USING DLC STRATEGY TO IMPROVE THE EIGHTH GRADERS' WRITING SKILL ON DESCRIPTIVE TEXT AT SMPN 1 SEMBAWA

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ABSTRACT : The objective of this study is to find out: a) whether or not there was any significant improvement in writing descriptive text between the students who were taught by using DLC strategy and those who were not at the Eight Grade Students of SMPN 1 Sembawa. b) whether or not there was any significant difference in writing achievement between the students who were taught by using DLC strategy and those who were not at the Eight Grade Students of SMPN 1 Sembawa. In this study used a quasi experimental design, there were experimental group and control group. Both of them were given a pre-test and post test (before and after treatment). The population of the study was the entire eighth graders of SMPN 1 Sembawa in Academic Year 2017/2018. In this study, the writer used purposive sampling that consists of 35 students for experimental group and 35 students for control group. To analyze the hypotheses, the data from pre-test and post-test from the experimental and control group were analyzed by using paired sample t-test and independent sample-test. Based on the result of paired t-test with t-obtained < t-table and with the mean of pre-test was 40,32 to 69,85 in post-test, it meant that the students' writing skill on descriptive text was significantly improved. Based on the result of independent sample t-test of post-test results of both experimental and control group, the output sig. level 0,05 in two tailed testing with df = 68 and the critical value of t-table = 1,995 since the value of t-obtained 6,999 was higher than the critical value of t-table. It meant that the students' writing skill on descriptive text was significantly differenced.

Key words: *DLC strategy, descriptive text, writing skill.*

PENGGUNAAN STRATEGI DLC UNTUK MEMPERBAIKI KEMAMPUAN MENULIS DESKRIPTIF TEKS KELAS XIII DI SMPN 1 SEMBAWA

ABSTRAK : Tujuan dari penelitian ini adalah untuk mengetahui: a) apakah ada atau tidak kemajuan yang significant dalam menulis text deskriftif antara siswa yang diajarkan stategy DLC dengan siswa menulis teks diskriftif yang menggunakan yang tidak menggunakan strategy DLC bagi siswa kelas delapan di SMPN 1 Sembawa. Penelitian ini menggunakan design eksperimen quasi, dalam hal ini sampel dbagi menjadi 2 kelompok yaitu : Kelompok eksperimen dan Kelompok kontrol. Kedua kelompok diberikan pretest dan post-test (sebelum dan sesudah treatment). Populasi dari penelitian z ini meliputi seluruh siswa kelas delapan di SMPN 1 Sembawa pada tahun ajaran 2017/2018. Dalam penelitian ini peneliti menggunakan sample purposive yang terdiri dari 35 siswa kelompok eksperimen dan 35 siswa kelompok kontrol. Data yang didapat dari kelompok ekperimen dan kelompok kontrol dianalisa dengan menggunakan paired sample t-test dan independent sample test. Berda dengan t-obtainedsarkan hasil temuan dari paired t-test dengan t-obtained< t-table dan dengan mean dari pre-test adalah 40,32 sampai 69,85 pada post-test, ini menunjukkan bahwa keterampilan menulis teks deskriftif mengalami kemajuan yang significan. Selanjutnya berdasarkan hasil independent sample t- test dari hasil post-test kedua kelompok eksperimen dan kelompok kontrol, luaransig.level 0,05 pada test two tailed dari df = 68 dan critical value dari t-table = 1,995 karena nilai t-obtain lebih tinggi dari critical value dari t-obtained 6,999. Ini membuktikan bahwa kemampuan menulis teks deskriptif bagi siswa kelas delapan yang menggunakan mendapat kemajuan yang signifikan dibandingkan dengan siswa kelas delapan yang tidak menggunakan strategy DLC.

Kata kunci: *Strategy DLC, teks dekstriptif, keterampilan menulis.*

INTRODUCTION

In this modern era, every school has facilitated students with the ability of a foreign language especially English. As we know that English is an important tool for communication with other people from other countries or it can say that English was a lingua franca to facilitate all people from any countries to communicate. According to Rini (2014, p. 20), the underlying reason why English is an important language to master, it is because English can support people to get their career, and a better job.

English has four macro skills, they are: listening, speaking, reading, and writing. Writing is one of the most important skills that students should learn. According to Huy (2015, p. 53), writing is one of the most important skills in studying English because not only writing is an academic skill, but it is also an important skill that translates into any career fields. From writing, a person can express what was on their mind or feelings as mentioned by Chin (1990, p. 10) in his book he mentions that writing like talking, writing is a way of communication information, ideas, and feelings to other people. It is not an instant activity, they must produce the text or the language by them self or it

can say that writing is productive skill. When someone wants to make their writing, they need to do some activities, which are: prewriting, drafting, revising, editing and post writing.

In Indonesia, students who learn English frequently found some difficulties in writing. Their writing was very poor in terms of grammar, diction, and ideas. In this study, the writer wanted to apply Draw Label Caption (DLC). DLC is one of strategies that can be used by teachers to teach writing in any level. As states by Bumgardner (2003, p. 11), DLC strategy is an easy strategy for teaching writing in any levels. In DLC strategy, students were asked to draw sketch about something and then they were asked to label after that they write some caption based on the picture and label that they had created. After draw, label, and caption activities, the students made their own text. The writer can call in a simple way that DLC asked students write from drawing.

