

**THE IMPLEMENTATION OF DRAW LABEL CAPTION  
TO IMPROVE STUDENTS' WRITING ABILITY  
DURING THE COVID-19 PANDEMIC  
IN VOCATIONAL HIGH SCHOOL**

**AN UNDERGRADUATE THESIS**

Presented to State Institute of Islamic Studies of Jember  
As Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
Faculty of Education and Teacher Training  
English Education Program



By:

**Nabillah Hasna  
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**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
FACULTY OF EDUCATION AND TEACHER TRAINING  
APRIL 2021**

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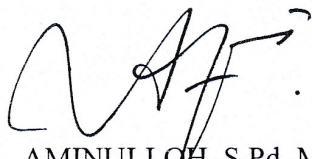
**Date: Friday, 16 April 2021**

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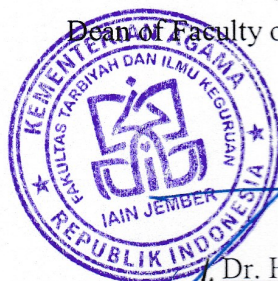
  
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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا

نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on the earth were pens and the sea (were ink wherewith to write), with seven seas behind it to add to its (supply), yet the Words of Alah would not be exhausted. Verily, Allah is All-Mighty, All-wise.”<sup>1</sup>

(Qs. Al-Luqman:27).



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<sup>1</sup>Muhammad Taqi-ud Din Al-Hilahi and Muhammad Muhsin Khan, *The noble Qur'an*, terj. (Medina Dar-us Salam Publications), 553.

## **DEDICATION**

This undergraduate thesis is especially dedicated to my beloved parent M. Husnan and Annisah Fulandari, my pleased brother, Kharis Nu'man Ghina and all of my friends who have always impressed upon me the importance of acquiring knowledge and given their endless love and patience.



## ACKNOWLEDGEMENT

The glory be to Allah who has been the inspiration of her life and who has been giving the writer mercies and blessing so that the writer can complete this undergraduate thesis. It is entitled The Implementation of Draw Label Caption (DLC) Strategy to Improve Writing Ability during The Covid-19 Pandemic in Vocational High School. Peace be upon our prophet Muhammad SAW, the great learder of moral awakening in the world who has been leading us from the darkness to the lightness

This undergraduate thesis is written to fulfill one of the requirement to obtain the sarjana degree at the English Education Program of Faculty of Education and Teacher Training, State Institute of Islamic Studies of Jember.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. Babun Suharto, SE., MM as the Rector of State Institute of Islamic Studies of Jember. Thanks for kindness and encouragement.
2. Hj. Mukni'ah, M.Pd.I as the Dean of Faculty of Education and Teacher Traning. Thanks for her kindness and encouragement.
3. Asy'ari, M.Pd. I as Head of English Education Program . Thanks for his kindness and encouragement.
4. Ninuk Indrayani, M.Pd as the writer's advisor who has given me correction, suggestion, support, advice, and guidance in accomplishment of this thesis.
5. All lecturers in the English Department, for teaching precious knowledge and for giving wonderful study experience.

6. Khusnul Wafa, M.Pd.I as the headmaster of SMK 09 MA'ARIF NU who has allowed the researcher to conduct this research in SMK 09 MA'ARIF NU, and all teachers and administration staffs of SMK 09 MA'ARIF NU who have helped and supported the researcher in finishing in this research
7. Iil Eryawati Majid, S.Pd, the English teacher of SMK 09 MA'ARIF NU who has given her ideas and times and also guided, advised, and supported the researcher process of doing this research.

The writer does realize that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis can give usefulness for the development of English teaching-learning.

Jember, 16 April 2021  
Writer

Nabillah Hasna

IAIN JEMBER

## ABSTRACT

Nabillah Hasna, 2021: *The Implementaion of Draw Label Caption (DLC) Strategy to Improve Writing Ability during The Covid-19 Pandemic in Vocational High School.*

**Key words:** draw label caption, writing ability, Covid-19 Pandemic

This study conducted in order to investigate how the implementation of Draw Label Caption (DLC) was able to improve the descriptive text of students' writing ability in Vocational High School. This study related to the result of a preliminary study showed that students were still low in English writing ability.

This type of this study was Classroom Action Research (CAR) which conducted to solve the students in writing ability. It was done based on Kemmis and McTaggart design. The researcher did one cycle in which there were planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitaive data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students writing score of pre-test and post-test. The subject of this action research was tenth grade and majoring Multimedia at first semester. There were 15 students in class as object of this research.

The finding of this study showed that the implementation of this strategy was successful since the criteria of sucess were achieved. The criteria of success was 75% of students could pass the target score  $\geq 75$  based on the KKM. Firstly, The result of the data that pre-test just 26,67 % of students had already achieved the target score and the average' score of pres-test was 63,47. It can say that the result of pretest was unsatisfactory. Meanwhile, the result of post-test was higher than the result of pre-test. In the post test, there were 80,00 % of students could pass the target score and the average' score of post test was 80,27. This result also drew conclusions that this strategy was able to improve the students' writing ability in Vocational High School.

