The Students' Writing Ability and Their Learning Attitude Taught by Draw Label and Caption Technique in Indonesia

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Abstract: The student's writing ability and their learning attitude taught by draw label and caption technique in Indonesia. This research investigated about the implementation of Draw Label and Caption (DLC) to improve the students' ability in writing descriptive text. The researcher used the following data analysis technique; coding the students, rating their works with two raters, and t-test, descriptive statistics of learning attitude and calibration. The result showed that the students' average score in pre-liminary was 58.21, in cycle-1 was 63.38, and in cycle-2 was 74.68. The students' attitude was improved marked with the increasing number of students who liked the DLC model of teaching.Upon this research it can be concluded that the students' ability in writing descriptive text is improved and reached the target of score.

Keywords: DLC, descriptive text, CAR

Abstrak: ***Kemampuan menulis dan sikap belajar siswa menggunakan teknik Draw, Label, and Caption (DLC).*** *Penelitian ini membahas tentang penerapan tehnik belajar Draw Label Caption yang bertujuan untuk meningkatkan kemampuan menulis siswa dalam teks deskriptif. Peneliti melakukan beberapa tehnik analisis data; menandai siswa, menilai hasil siswa oleh dua penilai, t-test, deskripsi statistik tentang sikap belajar siswa dan kalibrasi. Hasil penelitian menunjukkan bahwa rata-rata nilai siswa di pra siklus adalah 58.21, pada siklus 1 adalah 63.38, dan pada siklus 2 adalah 74.68. Sikap belajar siswa juga menunjukkan kemajuan ditandai dengan bertambahnya minat belajar siswa menggunakan model belajar DLC. Berdasarkan penelitian tersebut, dapat disimpulkan bahwa kemampuan menulis siswa dalam teks deskriptif meningkat dan mencapai target nilai yang diharapkan.*

Kata Kunci *: DLC, teks deskriptif, PTK*

INTRODUCTION

English language at High School is a required subject for everyone and is part of the school curriculum. It is a compulsory taught four hours long in week with 45 minutes per hour. This time has to cover teaching the four skills; listening, speaking, reading and writing. It implies that each skill is taught within 45 minuets per week. In fact, they have to learn many genres endorsed by the curriculum. Consequently, the teacher has to think hard how to deliver material in short time but with a good result.

Descriptive genre is one of many genres to master. Other genres such as narrative, recount, anecdote, comparison and contrast, cause and effect, and report are also parts of the curriculum. However; this genre has different generic structure from other ones and in particular descriptive genre has different generic structure with report in that it has aspatial-order whereas report genre does not. The only contrast difference makes descriptive text embodies the real thing through the order of the words in the sentences.

Reflecting on her teaching experiences, she found out some different conditions. Grade XI, she taught 3 different classes with different characteristic of the students. Class XI A with28 students has low abilities in writing and listening, class XI B with 28 students has low abilities in speaking and writing, then class XI C with 30 students has low abilities in speaking, writing, and listening.On another hand, after a long process of identifying the students difficulties in learning through process of teaching, the researcher found the following situations. First, the students had problem with their writing ability taught by any technique. As a result their learning achievement was poor. The common technique turned to be in-effective to encourage the students' attitude. Consequently, the learners generalized that learning English did not make them attract to more studying English. These facts were the result of gathering information in the reflection phase in pre-liminary research (Stringer, Christensen and Baldwin, 2010).

The addressed problems cover their problems in writing descriptive text. Thus, the findings drive the researcher to take action on order to improve the students' achievement integratedly. Upon the fact findings above in the pre-liminary research , the researcher targetted the comprehensive advancement in teaching by intergrating teaching, learning and action research (Stringer, Christensen and Baldwin, 2010). Action research in teaching is badly important as a shortterm solution before doing experimental ones. This short period might give any solutions of classroom English teacher for their facing problems.

