THE IMPACT OF DRAW LABEL CAPTION (DLC) STRATEGY ON STUDENTS' NARRATIVE WRITING ACHIEVEMENT
(Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)

THESIS
Submitted as A Partial Requirements for the degree of S.Pd (*Sarjana Pendidikan*)
In English Language Education

By:

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This is certify the *Sarjana* thesis entitled *" The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement (Quasi-Experimental Research at Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)"* by **Yosie Safitri** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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MOTTO

Life Is Like Riding A Bicycle. To Keep Your Balance You Must Keep Moving

"Hidup Itu Seperti mengendarai Sepeda. Untuk Tetap Seimbang, Kamu HArus Tetap Bergerak. "

DEDICATION

Alhamdulillahirabbil'alamin, Praise the presence of Allah SWT who has bestowed His blessings, and prayers accompanied by greetings are always poured out on our lord, Prophet Muhammad that may we be recognized as his people, and get his intercession at the end.

After going through a long stage in the recovery process at IAIN Bengkulu. Alhamdulillah, I can complete the final assignment in the form of this thesis by threatening the help of Allah SWT . This thesis I present to:

1. My beloved father (Samsudin) and my dear mother (Eli Kasim). What I got today, has not been able to pay for all the goodness, sweat and tears for me. Thank you for all your support, both material and moral. I convey this thesis to you, as a form of gratitude for your sacrifice and hard work so that I can achieve my goals. Later my dream will be the noblest offering to my father and mother, and hope you will be happy. only thousands of thanks and millions of affections that I can express to you now, I love you, father and mother.

2. My lovely brother and sister, Lysa Maizury, Raden Gunawan, Sevti Agustin, Jumatul Ramadan, Rizky Bariansyah, Qistina Az-zikra Zahida and Zaheed Alghifari, there is no most valuable time in life besides spending time with you. Although when we are close we often fight, but when we go we miss each other and care for each other. Thank you for your support, assistance, and enthusiasm, may this initial success boast you. You push every step

which is sometimes full of twists and turns. Be a blanket in times of fatigue and sadness that sometimes come unexpectedly. wait for the most valuable things you can always spend with you and hopefully we support each other in all things forever, without you, I will not be able to do anything because you are my greatest desire.

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ABSTRACT

Yosie Safitri. 2019. *The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement. (Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020).* Thesis. Program Study of English Education, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies Bengkulu.

Advisor 1: Risnawati M.Pd   Advisor 2: Fera Zasrianita, M.Pd

There was a fact that most of the tenth grade students of SMAN 2 Mukomuko have problems in writing. This research was conducted to find out whether or not there was a significant impact of using Draw Label Caption (DLC) strategy on students' narrative writing achievement. The study was a quasi-experrimental reasearch, particularly non-equivalent groups pre-test post-test design. The population was the tenth grade students of SMAN 2 Mukomuko in the academic year 2019/2020 with a total number of students 207 students. Out of this population, 56 students were taken as sample. Purposive sampling technique was used in taking the sample. The sample divided into two groups, each of which consisted of 28 students. The data were collected by using writing test. The data obtained were analyzed by using t-test formula. The result of analyzed the data by using SPSS version 22 Stepwise Regression Analysis showed that the contribution of using Draw Label Caption (DLC) strategy on students' narrative writing achievement was 81,5%. Therefore, it can be concluded that using Draw Label Caption (DLC) Strategy gave significant impact on students' narrative writing achievement.

Keywords: *Draw Label Caption (DLC) Strategy, Narrative Writing Achievement*

ABSTRAK

Yosie Safitri. 2019. *The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement. (Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020).* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing 1: Risnawati M.Pd   Pembimbing 2: Fera Zasrianita, M.Pd

Fakta menunjukkan bahwa sebagian besar siswa kelas sepuluh SMAN 2 Mukomuko memiliki masalah dalam menulis. Penelitian ini dilakukan untuk mengetahui apakah ada dampak dari penggunaan strategy Draw Label Caption (DLC) pada pencapaian menulis naratif siswa. Penelitian ini adalah penelitian quasi eksperimen, khususnya dengan menggunakan design non-ekuivalen pretest posttest. Populasinya adalah siswa kelas sepuluh SMAN 2 Mukomuko pada tahun akademik 2019/2020 dengan jumlah total siswa 207 siswa. Dari populasi ini, 56 siswa diambil sebagai sampel. Teknik purposive sampling digunakan untuk memilih sampel. Sampel terbagi menjadi dua kelompok masing-masing terdiri dari 28 siswa. Data dikumpulkan dengan menggunakan test menulis. Data yang diperoleh dianalisis dengan menggunakan rumus t-test. Hasil dari analisis data dengan menggunakan SPSS versi 22 Analisis Regresi Stepwise menunjukkan bahwa kontribusi dari penggunaan strategi Draw label Caption (DLC) terhadap pencapaian menulis naratif siswa adalah sebesar 81,5%. Jadi, dapat disimpulkan bahwa penggunaan strategi Draw Label Caption (DLC) memberikan dampak yang signifikan pada pencapaian menulis naratif siswa.

Kata kunci: *Strategi Draw Label Caption (DLC), pencapaian menulis naratif*

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Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled *"The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement (Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)"*. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tadris Department of English Education Program of IAIN Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.S.I, as the Head of Language Education Department.
4. Feny Martina, M.Pd, as the Head of English Education Study Program.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu,   February 2020

Yosie Safitri
The Researcher

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PRONOUNCEMENT

Name   : Yosie Safitri

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I hereby sincerely state that the thesis entitled "The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement (Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2020

Stated by ,

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CHAPTER 1

INTRODUCTION

A. Background of Study

In Indonesia, English as foreign language learn since elementary to university level. There are 4 main skills, namely listening, speaking, reading, and writing. In learning English, writing plays a very important role. Brown, states that in many academic/school contexts, writing is primary for the display of a student's knowledge.[1] Writing is one way students in schools express ideas or understanding. Writing as one of skills also provides many benefits for students. First, writing to improve students' language skills, by writing students able to develop their abilities using vocabulary and grammar properly. Second, writing plays an important role in supporting students' listening, reading and speaking skills. Third, writing is a way to approach modern information technology and human knowledge. Thus, writing has become part of the student world and important skills that must be learned and mastered by students.

Writing is visual communication to express ideas and provide information based on context related to the genre of the text itself and the grammatical patterns. Then, some kinds of text that are commonly used in teaching english writing in Senior High School level, such as recount, narrative, procedure, descriptive, spoof, news item, report, analytical

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[1] H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd).* (San Francisco, California: Pearson Longman, 2007). p.396.

exposition, hortatory exposition, explanation, discussion, and review. Among those kinds of texts, the writer focused on narrative text. Narrative text chose as a topic in this study because it is state in Indonesian Curriculum (K 2013) as a text that has taught in Tenth grade of senior high school. It states that various texts based on basic competencies in the 2013 curriculum for Tenth grade students, which include short functional texts; essays in the form of recount, narrative, and descriptive; and text in the form of conversations (interactional texts) that reflect various speech acts. It means after learning writing lesson, students expect to know and master in writing and be able to write short functional text; simple essay in the form of recount, narrative or descriptive; and interactional texts.

However, there are many students who still have difficulty in write short functional text; simple essay in the form of recount, narrative or descriptive; and interactional texts. Students' lack in writing, making mistake and error, get low score and no interest in writing lessons. Huy, states students think that English and writing nothing but spelling and grammar[2]. It means the students thought writing is a scary thing, they were afraid of writing because of their grammar and spelling wrong. This fact occurs in most students in the world. The students face some difficulties when they start to writing, they confuse to writing something, difficult to create theme and express the idea, and sometimes get stuck in middle of their writing. Thus, it hard to them and makes students give up easily on writing.

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[2] Huy. 2015. "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh School". *Asian Journal of Educational Research. 3*(2), p. 53-69.

Problems in English writing also find on students in SMAN 2 Mukomuko. Based on the pre-observation interview that done by writer to the English teacher of SMAN 2 Mukomuko. The teacher said that the students' ability and motivation in writing are low. The student lack of vocabulary, they lack of ideas and difficult to express and develop the idea in their writing, and students cannot make narrative writing with their own language. The way of teacher in teaching writing just about the teacher speech in front of class and let the students to discussion together. The teacher's knowledge about the strategies in teaching writing is limited.

Based on interview on students of SMAN 2 Mukomuko, the students said that just thinking about English especially writing it is a scary thing, the students think that writing skill is very difficult to learn, and they feel bored with the way the teacher teaches them that is monotonous and uninteresting. It make students difficult to learn writing and to increase their motivation in learn writing. According above, the writer can assume that the strategy used by teacher is not appropriate in teaching writing. The strategy in teaching writing should to change, one of the strategies that can use to teach narrative writing is DLC strategy.