IAIN JEMBER

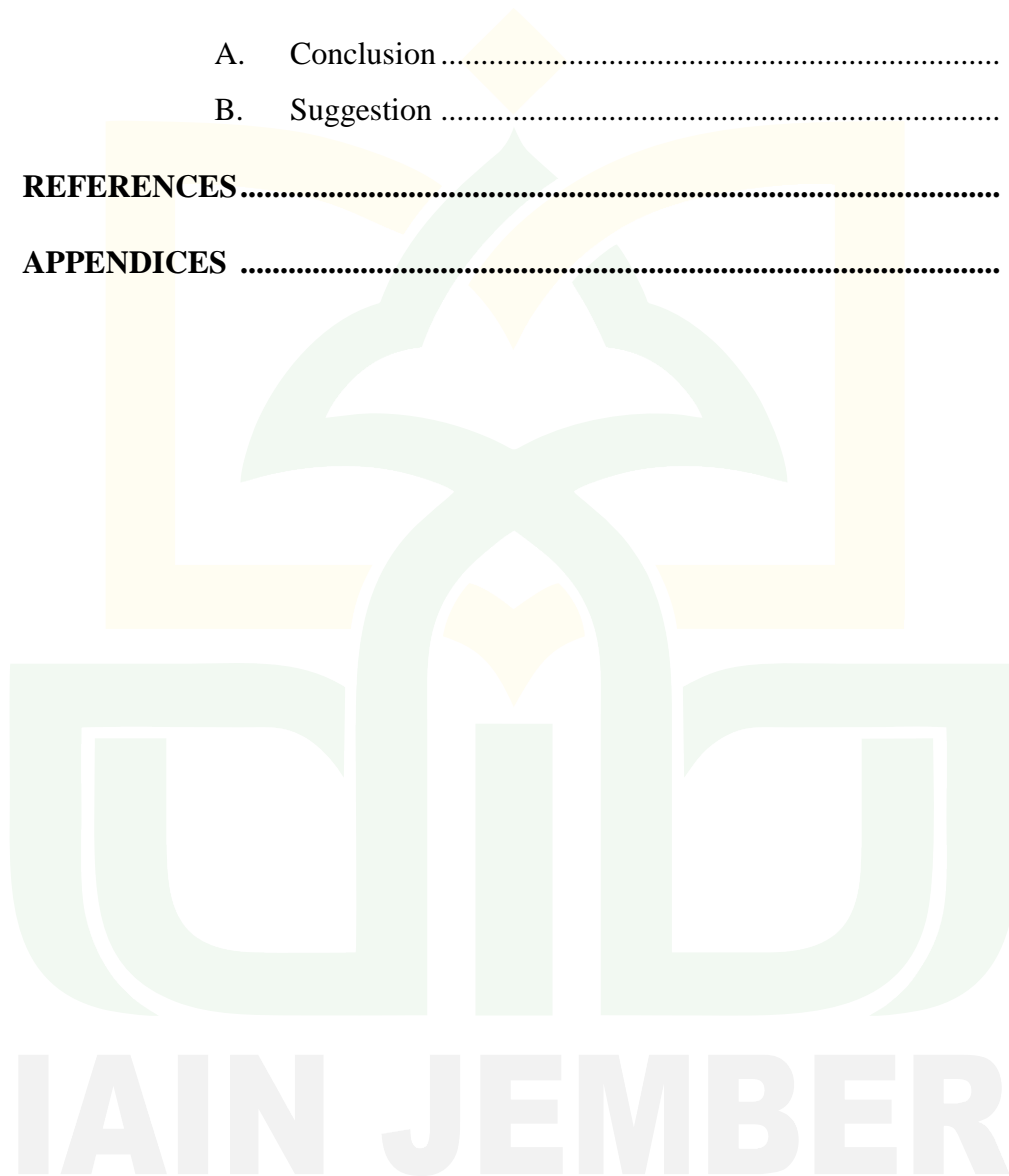


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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Over the past century, there has been a dramatic increase in English language. It has developed until used by most countries in the world. English language has become a necessity as a communication tool to interact toward another country which is different culture and language so that they can share their knowledge through using English language. In Indonesia, English as secondary language has taught at every level of school, from junior high school to university and students have to master the four English skill, they are speaking, listening, reading, and writing. All of the skills are helpful to understand various English content in written and spoken language form and they can write and speak in English language. Hummer states the way we use language in terms of four skills- reading, writing speaking and listening. These are often divided into types, receptive skills are term used for reading and listening, skill where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves<sup>2</sup>.

