USING DRAW LABEL CAPTION (DLC) STRATEGY TO IMPROVE NARRATIVE WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN SAKATIGA INDRALAYA

A Thesis

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SRIWIJAYA UNIVERSITY

INDRALAYA

2016

Using Draw Label Caption (DLC) Strategy to Improve Narrative Writing
Achievement of the Eleventh Grade Students of MAN Sakatiga Indralaya
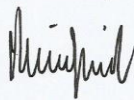
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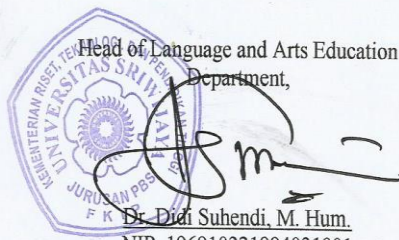Advisor 1,

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Certify that thesis entitled "Using Draw Label Caption (DLC) Strategy to Improve Narrative Writing Achievement of the Eleventh Grade Students of MAN Sakatiga Indralaya" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to...

- *My beloved parents, Drs. H. A. Gani Subit, MM and Dra. Hj. Sulasiyah, who set me on my path, thanks for your love, pray, help, time, great support, and encouragement.*

- *My best advisors, Dr. Rita Inderawati, M.Pd. and Hariswan Putera Jaya S.P.d., M.Pd., thank you very much for your valuable knowledge and your professional guidance.*

- *My dearest sisters, hafsah, vina, qisty, dila, bella, pipit, monde, febby, thank you so much for this awesome 4 years. You are all blessings. I will miss you all wherever I am.*

- *For the most special one, someone who always got my back, special dedication is addressed to you. Thank you for your unstoppable support to me.*

- *Big family of SEESPA 2012. Thank you so much for these blissful years. So grateful to be part of this family. See you on the next level of life, I mean on top.*

Motto:

"Do it with passion or not at all"

ACKNOWLEDGEMENT

Alhamdulillah, all praise is to Allah for His grace and mercy, finally the writer could finish this thesis. This thesis was written to fulfill one of the requirements for the undergraduate degree at the Teacher Training and Education Faculty, Sriwijaya University. This thesis was written on the basis of the study conducted at MAN Sakatiga Indralaya.

The writer would like to express her gratitude to her two advisors, Dr. Rita Inderawati, M.Pd. and Hariswan Putera Jaya S.P.d., M.Pd. who had generously shared their knowledge, valuable advice, suggestions, guidance and encouragement to the writer in writing thesis. The writer is also very grateful to the lecturers in English Education Study Program, Head of English Education Study Program, Head of Language and Art Education and Department, and The Dean of Teacher Training and Education Faculty for their assistance in administrative matters. In addition, the writer would like to thank to the members of examination committee for their correction and suggestion in revising this thesis.

Furthermore, the writer would like to express her deepest appreciation to the Headmaster of MAN Sakatiga Indralaya, Muslim Arif, S.Pd., M.Si., the English teacher of MAN Sakatiga Indralaya, Tri Astuti Wulandari, S.Pd., the teachers and staffs of MAN Sakatiga Indralaya, and the eleventh grade students of MAN Sakatiga Indralaya for the cooperation.

Finally, the writer conveys her deepest gratitude to her parents, sisters, best friends, and classmates for their prayer and support.

Indralaya,   June 2016
The Writer

Intifadhah

TABLE OF CONTENTS

V. CONCLUSION AND SUGGESTIONS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

USING DRAW LABEL CAPTION (DLC) STRATEGY TO IMPROVE NARRATIVE WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN SAKATIGA INDRALAYA

ABSTRACT

The objectives of this study were (1) to find out whether or not there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy and (2) to find out whether or not there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not. This study was experimental research design and used quasi experimental research method that applied pre-test and post-test control group design. The population was taken from the eleventh grade students of MAN Sakatiga Indralaya in academic year 2015-2016 and the number of sample was 80 students. In taking the sample, purposive sampling technique was used. The experimental group was taught by using Draw Label Caption (DLC) strategy while the control group did not receive any treatment. The data of this research were obtained by means of writing test. The writing tests in this study consisted of the pre-test and the post-test. The results of test were analyzed by using t-test: paired sample t-test and independent sample t-test. By using SPSS v.22 for Windows program, the result showed that (1) there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy (mean diff=16.88, and ρ.value=.000) and (2) there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not (mean diff=8.19, and ρ .value=.000). Therefore, it can be concluded that Draw Label Caption (DLC) strategy was effective to improve students' writing achievement.