Research Questions

After selecting and focusing the features of the problems that the students faced, the researcher set the following research questions :

1. Can DLC improve the students' ability in descriptive text?
2. What is the students' attitude toward the English learning process?

This study also implemented the technique of draw label caption which was different from previous studies above in terms of the setting, the subject of the study, and the students' attitude towards the technique. The teacher used the same technique because it was suitable with the problem encountered by the students in writing class. Due to the reason, the teacher was interested in conducting classroom action research using draw label caption to improve the students' writing ability in descriptive text and their learning attitude.

METHOD

The research design of this inquiry is Classroom Action Research (CAR) because the teacher who is researcher also involves to do a process of planning, implementing, observing and

reflecting. (Kemmis and Kagart, 1998). Further, the researcher prefers to use subject, object and focus instead of participants because this research is Classroom Action Research (CAR) as proposed by Kemmis and Kagart (1998).The subject of the research was the Students of Grade XI of MA Maarif 6 Pasir Sakti East Lampung. They are 28 students; 9 male and 19 female students. The object of this research was the students'achievement in descriptive writing, and their learning attitude toward the exposed technique. The focus; however, was K-11 of Ibnu Sina since this class had problem with writing ability.

Instrument and Validity of the Instrument

The instruments of this research were a test and a questionnaire. Both of them were created all together by the researcher. The validity of the test was measured by content validity based on the curriculum of English for High School called KTSP. Further it was judged with the construct validity and thus by expert judgement. The questionnaire of learning attitude was validated with content of curriculum and expert judgement. In this case, the judge was from councelling lecturer; Mr. Eko Santoso, S.Pd., M.Kons.

Criteria of Succes for Learning Achievement and Learning Attitude

The researcher set the criteria of success as follow.The criteria of success was that the average score of the students was equal to 65 of 100 scales and 80 % of the students passed the minimum score. Whereas the criteria of learning attitude was categorized into four different qualitative as described in the table 1.

Data Collecting Procedure

The process of planning, implementing, observing and reflecting were set. All of them have different activities based on the theories. In the planning phase the researcher designed some preparations. First, she composed or created lesson plan in which the teaching process for 45

Table 1. The Criteria of Students' Learning Attitude

Score interval	Meaning
30 – 53	Poor
54 – 77	Enough
78 – 101	Good
102 – 120	Excellent

minutes was set. Second, she reviewed the design of teaching to make visible and reach the goal.Thirdly, she designed both instruements; test and questionnaire before getting validated.

In the implementing phase she did the following steps. First, she came to the targetted class. The teacher taught students by modelling or giving example of how DLC works in the process of writing. Besides, the teacher also did things related with the teaching scenario such taking pictures and assisting the students' works.

In the observing session the researcher did some different tasks. The teacher kept on watching and assisting the students who did the task while taking notes for a while. On the other hand, she observed the class with free observation sheet on what was happening in the class.

In the reflecting stage the teacher set and thought about the given treatment.She revisited the process of teaching in the class based on the reflection prompts such look, think, and act (Stringer at all (2010).However; the core questions were directed to the following questions;What did she do?, How did she do that?, How did she feel?,What was the strong point?, What was the weak point?, How would she do in the future to make it better?. Finally, she wrote down the results of reflection.

Scoring Rubric and Inter-rating

This instrument was created on the basis on how DLC works. It was created to measure the performance test of writing. On the other hand interrating was also conducted. It was aimed at the compromising the result of the students score

in writing from both different raters. The score from both raters were combined and the result of both was the final score of the students.Another rater was an English teacher at the same school in which the researcher is teaching.
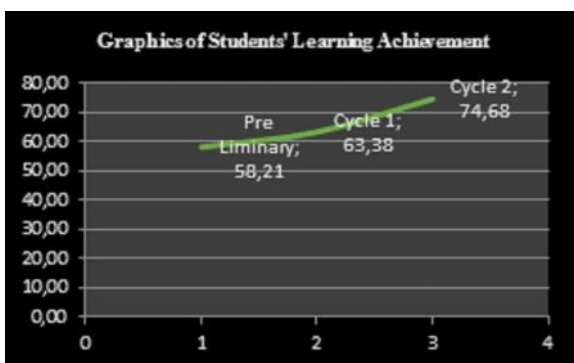
Figure 1. Graphic of The Students' Learning Achievement

Data Analysis Procedure

The researchers used the following data analysis technique; coding the students, rating their works with two raters, and t-test, descriptive statistics of learning attitude and calibration.

