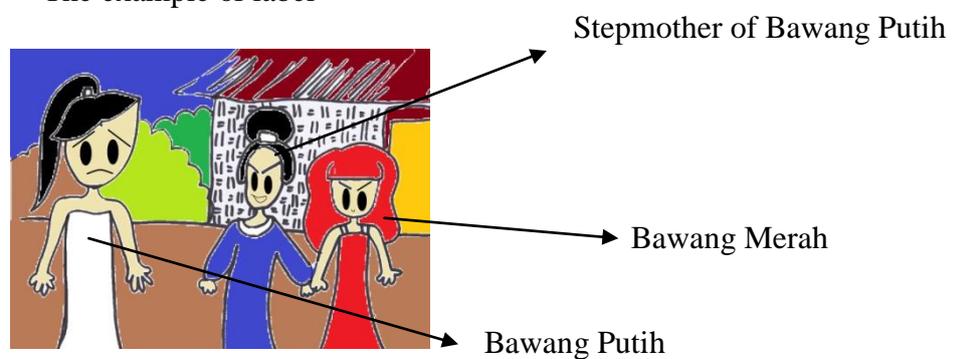
Adapted from: <http://kartiniaprianti7.blogspot.com/2013/03/bawang-putih-dan-bawang-merah.html>

Label

The following example below is the label about the picture. Label as many words as possible around the picture.

Figure 2

The example of label



Caption

Now the student had more than enough material to write a complete scene or story. They will have to pick and choose which details are important and put it together into a complete narrative. For example:

Bawang Merah Bawang Putih

There was a beautiful girl called Bawang Putih, she lived with her cruel stepmother and naughty daughter, Bawang Merah. Both of them always teated Bawang Putih rudely as if she were a servant. Bawang Putih had to do all the house duties all day long, such as cooking, sweeping, washing their clothes, while they were going around, shopping. Bawang Putih often washed clothes in the river. But she panicked to fine out her stepmother's favorite gown. She walked along the river to find it. While searching for the clothes near a forest, she met a kind hearted giant. The sky wa turning dark, so the giant asked her to stay in house for a night. Bawang putih helped the giant to clean its house. The giant really liked her because she was very diligent, then it gave her two gourds as a reward, a small one and big one. Bawang Putih told it that she just wanted to help not a reward, so she chose the small one. When she opened, it was full of gold and jewelry.

c. Advantages of Using Draw Label Caption (DLC)

Helping junior high school students to write a descriptive text through the draw label caption strategy is useful because it has some advantages:

1. The DLC help students to more focus to the topic of writing. While the students drawing, they will spend several minutes to think about what they want to write.
2. Most of students think that writing is very difficult and boring to learn by using DLC, writing becomes easier and more interesting.

3. DLC can increase student's motivation, concentration and participation in learning process.⁴⁸

d. Disadvantages of Using Draw Label Caption (DLC)

The weakness of the draw label caption is:

- a. Most of students are shy to drawing. They will try to draw as beautiful as possible, so that they will spend much time in drawing, whereas the focus is not drawing but writing.⁴⁹

Based on the definition above, the researcher can conclude that Draw Label Caption (DLC) strategy is the strategy that and help the student capture a scene and focus on important details about the writing their event or activities.

E. Teaching procedure Narrative Paragraph Writing Ability by Using Draw Label Caption

Draw label caption strategy is one of strategies in teaching learning writing, where the students are asked to draw some object to be described. There are several step are will use in the process of teaching writing a narrative paragraph using the draw label caption strategy for junior high school.⁵⁰ The steps are; pre-teaching activities, whilst-teaching activities and post activities. The procedure can be applied as follows:

- 1) Pre-teaching activities

The activities in the step such as:

⁴⁸ ViviRamadhani and Saunir Saun, Helping Junior High School Students to Write a Descriptive Text Through Draw Label Caption Strategy, *Journal of English language teaching*, Vol 1 no.2, maret 2013, seri C, 2017, p/261

⁴⁹ *Ibid*, p. 261

⁵⁰ *Ibid*, p. 51

a. Review the previous lesson

The activity is conducted to check the students understanding and remind them to the previous lesson in order they are ready to learn the new topic,

b. Teacher choose new topic

Choosing topic is the first thing should be done by the teacher before starts to writing study. After the topic is determined, the teacher can guide the students to ore focus to the topic of writing.

c. The teacher explain the purpose of the learning

Before the process teaching and learning begin, the teacher has to explain purposes and what the students reach after learning this material.

d. The teacher explain the assignment for the students

2) Whilst-teaching activities

Whilst-teaching activities are the main process of learning. These activities are aim to achieve the basic competency. These activities are conduct systematically through observing, questioning, exploring, associating, and communication.

a. Observing

The teacher will observe the students' background knowledge about the topic. The teacher gives the example narrative paragraph.