Based on the explanation above, the writer is interested in doing an experimental research entitled "Using Draw-Label-Caption (DLC) Strategy to Improve the Eighth Graders' Writing Skill on Descriptive Text at SMPN 1 Sembawa".

Concept of Writing Skill

Writing skill is one of the important skills needed by someone. From writing a person can express what is on their mind or feelings as mentioned by Chin (1990, p. 11) in his book, he mentions that writing like talking, writing is a way of communication information, ideas, and feelings to other people.

Concept of Descriptive Text

According to (Schacter, 2007), descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it. From the statement above, descriptive texts is a text which tells, tastes, express about people, place, or thing in the detail or specific form. In this text, the writer try to tell about something that makes the reader can imagine and taste the subject what and how.

Concept of Draw-Lable-Caption (DLC) Strategy

According to Peha (2003, p. 47) Draw is drawing activities. To save time students only asked to starting with a rough pencil sketch and not too detailed. Label is an interesting stage when students asked to draw lines (Left, Right,

Up, Down) on sketches that has created. The student can write one or two word to make a label when they're done, they have a focused idea and caption is the activity that asks student to makes sentences underneath the picture, where this sentence will tell what is happening in the picture.

Draw-Label-Caption (DLC) Strategy in Teaching Writing

Every teacher needs a strategy or technique to teach. According Bumgardner (cited in Peha : 2003, p. 11), Draw-Label-Caption strategy is a simple writing strategy that everyone can feel successful with. There are some steps in conducting Draw-Label-Caption strategy in the classroom, especially in teaching and learning writing. The steps are:

1. The teacher asks the students some questions related to the descriptive text.

2. The teacher gives some explanations and example about descriptive text.

3. The teacher and the students discuss how to use Draw-Label-Caption (DLC) Strategy.

4. The teacher gives the topic about something.

5. The students do a sketch by using pencil. In the sketch they draw about the topic.

6. After the students do sketch, the next step is labeling. The students create one or more words for each item in their drawing. They use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.

7. The students make caption from each label. It can be made underneath the picture.

8. For the last step is to turn sentences into a text.

METHODOLOGY

In this study, the writer used a quasi-experimental design that was non-equivalent control group design. The design from quasi-experimental there were experimental group and control group. Both of them will be given a pre-test and post test. The objective was to measure the academic achievement of students who do not participate in the program (control group) with those who participated in the program (experimental group).

Population

In this study, the population was all the eighth grade students of SMPN 1 Sembawa in the academic year 2017/2018. There are 9 classes for the eighth grade. The total population in this study were 321 students which consisted of 191 female students and 130 male students. Table 2 showed the distribution population of the study.

Sample

In this study, used Purposive Sampling to choose the sampling. In Purposive Sampling the writer took two classes with non random sampling, which had almost similar characteristic & background. They were class VIII. 8 and VIII. 9. The similar characteristics of both classes were they had the same teacher who taught the classes. The amounts of students in these classes were the same which have 35 students.

Technique for Collecting the Data
Test

Test was a tool or procedure used to know or measure something, the way and the rules that have been specified. The test will be administered twice for groups, pretest and posttest.

1. Pretest : was a form of test given to two different groups before there is a treatment. Posttest

2. Posttest : was a form of test given to two different groups after there is a treatment. This test was to know the results of a study conducted.

Validity of the Test

In this study, the writer used the content of validity. Here, the writer did the research on writing. Therefore, tests given to students must represent elements such as content, vocabulary, punctuation, capitalization, and organization. In the validity of the content, the items in the test that will be given to the students must be translated material already taught.

Reliability of the Test

According to Wallen & Fraenkel (1991) define reliability is the consistency of scores answer, how consistent they are for each individual from administrator of instrument to another, and from one set of time to items to another. In scoring test, the writer needs two raters. There were two criterias to get the raters: (1) having experience in teaching more than five years (2) having toefl score at least 500 or more. After that, to know consistency between scoring result of two raters, the writer used Pearson Product Moment Correlation.

FINDINGS AND DISCUSSION

The result of pre-test and post test for experimental and control group, based on experimental group pre-test the highest score was 66 and the lowest score was 25, the mean score was 39,91, with standard deviation was 9,602. Then, in post-test of experimental group, the highest score was 96 and the lowest score was 38, the mean score was 69,34 and standard deviation 10,114. Then, in pre-test of control group, the highest score was 65 and the lowest score was 25, the mean score was 36,69, with standard deviation was 11,005. In post-test of control group, it was found that the highest score was 80 and the lowest score was 34, the mean score was 51,26 with standard deviation was 11,464.

Normality Test

In this section, the writer used the normality of pre-test and post-test reselt for each group (experimental and control group) by using Kolmogorov-Smirnov.