As the data gained, the researcher sorted them and categorized accordingly. The list of students' names were shortened with initial name as a code. Then, the teacher graded the same students' test result with the designed rating system. After this they combined both scores to get the average of the score. Further all average score was put in the table of score in Microsoft Excel. Then the teacher did statistics calculation using Microsoft Excel data analysis for the result of learningachievement. Further, calculated the learning attitude questionnaire andput the recap in graphics.

RESULT AND DISCUSSION

Based on the comparative data on figure 1 and 2,the ability of students' writing ability in descriptive text showed the significant improvement from pre-liminary study, cycle 1, and cycle 2.

In pre-liminary study, the majority of students could not write the descriptive text well. It was showed from the results of their writing test that the lowest score was 10.Although a student reached the highest score of 90, it implied the imbalance of students' average scores. It described the average of students' writing test was 58. Accordingly, it was too far from criteria of success that must reach 65.

Cycle 1 had more increasing of score than previous stage. The improvement could be identified from the writing results of students. It pointed 47 in minimum score, while the maximum score got lower than previous stage, it was 73. Whereas, the average score of students in cycle 1 increased from the preliminary study. Nevertheless, the average of 63 in cycle 1 did not pass the criteria of success yet. So that, the teacher revised the teaching to get more improvement in cycle 2.

Cycle 2 shown that the students reached the significant improvement from two stages before. The minimum score passed the criteria of success, it was 68. It was supported with the maximum score that also increased from previous stage, it was 82. The average score of 75 was decided to be successful than before. Due to the total success, the research was stopped.
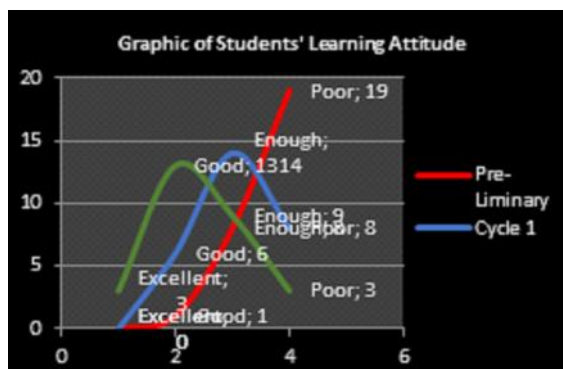
Figure 2. Graphic of The Students' Learning Attitude

Beside observing the students' writing test, the teacher wanted to know the students' learning attitude by giving questionnaire. On that observation, she took some aspects of activity in the class, such as ; curiosity, interest, joy, enthusiasm, and seriousness. The figure 3 showed that the quality of students' learning was took with their attitudes during the classroom activity. It was found that from 28 students ; there was no students in excellent credit, a student was in good credit, 8 students were in enough credit, and 19 students were in poor credit. That result indicated that the teacher had to improve the teaching activity.

After observing the students' learning attitudes in pre-liminary, the teacher analyzed to know how far their learning attitudes distribution after taught by DLC technique. With the same aspects of activity as the previous cycle, the teacher got the data that from 28 students ; there was no student in excellent credit, 16 students were in good credit, 12 students were in enough credit, and no student was in poor credit.Knowing that condition, the teacher revised her teaching activity in the following cycle.