In this study, the writer focused on using DLC strategy to improve the students' writing achievement. Bumgardner states that draw label caption strategy is strategy that consists of draw, label and caption.[3] It means in this strategy, firstly students are asked to choose a topic, then make a sketch, next

[3]Julie, Bumgardner. 2003. *Using the Draw Label Caption Strategy.* Retrieved from http://www.ttms.org/julie_bumgardner/julie_bumgardner.htm..

they are given a name or label in the picture, and the last is students give the caption in their sketch. In addition, William defines that DLC is a process that helps the writer figure out what his/her ideas are.[4] It means that draw label caption strategy helps students in learning writing from looking for ideas to developing them into a good text.

Draw Label Caption (DLC) strategy is a simple strategy that is interesting and easy to apply, also able to improve students' narrative writing achievement. Based on research that have be done by Dewi, the study with the tittle "Draw Label Caption (DLC) Technique: A Strategy to Boost Writing Ability of First Year Students of SMK N 1 Peusangan" in the journal of Majalah Ilmiah Universitas Almuslim, Volume 10, Nomor 4, September 2018, have conclusion that by implementing Draw Label Caption (DLC) technique, the students' ability in writing descriptive text improved.[5]

The problem that happen in students of SMAN 2 Mukomuko, indicates that the problem must be solve and the writer interested to do a research entitled "The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement (Quasi-Experimental Research at Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)".

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[4] B. William, V. 2012. *Language Art K-12.* Retrieved from http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf/4868E896EA1.

[5] Silvi, Listia Dewi. (2018). "Draw Label Caption (DLC) Technique: A Strategy to Boost Writing Ability of First Year Students of SMKN I Peusangan". *Variasi: Majalah Ilmiah Universitas Al-Muslim,* 10(4), 71-78.

B. Identification of the Problem

Based on the background above, there are still many students who have difficulty in write short functional text; simple essay in the form of recount, narrative or descriptive; and interactional texts. The students think writing is a scary thing, they were afraid of writing because of their grammar and spelling wrong. This fact occurs in most students in the world. The students face some difficulties when they start to writing, they confused to writing something, difficult to create theme and express the idea, and sometimes get stuck in middle of their writing. Thus, it hard and makes students give up easily on writing.

Some problems that cause students' low writing achievement, such as the motivation in writing are still low; student not confident in writing and thinking writing skill is very difficult to learn; students lack of vocabulary, ideas and difficult to express and develop the idea in their writing; students cannot make narrative writing with their own language; and students feel bored with the way the teacher teaches them that is monotonous and uninteresting.

C. Limitation of the Problem

Based on the identification of the problem above, this research limits into the using of Draw Label Caption (DLC) strategy in teaching writing on students' narrative writing achievement.

D. Formulation of the Problem

The problem in this study is formulated in this question: Is there a significant impact on students' narrative writing achievement between the students who are taught using Draw Label Caption (DLC) strategy and those who are not?

E. The Objective of the Study

Based on the formulation of the problem above, the objective of study is to find out whether or not there is a significant impact on students' narrative writing achievement between the students who are taught using Draw Label Caption (DLC) strategy and those who are not.

F. The Significant of the Study

The writer hopes that this study will be able to:

(1) To show the advantages of using draw Label Caption (DLC) strategy in improving students' narrative writing achievement.

(2) To give the information for English teachers to improve their knowledge about teaching narrative writing strategy effectively.

(3) As reference material for the next researchers who have the related topics. It is hope that this study will give benefit contribution and information for further related study especially on teaching narrative writing strategy.

G. Definition of the Key Term

The key terms of this study consist of:

(1) Narrative text is a kind of text that is appropriate to recount past events or incidents that highlight the problematic experience and a resolution for the purpose of entertaining (to amuse), and often intended to give moral lessons to the reader.

(2) Draw Label Caption (DLC) Strategy is a simple strategy that consists of draw, label, and caption. It can be seen that after picking a topic, the students are asked to do a sketch, and then give the name or label everything in the picture and the last, giving caption for their sketch, one sentence that tell what is happening.

(3) Writing Achievement means the result of writing test that was gained by the students after they after they received the treatment.

(4) Quasi Experimental Research is research design that often used in classroom when experimental and control groups are such naturally assemble group as intact classes, which may be similar.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. Definition of Writing

Writing plays the important roles in learning English. Writing is one of the skills that very important master by the teachers and learners in teaching learning process. According to Oshima and Hogue, writing as a process of creating ideas, organizing them, writing a rough draft, and finally polishing the rough draft through editing and revisions.[6] The students can express their feeling, ideas, and their wants in writing. Besides putting down the ideas to create coherence and continuity in the text, writing skill is also focus on the aspects of writing itself.

Harmer also notes that mechanic is an important component of writing that includes spelling, grammar, and punctuation.[7] When the students write sentences to express their feeling or want to be understands, they must write it in correct language structures. They must attend the aspects that influence sentences which can be understand such as content, grammatical function, vocabulary and lexical items, the mechanics like punctuation and capitalization, and organization.

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[6] Alice Oshima and Ann Hague. *Writing Academic English.* (New York: Pearson Longman, 2007). p.15.
[7] Jeremy, Harmer. *The Practice of English Language Teaching*. (Essex: Pearson Longman, 2003*).* P.12.

Based on the opinion above, it can be conclude that writing is one of the important skills that should master by all people in learning English, especially for students. In writing, students can express their feeling, ideas, and their wants in writing and putting down it with coherence and continuity in correct language structure.

2. The Components in Writing

There are five general components in writing:

a. Content   : It is the substance of the writing the ideas expresses.

b. Form   : it is the organization of content.

c. Grammar   : It is the employment of grammatical forms and syntactic patterns.

d. Style   : It is the choice of structures and lexical items to give particular tone or flavor to the writing.

e. Mechanics   : It is the use of graphic conventions of the language.[8]

3. The Process of Writing

There are four steps in writing:

a. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

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[8] Arthur Hughes. *Testing for Language Teachers (2nd edition).* (Edinburgh: Cambridge University Press, 2003). p.91.

b. Organizing

Organizing is organizing the ideas into a simple outline.

c. Writing

The next step is to write a rough draft, using writers' outline as a guide. The writers write rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation. Just get the ideas down on paper.

d. Polishing: Revising and Editing

In this step, the writers polish what they have written. This step is also called revising and editing. Polishing is most successful if the writers do it in two steps. First, attack the issues of content and organization (Revising). Then, work on the smaller issues grammar, punctuation, and mechanics (Editing).[9]

4. **The Kinds of Writing**

Paragraph or essay can write in different types or styles. A writer will choose the type depending on what he wants to achieve, what material will be discussed, and what effect he wants to give to the reader. In general, there are four types of writing:

a. Expository

Expository is a type of writing that has the purpose to inform and explain the subject to the reader. This kind of text, give the information

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[9] Alice Oshima and Hogue Ann. *Introduction to Academic Writing*. (Longman: Pearson Education, Inc, 2007). p.15.

about a person, place, thing, relationship, or idea. To make a good expository, paragraph or essay must be developed with clear reasons, statistical facts and information, causal relationships or examples. Because expository is a type of factual writing, usually written without emotion and in the perspective of a third person. However, you can also use the "I" point of view if you focus on external, neutral descriptions and explanations, and not personal feelings and no strings attached.

b. Persuasive

Persuasive is a type of writing that sates the opinion of the writer and attempts to influence the reader. To achieve this, the writer must develop a limited topic that is well defined and debatable, and has more than one side.

It is important that the writer understands the other side of the topic so that the strongest information against others can be presented. While persuasive writing tries to prove the writer's point of view, it is usually written in the perspective of an objective third person, that help to show the writer's objectivity. When argumentative writing is said by some to be more rational and empirical (i.e. based on facts), while "persuasive" writing will often use emotional appeal to manipulate the sympathy of the reader.

c. Narrative

Narrative is paragraph or essay that tells a story. The story could be fact or fiction. Narrative paragraph or essay usually written in the first

person perspective and it is use to tell the path of one's personal development which can be a lesson for reader. In a narrative must have conflict that is overcomes.

d. Descriptive

Descriptive is a type of writing that uses the five senses to paint a picture a reader. Descriptive writing incorporates imagery and specific detail. Descriptive paragraphs and essays are usually written in the perspective of the first person, and more emotional and personal than expository writing.