In recent years, there has been an increasing interest in writing. Often writing is used for conveying the idea to communicate with the others. It is needed almost in all subject: magazine, article, journal, news, and any media

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<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge:Pearson Longman ELT, 2007), 265.

in print out and digital. People express the idea with others is not only using spoken language but also written language. Moreover, writing needs a good etiquette since it can be represented the characteristic the writer, so that Al Qur'an divide the word into two categories, they are good and bad etiquette.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ ﴿٢٤﴾ تُؤْتِي أُكْلَهَا كُلَّ حِينٍ بِإِذْنِ رَبِّهَا ۗ وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ ﴿٢٥﴾ وَمَثَلُ كَلِمَةٍ خَبِيثَةٍ كَشَجَرَةٍ خَبِيثَةٍ اجْتُثَّتْ مِنْ فَوْقِ الْأَرْضِ مَا لَهَا مِنْ قَرَارٍ ﴿٢٦﴾

Meaning: See you not know how Allah sets forth a parable? A goodly word as a goodly tree, whose root if firmly fixed, and its branches (reach) to the sky (i.e. very high). (24) giving its fruits at all time by the leave of its Lord, and Allah sets forth parables for mankind in order that they may remember. (25) and the parable of an evil word is that of an evil tree uprooted from the surface of earth, having no stability (26)<sup>3</sup>.

Based on the statement in Qs. Ibrahim:24-26 above, a good word will be got kindness and benefits. It is likened this (good tree) goes on bringing forth its fruit at all time by the leave of its Lord. It means that the person will be blessed and reward every time when he has good sentence to deliver for the reader. Instead, a bad word is like a bad tree because it does not have strong roots which is not supported good reason. So that writing needs good words to developing good quality in writing.

In addition, writing activity cannot separate in daily life especially in digital era, for example: email, chatting, social media, etc. Furthermore, a job

<sup>3</sup> Muhammad Taqi-ud Din Al-Hilahi and Muhammad Muhsin Khan, *The noble Qur'an*, terj. (Medina Dar-us Salam Publications), 331-332.

seeker who is required to writing ability in making curriculum vitae by using formal and appropriate written language must have good skill in writing. Writing is an important role in daily life. It is helpful to show the feeling, idea and opinion in writing form. So that, people can communicate with the others through writing. Therefore, writing ability is very important in daily life.

Teaching writing is the process of guiding and facilitate students how to express the ideas in writing form. According to Raimes, a great deal of writing on in ESL lessons, students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learned.<sup>4</sup> Various vocabulary will help the students to discover something new to write their ideas, also they should discover the right words and using the correct grammar to arrange sentences relevance with the topic. Meanwhile, teacher gives their students the opportunity to explore the topic in such prewriting activities as list making and brainstorming. According to Luchini, the different cognitive and linguistic characteristics involved in the writing ability make it difficult task for students to learn. It is necessary to the learners to enhance support opinion they plan to interact through the process of writing. they require to arrange – amend and rewrite before their manuscript are completed.<sup>5</sup>

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<sup>4</sup>Ann Raimes, *Techniques in Teaching Writing* (USA:Oxford University Press, 1983), 4.

<sup>5</sup>Soheila Abedianpour and Arezoo Omidravi, "Brainstorming Strategy and Writing Performance: Effect and attitudes," *Journal of Language Teaching and Research*, Vol. 9, no. 55 (September, 2018) : 1085.



To resolve the problem, the researcher had to attempt a technique to help students in the improving of writing ability. The technique that can be applied is draw label caption strategy. It is strategy that students draw a picture, label based on the picture, and then give caption descriptively. This strategy may draw to help the students can write the description of everything they have labeled the scene and help the students to focus on important details. Peha states draw is making a quick pencil sketch of your scene. It can really help students to write. When the students take a few minute to sketch a quick picture, they give themselves chance to focus on their topic and their writing is richer and more detail.<sup>6</sup>It can also be used to increase new vocabulary through drawing a picture and then labeled everything based on the picture and then they give a caption what is happening in the scene. It can find ideas in writing activity until make some sentences into a good paragraph. From the explanation above, Draw Label Caption will be great starting to find the ideas into illustration and write the sentences what they have labeled based on the sketch. Therefore, the researcher is interested in conducting Classroom Action Research by applying Draw Label Caption strategy.

Recently, the world has been experienced Covid-19 pandemic. It is first to appear in Wuhan, Hubei Province, China since December 2019. The World Health Organization (WHO) declared the outbreak on January 30,2020

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<sup>6</sup>Steve Peha, "The Writing Teacher's Strategy Guide", Teaching That Makes Sense, 2002, [www.ttms.org](http://www.ttms.org).

as a Public Health Emergency of International Concern<sup>7</sup>. The outbreak as Global pandemic because the disease transmitted virus faster toward human and it has spread to many countries Also Indonesia is one of the countries infected with corona-19. This has had a big impact toward Indonesia like as health, economic, employment, social, and education. Therefore, the government prevents the spread of the disease with giving instruction to societies for working from home, studying from home, and worship at home.

Based on the result of Interview with English Teacher,<sup>8</sup> the students often have difficulties in writing activity. When the teacher asks to make sentences correctly, there are many errors on grammatical and conjunction. The students get problem in developing the ideas. Therefore, they stop on the first or second sentences. Moreover, from the point of view the students, they are not interested in English learning because English is considered the second language which needs a lot of times to translating from Indonesia into English languages so that it makes the students are low in vocabulary. Furthermore, in writing activity the teacher still uses traditional method but sometime the teacher asks to students to observe the object around the class to describing person, plants, and the other things. During covid-19 pandemic, the teacher has experienced difficulties in teaching, the students have not been able to capture the material provided by the teacher on distance learning, the teacher teaches English courses using videos through *WhatsApp*. It makes students still confused about the material

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<sup>7</sup>Zi Yue Zu Msc et.al., "Coronavirus Disease 2019 (COVID-19): a Perspective from Cina". *Radiology*, Vol.296, No.2, (August, 2020):E15.