1. The teacher explain how to write a narrative paragraph

2. The teacher demand the students to understand the material

3. The teacher demands the students to understand the example of narrative paragraph.

b. Questioning

The activities that the teacher does during this phase are:

1. The teacher leads the students to question about the narrative paragraph.
2. Teacher guides the students to question about the tenses.

c. Exploring

1. The teacher leads how to use the draw label caption
2. The teacher demands the students to write the draw label caption with the draw label caption.

d. Associating

1. The teacher discuss and correction the students task.

e. Communication

In this stage the students will revise and edit their writing, the student will discuss about their work with another students, after discussing, the students submit their work from labeling the picture, changing the label into the caption and finishing the text.

3) Post-teaching activities

In this stage the teacher guides the students to make conclusion about the material that they have learn.

F. Concept of Lecturing Strategy

Lecturing strategy is a one of strategy to teach English. In a concept lecturing strategy explain about definition of what is lecturing strategy, what is advantages and disadvantage of using lecturing strategy in teaching process and how to produce of lecturing strategy.

a. Definition of Lecturing Strategy

Traditional behavior, teaching in classroom sometimes contrast to active learning. Lecturing strategy deliver by talent speaker can be highly stimulate, lectures have survive in academia as quick, cheap, and efficient way of introducing large number of students particular file of study. Lecturing strategy is among the oldest teaching strategy and has been rarely use in higher education of countries. Lecturing strategy is a traditional method because his method has use as the tool of oral communication between the teacher and the students in teaching learning process.⁵¹ It means that lecturing strategy is the way of delivering of the knowledge which do by the teacher by using oral explanation directly to the students.

Lecturing strategy is oral presentation intend to present information or teach people about a particular subject, for example by a university or collage teacher.⁵² Lecturing strategy is use to suggest critical information, history, background, theories and equation. Lecturing strategy is mainly a one way of communication that does not involve significant audience participation.

⁵¹Saiful Bahri Djamarah, *Strategy Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 97

⁵²Marine Mc Guire, *Teaching Technique*, 2005. Availabe at <http://712educator.about.com/learningstyle/p/auditory.learn.html>. Accessed, on Friday, April 13, 2018

Lecturing strategy is teaching method where an instructor as the central focused of information transfer⁵³. Typically, an instruction will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use a slide projector to provide visuals for students. Students are expected to take notes while listening to the lecture.

Based on the explanation above, lecturing strategy is the mode or plane scheme devise and employee by the teacher for presenting a segment or unit of the desire content material of a subject to a group of learner through lecturing aiming to attain specific teaching learning objectives.

b. Advantages and Disadvantages of using Lecturing Strategy

1. Advantages

- a) Easy control the students in the classroom
- b) Economical in terms of time and energy.
- c) It can help to maintain proper channel of motivation, enthusiasm and interest in the classroom.⁵⁴

2. Disadvantages

- a) This strategy not suitable used in junior high school, senior high school this strategy suitable teaching in university.
- b) Students confuse about what they wants to write in writing.
- c) Students need detail explanation and example in writing narrative paragraph.⁵⁵

⁵³ Ms. Arambam Aruna. <https://www.slideshare.net/monikasharma7739/lecture-strategy-method-of-teaching> , accessed, on Sunday, July 29, 2018

⁵⁴ *Ibid*, Ms. Arambam Aruna

⁵⁵ *Ibid*, Ms. Arambam Aruna

c. Procedure of Lecturing Strategy

Lecturing is the most common method of teaching in higher education and it is clearly an important activity for both staff and students. The aims of lectures are usually delivered to a large audience and are designed for specific purpose. There are some steps of using lecturing strategy:

1. Presentation information
2. Clarifying topics and issues
3. Encouraging students to think about the topic
4. Creating interest
5. Providing students with the opportunity to benefit from the lecture's experience and scholarship
6. In the last time the teacher ask the students to write a paragraph based on the explanation that the teacher has explained.
7. The teacher corrected the result of students of students one by one.⁵⁶

G. Thinking Framework

Writing is one of skill in English that must be master by the learner. Writing is really important in learning foreign language. Writing is a tool of writing communication between the writer and reader. In teaching and learning writing, the teacher and the students have to discuss several writing paragraph. One of the paragraph is narrative paragraph, narrative paragraph

⁵⁶Ken Stafford, Mavis Kelly, *An Introduction to Lecturing*, 1993. Available at <https://www.google.com/search?q=an+introduction+lecturing=pdf> accessed, Tuesday, April 5, 2018

has becomes the material in Junior High School. Narrative paragraph is one of paragraph that is taught in learning process. It means that the students must have ability in narrative paragraph writing.

Because writing is a difficult skill, we need a strategy which can be use to teach writing in order the students can make a writing paragraph easier. One of strategy that can be use is Draw Label Caption (DLC) Strategy. This strategy can be use to teach writing, especially narrative paragraph. DLC help students to more focus to the topic of writing. While the students drawing, they will spend several minutes to think about what they want to write, and then, most of students think that writing is very difficult and boring to learn by using DLC, writing becomes easier and more interesting. DLC can increase student's motivation, concentration and participation in learning process.

H. Hypothesis

Based on the theoretical framework, the researcher would like to formulated the hypotheses as follows:

H_0 : There is no significant influence of using Draw Label Caption toward students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari.