Keywords: Draw Label Caption (DLC), Writing Achievement

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CHAPTER I

INTRODUCTION

This chapter discusses briefly about (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

Indonesia is one of the countries that have low English proficiency level. According to EF English Proficiency Index (EF EPI) in 2014, Indonesia with 52,74 proficiency index was in the 28th rank among the 63 countries. The range of low proficiency level in this case was from 26th rank to 38th rank, so Indonesia was categorized as country with low English proficiency level.

One of the problems faced by the Indonesian students in learning English was concerning with writing. Writing played the important roles in learning English. Brown (2007, p. 396) states that in many academic contexts, writing is essential for the display of a student's knowledge. Therefore, in schools, writing is one of the ways to express the idea or comprehension. Nowadays, writing was also the key to success in academic life. In the same way, Alexander (2008) also states that strong writing skills may enhance students' chances for success. This statement is also strengthened by Onchera (2013, p.842) who says "Ability to write well is essential and influences our chances of success, personal development and our relations with other people". In addition, writing also brings a lot of benefits for students. Huy (2015, p.53), in her study on Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School says, "Good at writing will bring many benefits for students." Firstly, writing is a good way to help developed their ability of using vocabulary and grammar and increasing the ability of language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they could speak and read the text more effectively. Thirdly, writing is a way to approached modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it could help people to have a good preparation when finding

a job or attend English courses. With those benefits, writing is very important to every student.

Although writing is an essential skill, many students at high school were not interested in it. According to Caroll (1990), many students are never required to learn proper spelling or grammar. Besides, Huy (2015, p.54) in her study says, "These poor students come to think that "English" and "writing" are nothing but spelling and grammar". This condition made some students' give up easily on writing. Idrus (2011, p.1) agreed that writing was the most difficult skill to acquire among other skills. Meanwhile, in line with Idrus, Richards (1990, p. 100) states, "Learning to write, in either a first or second language, is one of the most difficult tasks a learner encounters and one that few people can be said to fully master." Those facts happen to most students in the world. When the students started their writing, sometimes they face some difficulties in doing it. They wanted to write something, but in the middle of their writing, they faced some problems and perhaps they got stuck for a while. So, when teacher asked them to write in English, they got confused because it was hard for them to created the theme and put down their idea in a blank paper.

Some kinds of text can be used in teaching English writing in Senior High School level; such as recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Permendiknas, 2006, No.23). Among those kinds of texts, the writer focused on narrative text. Narrative text is chosen as the topic of this study because it was stated in *School Based Curriculum (KTSP)* 2006 as the text that has to be taught in eleventh grade of senior high school, one of the standard competencies at senior high schools in writing is expressing the meaning in short functional text and simple essay in the form of *narrative, descriptive, and news item* in daily life context. It means that after learning English writing, students are expected to be able to write short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context. Besides that, the narrative text is very interesting because it creates student's imagination and makes them more creative in developing their stories of narrative. Dealing with

this, Feez and Joyce (1998, p. 24) argue that narrative may also seek to teach or inform, to embody the writer's reflections on experience, to nourish and extend the reader's imagination.

However, to meet the objectives of teaching writing that are required by the curriculum was not easy to achieve. The previous study done by English Education Study Program Student of Sriwijaya University, Arsita (2015) showed that the student's writing achievement was not very great. In her study, none of the students was in excellent category, one student (3.84%) who got scores between 71-85 were in "good" category, fifteen students (57.69%) who got scores between 56-70 were in "average" category, seven students (26.92%) who got scores 41-55 were in "low" category, three students (11.53%) who got scores 0-40 were in "poor" category. Another previous related study done by Aryani (2013), showed that, in the pretest, there was no one in both excellent and good category level, 12.5% were in average category level, 45% were in low category level, and 42.5% were in poor category level.

In the syllabus of MAN Sakatiga Indralaya (Islamic Senior High School Sakatiga Indralaya) narrative was taught to the eleventh grade. The indicator mentioned in the syllabus is that the students are expected to use grammar, vocabulary, punctuation, and structure accurately. Also in the learning process students are expected to be able to write narrative text with a good structure and coherent. However, writing English was not as easy as the expectation. In reality, based on the interview with the English teacher at MAN Sakatiga Indralaya on December 1st 2015, it was found that most of students of the eleventh year have the difficulty in writing English text. An English teacher of MAN Sakatiga Indralaya said that her students rarely used their dictionary to find out the new words and various words to develop their stories and ideas. They feel bored with the materials of the writing text that provides the same directions to write and then do the exercise. Students were just copying sentences when they did writing in the class. In addition, before doing the research, the writer came to the class while the English teacher taught narrative writing by using lecture technique in order to observe the student's activity in learning writing. Based on observation, the writer

found that the teacher was explained the narrative text and asked the students to write and did some exercises. When the teacher asked them to write, they did not use their own words to write sentences, they could not develop their ideas and they had limited vocabulary. Furthermore, the teacher said that the students' average scores for writing are still around 65 whereas the expected score based on Minimal Completeness Criteria (Kriteria Ketuntasan Minimal or KKM) MAN Sakatiga Indralaya is 75.