<sup>8</sup> Iil Eryawari Majid, interviewed by Researcher, Jember, 10 September 2020.

To support the activities of the English teacher at SMK 09 MA'ARIF NU. The teacher needs a new strategy to solve the problem in writing ability. So that draw label caption strategy is needed to help the students in writing ability. It guides the students through the process of gathering idea, drafting, organizing an outline. The students are given the opportunity to explore their ideas through Pictures into written language. Moreover, this strategy will be conducted during Covid-19 because the researcher tries to focus to improve writing ability even on Covid-19 pandemic and it will be adjusted with the alteration of school rules during covid-19 Pandemic.

The researcher assumed that the students need improvement on writing ability during covid-19 pandemic. To increase English learning, there should be some actions to do classrooms with suitable strategy to improve their writing ability. Therefore, the writer decided to take use the Draw Label Caption strategy to improve students' writing ability during Covid-19 pandemic in Vocational High School as title of the thesis.

## **B. Research Question**

This research is guided the following major questions is “How is the implementation of Draw Label Caption able to improve students' writing ability in Vocational High School?”.

## **C. Research Objective**

This research is conducted in order to investigate how the implementation of Draw Label Caption is able to improve the descriptive text

of students' writing ability during the covid-19 pandemic in Vocational High School.

#### **D. Scope and Limitation**

Based on the background above the researcher focus the study on the implementation of Draw Label Caption strategy to improve the descriptive text at tenth grade students of SMK 09 MA'ARIF NU.

#### **E. The Significance of the Research**

Significance of the research contains contributions that will be given after conducting the classrooms action of the research<sup>9</sup>. The significance consists of theoretical benefit and practical benefit. The significant of the research may be able to give contribution for the teachers, school, researcher, and the students. There are:

##### **1. Theoretically**

The result of the research is expected to be used to support the learning process about the implementation of draw label caption to improve writing ability in Vocational High School.

##### **2. Practically**

For the students, the result of this research is hoped the students will get experienced and easy strategy to write something by using draw label caption (DLC) strategy. They can get some information to identify their problem in writing ability. They are more interested in learning writing course. Furthermore, for the English Teacher gets more

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<sup>9</sup>Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: IAIN Jember, 2019), 57

information to improve learning process in writing course, especially implementation of draw label caption to improve writing ability in vocational high school. Moreover, for the school, the result of this research can give contribution for the school to increase quality education.

## F. Definition of Key Term

### 1. Draw Label Caption

Draw Label Caption is one of strategies, which the students start a lesson with drawing to forming their creativity and they have to labeled the result of their drawing as gathering a list the ideas, they can give arrow line to mention any object from the result of their drawing, it is helpful for students as the way in developing the ideas in writing. After that they can take the words which they have labeled to develop into caption or sentences under their picture, they write sentences about the situation of their drawing. And the student can take the other labels of object. It is used as the idea to write sentences into paragraph.

### 2. Writing ability

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own view on a topic<sup>10</sup>. Ability is potentiality of someone to do something. Ability usually connected a skill or a talent. Thus, writing ability is potentiality of someone to construct the ideas in written materials. In this research, the elements of writing ability are

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<sup>10</sup>Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 9

content, organization, vocabulary, grammar or language use, and mechanic. It is used by researcher to evaluate the students in writing activity. It is also as the tool to measure the criteria success of writing ability with using draw label caption strategy.

### 3. Descriptive Text

Descriptive text is the text that is explained or describing people, animal, an object. It can describe the form of object, characteristic, and condition of the place. It is used as illustrating and describing people or any object. It is mostly used simple present tense to describe an object. This material will be learned by tenth grade in vocational high school. They will discuss about describing the tourism destination in Indonesia.

### 4. Covid-19 Pandemic

Covid-19 is a disease by a new suspense of coronavirus. “CO” means that corona, “VI” for Virus, and “D” for disease. Formerly, this disease was referred to as ‘2019 novel corona virus’ or ‘2019-nCoV’.<sup>11</sup> Meanwhile, according WHO, Pandemic is the worldwide spread of a new disease<sup>12</sup>. It can be defined as outbreak of disease that becomes widespread over a large region as the result it is caused infections in some population. So that, to reduce the impacts of the COVID-19, the Indonesian government gives policies to impose social distancing at all levels of society, including learning activities. This school are encouraged

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<sup>11</sup>Lisa bender, *Key Messages and Actions for COVID-19 Prevention and control in Schools*, (UNICEF New York:t.p., 2020), 2

<sup>12</sup>World Heath Organization, “What is Pandemic?”, World Heath Organization, 24 February 2020, [www.who.int/csr/disease/swineflu/frequently\\_asked\\_questions/pandemic/en/](http://www.who.int/csr/disease/swineflu/frequently_asked_questions/pandemic/en/)

to turn online learning but this policies can changed to be offline learning to adjust the condition of students in learning process.