B. Narrative Text

According to Pardiyono, narrative text is a kind of text which has function to amuse, entertain and to deal with actual or vicarious experience in different ways.[10] Narrative is a kind of text that is appropriate to recount past events or incidents that highlight the problematic experience and a resolution for the purpose of entertaining (to amuse), and often intended to give moral lessons to the reader. Thus, narrative is text types that tell about a story whether true story (problematic personal experience) or fictional that has purpose to entertain or amuse the readers with the story. In this research, the writer chooses legend stories to teach narrative in writing skills because legend stories can be developed by students. They can imagine while they are in the process of writing, it will make them more creative. Besides, narrative text

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[10] Pardiyono. *Pasti Bisa!: Teaching Genre-Based Writing.* (Yogyakarta: Penerbit Andi, 2007). p.67.

gives the opportunity to the students to learn language more fun and imaginative.

The features of narrative text:

1. Purpose, the purpose of narrative text is to entertain or amuse the readers with the story.

2. Language Features

    (a) Use past tense

    (b) Adjective

    (c) Adverb

    (d) Time connection

    (e) Conjunction

3. Generic Structure or Text Organization

    a. Orientation, that refers to who is the characters, where and when the event takes place.

    b. Complication, that tells about the problems of the story or event.

    c. Resolution, explains how to solve the problems of the story or event.

    d. Coda/re-orientation (optional), moral lesson that can be learned from the events or story which is conveyed to the readers.

4. The kinds of narrative text

    There are four type of Narrative text in Senior High School are common studied, but in this research, the writer will focus on Legend of Narrative text. Common forms of narrative text which are studied in high school are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, the legend is a short, traditional and historicized narrative performed in a conventional made. Some define legend as folktale. The examples of legend in narrative text are: (1) The story of Toba Lake, (2) Malin Kundang, (3) The Legend of Tangkuban Perahu, (4) Sangkuriang.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples of fable in narrative text are: (1) Mousedeer and Crocodile, (2) The Smartest Parrot, (3) The Ants and The Grasshopper, (4) The Story of Monkey and Crocodile.

c. Fairy Tale

Fairy tale is an English Language term for a type of short narrative corresponding to the French phrase "conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, troll, dwarves, giant, or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are: (1) Cinderella, (2) Snow White, (3) Pinocchio, (4) Beauty and The Beast.

d. Science Fiction

According to Davenport, science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a

tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: (1) To the Moon from the Earth by Jules Verne, (2) Starship Trooper by Robert Heinlein, (3) A Space Odyssey by Arthur C. Clark.

C. Teaching Strategy in Writing

Teaching writing is very important, through of writing students are hopped to be able to put their ideas into piece of writing.[11] In teaching English writing, the right strategy is needed so that students can easily understand and understand what is being taught. Teaching strategy refers to the structure, system, methods, procedures and processes used by a teacher during teaching. Teaching strategies are used to help students learn the material well and achieve the learning objectives.

Teaching strategy is sequential combinations and design so that students reach competency standards. Comprehensively the current learning principles are: 1) students-centered, namely how students learn 2) use various strategies that make it easy for learners to learn 3) contextual teaching and learning 4) interactive, inspiring, fun, motivating, challenging, and comfortable conducive 5) Asking the ability and willingness to ask questions from students 6) conducted through peer teacher 'learning groups and 7) allocated learning time

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[11] Yessy Anggraini, Anas Yasin & Desmawati Radjab.. "Improving Students' Writing Skill of Narrative Text through Video at Grade XII IPA 2 of SMAN 2 Bukittinggi". *Journal English Language Teaching (ELT).* 2(2). (2014). 77-83.

with students' learning abilities. To choose the teaching strategies that are used do require special skills. The teacher must be good at choosing the teaching strategy that will be used, the learning strategy provided must look at seeing the characteristics of students In order to motivate and give satisfaction to their students such as results or student achievement will increase.

In teaching English writing, there are several strategies that can be used, including:

(a) Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD) is a learning strategy that involves students in a group, so students can work together to share knowledge according to the characteristics of each student. Students in each group must ensure that each member has mastered the lesson given. Then at the end, each student is given individual assignments based on the material that has been taught.

(b) Teaching writing through video

Video is one of the media that can be used in the process of learning English. Cooper, defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.[12] Video is an effective means that can be used for learning English, both for teenagers and adults. In this case, a teacher / educator can use video clip media to

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[12] Yessy ,Anggraini. 2014. "Improving Students' Writing Skill of Narrative Text through Video at Grade XII IPA 2 os SMAN 2 Bukittinggi". *Journal English Language Teaching (ELT).* 2(2)

improve the ability of students to write narrative texts because the media provides many benefits for both the teacher and the students themselves.

(c) Draw Label Caption

Draw label caption strategy is a simple strategy that is interesting and easy to apply, also able to help improve students' narrative writing achievement. Bumgardner, states that draw label caption strategy is strategy that consists of draw, label and caption.[13] It means in this strategy, firstly students ask to choose a topic, then asked to make a sketch, next they are given a name or label in the picture, and the last is students give the caption in their sketch.

(d) Cooperative Learning

There are many ways that can be used for teaching Writing, one of which is Collaborative Learning. This strategy is able to overcome boredom in writing activities in class because this strategy involves all elements in the classroom, teachers and students as well as fellow students are able to interact with each other, besides that the teacher is able to guide students in writing process activities so that the obstacles that are often experienced by students are dead ends in exploring ideas in writing can be overcome.

Balkcom, argues that Cooperative Learning is a learning strategy that is successfully applied to small groups, where each member has different learning abilities, using various activities learning to improve

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[13]Julie, Bumgardner. 2003. *Using the Draw Label Caption Strategy.* Retrieved from http://www.ttms.org/julie_bumgardner/julie_bumgardner.htm..

understanding of the lesson.[14] Each group member is responsible for the learning process that is taught and also helps the teamwork to create a proud atmosphere of achievement.

(e) Guiding Questions

Guiding questions are questions provided to students, either in writing or spoken verbally, while they are working in the task. Guiding questions helps students plan their writing and gives students a chance in structuring sentences.[15] This strategy also help to overcome students' problem in organizing and generating ideas of writing narrative text, and it can improve students writing narrative text in the aspect of language use.

D. Draw Label Caption Strategy

1. The Definition of Draw Label Caption Strategy

Draw label caption strategy is strategy that can be apply in teaching writing whereas this strategy can develop student's ability in writing their narrative text. Peha, states that draw label caption strategy is a strategy in writing that use three-steps namely: draw, label and caption.[16] It means 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 thing for them.

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[14] Suaidah. 2015. "Peningkatan Kemampuan Menulis Teks *Narrative* dengan Metode *Cooperative Learning* Siswa Kelas XI IPA 5 SMAN 1 Kawedanan pada Semester Ganjil Tahun Pelajaran 2014/2015". *Jornal LPPM*. 3(2).

[15] Siswanjaya. 2017. "Implementing Guilding Questions Combined with Animation Film to Improve Ninth Graders' Narrative Writing Skill". *Jurnal Pendidikan Humaniora*. 5(1), 33-39.

[16] Steve Peha. 2003. Writing the Teachers Strategy Guide. Retrieved from https://www.ttms.org/PDFs/01 Writing Strategy Guide v001. p.47.

The last, based on their label, they can make the sentence under their picture to tell about their writing, it is called as caption.

Bumgardner also defines that draw label caption strategy is simple strategy that consist of draw, label and caption.[17] It can be seen that after picking a topic, the students are asked to do a sketch, and then give the name or label everything in the picture and the last, giving caption for their sketch, one sentence that tell what is happening.

2. The Advantages of Draw Label Caption Strategy

One of the advantages of this strategy is that every kid can do it well. But the most interesting things, is seeing how well it works with older kids and even adult writes. This strategy seems to be ideal for helping writers of all ages and abilities solve this problem. It means this strategy is interesting and fun to do. William also states that draw label caption is a process that helps the writer figure out what his/her idea are.[18] It means that draw label caption strategy will help the students in learning of writing and the students will learn another way to take a prewriting idea and begin to develop it into a text. Moreover, this strategy will lead the students to convey their ideas easily because this strategy has some steps to help the students to create a good narrative text.

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[17] Julie Bumgarner. 2003. *Using the Draw Label Caption Strategy.* Retrieved from http://www.ttms.org/julie_bumgardner/julie_bumgardner.htm..

[18] B William V. 2012. *Language Art K-12.* Retrieved from http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf/4868E896EA1.

3. Teaching Writing by Using Draw Label Caption Strategy

To apply this strategy, Burns mentions the procedure of draw label caption strategy includes into five steps:

a. Draw. Firstly students pick the topic, after picking the topic they sketch by using pencil and draw the picture. In the sketch they can draw everything. Such as animal, trees, people, etc.

b. Label, it means students have to labeling everything in the picture. They may need help with words and spelling, so be sure that the teacher circulated through the room.

c. Caption, it means students have to write a sentence caption for the picture.

d. Description, it means the students have to write description of everything in the picture and push them to be as detailed as possible.

e. Complete Story, now students have more than enough material to write a complete scene or story.[19]

During DLC, the students are divide into small group consists of 4-5 students each group, and perform a different role. In this technique, role is an important aspect of DLC strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned roles in DLC strategy lesson that they must fulfill together.