TABLE 1. The Result Of Normality Of Pre-Test (Using Kolmogorov-Smirnov Test)

	Pre-exp	Pre-cont
Kolmogorov-Smirnov	0,452	0,914
Asymp. Sig. (2 tailed)	**0,98**	**0,37**

TABLE 2. The Result Of Normality Of Post-Test (Using Kolmogorov-Smirnov Test)

	Post-exp	Post-cont
Kolmogorov-Smirnov	.771	1.253
Asymp. Sig. (2 tailed)	**0.59**	**0.08**

From the analysis, both the significant coefficient were higher than 0,05, it could be concluded that the data from pre-test (experimental and control group) and post-test (experimental and control group) were normally distributed.

Homogeneity Both Experimental and Control Group

Homegeneity test was a test to know whether the data homogent or not. Here, the homogeneity test gained from pre-test scores from experimental and control group. Then from post-test scores of experimental and control group. The summary of the homogeneity test of pre-test and post-test were presented in the following table and explanation.

TABLE 3. Test Of Homogeneity Of Variances Pre-Test (Experimental And Control Group)

Levene Statistic	df1	df2	Sig.
.752	1	68	**.389**

TABLE 4. Test Of Homogeneity Of Variances Post-Test (Experimental And Control Group)

Levene Statistic	df1	df2	Sig.
1.663	1	68	**.202**

From the analysis, both the significant coefficient were higher than 0,05, it could be concluded that the data from pre-test and post-test of experimental and control group were homogeneous.

Paired Sample T-test

A. Experimental Group

After the analysis of paired sample t-test from the pre-test and post-test result for experimental group, the summary of the Paired sample t- test for experimental group is presented in the following table and explanation.

TABLE 5. Paired Sample T-Test For Experimental Group

Group	T	Df	Sig. (2tailed)
Pre-test and Post-test	-17.80	34	.000

From the table above, it was found that the significance (2 tailed) was 0,00 < 0,05 with degree of freedom 34 and $t_{obtained}$ -17,80 < t_{table} -2,0322, and with the mean of pre-test was 39,91 to 69,34 in post-test. It meant that the students' writing skill on descriptive text was significantly improved.

B. Control Group

After the analysis of paired sample t-test from the pre-test and post-test

result for control group. The summary of the Paired sample t- test for control group is presented in the following table and explantion.

TABLE 6. PAIRED SAMPLE T-TEST FOR CONTROL GROUP

Group	T	Df	Sig. (2 tailed)
Pre-test and Post-test	-10.97	34	.000

From the table above, it was found that the significance (2 tailed) was 0.00 < 0.05 with degree of freedom 34 and t-obtained -10,97 < t-table -2,0322, and with the mean of pre-test was 36,69 to 51,26 in post-test. Even though there was a difference betweeen the students' writing skill on descriptive text in the pre-test and post-test for control group, it was not more significant from experimental group.

Independent Sample T-test

In this part, the writer collected the data from both experimental and control group. Here, the writer used independent sample t-test to compare the results of post-test of experimental and control group by using SPSS of Version 16.

TABLE 7. INDEPENDENT SAMPLE T-TEST

Post-test of exp and control	Levene's test for Equality of all variances				
	F	Sig	T	Df	Sig. (2 tailed)
Equal variances assumed	1.663	.202	6.999	68	.000
Equat variances no assumed			6.999	66.959	.000

Based on the independent sample t-test of post-test result for both groups, it was found that the significance (2-tailed) was 0,00, this coefficient was lower than 0,05 with the degree of freedom 68 and t-obtained 6,999 > t-table 1,995. It meant that there was a significant difference between post-test of experimental and control group.

Interpretations

Based on the findings above, the writer summarizes some interpretations about the study. For the first, DLC strategy has contributed in students' writing skill on descriptive text because from this strategy, it concluded that the students in the experimental group have significant improvement than students from control group. Second, from DLC strategy the level of students' in writing descriptive text increased, it could be

seen from table of the score distribution for experimental group. For the last, from the independent sample t-test the output sig. level 0,05 in two tailed testing with df = 68 and the critical value of t-table = 1,995 since the value of t-obtained 6,999 was higher than the critical value of t-table from the result of the study, it could be interpreted that there was any significant difference in writing skill between the students who were taught by using DLC strategy and those who were not at SMPN 1 Sembawa.

CONCLUSION

From the results of the study , the writer concludes that from the result of paired sample t-test and independent sample t-test. From paired sample t-test, it was found that the significance (2 tailed) was 0,00 < 0,05 with degree of freedom 35 and t-obtained -17,80 < t-table – 2,0322, and with the mean of pre-test was 39,91 to 69,34 in post-test. It could be interpreted that there was any significant improvement in writing skill between the students who were taught by using DLC strategy and those who were not at SMPN 1 Sembawa. Then from independent sample t-test, the output sig. level 0,05 in two tailed testing with df = 68 and the critical value of t-table =

1,995 since the value of t-obtained 6,999 was higher than the critical value of t-table. It could be interpreted that there was any significant difference in writing skill between the students who are taught by using DLC strategy and those who are not at SMPN 1 Sembawa. It claims that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

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