### **G. Systematic Discussion**

Systematic discussion is temporary framework from the content of thesis to know about the whole discussion generally. The systematic discussion purpose to show the organization and outline in the research so that it will be easy in reviewing and responding the content. Each chapter will be arranged and formulated as follows:

The first chapter contains introduction. This chapter consist of background, research question, research objective, significance of the research, scope and limitation, definition key term, and systematic discussion.

The second chapter contains literature review. It consists of previous studies and theoretical framework that is used to develop idea framework and guide the research.

The third chapter discuss about research method. This part consists of research design, research location, research subject, data collection method, data analysis, criteria of the success, validity data, research procedure.

The fourth chapter discuss about the representation of object research like as history about the school; perspective and mission from the school; the structure of organization; and infrastructures. The result of research, this part the researcher has prepared the whole of data each cycle

and supported with table list, diagram, and graph. Moreover, there is discussion and interpretation by researcher about the result of the research.

The fifth chapter is the last chapter consist of conclusion and suggestion. This chapter, the researcher gives the answer concisely toward the problems. Suggestion is as follow-up to the other researcher.





## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Previous of The Research

1. The first research has similarities that conducted by Tika Amalia with entitled “*A Comparative study between The Use of Tell Show Strategy and Draw Label Caption Strategy in Increasing Students’ Recount Text Writing Ability at The Eighth Grade of SMP Al-Huda Jati Agung in Academic Year of 2018/2019*”<sup>13</sup>. There was difference in the objective of research, her research is to find out The significant better between the use of the Tell show and Draw Label Caption (DLC) in increasing students’ recount text writing ability and she used the comparative research, it is used to compare two groups or more from certain variable and she conducted the research to the student of junior high school as the research subject. She used Static Group Comparison design in the form of experimental research. Tika used Pre-test and post-test as the data collection method. To investigate whether there is a significant comparative studey between experimental class and control class she analyzed the data y using t-test formula. It can be reflected, based on the research finding, that the use of Draw Label Caption (DLC) strategy gave more positive effect in increasing the students’ recount text writing ability

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<sup>13</sup>Tika Amalia, “ A Comparative study between The Use of Tell Show Strategy and Draw Label Caption Strategy in Increasing Students’s Recount Text Writing Ability at The Eighth Grade of SMP Al-Huda Jati Agung in Academic Year of 2018/2019,” (An Undergraduate Thesis, University of Islamic Studies Raden Intan Lampung, 2019), abstract page.

at 8<sup>th</sup> grade students of 2<sup>nd</sup> semester at SMP AL-Huda Jatiagung Lampung Selatan in the academic Year of 2018/2019.

2. The second research had been investigated by Iis Rosmiati. She conducted a research entitled *The Effect of Using Draw Label Caption Strategy toward Students' Ability in Writing Descriptive Text of The First Grade Students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru*<sup>14</sup>. This study aimed to find out whether or not there was significant effect between students' ability in writing descriptive text taught by using Draw Label Caption strategy and by using conventional method of the first grade students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru. After analyzing the data, Iis found that the students achievement of experimental class was better than those of control class. It could be seen from the final result of t-test analysis which stated that t-value was higher than t-table ( $2.00 < 13.007 > 2.65$ ). she also found that aspect of writing composition of the descriptive text (Content, organization, vocabulary, grammar, spelling), it can be justified that there was a significant difference in the students' achievement in writing descriptive text between taught by using Draw Label Caption strategy and those taught without using Draw Label Caption strategy. Based on the researcher above, in this research the researcher was interested to find out that there was the effect of teaching writing

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<sup>14</sup>Iis Rosmiati, "The Effect of Using Draw Label Caption Strategy toward Students' Ability in Writing Descriptive Text of The First Grade Studetnts of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru," (An Undergraduate Thesis, State Islamic University of Sultan Syarif Kasim, 2013), abstract page.

descriptive text using Draw Label Caption (DLC) toward the students' descriptive text writing ability.

3. The third research had also conducted by Agus Sugianto with entitled *The Effectiveness of Using Draw Label Caption (DLC) Technique in Teaching Writing of Descriptive Text at The Tenth Grade Students of SMK Batik Sakti 2 Kebumen in The Academic Year of 2015/2016*<sup>15</sup>. The objective of this study was to find out whether Draw Label Caption (DLC) was effective or not in teaching writing of descriptive text at tenth grade students of SMK Batik Sakti 2 kebumen in the academic year of 2015/2016. In this study, his research used quasi experimental design using "non equivalent control group design and the number of the subject was 69 students as the sample of the research students are divided into 2 groups, those are experimental and control. Agus found that the mean score of experimental class was higher than the control class. The mean of experimental group was 76.45 whereas the mean of control group was 67.80 (76.45-67.80). Meanwhile, the result of t-value was 78.6 using 5% level significance and the degree of freedom was 52. From the t-table, the value of t-table was 0.05. it showed that t-value was higher than the value of table. Therefore, his research showed that using Draw Label Caption technique in teaching writing of descriptive text at tenth grade students of SMK Batik 2 Kebumen is effective.