Some problems on writing mentioned above need a problem solving. In order to solve the students' difficulties in writing narrative text above, the writer used Draw-Label-Caption (DLC) as the teaching strategy. Draw label caption strategy is a strategy that can be applied in teaching writing whereas this strategy can develop student's ability in writing their narrative text. Moreover, this strategy will lead the students to convey their ideas easily because this strategy has some steps to help the students create a good essay. Peha (2003, p. 47) states that draw label caption strategy uses three-steps namely: draw, label and caption. It means that in this strategy, the students are asked to draw something to get their ideas. Then, the students are asked to give the names of their drawing. They are allowed to label everything that is considered as important object for them. The last, based on their label, they can make the sentence under their picture to tell about their writing which is called as caption. Bumgardner (2003) also defines that draw label caption strategy is simple strategy that consist of draw, label and caption. It can be seen that after picking a topic, the students are asked to make a sketch, give the name or label everything in the picture, and give caption for their sketch, one sentence that tells what is happening. In addition, William (2011, p. 1) states that DLC is a process that helps the writer figure out what his/her ideas are. It means that draw label caption strategy will help the students in learning writing and the students will learn another way to take a prewriting idea and begin to develop it into a text.

Furthermore, besides using Draw Label Caption (DLC) as a teaching strategy, Home-Made Book was used as the teaching media to improve students' narrative writing ability. This media was related to the teaching strategy that the

writer used. Home-Made Books are divided into two types, teacher-made materials, and students made books. In this case, the writer used both of them in teaching writing. Scott and Ytreberg (2010, p. 69) state, "Writing activities help to consolidate learning in the other skill areas". Moreover writing activity by using pictures and made books was done by the students in the class. This activity will make them more creative. In this case, the students write the Home-Made Books of narrative stories. Home-Made Books has a similarity with picture dictionary. Both of them use pictures to describe and tell an object. The students could make their own homemade books using their own themes and ideas. They will give simple pictures and try to write a sentences and stories. They could make it with their friends, so when they faced problems in making homemade books they could help each other. It was a fun and easy activity for the students.

Home-Made Books could give the students as many words and ideas as possible. Based on a research conducted by Dhesi (2011) entitled "The use of Home-Made Book in Improving Students' Vocabulary in MI Roudhotul Huda Semarang", Home-Made Books can also increased student's ability in memorizing vocabulary since they draw and see the object directly. When the writer applied Home-Made Book as media to teach vocabulary, it showed a significant improvement towards student's vocabulary. The writer mentioned that using Home-Made Book was effective and useful because students get more creative.

Based on the explanation above, the writer intended to conduct a research entitled "Using Draw Label Caption (DLC) Strategy to Improve Narrative Writing Achievement of the Eleventh Grade Students of MAN Sakatiga Indralaya". By using this teaching media and strategy, hopefully the students could improve their writing narrative ability.

1.2 The Problems of the Study

The research problems of this study are formulated as follow:

1. Was there any significant difference in narrative writing achievement before and after they were taught by using Draw-Label-Caption (DLC) strategy?

2. Was there any significant difference in narrative writing achievement between the students who were taught by using Draw-Label-Caption (DLC) strategy and those who were not?

1.3 The Objectives of the Study

Based on the problem of the study above, the objectives of this study are:

1. To find out whether or not there was any significant difference in narrative writing achievement before and after they were taught by using Draw-Label-Caption (DLC) strategy.
2. To find out whether there was a significant difference in narrative writing achievement between the students who were taught by using Draw-Label-Caption (DLC) strategy and those who were not.

1.4 The Significance of the Study

By conducting this research, the writer expected that this research would give a contribution to the improvement of student's narrative writing achievement. Hopefully, teaching narrative writing by using DLC strategy could produced student's effective writing in narrative text and make the students more focus and interest in improving themselves in learning writing. Moreover, this research would be useful for the teachers to learn and use this media and strategy to modify the teaching method. At last, the writer expected that the result of this research can be reference for further related study.

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