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[19] W. Burn. 2011. *Draw Label Caption: English Advantage*. Retrieved from http://www.englishadvantage.info/lesson/draw-label-caption/.

E. Writing Syllabus

Syllabus is a learning plan for a particular group of subjects/themes that includes competency standards, basic competencies, subject matter/learning, learning activities, indicators, assessment, time allocation, and resources /materials/learning tools. Some kinds of text that are use in teaching english writing in Senior High School level, such as recount, narrative, procedure, descriptive, spoof, news item, report, analytical exposition, hortatory exposition, explanation, discussion, and review.

Among those kinds of texts, the writer focused on narrative text. Narrative text chosen as a topic in this study because it was stated in Indonesian Curriculum (K 2013) as a text that has taught in Tenth grade of senior high school. It states that various texts based on basic competencies in the 2013 curriculum for Tenth grade students, which include short functional texts; essays in the form of recount, narrative, and descriptive; and text in the form of conversations (interactional texts) that reflect various speech acts.

F. Writing Test

Test is a method of measuring the students' ability, skill, knowledge, intelligences, attitude of an individual or group. Assessing students' achievement in writing is not as easy as assessing reading skill. In assessing writing, the teacher cannot measure the student's ability by giving them multiple choice, or short answer that can be done in assessing reading or

listening. The teacher shall ask the students to write in order to know students' achievement.

Assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESL Composition Profile provides some criteria that should be measured by the teacher. It can be explained as follow:[20]

Table 2.1

ESL COMPOSITION PROFILE

	Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR	Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	Fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7	VERY POOR	Does not communicate, no organization, or not enough to evaluate.
	20-18	EXCELLENT TO VERY GOOD	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

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[20] Arthur Hughes. *Testing for Language Teachers (2nd edition).* (Edinburgh: Cambridge University Press, 2003). p.104.

	17-14	GOOD TO AVERAGE	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	FAIR TO POOR	Limited range, frequent errors of word/idiom form, choice, usage, and meaning confused.
	9-7	VERY POOR	Essentially translation, little knowledge of English vocabulary, idiom or word form, OR not enough to evaluate.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	Effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions.
	21-18	GOOD TO AVERAGE	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.
	17-11	FAIR TO POOR	Major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured.
	10-5	VERY POOR	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, texting.
	4	GOOD TO AVERAGE	Occasional errors of spelling, punctuation, capitalization, texting but the meaning obscured.
	3	FAIR TO POOR	Frequent errors of spelling, punctuation, capitalization, texting, poor handwriting, meaning confused or obscured.
	2	VERY POOR	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, texting, handwriting illegible, OR not enough to evaluate

G. Some Related Previous Studies

There were some related previous studies that related with this research.

First, a research by Setyawati (2017) entitled: "The Students Writing Ability

and Their Learning attitude Taught by Draw Label Caption Technique in Indonesia", in the Journal of Progressive Education, Volume 7, No 1, 2017. The result showed that the students' average score in preliminary is 58.21, in the cycle-1 63.38, and in cycle-2 74.68. The students' attitude was improved marked with the increasing number of students who liked the DLC model of teaching. Thus, it concluded that the students' ability in writing descriptive text is improved and reached the target of score.

Secondly, the research by Intifadah et al, (2016) entitled: "Using Draw Label Caption (DLC) Strategy to Improve Narrative Writing Achievement of the Eleventh Grade Students of MAN Sakatiga Indralaya", in Proceedings of the 2nd SULE-IC 2016, FKIP, UNSRI, Palembang, October 7th-9th, 2016. The result of this research 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.

Finally, a research by Dewi (2018) entitled: "Draw Label Caption (DLC) Technique: A Strategy to Boost Writing Ability of First Year Students of SMK N 1 Peusangan" in the journal of Majalah Ilmiah Universitas Almuslim, Volume 10, Nomor 4, September 2018, showed that the students had great

react toward writing in Draw Label Caption (DLC) technique amid educating and learning process. Also, by implementing Draw Label Caption technique, the students' ability in writing descriptive text improved.

Based on the some previous studies above, the similarity with this research was the purpose to investigate about the implementation of Draw Label Caption (DLC) to improve the students' ability in writing. The differences were the sample of the study and the method that used. There were some findings which can be taken as guiding in a conduct a research in teaching narrative writing. Therefore, the writer was interested in conducting the research about the impact of Draw Label Caption (DLC) strategy on the students' narrative writing achievement.

H. Hypotheses

The writer formulates the following hypotheses:

Ho_1: There is no significant impact on students' narrative writing achievement between the students who are taught using Draw Label Caption (DLC) strategy and those who are not.

Ha_1: There is a significant impact on students' narrative writing achievement between the students who are taught using Draw Label Caption (DLC) strategy and those who are not.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was quantitative research. Aliaga and Gunderson, states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[21] It mean quantitative research is the research that is inductive, objective, and scientific in which the data obtained in the form of numbers (scores, values) or statements that valued and analyzed by statistical analysis. This research usually used to prove and reject a theory. Because this research departs from a theory generated, then discussed and taken conclusions.

In this study, the writer applied a quasi-experimental design. A quasi-experimental research design is often used in classroom when experimental and control groups are such naturally assemble group as intact classes, which may be similar.[22] Intact classes mean that the tenth grade students in the experimental and control group have the same age, the same number of students and the same English teacher.

This study was experimental research design and used quasi experimental research method that applied pre-test and post-test control group design. There were two groups, the experimental group and the control group.

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[21] D. Muijs. *Doing Quantitative Research in Education with SPSS*. (London: Sage Publications, 2004). p.1.
[22] Best, J.W., Kahn, J.V. *Research in Education (7th Edition).* (New Delhi: Prentice Hall, 1993). p.151.

Both the experimental group and the control group received pre-test and post-test in this study. Before having the posttest, the experimental group is given the treatment by using Draw Label Caption (DLC) strategy for some meetings, while the control group is not given. The research design is called nonequivalent-groups pretest-posttest design. The research design of this study can represent as:

Table 3.1

Research Design of Quasi Experimental Study[23]

Nonequivalent	Group	Pretest	Treatment	Posttest
Group pretest-	A	O_1	X	O_2
Posttest-design	B	O_3		O_4

Where: A   : the experimental group

      B   : the control group

      O_1 : pretest for the experimental group

      O_2 : posttest for the experimental group

      O_3 : pretest for the control group

      O_4 : posttest for the experimental group

      X   : the treatment

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[23] Bruce. *Conducting Educational Research (5th edition)*. (New York: Harcourt Brace College Publisher, 1999). p.141.

B. Population and Sample

1. **Population**

Mc Millen states that a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria which intend to generalize the result of the research.[24] The population on this study is 207 students from all the tenth grade of SMAN 2 Mukomuko in the Academic year 2019/2020. It is divided into 7 classes which consist of 28-31 of students.

Table 3.2

Distribution of Populations

No	Class	Male	Female	Number
1	X MIPA 1	17	11	28
2	X MIPA 2	16	12	28
3	X MIPA 3	16	12	28
4	X IPS 1	21	9	30
5	X IPS 2	19	12	31
6	X IPS 3	19	12	31
7	X IPS 4	19	12	31
Total		127	80	207

Source: SMAN 2 Mukomuko (2019/2020)

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[24] Mc. Millen, J. *Educational Research: Fundamental for the Consumer.* (New York: Harper Collins Publisher, 1992). p.69.

2. Sample

Sample refers to the group of elements, or a single element, from which data are obtained.[25] To select the sample, the writer used purposive sampling technique. Wallen and Fraenkle states that in purposive sampling, the writer will use previous knowledge of a population and will use personal judgment to select the sample.[26] The writer assumed that personal knowledge of population is used to judge whether a particular sample is representative. This purposive sampling technique is a technique sample with particular consideration. There were some criteria to select the samples. They are member of selected groups have similar characteristic, such as number of student, capability, age, mean score and English teacher.

There are 56 students at the same level that is taken as sample. The writer take two classes as the sample, where 28 students each class. They are from class X MIPA 2 and X MIPA 3. They were given pretest and posttest. They are divided into two groups, X MIPA 2 students for the experimental group and X MIPA 3 for the control group. The experimental group was taught by using DLC strategy, while the control group was not taught using DLC strategy.