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<sup>15</sup>Agus Sugianto, "The Effectiveness of Using Draw Label Caption (DLC) Technique in Teaching Writing of Descriptive Text at The Tenth Grade Students of SMK Batik Sakti 2 Kebumen in The Academic Year of 2015/2016," (An Undergraduate Thesis, Muhammdiyah University of Purworejo, 2016), abstrack page.

**Table 2.1**  
**Similarities and Differences Previous Research and This Research**

No.	Name, Research Year, Title	Similarities	Differences
1	2	3	4
1.	Tika Amalia, 2019, A Comparative study between The Use of Tell Show Strategy and Draw Label Caption Strategy in Increasing Students' Recount Text Writing Ability at The Eighth Grade of SMP Al-Huda Jati Agung in Academic Year of 2018/2019	<ul style="list-style-type: none"> <li>▪ Using Draw Label Caption (DLC) as Strategy of the research</li> <li>▪ Measure the writing Ability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Comparative Research. In contrast, this research is using Classroom Action Research (CAR) as Research Design</li> <li>▪ The objective of research was to find out the significant better between the use of the Tell show and Draw Label Caption (DLC). in contrast, this research showed that implementation of Draw Label Caption (DLC) strategy can improve writing ability</li> <li>▪ Conducting in Junior High School as research subject and this research conduct in Vocational High School</li> </ul>
2.	Iis Rosmiati, 2013, The Effect of Using Draw Label Caption Strategy toward Students' Ability in Writing Descriptive Text of The First Grade Students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru	<ul style="list-style-type: none"> <li>▪ Using Draw Label Caption (DLC) as Strategy of the research</li> <li>▪ Measure the writing Ability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using quasi experimental research. In contrast, this research was using Classroom Action Research (CAR) as research design</li> <li>▪ The main focus of this research was to find out whether or not there was significant effect between students' ability in writing descriptive text taught by using Draw Label caption strategy and by using conventionl method of the first grade students of Junior High School. Meanwhile, this research was to investigate how implementation of Draw</li> </ul>

No.	Name, Research Year, Title	Similarities	Differences
1	2	3	4
			Label Caption Strategy was able to improve The students' writing ability <ul style="list-style-type: none"> <li>▪ Conducting in Junior High School as research subject and this research conducted in Vocational High School</li> </ul>
3.	Agus Sugianto, 2016, The Effectiveness of Using Draw Label Caption (DLC) Technique in Teaching Writing of Descriptive Text at The Tenth Grade Students of SMK Batik Sakti 2 Kebumen in The Academic Year of 2015/2016.	<ul style="list-style-type: none"> <li>▪ Using Draw Label Caption (DLC) as Strategy of the research</li> <li>▪ Measure the writing Ability</li> <li>▪ Conducted in Vocational High School.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using quasi experimental research. In contrast, this research is using Classroom Action Research (CAR) as research design</li> <li>▪ The objective of research is purpose to find out effective or not in teaching writing, In contrast, this research shows that implementation of Draw Label Caption (DLC) strategy can improve writing ability in Vocational High School</li> </ul>

Based on the explanation above, there were similarities and differences between this research and previous research. Both of the research was using Draw Label Caption (DLC) in teaching writing. Then, the differences were research design and the objective of research, the first previous study used comparative research to find out the significant better between the use of the Tell Show and Draw label Caption (DLC). Also, the second and third previous study used quasi experimental research to find out effective or not in teaching writing. Instead, this research used Classroom Action Research (CAR) to show that how the implementation of Draw Label

Caption is able to improve the descriptive text of students' writing ability in Vocational High School.

## B. Theoretical Framework

### 1. Writing

#### a. Definition of Writing

Writing defined as combination of process and product. The process refers to the act of gathering ideas and working to be understood by readers<sup>16</sup>. This happens because writing involves of thought, energy and, knowledge and form them in good writing. Troyka and Hesse add that writing is way of communication to express message or idea to readers in texts widely different in length, format, content, organization, and style.<sup>17</sup>Hence, researcher should determine purpose and topic firstly to make good content and format to achieve the writing accomplish.

According to Brown, writing is sometimes used to learning English to focus the linguistic communication and capitalize<sup>18</sup>. The students can learn English through a written form such as letter, article and invitation for studying grammar concept. It is also important that grammar will be successful if the readers comprehend

<sup>16</sup>Caloline linse and David Nunan, *Practical English Language Teaching:Young Learners*, (New York:McGraw-Hill, 2005), 98

<sup>17</sup>Lynn Quitman Troyka and Douglas Hesse, *Simon & Schuster Handbook for Writers*, (New Jersey: Pearson Education, 2009), 3

<sup>18</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* (New York: Longman, 2000), 334.

what content means because grammar helps students to communicate to other people for conveying the ideas appropriately.