In cycle 2, the teacher kept on observing the same aspects of students' activities in the class as in Cycle 1. The result in the graphics above shown that from 28 students ; no one of them who got excellent in learning attitude, there were 22 students who got good credit, there were 6 students who were in enough credit, and no one of them with poor credit. The increasing of students' attitude in cycle 2 implied the successfulness of research on students' learning attitude in English class. So that, the teacher finished the research.

Findings in Cycle 1

During the teaching activity in cycle 1, the teacher found and evaluated the students' writing results. These were the following results of observation in cycle 1, the pattern of topic sentence on most students' writing results were almost alike, for examples: "I want to describe...". The pattern of concluding sentences were also alike, e.g. "That's all about the description of any animal.

Several students made mistakes on ordering words "grass eat" in a sentence : "*Camel can grass eat",* and *"water drink"* in the sentence "*Camel can water drink*". Then, the words "remember strong" in the sentence "*Elephant has remember strong*".

All students used multi-object without describing the function, for example "Elephant has nail, stomach, legs, tail, bottom, back, ear, head, eye, muzzle, mouth". Instead of mentioning the function of each noun, e.g "The elephant has nail to scratch, stomach to store digested food." Besides, some students have poblems with plural and singular form. E.g. "Elephant has four leg, two eyes, two ears." All students tent to make report text rather than descriptive text with the absence of ***spatial order***, e.g. "Elephant has two horn, eyes, ears and horn", instead of "On elephant's head are two horns, two eyes, and two ears. They also misused of words "life in stead of live". E.g " Elephant life in the ground".

Table 2. List of Senses Used in The Students' Answers

Sight	Smell	Sound
Nice, lovely, beautiful, cute, big, white, funny, wild, wild, scary, sharp, wild,	Wet, strong, lazy, lazy, tame, smart, strong, smart, cute, very	-

Almost all students did not use the three categories of description; **sight, smell, and sound.**

Reflection of Cycle 1

After observing the findings in cycle 1, the teacher evaluated the teaching activity in the class. The teaching did not include the use of *spartial order* clearly so that the students produced few adjective of that. It implied that the teacher needed to explain more about this in the next cycle as an revised version of the cycle 2 lesson plan. The students produced less *spartial order* which implied that the teacher needed to explain more of this. The formed of topic sentence and concluding setences were also monotone.

Based on the weaknesses observed in cycle 1, the teacher tried to minimalize them into cycle 2 by revising the lesson plan or teaching activity and discussing to another English teacher. Then, it could be fixed to continue to the next cycle.

Findings in Cycle 2

During the observation of cycle 2, the teacher got some notes of students' writing ability. The pattern of topic sentence when the students wrote about **rooster** seemed to be alike. The following are the example of how they wrote it. *I want to describe my rooster. This is my beloved rooster. This is my beloved rooster.* This phenomena are applied for the concluding sentence. The following are example how they expressed their concluding sentence. *That is all about my rooster. That is all about my beloved rooster. My rooster is omnivore.* All of these indicate that they tend to copy the pattern rather than to produce the new one.

When they wrote the topic pattern as following. "*I want to describe my draw camel. I want to describe about my draw camel. I want to describe my draw about camel. I want to describe my draw about camel. I want to describe my camel. I want to describe my draw about camel. I want to describe strong camel.*"While, it was thepattern of concluding pattern. "*That's all about strong camel. That is all about my describe my draw about my*

camel i feel. That all describe about my draw is camel. That all is description about my camel. That all my describe about my cute camel i feel. That all my describe my draw about my cute camel i feel enough."

These examples were totally alike due to their weakness in varying the forms of language and thus showed that their understanding were shallow. The rest objects of the animals that the students drew have the similar pattern explain in the table 3.