The writer considered the fifty six students as the sample based on the similar criteria of students:

1) The age of 15-16 years old

2) Teach by the same teacher

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[25] *Ibid.,*
[26] Wallen, N.E., & Fraenkel, J.R. Educational Research: A Guide to the Process. (New York: McGraw Hill Inc, 1991). p.138.

3) Same number of students

The writer took the data from their teacher of English. After getting the sample, the writer determined the group randomly by using lottery.

Table 3.3

Sample of Study

No	Group	Class	Total	
			Male	Female
1	The Experimental Group	X MIPA 2	16	12
2	The Control Group	X MIPA 3	16	12

C. Research Instrument

The research instruments are as follows:

1. Writing Test

Research instrument is the measuring tool that used by researcher in their research in order to achieve the objective for conducting research study. The instrument used to get the data. To collect the data, the writer used writing test as the instrument. The aim was to investigate how far the significant impact using Draw Label Caption (DLC) strategy on students' narrative achievement at SMAN 2 Mukomuko. The writer gave written test. In writing test the writer asked the students to write in order to know students' narrative writing achievement. Meanwhile, the students should make a narrative text about legend.

There are five aspects of writing to evaluate the students' achievement in writing narrative text:

a. Content refers to substance of narrative text, the experience of the main idea.

b. Organization refers to the logical organization of the narrative text content, (the coherence of event series).

c. Vocabulary refers to the selection of words those are subtitle with the content.

d. Language use refers to the use of the correct grammatical and syntactic pattern.

e. Mechanic refers to the use graphic conventional of the language.

2. Field Note

The writer used field note as evidence to produce meaning and understand the culture, social situation, or phenomenon being studied. Field note used in this study because its useful to strengthen the data obtained from the writing test.

D. Technique of Collecting Data

Collecting the data is an important work in a research. In this study, the technique which has been used is writing test. The test has been administered both in form of pre-test and post-test. In order to collect the data, the writer did the pre-test and posttest for all of the samples. Pre-test and posttest was given to both control and experimental classes. Thus, the data was collected

by giving the test to the students. These were the technique of collecting data that were done by the writer:

1. Pre Test

    Pretest was held to find out students' achievement and understanding at narrative text before the students get treatment of learning writing narrative text using Draw Label Caption (DLC) strategy.

2. Treatment

    The treatments were given 6 meetings for experimental group. In the treatment, the researcher taught the students in experimental class using Draw Label Caption (DLC) strategy, while the control class was taught by their usual teacher, which used conventional (lecturing) method.

3. Post Test

    Post-test was held to find out students' achievement and understanding at writing narrative text after the students got treatment of learning writing by using Draw Label Caption (DLC) strategy. The instrument test that was used in post-test was the same as the test that were used in pretest.

E. Technique of Analyze the Data

Quantitative data analysis used in this study. The writer found out the means score. The writer also found out the significant differences within the groups and between the groups in terms of narrative writing achievement. The

writer also measured how much the contribution of Draw Label Caption (DLC) strategy in improving students' narrative writing achievement.

In analyze the data, the writer used SPSS 22 windows version. In finding the mean of the tests, the writer found out the normality of the pretest posttest and homogeneity of the test firstly. Then, the writer found out the means score and standard deviation of the pretest and posttest to see the difference. Finally, in comparing the means of the test, the writer use t-test in order to find out the difference between the means and decide whether those differences are likely to happen by chance or by treatment impact.

After that, the writer used stepwise regression analysis to found out how much contribution the impact of Draw Label Caption (DLC) strategy on students' narrative writing achievement. These some requirements that shall be done by the writer before doing the regression analysis:

1. Normality Test

    The normality test used to determine whether the data was normally distribution or not. In normality test for this study, the writer used Kolmogorov Smirnov. The result of the test was compared with alpha level, 0,05. If the significance (2-tailed) $\geq$ 0,05, the distribution of the data was normal.

2. Homogeneity Test

    Homogeneity test applied to know whether the data was homogenous or not. The writer used Levene's test to know the homogenous of the

sample. The result of the test was compared with alpha level, 0,05. If the significance (2-tailed) $\geq$ 0,05, the distribution of the data was normal.

3. t-test

Independent sample t-test used to check the significant score of experimental and control group. But firstly, the writer do paired sample t-test to compare the mean difference between two groups in pairs.

There are some steps the paired t-test calculation as follows:

a. Stating the hypothesis and setting the alpha level at 0.05 (two tailed test)

Ho: There was no significant difference in writing narrative text within the students in the experimental group, before and after taught by using Draw Label Caption (DLC) strategy.

Ha: There was significant difference in writing narrative text within the students in the experimental group, before and after taught by using Draw Label Caption (DLC) strategy.

b. Finding the value

c. Criteria for hypothesis accepting and rejecting area below:

- Reject Ho (null hypothesis) and accept Ha (alternative hypothesis), if $t\text{-}_{count} \geq t\text{-}_{table.}$

- Accept Ho (null hypothesis) reject Ha (alternative hypothesis), if $t\text{-}_{count} < t\text{-}_{table}$

  Or

- Reject Ho and accept Ha if Sig. (2-tailed) $< 0,05$.

- Accept Ho and reject Ha if Sig. (2-tailed) $> 0,05$.

There are some steps the independent t-test calculation as follows:

a) Stating the hypothesis and setting the alpha level at 0.05 (two tailed test)

Ho: There was no significant difference in writing narrative text within the students who was taught using Draw Label Caption (DLC) strategy and who was not.

Ha: There was significant difference in writing narrative text within the students the students who was taught using Draw Label Caption (DLC) strategy and who was not.

b) Finding the value

c) Criteria for hypothesis accepting and rejecting area below:

- Reject Ho and accept Ha, if $t\text{-}_{count} \geq t\text{-}_{table.}$

- Accept Ho reject Ha, if $t\text{-}_{count} < t\text{-}_{table}$

  Or

- Reject Ho and accept Ha if Sig. (2-tailed) < 0,05.

- Accept Ho and reject Ha if Sig. (2-tailed) > 0,05.

4. Regression Analysis

Regression analysis used to found out the impact of Draw Label Caption (DLC) strategy on students' narrative writing achievement. The writer used the Stepwise Regression Analysis to check the size of impact of Draw Label Caption (DLC) strategy on students' narrative writing achievement.

F. Research Procedures

To accomplish the purpose of study, a total number of 56 students with therefore-mentioned characteristic is choose, the sample is teach by same teacher, same age and same number of students. The sample divided into two classes, the experimental and the control group. The pretest and posttest was given to the experimental and control class. The procedures that use in this experimental research are the following:

1. Pretest

The pretest was given to both groups. Pretest was given to the students before the treatment. The pretest was held before learning process to measure students' achievement on narrative writing.

2. Treatment

The experimental group was given the treatment by using Draw Label Caption (DLC) strategy for some meetings, while the control group was not.

a. The Experimental Group

The writer taught writing narrative text using Draw Label Caption (DLC) strategy where each meeting took time allocation about 2 x 45 minutes. In doing treatment the writer should know what are going to do in experimental class, there are some stages as follows:

a) Pre-Activities (20 minutes)

The writer prepared the students for the subject matter and identifying their prior knowledge.

1) Choosing the text

The writer distributed the copies of text to the students and wrote the tittle of the text on the board.

2) Determining the structure of the technique

The writer told the DLC strategy the students.

3) Brainstorming

The writer asked the students to discuss with their partner and retrieve their previous knowledge about the subject. The teacher asked them what they know about the story of the video. Also asked them do they know about the story and have they read it yet or not. Try to make them became arouse to read more text after watching video.

b) While-activities (60 minutes)

1) The writer introduced and procedure of DLC strategy.

2) The writer divided the students into some groups. Each group consists of 4-5 students. Make them sat in circle.

3) The writer asked the students to discuss on their group to choose the topic or tittle of their story based on theme given.

4) The writer asked the student to discuss with their group to make a narrative text and the students worked in group to write their ideas into a good narrative text based on DLC strategy.

5) Each member of group has their own roles, from who was to drawer of the picture, labeling of the picture, gave the caption, description everything in the picture and write the complete story.

6) While the groups are discussion, the teacher can move from group to another group, listening, and raising the question.

7) The writer makes certain the members of groups become acquitted write each other, leads the discussion and tried to get all the members of the group participate.

8) After each group finished their text, at the end, students of the class discussion and summarize briefly.

c) Post-activities (10 minutes)

The writer carefully observed the students working in Draw Label Caption (DLC) strategy. Gave the students follow up by giving homework to make their narrative text by using DLC strategy.

b. The Control Group

In the control group, the students were given pretest and posttest but receive no treatment at all.[27] The writer did not teach the control group. However, the students in control group were taught by the English teacher of the school, it was not the treatment from the writer.