Writing process is not easy to make sentences even paragraph. It needs more practice to make good writing. Harmer adds that when writing, students have more time to think than they do in oral activities. Even they need consult dictionaries, grammar books, or then reference material to help them<sup>19</sup>. Hence, students need more time to find their ideas and reference to develop the topic of writing in order the reader interested and comprehend the context of writing.

Based on quotation above, it concluded that writing is activity to convey ideas and opinion in written form and different objective. In writing, the students can learn English without speech to deliver their opinion, they will focus on topic and add more reference to produce written text based on the rules of writing.

#### **b. Definition of Writing Ability**

According Bridgeman and Carlson Writing ability is even more important to professional than to academic success<sup>20</sup>. It means that writing ability is one of way to make the writing text is meaningful. Yeon adds that writing ability is writing assessment in

<sup>19</sup>Jeremy Harmer, *how to teach writing* (England: Pearson Longman, 2004), 31.

<sup>20</sup>Peter L. Cooper, *The Assessment of Writing Ability:A Review of Research* (Princeton: Education Testing Service, 1984), 1.

English class as a way of evaluating performance and it should be specified before practical assessment procedure is designed.<sup>21</sup>

The terms of ability usually related to skill or talent. According to Webster dictionary that ability is the quality or a state of being able, especially physical, mental, or legal power to perform, competence in doing, natural aptitude or acquired proficiency. It means that ability is the competence of someone to do something correctly.

From the explanation above, it is concluded that writing ability is the capability to convey ideas and feeling for particular content in written form. It can be used test to students to measure the competence of writing in assessment.

### c. The Component of Writing

There are five component that should be considered in the process of making a composition<sup>22</sup>:

#### 1) Content

Content refers to the substance of writing, the experience of the main idea (unity). The main idea should reflect the entire paragraph and each paragraph have to explain the main idea. The content is important because without content, writing is not interested and not discussion. It is related to how to develop an

<sup>21</sup>Jyi-yeon, "Defining Writing ability for Classroom Writing Assessment in High School," *Journal of Pan-Pacific Association of Applied Linguistic*, no. 13(2009), 54.

<sup>22</sup>H. L. Jacobs, Stephen A. Zingraf, Deanna R. Wormuth, V. Faye Hartfiel, Jane B. Hughey, *Testing ESL Composition: A Practical Approach* (Rowley, Massachusetts: Newbury House, 1981), 90.



idea. when writing has idea then how to develop the idea to be good content. for example:

“Niagara falls, a popular destination for thousands of visitor each years, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature.”<sup>23</sup>

The underline sentence includes content because it becomes main idea and subject of discussion in writing. Then, the next sentences as supporting sentence to give information detail from the idea.

## 2) Organization

It refers to the logical of the content (coherence). It builds a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced the chronological order often using conjunction like as “after”, “although”, “because”, etc. they can help to connect other sentences in writing. It is aimed to help reader to understand the reading text. For example:

If you want to experience the falls close up, go for a boat ride. You’ll come near enough to look up at the roaring streams water flowing over the edge and feel the cool mist that rises as the water hits the rocks below.<sup>24</sup>

## 3) Grammar/language use

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<sup>23</sup>Dorothy E Zemach and Lisa A Rumisek, *Academic Writing* (Oxford: Machmilan, 2005), 26.

<sup>24</sup>Dorothy E Zemach and Lisa A Rumisek, 26.

It refers to the use of the correct grammatical forms and syntactical pattern. It is used to construct well-formed sentences. This is avoid misunderstanding toward ambiguous sentences. Grammar is needed in academic writing like as essay, thesis, article, etc. example: the tree-lined river that leads into the falls is fast moving.

#### 4) Vocabulary

It refers to the selection of words that are suitable the content. It can be used to select the word choice or diction appropriately in writing. Mastering vocabulary makes writing text will be more colourful with using variety vocabulary. Example: the tree-lined river that leads into the falls is fast moving, pouring over the edge of the falls and crashing to the bottom in loud roar.

#### 5) Mechanic

It refers to the use of graphic conventional of the language. It is way to arrange words, sentences and paragraphs become structured and others related to one another. Mechanic is also required to clearly communicate the idea in a paper. Mechanic in writing consist of capitalization, punctuation and spelling.

### d. The Process of Writing

Harmer states that writing process is the stages a writer goes through in order produce something in written form. This process may, of course, be affected by the content (subject matter) of the

writing, the types of writing (shopping list, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.)<sup>25</sup>. It means that writing process as the process of mind to produce something related to the content of writing. According to Harmer, writing process will be divided some elements, as follows<sup>26</sup>:

#### 1) Planning

Planning is the process of making strategy to find and produce information in writing. When writing think about three main issue. The first is the purpose of the writing, the writer have to select the type of the text to product, also the language they use, and the information will be selected. The second is the audience, the writers have to considered who are reader of the writing to determine the choice of language informal or formal writing. The last is the content structure that contains sequence the facts, ideas, or argumentation.

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<sup>25</sup>Jeremy Harmer, *How to Teach Writing-Pearson Longman* , 4.

<sup>26</sup>Jeremy Harmer, 4-5.