H_a : There is significant influence of using Draw label caption towards students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The quasi experimental method used by Researcher in this research. According to Setiyadi, experimental method is kind of the research has two criterions such as has an experimental group and control group, the participant can be chosen by random.¹

Based on the theory above, quasi experimental design is that we have not the chance to disorder task of students to particular clusters within dissimilar situation. The ordinary term for this category of group contributors are finished. Therefore, the researcher was used control group pre-test and post-test intend was a quasi experimental design in which the sample was randomly assign. The design showed as followed:

G1 (Random)= T1 X T2

G2 (Random)= T1 O T2

Note:

G1 = Experimental Class

G2 = Control Class

T1 = Pre-Test

T2 = Post-Test

X = Treatment by using Draw Label Caption Strategy

O = Treatment by using another Strategy (Lecturing Strategy)²

¹Bambang Setiyadi, *Metode penelitian untuk pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006). p. 92

²*Ibid*,p. 142

B. Variable of the Research

The variable in this research were:

1. Draw-Label-Caption (DLC) Strategy as the independent variable (X)
2. The Students' writing ability on Narrative paragraph as the dependent variable (Y)

C. Operational Definition of Variable

In this research the Operational definitions of variables were:

1. Draw label caption (DLC) caption strategy is the strategy that students may draw a picture, label it, and then give a caption or summary about what is happening in the picture. Furthermore the students can write descriptions of the whole thing they contain labeled and draw.
2. The student's narrative paragraph writing ability is their students' ability to arrange a group sentence including the topic sentence and the supporting details to tell the story in written form by showing good used of such aspects as contents, organizations, vocabulary, language use and mechanics.

D. Population and Sample and Sampling Technique

1. Population

Population is all subjects of the research. Arikunto defines population as the whole subjects who are complete and clear and was the object in the research.³ Furthermore, the researcher was taken the students at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari in 2018/2019.

³Suharsimi Arikunto. *Procedure penelitian suatu pendekatan praktek*. (Jakarta: PT. Rineka Cipta, 2013.p. 173

The total in this research was 95 students which are divisible to three classes, one class for experimental class and other class for control class.

Table II
The Population of the Eight Grade of MTs Nurul Islam Gunung Sari in the Academic Year of 2018/2019

Class	Genders		Total
	Male	Female	
VIII A	11	19	30
VIII B	14	16	30
VIII C	17	18	35
Total	42	53	95

Source: The Data of Total Students at MTs Nurul Islam Gunung Sari Ulubelu Tanggamus

2. Sample

Sample is a small part in research, that it shows the quality, style, or nature of the whole. According to Arikunto, sample is some or representation of population from the research.⁴ It means that, sample is group of personality a section from the population which selected representative data from the whole of population. So, the researcher got VIII B as the experimental class that consist 30 students and VIII A as the control class that consist of 30 students. So that, the total numbers of the samples are 60 students.

3. Sampling Technique

In conducting research, cluster random sampling used by researcher for this research. Meanwhile, it is more effectual in big numeral of cluster. Cluster random sampling is comparable to simple random sampling wait for

⁴*Ibid.*p. 174

that groups quite individuals are randomly selected.⁵ Step in formative the sample of experimental class and control class chase:

- a. First, the researcher made two small pieces of rolled paper which each piece would be the name of each class, there were VIII A ad VIII B
- b. Second, the researcher shaken all small pieces in a glass and took one small pieces of rolled paper. It would be the experimental class.
- c. Next, the writer would shake the bottle again and it would be a control class. As the result. The first paper was VIII B as the experimental class and the second VIII A as the control class.

E. Data Collecting Technique

The researcher used tests to collect data for this research, to get the students narrative paragraph writing ability achievement. The pre-test and post-test was tested. Before the treatment, the student's was given pretest to both classes to know the students early achievement in writing ability on narrative paragraph. Meanwhile, after the treatment the students' was given the post-test to know their narrative paragraph writing ability, for the experimental class using by draw label caption strategy, and then the control class was taught of lecturing strategy.

F. Research Instrument

Instrument is toll or facility which is used by researcher in collecting data. In this research the researcher used a test as instruments. The test is in the form of written test. This test was aimed to measure the students'

⁵Jack R Fraenkel and Wallen. 1990. *How to Design and Evaluation Research in Education* (6th ed). San Francisco: State University, 2006,p. 92

narrative paragraph writing ability, where the students were asked to the students write narrative paragraph based on the provide picture. The test was divided in two kinds they are pre-test and post-test. A pre-test provides a measure on some attribute to characteristic that you asses for participants in an experiment before they receive a treatment.⁶ The pre-test was conducted to know the students' writing ability on narrative paragraph achievement before the treatment. The titles provide for pre-test are:

1. The Frog prince
2. Thumbelina

The second test is Post-test. A post-test is a measure on some attribute or characteristic that is asses for participants in an experiment after treatment.⁷ It means that post-test was conducted to know the students' writing ability on narrative paragraph after they were taught by using DLC Strategy. The researcher had decided titles that could be chosen by the students to write in their test, they are:

1. Cinderella
2. Snow White

The system and degree of difficulties of post-test was the same of pre-test, because both of them were used to measure the students' writing ability on narrative paragraph, and the tittles is general for the students.

⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (4th ed). Boston: Pearson Education, 2010, p.295.

⁷ *Ibid.* p. 295

G. Scoring Procedure

Ahead of obtain the score, the researcher determine the procedure that was used to score students assignments. The best higher score is 100. The score of pre-test and post-test was calculated by using scoring system for essay writing test proposed by Tribbel.⁸ It can be seen in table 3.

Table III
The System of Narrative Paragraph Writing

Areas	Scores	Descriptions
Content	30 – 27	Excellent to very good Knowledge, substantives, etc.
	26 – 22	Good Average Some knowledge of subject, adequate range, etc
	21s–s17	Fair to poor Limited knowledge of subject, little substances, etc
	16 – 13	Very poor Does not show knowledge of subject
Organization	20 – 18	Excellent to very good Fluent expression, ideas clearly stated, etc
	17 – 14	Good to average Somewhat choppy, loosely organized but main ideas stand out, etc
	13 – 10	Fair to poor Non fluent, ideas confused or disconnected, etc
	9 – 7	Very poor Does to communicate, no organization, etc
Vocabulary	20 - 18	Excellent to very good Sophisticated range, effective word/idiom form, choice, usage but meaning not obscured
	17 – 14	Good to average Adequate range, occasional errors of

⁸Cristopher Tribble, *language Teaching Writing*, (London: Oxford University Press, 1996), p. 30

		word/idiom form, choice, usage, etc
	13 – 10	Fair to poor Limited range, frequent errors of word/idiom form, choice, usage, etc
	9 - 7	Very poor Essentially translation, little knowledge of English vocabulary
Language	25 – 22	Excellent to very good Effective complex, construction, etc
	21 – 19	Good to average Effective but simple construction, etc
	17 – 11	Fair to poor Major problems in simple/complex construction, etc
	10 – 5	Very poor Virtually no master of sentence construction rules, etc.
Mechanic	5	Excellent to very good Demonstrates mastery of convention, etc
	4 s	Good to average Occasional errors of spelling, punctuation, etc
	3s	Fair to poor Frequent errors of spelling punctuation, capitalization, etc
	2	Very poor No mastery to conventions, dominate by errors of spelling, punctuation, capitalization

Adapted from Tribble

To more clearly, in this study used the criteria for scoring writing.

- a. Contents : the agreement with the title chosen
- b. Organization : paragraph unity, coherence, and cohesion
- c. Vocabulary : the precision of using vocabulary
- d. Languages : use a grammar, tenses, and pattern
- e. Mechanics : spelling and punctuation

The final score = Content + Organization + Vocabulary + Language +

Mechanic. Example:

Contents	: 30
Organization	: 20
Vocabulary	: 20
Languages	: 25
<u>Mechanics</u>	<u>: 5</u>
Final score	: 100

H. Research Procedure

The procedures of research are as follows:

1. Planning

The researcher made various preparations to work the good application before related the research procedure. The procedure plan of this research was followed:

a. Make certain about the subject

The researcher determined the subject, in this phase the researcher chosen the first semester of eight graded of MTs Nurul Islam as the subject of the research, one class as experimental class, and one class as the control class.

b. Preparing pre test

The researcher prepared pre-test that was given students to know the students' narrative paragraph writing ability.

c. Determining the material

Narrative paragraph writing was determined the material that was taught to the student's by researcher.

d. Preparing the post test

To know whether the students' writing ability on narrative paragraph improved or no, the researcher prepared a post-test that was given to the students' writing ability on narrative paragraph.

2. Application

After making plan, the researcher applied the research procedure that was already planned. There are some steps in doing this research, they are:

- a. The researcher was given the pre-test in the first meeting to know writing ability on narrative paragraph.
- b. After that, the students gave the treatment, in the experimental class the researcher was given draw label caption strategy (DLC) and in control class was conducted the treatment by lecturing strategy in the second meeting.
- c. In the last meeting, the researcher gave the post-test appropriate with the applied before.

3. Reporting

Reporting is the last step in the research procedure. There are two steps in reporting. The steps are as follows:

- a. Analyzing the received data from pre-test and post-test.
- b. Making a report of the findings.

I. The Analyze of the Instruments Research

1. Validity the test

Validity is substance of significance. Herein, the test gauged what is claimed become measured.⁹ A test was valid if the test can rally test what needs to be test correctly. To measure that has good validity or not, the researcher analysis the test from content validity. It means that the test instruments of the English teacher who was master it before going to be apply the sample of the research.

Therefore, the content validity and construct validity used by researcher to measure if the test has good or not. To find the content validity, we can relate the material of the test with curriculum of SMP/MTs. Herein, based on the curriculum in the school, the researcher given the test to the sample. Construct validity is with whether the test is actually in line with theory. Construct validity focus on the kind of the test that issues to measure the ability. Herein, the item supposed to certainly test the students whether they have master the narrative paragraph writing. Fine aspect of writing including, content, organization, vocabulary, language use and mechanics cover the scoring norm. The researcher considered valid because was fulfill the criteria of validity that used in this research.

a. Content validity

Content validity is a test measures with a representative sample of the subject matter, the focus of content validity is adequacy of the

⁹Suharsimi Arikunto, *op.cit.*,p.102

sample and simply on appearance of the test. To get the content validity, the test adapted with the students' book and based on the standard of content school-based curriculum, narrative paragraph is taught in first grade junior high school.

b. Construct validity

Construct validity submit to supposition, showing the measurement used contains correct operational definite, which is based on the theoretical concept, in other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure of scores vocabulary in a writing, the researcher was made sure whether it is what really need to be measure.