3. Posttest

The posttest will give to both groups. Posttest was given to the students after the treatment. The posttest was done in order to determine the impact of using DLC strategy on student's narrative achievement.

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[27] Mc. Millen, *Op. Cit., 176.*

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter is about the result and the discussion of analysis data of the research. The results of the study were obtained based on the data analysis. The data were the scores of students' writing achievement test which was taken from pretest and posttest that were given to both experimental and control class. After getting the data, the data were analyzed by using SPSS 22 program.

1. The Result of Narrative Writing Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pretest was given to the student before the experiment was conducted and the posttest was given at the end of the experiment.

1.1 The Description of Pretest ad Posttest Scores in the Experimental Group

After collecting the data, the writer analyzed the result of data from the test had been given to experiment group. The total score of students in pretest and posttest of the experimental group can be seen on Figure 4.1.

Figure 4.1

Graph for Pretest and Posttest Scores in Experimental Group
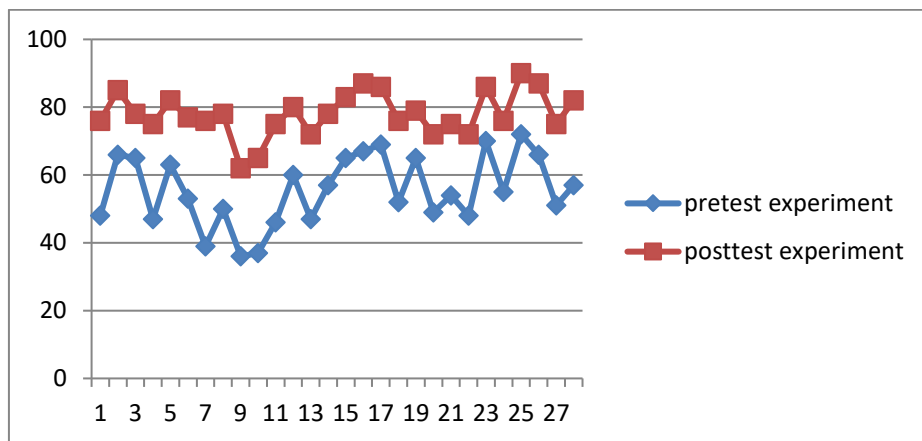
Based on Figure 4.1, the post-test score was higher than the pre-test scores. It means that teaching writing narrative text by using Draw Label Caption (DLC) strategy could increase the students' narrative writing score.

The distribution of pretest and posttest scores in the experimental group can be seen on Table 4.1.

Table 4.1
The Score Distribution in Experimental Group

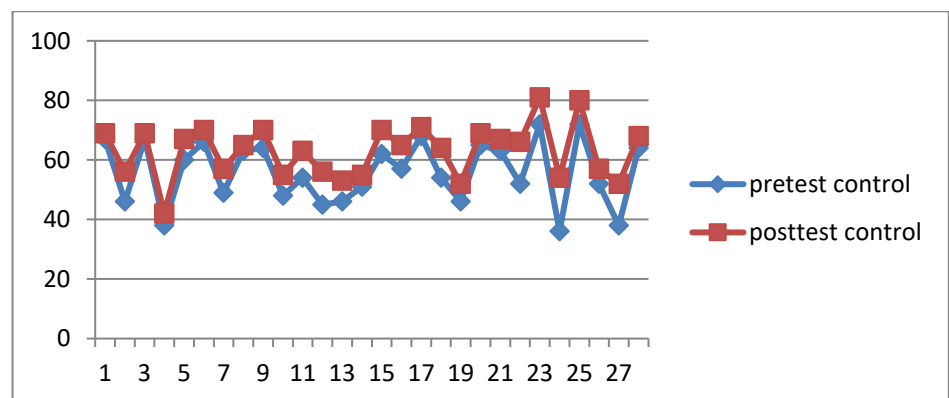| Score Interval	Category	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
86-100	Excellent	0	0%	5	18%
71-85	Good	1	3%	21	75%
56-70	Average	12	43%	2	7%
41-55	Poor	12	43%	0	0%
<40	Very Poor	3	11%	0	0%

Based on the Table 4.1, the pretest in the experimental group, there were none of the students (0%) in the excellent category, one student (3%) was in the good category, twelve students (43%) were in the average category, twelve students (43%) were in the poor category, and three students (11%) were in the very poor category. Meanwhile, in the posttest, five students (18%) were in the excellent category, twenty one students (75%) were in the good category, two students (7%) were in the average category, and none of the students (0%) were in the poor and very poor category.

1.2 The Description of Pretest ad Posttest Scores in the Control Group

The total score of students in pre-test and post-test of the control group can be seen on Figure 4.2.

Figure 4.2

Graph for Pretest and Posttest Scores in Control Group

Based on the Figure 4.2 above, it can be concluded the pretest and posttest scores were relatively the same or not significantly improved. It meant the score of students narrative writing increased gradually.

The distribution of pretest and posttest scores in the control group can be seen on Table 4.2.

Table 4.2
The Score Distribution in Control Group

Score Interval	Category	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
71-85	Good	2	7%	3	11%
56-70	Average	12	43%	18	64%
41-55	Poor	11	39%	7	25%
<40	Very Poor	3	11%	0	0%

Based on the Table 4.2, the pretest in the control group, there were none of the students (0%) in the excellent category, two students (7%) were in the good category, twelve students (43%) were in the average category, eleven students (39%) were in the poor category, and one student (3%) was in the very poor category. Meanwhile, in the posttest, none students (0%) were in the excellent category, three students (11%) were in the good category, eighteen students (64%) were in the average category, seven students (25%) were in the poor category and none of the students (0%) were in the very poor category.

2. The Homogeneity and Normality of the Data

Before analyzing the data, homogeneity and normality of the data should be measured. In determining normality and homogeneity of the data, Kolgomorov- Smirnov and Levene' test was used.

2.1 The Result of Normality Data Test of Pretest Scores

One-sample Kolgomorov-Smirnov test was used in analyzing the normality of data pretest scores, since the data of each group less than 50 data. The test of normality of pre-test scores of the experimental group can be seen on Table 4.3.

Table 4.3

The Normality Test of Pretest Scores of the Experimental Group

One-Sample Kolmogorov-Smirnov Test

		pretest experiment
N		28
Normal Parameters[a,b]	Mean	55,50
	Std. Deviation	10,229
Most Extreme Differences	Absolute	,145
	Positive	,063
	Negative	-,145
Test Statistic		,145
Asymp. Sig. (2-tailed)		,137

a. Test distribution is Normal.

b. Calculated from data.

Due to the Table 4.3 above, the Kolmogorov-Smirnov test of the pretest of the experimental group showed that significance was .137. Since the value of *Asymp. Sig. (2-tailed)* = .137 was higher than 0.05, it be concluded that the data obtained were considered normal.

Graphically, the histogram of normal data of pretest scores of the experimental group can be seen on Figure 4.3

Figure 4.3

The Histogram of Normality Test of the Students' Pretest Scores in the

Experimental Group

The normality test of students' pretest scores of the control group can be seen at Table 4.4.

Table 4.4

The Normality Test of Pretest Scores of the Control Group

One-Sample Kolmogorov-Smirnov Test

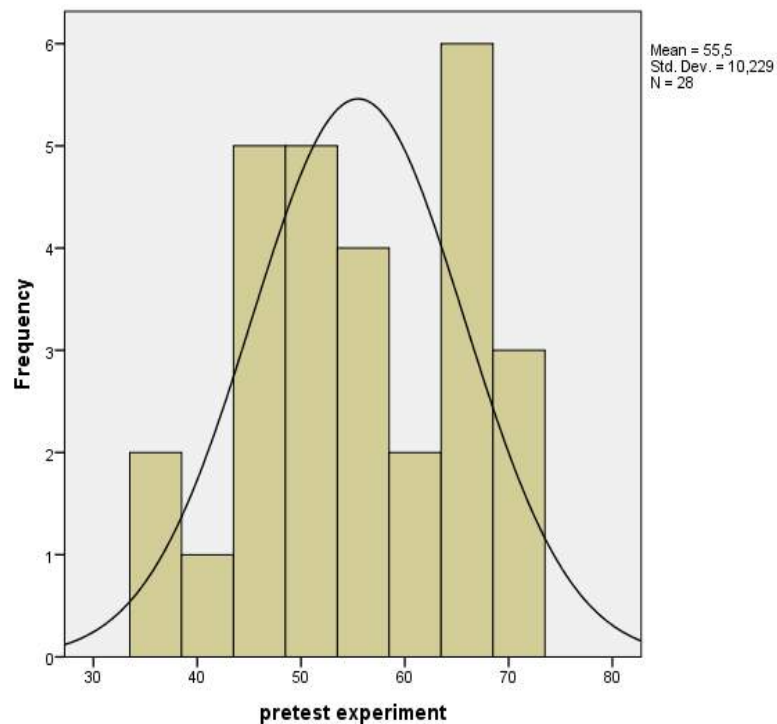|		pretest control
N		28
Normal Parameters[a,b]	Mean	55,89
	Std. Deviation	10,549
Most Extreme Differences	Absolute	,147
	Positive	,076
	Negative	-,147
Test Statistic		,147
Asymp. Sig. (2-tailed)		,124

a. Test distribution is Normal.

b. Calculated from data.