Referring to the case in cycle 2 regarding the *spatial order*, it could be seen that the students' ability to compose this remain low marked with the following examples."*I want to describe a camel. On its head eyes, nose, mouth, and ears. I want to describe about my draw camel. On its head are mouth, eyess, ears, eyes, and nose. On its body are stomach, tail, back, fur, and legs.*"The pattern of concluding sentence was also alike e.g. "*That's all about the description of.....*"

Reflection of Cycle 2

Regarding the result of observation in findings of cycle 2, the students seemed do the same mistakes in pattern of sentence and spatial order. It implied that the teacher had to elaborate more about the pattern of sentence and the difference between report text and descriptive text. However, the final result of students' writing test in cycle 2 had represent the criteria of success. It could be seen from the minimum and maximum score of students' writing result compared with the passing score that must be 65 of 100 scale.

Then, the students' learning attitude also seemed the increasing significantly. The improvement of following stage was supposed to be the total success of previous stage. Accordingly, the research of improving students' writing in descriptive text and their learning attitude was stopped in cycle 2 with the satisfying result.

Table 3. Pattern of Sentence Used in The Students' Answers

Animals	Topic Sentence	Concluding Sentence
Elephant	*I have an elephant.*	*That all description about my elephant.*
	Elephant is big body animal.	*The famous animal in Lampung Indonesia.*
	Elephant is mammal animal.	*It famous animal in Lampung Indonesia.*
	Elephant is animal.	*That all my describe about my cute elephant.*
	I want to describe about my elephant.	*That all about my elephant.*
	Elephant to be rockoned animal.	*That all.*
Cow	*My description of my cow.*	*That all about my cow.*
	I want to describe my picture.	*That all about my lazy cow.*
	I want to describe my beautiful cow.	*That all about my beautiful cow.*
Crocodile	*I want to describe my picture.*	*This is about my picture.*
	I want to describe my crocodile.	*No concluding*
Hen	*I want to describe my hen.*	*That all about my hen.*
	I want to describe my hen.	*That all about my hen.*
	This is a picture about hen.	*No concluding*

In this section, the teacher elaborated the research findings of both cycle one and cycle two which were compared with the findings of previous researchers, they are Salam (2012) and Setiyawati (2012). The findings comprised of the result of the students' writing and the effectiveness of draw label caption technique.

In this study, the criteria of success were that the average score of the students was equal to 65 of 100 scales and 80 % of the students passed the minimum score. Accordingly, the result indicated that the average score of students' writing ability in pre-liminary research the students who got e" 65 was nine students (32%), in cycle-1 the students who got e" 65 was 10 students (39%), and the students who got e" 65 in cycle-2 increased to twenty eight students (100%). In another hand, the result of students' learning attitude met the increase too. In pre-liminary research, about 4 % students had good attitude in learning writing, in cycle 1 about 57% students had good attitude in learning writing, while in cycle 2 the students' learning attitude in writing improved to 79%.

The significant improvement in writing also happened in previous studies. In Salam's study (2012) found that there was significant effect of draw label caption strategy toward student's writing ability in narrative essay. The effectiveness of the strategy towards student's writing ability was proved by the result of this research which the value of t-calculated (2.20) was higher than t-table (2.00) at the degree of freedom was (62), and the level of significant (0.05). Furthermore, the researcher found the mean score of experimental class was (76.11) with standard deviation (6.462) and the mean score of control class was (71.97) with standard deviation (8.453).

While, in Setiawati's study (2012) proved the effectiveness of using draw label caption. It showed from the result of findings. The number of subjects in this research is 40 students with degree of freedom (df) 38. For five percent significance level and 38 degree of freedom, the critical value on the t-table is 2.024. The t-table is 2.024 and obtained t-value is 4.313.

Based on the comparison of the findings in current study and previous studies, it is found that draw label caption is very effective to improve the students' writing ability in descriptive text and increase the students' learning attitude in writing.

CONCLUSION

Since this research was to answer two research questions and hence both of them are clearly answered, the researcher has come to a conclusion that DLC (Peha, 2003) provenly improved the students' writing ability in different degree and thus this research is consistent with the previous researcher. The result of the students' learning attitude is also increased. Hence this result is inline with the previous research done by several researchers.

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