Construct validity focused on the kind of the test that is used to measure the ability. In other the word, the test can measure what needed to measure. In this research, the researcher administrate as writing test, the scoring covers five aspect of writing that are adapted from Heaton, and they are, content, organization, language use, vocabulary and mechanics.¹⁰

To make sure, the researcher consult the instrument to the English teacher. By allowing for these five parts that was score, the English teacher at MTs Nurul Islam Gunung Sari Mr. Taufiq decided that the test is suitable.

2. Reliability of the Test

A reliability test is a test is consistent and dependable. Arikunto said that reliability shows that an instrument can be believed to be used as a tool of

¹⁰Christopher Tribble, *Op.Cit*,p. 130

data collecting technique when the instrument is good enough.¹¹ If the data was true based on the facts, how many data that are taken, the result always best the same.

To get the reliability of the test researcher used inter-rater reliability. In this research, the researcher used reliability analysis by using SPSS calculated the reliability of the test. Furthermore, to know the degree or the level of the reliability of writing test the researcher consulted to the reliability table as the Table IV¹².

Table IV
Criteria of Reliability

0.800 – 1.000	Very high reliability
0.600 – 0.800	High reliability
0.400 – 0.600	Fair reliability
0.200 – 0.400	Low reliability
0.00 – 0.200	Very low reliability

Adapted from: Anas Sudijono

The calculation by using reliability analysis, the reliability of the instrument for the pre test in control class was 0,862 and for post test 0,737 and the reliability of the instrument for the pre-test in experimental class was 0,921 and post test 0,829. It can be concluded that the instrument for the pre-test and post-test had a very high reliability.

3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid

¹¹ *Ibid*,p.142

¹² Anas Sudijono, *Pengantar Statistika pendidikan*, Jakarta: Rajawali Pers, 2010,p.232.

predictors of the language difficulty level particular documents. The essential information in an evaluation document should be understandable.¹³

To know readability of the essay test instrument, the researcher follows Kouamé's research. Participants were asked to evaluate instructions and the understandability of each item on a range of 1 until 10, where 1 describes an item that is easy to read and 10 describe an item that is difficult and read.¹⁴

The participant may not have difficulty understanding because they taken the context of the writing into consideration. After that, the researcher measures mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁵

4. Data Analysis

1. Fulfillment of the assumption

Parametric statistical significant tests, such as analysis of variance and least square regression, are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researchers were done some test such as normality test and homogeneity test.

¹³Julien B. Kouamé, *Using Readability Test to Improve the Accuracy of evaluation Documents Intended For Low Literature Participant*, *Journal Of Disciplinary Evaluation*, (Michigan: Western Michigan University, 2010),p 133

¹⁴Julian B. Kouamé's, *ibid.*, p. 133

¹⁵Julian B. Kouamé's, *ibid.*, p. 133

2. Normality Test

To analyze the data, the researcher needs to test the data distribution whether it is normally or not. The researcher need to know whether the data is normally distributed or not, so that the researcher can be certain what type of test that was used to test the hypothesis of the research later. Herein, the data which collected should be is indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test is appropriate Kolmogorov-Sminov test and Shapiro-Wilk¹⁶.

The hypoteshis for normality test were:

H_0 : The samplesis originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

3. Homogeneity Test

An additional requirements test of choosing the kinds of research hypothesis test is homogeneity test. Homogeneity used to determine whether the data is homogeneous or not. The data was taken from a homogeneous population, so the result of the test was indicated that the data was also homogeneous. Herein, the data has regard as homogenous after we have

¹⁶ *Ibid*, p. 74

checked normality test by using SPSS. The test of homogeneity used Levene statistic test. The hypothesis for the homogeneity test are:

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

4. Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejections of hypothesis test were:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses were:

H_a : There is significant influence of draw label caption towards students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari.

H_0 : There is no significant influence of using Draw Label Caption toward students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the research

1. Result of the pre test in control class

The pre test of control class was implemented on August 15th, 2018 in class VIII A. for the first meeting, the researcher conducted pre-test in arrange to discover the previous students' writing ability on narrative paragraph. The researcher used SPSS Statistic 22.00. The scores of the students' narrative paragraph writing abilities there was trialed in pre-test can be experienced in pictures below.