Due to the Table 4.4 above, the Kolmogorov-Smirnov test of the pre-test of the control group showed that significance was 0.124. Since the value of *Asymp. Sig. (2-tailed)* = 0.124 was higher than 0.05, it be concluded that the data obtained were considered normal.

Graphically, the histogram of normal data of pretest scores of the control group can be seen on Figure 4.4.

Figure 4.4

The Histogram of Normality Test of the Students' Pretest Scores in the

Control Group
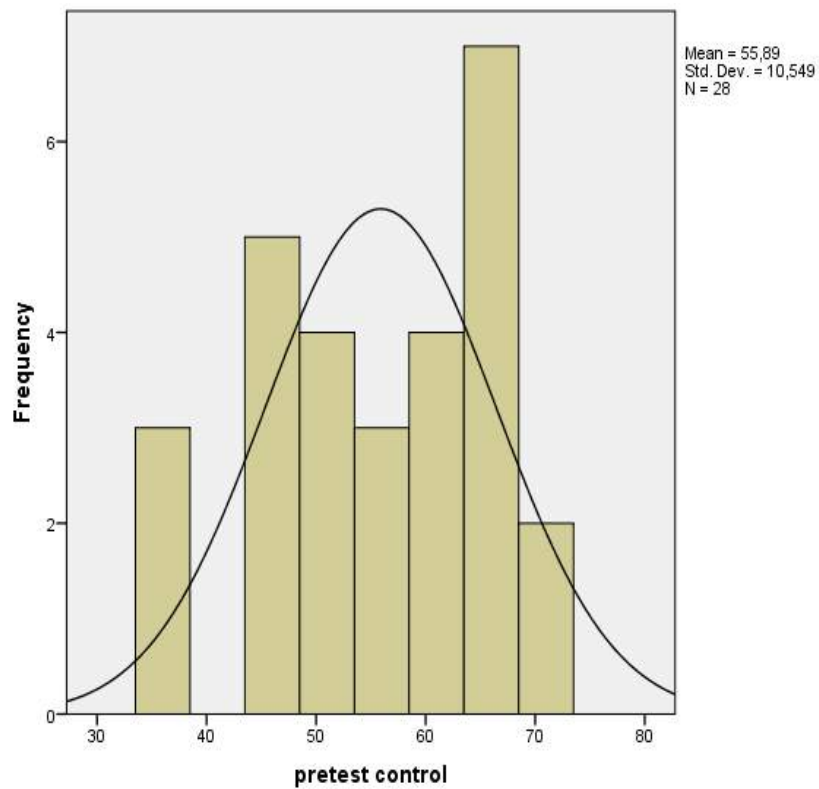
2.2 The Result of Normality Data Test of Posttest Scores

One-sample Kolgomorov-Smirnov test was used in analyzing the normality of data posttest scores, since the data of each group less than 50 data. The test of normality of posttest scores of the experimental group can be seen on Table 4.5.

Table 4.5

The Normality Test of Posttest Scores of the Experimental Group

One-Sample Kolmogorov-Smirnov Test

		posttest experiment
N		28
Normal Parameters[a,b]	Mean	78,04
	Std. Deviation	6,472
Most Extreme Differences	Absolute	,141
	Positive	,109
	Negative	-,141
Test Statistic		,141
Asymp. Sig. (2-tailed)		,163

a. Test distribution is Normal.

b. Calculated from data.

Due to the Table 4.5 above, the Kolmogorov-Smirnov test of the post-test of the experimental group showed that significance was .163. Since the value of *Asymp. Sig. (2-tailed)* = .163 was higher than 0.05, it be concluded that the data obtained were considered normal.

Graphically, the histogram of normal data of posttest scores of the experimental group can be seen on Figure 4.5.

Figure 4.5

The Histogram of Normality Test of the Students' Posttest Scores in the

Experimental Group

The normality test of students' posttest scores of the control group

can be seen at Table 4.6.

Table 4.6

The Normality Test of Posttest Scores of the Control Group

One-Sample Kolmogorov-Smirnov Test

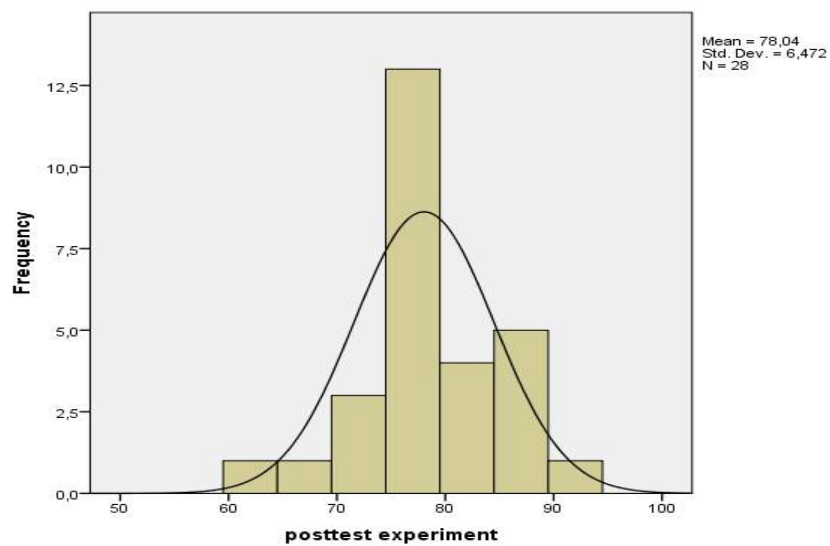|		posttest control
N		28
Normal Parameters[a,b]	Mean	62,96
	Std. Deviation	8,963
Most Extreme Differences	Absolute	,140
	Positive	,140
	Negative	-,126
Test Statistic		,140
Asymp. Sig. (2-tailed)		,170

a. Test distribution is Normal.

b. Calculated from data.

Due to the Table 4.6 above, the Kolmogorov-Smirnov test of the post-test of the control group showed that significance was .170. Since the value of *Asymp. Sig. (2-tailed)* = .170 was higher than 0.05, it be concluded that the data obtained were considered normal.

Graphically, the histogram of normal data of posttest scores of the control group can be seen on Figure 4.6.

Figure 4.6

The Histogram of Normality Test of the Students' Posttest Scores in the Control Group
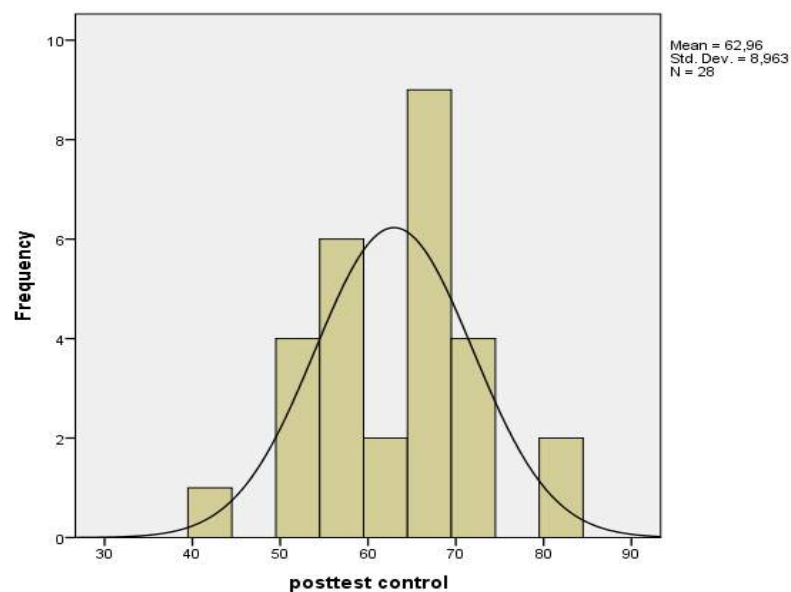
2.3 The Result of Homogeneity of Variances Test

In determining homogeneity of the data, Levene' test was used by SPSS 22.0 program. The writer analyzing scores in pre-test both experimental and control groups. The result of homogeneity of the data can be seen on table 4.7.