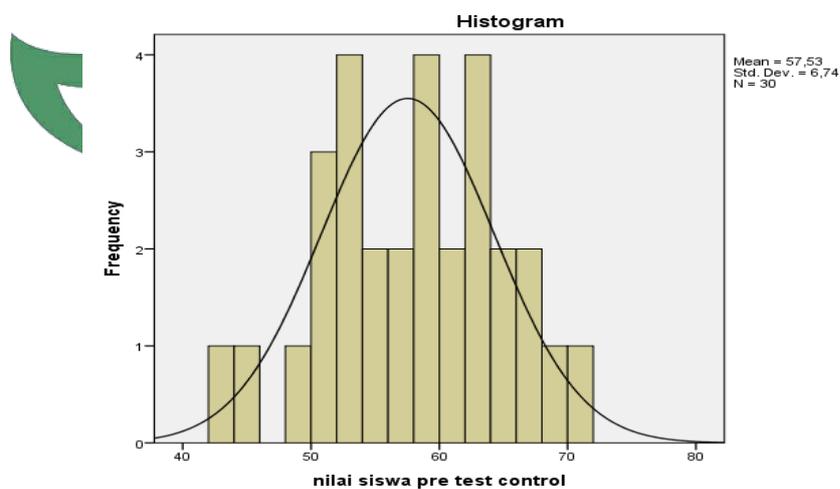


Figure 3

In figure above, it can be seen that present were, the researcher has been implemented pre-test before treatment. After did treatment, the researcher establish the mean of pre-test from 30 students is in control class is 57.5 produced by all students failed the test appropriate the KKM (<72), and

standard deviation was 6,74 while median was 58,20, variance was 45,43 and minimum was 43.00, and maximum was 71.00.

2. Result of pre test in experimental class

The pre-test of experimental class was administered on August 14th, 2018 in class VIII B. The score of the students' writing ability on narrative paragraph that be weathered in pre-test can refer to in capture below.

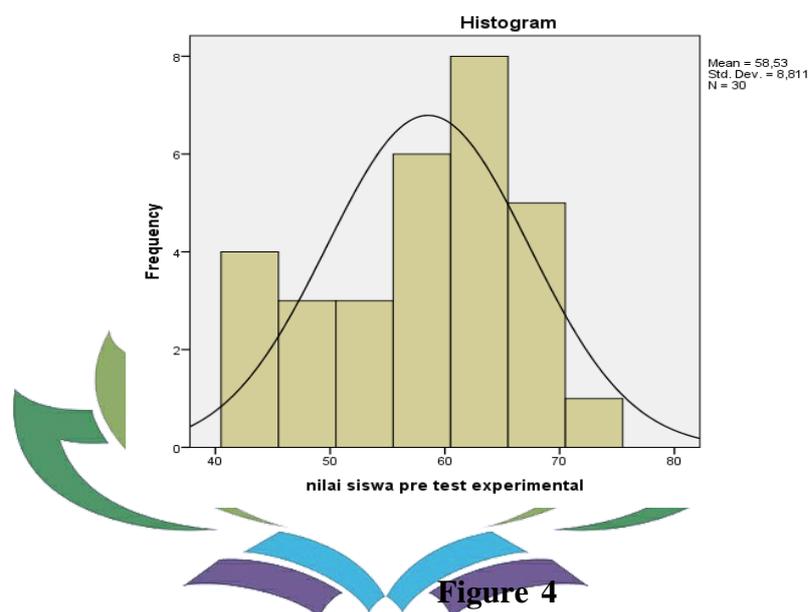


Figure 4

From the base of a figure 4 it could be seen that, the researcher implemented pre-test before treatment. After did treatment, the researcher set up the mean of pre-test was 58,53 produced by 29 students who failed based on KKM (≤ 72) and 1 student who obtain above on KKM (> 72), while standard deviation 8.81 and median was 60.00, variance was 77,63 and minimum score was 43.00 while maximum score was 75.

3. Result of post test control class

The researcher administered the post-test in order to identify students' writing ability on narrative paragraph later than using lecturing strategy. That

was administered on September 5th, 2018 in class VIII A. the scores of the students' writing ability on narrative paragraph may to see in capture below.

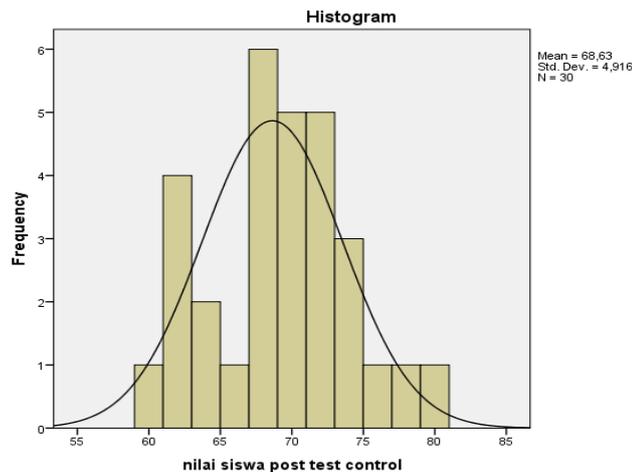


Figure 5

In figure 5, The mean of post test in control class was 68,63 produced from 7 students who obtained based on KKM (>72) and 23 students failed based on KKM (≤ 72), standard deviation was 4.916, median 69.00, mode 67, variance 24,171, score of minimum was 60 and score of maximum was 79.