Table 4.7

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,125	1	54	,725

From the SPSS output in both table 4.7 above, it could be seen that Levene's test was 0.725, and it was bigger than 0.05 (0.725 > 0.05). In other words, it could be concluded that the data variances were homogeneous or equal.

3. The Statistical Analysis Result

To verify the hypothesis proposed, the statistical analyses were applied. The t-test used both paired sample t-test and independent sample, t-test in which paired t-test was used to find out whether there was a significant difference on students' achievement in writing narrative text before and after the treatment in the experimental group. Meanwhile, independent sample t-test (SPSS) 22 programs for window was applied in order to find out whether or not there was significant difference in students writing narrative text between the experimental and control group.

3.1 Paired Sample t-test Analysis

3.1.1 The Statistical Analysis on the Result of Pretest and Posttest in the Experimental Group

Paired sample t-test analysis between the result of pretest and posttest in the experimental group can been on Tables below:

Table 4.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest experiment	55,50	28	10,229	1,933
	posttest experiment	78,04	28	6,472	1,223

Based on Table 4.8 above, the mean score of writing narrative text pre-test in the experimental group was 55,50 and the standard deviation was 10,229. Meanwhile, the mean score on post-test in the experimental group was 78,04 and the standard deviation was 6.472. From these result, it can be seen that there was a significant difference score of writing narrative before and after taught by using Draw Label Caption (DLC) Strategy.

Table 4.9

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	T	df	
Pair 1	pretest experiment - posttest experiment	-22,536	5,196	,982	-24,551	-20,521	-22,950	27	,000

The result of the paired sample t-test indicated that paired sample difference in mean between pretest and posttest of writing narrative text in the experimental group was 22.536 with standard deviation 5.196 and t-obtained (t-count) was 22.950 at the significant level of 0.05 and the degree of freedom (df) 27 and the critical value of t-table for tailed test was 2.052.

From the Table 4.9 above, it can be seen that t-obtained 22.950 was higher than t-table 2.052 (22.950 $\geq$ 2.052). It can be stated that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant difference in writing narrative text within the students in the experimental group, before and after taught by using Draw Label Caption (DLC) strategy.

3.1.2 **The Statistical Analysis on the Result of Pretest and Posttest in the Control Group**

Paired sample t-test analysis between the result of pretest and posttest in the control group can been on Tables below:

Table 4.10

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest control	55,89	28	10,549	1,994
	posttest control	62,96	28	8,963	1,694

Based on Table 4.10 above, the mean score of writing narrative text pre-test in the control group was 55,89 and the standard deviation was 10.549. Meanwhile, the mean score on post-test in the control group was 62,96 and the standard deviation was 8.963.

Table 4.11

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest control - posttest control	-7,071	3,925	,742	-8,593	-5,550	-9,534	27	,000

The Table 4.11 showed that the result of paired sample t-test also indicates that the value of t-obtained (t-count) was 9.534 at the significant level 0.05 in two tailed testing with degree of freedom (df) was 27, where critical value of t-table was 2.052. It can be seen that t-obtained 9.534 was higher than t-table 2.052 $(9.534 \geq 2.052)$. It means that there was significant difference in students' writing narrative achievement within the students in the control group.

3.2 Independent Samples t-test Analysis of Students' Narrative Writing Achievement

Independent samples t-test used to find out whether or not there was significant difference in narrative writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not. Independent sample t-test analysis between the writing narrative score both experimental and control groups on post-test can be seen on Table 4.12 and Table 4.13.

Table 4.12

Independent Sample t-test Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	posttest experiment	28	78,04	6,472	1,223
	posttest control	28	62,96	8,963	1,694

Based on Table 4.12 above, the mean score of writing narrative text in the experimental group was 78.04 and the mean score in the control group was 62.96. It can be seen that there is a significant difference scores of writing narrative between the experimental and control groups.

Table 4.13

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
hasil	Equal variances assumed	4,319	,042	7,214	54	,000	15,071	2,089	10,883	19,260
	Equal variances not assumed			7,214	49,138	,000	15,071	2,089	10,873	19,270

The Table 4.13 showed that the result of independent sample t-test also indicates that the value of t-obtained (t-count) was 7.214 at the significant level 0.05 in two tailed testing with degree of freedom (df) was 54, where critical value of t-table was 2.005. It can be seen that t-obtained 7.214 was higher than t-table 2.005 (7.214 ≥ 2.005). It can be stated that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant difference in students' writing narrative achievement who were taught by using Draw Label Caption (DLC) strategy and those who were not.

3.3 The Contribution of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement

The result of the contribution of Draw Label Caption (DLC) strategy on students' narrative writing achievement can be seen below:

Table 4.14

The Contribution of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement Using Stepwise Regression Analysis

Model	R	R^2	Percent of Contribution	F	Sig.
Experimental	,903	,815	81,5%	114,147	,000

Based on the obtained data from table 4.14, it was identified that the contribution of Draw Label Caption (DLC) Strategy contributed 81,5% and the unexplained factor contributed 18,5% on students' narrative writing achievement.

B. Discussion

Based on the result of the study, the following discussions are presented to strengthen the value of the study.

First, the result of the study showed a statically significant different in narrative writing achievement between the students who were taught using Draw Label Caption (DLC) strategy and those who were not. The mean score of the posttest of experimental group (78.04) was higher than the mean score of the posttest of the control group (62.96). It was also assumed that Draw Label

Caption (DLC) strategy gave significant contribution in improving students'
narrative writing achievement.

Second, Draw Label Caption (DLC) strategy contributed in improving
student's ability in writing their narrative text. William states that draw label
caption is a process that helps the writer figure out what his/her idea are. It
means that draw label caption strategy will help the students in learning of
writing and the students will learn another way to take a prewriting idea and
begin to develop it into a text. Moreover, this strategy will lead the students to
convey their ideas easily because this strategy has some steps to help the
students to create a good narrative text.

Draw Label Caption (DLC) strategy made the students learn of the
narrative text more fun and imaginative, where did the students discovery
activities which actively in analysis and application. The students in the
experimental class were not taught through only receiving information
passively from a textbook or teacher. So they also experienced the material
without too much passive information that was given by the teacher. The
students motivated and interested on learn narrative text through Draw Label
Caption (DLC) strategy make them more active in the class and share their idea
to make a paragraph about narrative text. This proved that Draw Label Caption
(DLC) strategy could enhance the students' narrative writing achievement. The
group who taught through Draw Label Caption (DLC) strategy surpassed than
the group who was taught through traditional method. Draw Label Caption

(DLC) strategy is considered gave impact in improving students' narrative writing achievement.

Third, using Draw Label Caption (DLC) strategy is one of the ways in teaching English to develop writing achievement. The students enjoyed using Draw Label Caption (DLC) strategy as they could learn writing enjoyably. However, it took time to make them get used to this strategy because this strategy was new for them. Based on the study, the difficulties in writing were students used to they were difficult to explore their ideas into make a whole paragraph. As a result they did not understand when they write the world orally. When they used Draw Label Caption (DLC) strategy, they could reduce their difficulties. The researcher taught the students by giving them interesting theme that make them more active in the class and share their idea to make a paragraph about narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research were; First, there was significant difference in narrative writing achievement between the students who were taught by using Draw Label Caption (DLC) and those who were not. These experimental group students could improve their narrative writing achievement significantly. Their better achievement toward narrative writing can be seen based on the scores of the posttest which higher than the scores of the pretest.

Second, there was an impact of using Draw Label Caption (DLC) strategy on students' narrative writing achievement. It can be seen from the analysis of the means score within the groups, the mean score of the posttest of experimental group (78.04) was higher than the mean score of the posttest of the control group (62.96). The analysis by using Stepwise Regression formula showed that the contribution of the impact of using Draw Label Caption (DLC) strategy on students' narrative writing achievement was 81,5%, where it is indicated that Draw Label Caption (DLC) strategy was effective in improving students' narrative writing achievement.

B. Suggestion

Based on the conclusion above, there are some suggested recommendations. First, for the English teachers, Draw Label Caption (DLC) strategy can be applied at senior high school level, especially at SMAN 2 Mukomuko, in order

to develop and improve the students' achievement in writing narrative text. Draw Label Caption (DLC) strategy can build up creative and enjoyable learning for students; make their interest and not boring in during their writing task. Therefore, Draw Label Caption (DLC) can be one the choices for the English teacher to help students' narrative writing achievement. Teacher must be creative to manage the method to be used in writing text.

Second, this research was one of the ways in improving students' narrative writing achievement. It is expected that the findings will be used to conduct another research. Therefore, the next researcher can gave contribution in conducting the research especially about writing achievement in narrative text.

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