4. Result of post test experimental class

On September 4th, 2018 in class VIII B, the researcher was implemented post-test later than the students obtain the treatment using draw label caption strategy. See the scores of students' writing ability on narrative paragraph in capture below.

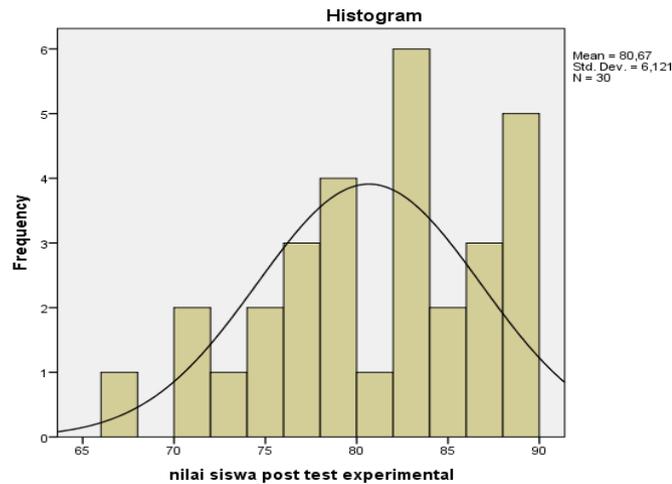


Figure 6

In figure 6, the mean of post-test in experimental class was 80,67 produced from 27 students obtained based on KKM (>72) and 3 students failed based on KKM (≤ 72), standard deviation was 6,121, median is 81,20, mode is 82, variance is 37.471, minimum is 67 and maximum is 89.

5. Result of Normality Test

In the experimental class and control classes, the normality test was used to calculate the data are normally distributed or not.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if sig (pvalue) > $\alpha = 0.05$

H_a is accepted if sig (pvalue) < $\alpha = 0.05$

Table 5
Test of Normality Experimental Class and Control Class

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Score	Control	,172	30	,025	,922	30	,030
	Experimental	,147	30	,095	,962	30	,347

a. Lilliefors Significance Correction

In table 5, it can be seen that P_{value} (Sig) for control class was 0.025 for Kolmogorov-Smirnov^a and 0.030 for Shapiro-wilk, and for Experimental class that P_{value} (Sig) for control class was 0.95 for Kolmogorov-Smirnov and 0.347 for Shapiro-wilk. Because Sig (P_{value}) of experimental class is $> \alpha$ 0.05, it means that H_0 is accepted. On the other side Sig (P_{value}) for the control class $< \alpha$ 0.05 so H_0 rejected. In other words, the data in the experimental class has been normal distribution and did not normal distribution for the control class.

6. Result of Homogeneity Test

To get whether the variance of data in experimental class and control class is different or not, the test was projected in this research, the researcher used statistical computation by using SPSS (statistical program for social science). The test of homogeneity employing Levene's Test.

Table 7
Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
3,244	1	58	,077

Sig (P_{value}) was 0.077, and $> \alpha = 0.05$ was obtained. So, Sig (P_{value}) $> \alpha$ and H_0 was accepted. The conclusion was that the variance of the data was homogenous.

7. Result of Hypothetical Test

To know the treatment effect, the researcher analyzed by using independent sample t-test before knew that the data were normal and homogenous.

The hypotheses as followed:

H_a : There is significant influence of draw label caption towards students' writing ability on narrative paragraph at the first semester of the eighth grade of MTs Nurul Islam Gunung Sari.

H_0 : There is no significant influence of using Draw Label Caption toward students' writing ability on narrative paragraph at the first semester of the Eighth grade of MTs Nurul Islam Gunung Sari.

While the criteria of acceptance and rejections of the hypothesis were:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} > \alpha = 0.05$

Table 8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3,244	,077	-7,978	58	,000	-11,033	1,383	-13,802	-8,265
	Equal variances not assumed			-7,978	55,108	,000	-11,033	1,383	-13,805	-8,262

The H_a was accepted because the value of significant generated Sigs (P_{value}) or sigs (2-tailed) of the equal variance was $=0.000$, and $\alpha = 0.05$. Herein, the calculation can be conclude that there was influence of using draw label caption towards students' writing ability on narrative paragraph at the eighth grade at MTs Nurul Islam Gunung Sari in the academic year of 2018/2019.

B. Discussion

The findings of this research, some discussions were drawn. The findings demonstrated that there was a significant dissimilarity in writing ability on narrative paragraph of experimental group before and after they are taught by using Draw Label Caption (DLC) Strategy, and there was a significant difference in students' narrative writing among experimental and control group.

Before the researcher provided the treatment, the students' carry out the pre-test to know writing ability on narrative paragraph. After that, DLC strategy was taught in the experimental class and in the control class was taught lecturing strategy, three topics about narrative paragraph was given to students in the treatments. Before applied the DLC strategy, definition of DLC and the procedure of DLC strategy was explained by researcher. On the other hand, post-test was conducted to evaluate the influence of DLC strategy in writing ability on narrative paragraph in all classes after the treatment completed.

As a result, the first finding showed there was significant difference in narrative paragraph writing ability of experimental class before and after they were given the treatment. It can be seen from the mean difference of student's narrative paragraph writing test pre-test and post-test. The significant difference of the mean score also increased 22.14 from 58.53 to 80.67 at the significance of $P_{\text{value}} (<0.05)$, based on the KKM (72), pre-test in experimental class 29 students failed and 1 students who obtained based on KKM, the minimum score was 43 and the maximum score was 75, and in the post-test in experimental class 3 students failed and 27 students who obtained based on KKM, the minimum score was 67 and the maximum score was 89. It could happen because during the treatment the students were very interested with the strategy that the researcher used. Meanwhile, there was also improvement in control class although it was not really significant. The mean of the post test 68.63 was also higher than the mean of the pre-test

57,53 with the mean difference 11.1. Pre-test in control class all the students failed the test based on KKM, and in post-test 7 students was obtained in the test based on KKM, and 23 students failed based on KKM. Therefore, it could be stated that the control group also got a significant improvement, but it was not as high as the improvement obtained by the experimental class. It could happen because at the same time the English teacher taught the control class while the researcher taught the experimental class. However, the experimental class showed much better enhancement than the control class. Thus, it can be stated that the used of DLC Strategy in the experimental class given significant contribution improving students' writing ability on narrative paragraph.

The result of normality, the H_0 was accepted because P_{value} (sig) in control class was 0.025, and for experimental class was P_{value} (sig) was 0.95. Sig P_{value} of experimental class is α 0.05 and the result of homogenous it can be seen that sig P_{value} was 0.077, and $> \alpha = 0.05$. So, sig $P_{value} > \alpha$ and H_0 was accepted.

The data of analysis, it can be concluded that using Draw Label Caption strategy in teaching writing narrative paragraph could influence the students' writing ability. Most of the students in the experimental class showed improvement in writing well. The result of the study showed that there was significant difference among the students in experimental class which was taught by using draw label caption and in the control class who were not. The result also showed that there was significant improvement in paragraph

writing ability of the students in the experimental class after they were taught by using draw label caption strategy. The analysis in paired sample t-test showed that there was significant difference in mean score between students' pretest and posttest in the experimental and control classes. However, the experimental class proved much better improvement than the control class. It was verified by the independent sample t-test that there was significant difference between posttest experimental and control classes. The mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group. It means that the influence draw label caption strategy was helpful students' writing ability on narrative paragraph. So, Peha Theory that say "Draw Label Caption can make the students may fast writes a listing of inspiration that appear to their mind quick probable in their essay".¹

It is supported by Adenita about Writing Ability between Using Draw Label Caption (DLC) Strategy and Presentation Practice Production (PPP) Technique at the Senior High School. The result of her research was DLC strategy was more effective than presentation practice production technique toward students' writing ability². Furthermore, the researchers are interested in using DLC strategy to teach writing narrative paragraph. DLC strategy can help student more concentration and interest in learning narrative paragraph.

¹Steve Peha, *The Writing Teacher's Strategy Guide*. (New York. Inc.2003). p. 47

² Adenita Sipayung, *Writing Ability Between using Draw Label Caption (DLC) Technique and Presentation Practice Production (PPP) Technique at the senior high school 1 Kota Gajah Academic year 2013/2014*.

When the students enjoy the writing class, they can be easy to understand and to master narrative paragraph writing ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on statistically analysis, there is an influence of Draw Label Caption (DLC) strategy towards students' writing ability on narrative paragraph. It is proved as the result of t-test where the Sig. (2-tailed) of the variance implicit in the independent sample test table where the sig. (2-tailed) is 0.000. It was inferior than $\alpha = 0.05$ and herein, H_0 was rejected and H_a was accepted. The result of the students' writing test influenced from the pre-test to the post-test. The mean of the students' writing test were: pre-test (58.53), it means that from score of pre-test is still low, and after the researcher gave treatment using Draw Label Caption, the score of post-test is (80.67). Teaching learning process using draw label caption makes students interested and help them for getting out ideas. Besides that, there are picture and full color. This makes students more creative and enjoyable in learning process. It is supported by the students' score. They received higher scores after the researcher gave the treatment by using Draw Label Caption as a strategy in learning writing ability. In other words: using Draw Label Caption Strategy towards students' writing ability on narrative paragraph at the first semester of the eighth grade MTs Nurul Islam Gunung Sari in 2018/2019 academic year.

B. Suggestion

The result of this research, the researcher anticipated suggestion pursues:

1. Intended for the teacher
 - a. Draw Label Caption (DLC) strategy is a fine strategy that be able to assist the students become master the students' writing ability, where the students can be enthused to generate idea. So, DLC strategy is a strategy to used in teaching progression particularly used for writing.
 - b. In teaching writing especially narrative paragraph, English teacher should more focus on the structure and convention because the students were still confused about how to develop a good structure and make a consistent point of view and verb tense.
2. For the students

The students should study hard and more practice in writing English to influence their writing ability. They also should be active and creative in learning activity.
3. For the added research

In this study, the researchers alert on the influence of Draw Label Caption (DLC) strategy towards students' writing ability on narrative paragraph. For that reason, that is recommended to subsequently researcher to inspect the influence of more strategy towards the others skills of English such as listening, readings and speaking.

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