## 2) Drafting

Drafting is the first version of a piece of writing. Also it refers to Drafting as preliminary version to select the subject and arrange the information about the subject into some categories.

## 3) Editing (reflecting and revising)

Revising is part of strategies to re-examine and evaluated the choices that have created a piece of writing. The writers may add and delete the words even using a different form of words to explain the idea. It has to verify the general meaning and overall structure before focus on grammatical accuracy.

## 4) Final Version

Final version has edited overall, the researcher has verified the structure and sentences in detail. They can send the written text to the readers.

From the explanation above, the process of writing is process to produce something sequentially in the written form. In written language is needed some steps to make good writing, such as planning, drafting, editing and final version.

### e. **The Assessment of Writing**

Assessing writing ability is used to investigate how the way of students' write what the idea is selected to interest the readers, and the appropriate format to convey the purpose of writing. The aim of assessment is to get information about the students' performance like

how far the student' progress in writing is and whether the strategy that is applied in learning is success or not. The researcher modified category for scoring based on Hughes.

**Table 2.2**  
**The Rubric's Score of Writing<sup>27</sup>**

	Score	Level	Criteria
<b>CONTENT</b>	5	EXCELLENT	The content is very suitable with the title. Their idea is complete really wide, more detail.
	4	VERY GOOD	The content is suitable with the title and their idea is wide and complete but less detail.
	3	GOOD	The content is suitable with the title and their idea is quite varied and less detail.
	2	POOR	The content is not suitable with the title and their idea is less varied and less detail
	1	VERY POOR	The students do not understand the content of writing.
<b>ORGANIZATION</b>	5	EXCELLENT	The writing is really organized and neat and the sequence is very logic
	4	VERY GOOD	The writing is organized, neat, clear and the sequence is logic
	3	GOOD	The writing is fair and neat. The sequence is logic
	2	POOR	The writing is less organized and the sequence is less logic
	1	VERY POOR	The sequence is not logic
<b>VOCABULARY</b>	5	EXCELLENT	The writing has many vocabularies, the words is very effective and appropriate
	4	VERY GOOD	The writing has good vocabularies, the word is effective and appropriate.
	3	GOOD	The writing has enough vocabularies, the word is

<sup>27</sup> Arthur Hughes, *Testing for Language for Teachers*, (Edinburgh: Cambridge University Press, 2003), 104.

			effective and appropriate
	2	POOR	The writing has little vocabularies, the word is less effective and less appropriate
	1	VERY POOR	The writing has poor vocabularies, the word is not effective and appropriate.
LANGUAGE USE	5	EXCELLENT	the students can master grammar well
	4	VERY GOOD	The writing has good grammar
	3	GOOD	the sentences is simple and the writing has few minor mistake on grammar
	2	POOR	The writing has major problems on grammar
	1	VERY POOR	The writing has numerous mistakes on grammar.
MECHANICS	5	EXCELLENT	The writing is very neat, clear, legible.
	4	VERY GOOD	The writing is less neat but it is clear and legible.
	3	GOOD	The writing is less neat and clear but it is legible.
	2	POOR	The writing is less near and it is hard to read the content.
	1	VERY POOR	Unreadable writing.

Source: (Hughes,2003:104)

Note : maximum score : 25

$$\text{Score: } \frac{\text{the result of score}}{\text{maximum score}} \times 100\%$$

## 2. Descriptive Text

### a. Definition of Descriptive Text

According to Gerot and Wignell, Descriptive text is text to give information about describing the particular thing, animal,

person, or others.<sup>28</sup> Langan adds that descriptive text is describing people or something until the reader can imagine a picture in words<sup>29</sup>. The words represent picture which is vivid and clear. The readers can imagine the animal, person, and other object in their mind. They can feel smell, sound, shape, and tastes. It concludes that descriptive text is a text to describe animal, object, person or others until the reader can illustrate the object through smell, sound, shape, and taste.

#### **b. Generic Structure**

According to Gerot and Wignell, the generic structure of descriptive text consists of identification and description<sup>30</sup>, as follows:

##### **1) Identification**

It identifies phenomenon to be described. In this section, the writer investigates phenomenon general to get the topic of discussion in writing until it can be an interesting idea to write a writing text. It identifies or introduces a topic that is clear and concise. It can introduce about the name, the address, or the location of object.

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<sup>28</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Experience, 1994), 208.

<sup>29</sup>John Langan, *College Writing skill with Reading* (Singapore: McGraw Hill, 2010), 185.

<sup>30</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, 208.

## 2) Description

In this section, it describes the topic based on parts, characteristic, qualities. It tells the reader how things look, feel, taste, sound, or smell. When discussion about people, it can describe based on personality and physical characteristics. It purposes to give background information about the topic and describe an object in more detail how the writer feels about the topic.

### c. Grammatical Feature of Descriptive Text

According Knapp and Watkins have several characteristics (grammatical feature)<sup>31</sup>, they are:

- 1) In descriptive text, the present tense is predominantly used.
- 2) Although present tense may be used in literary description, it is past tense that tends to dominate.
- 3) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- 4) Action verbs are used when describing behavior/users
- 5) Mental verbs are used when describing feeling in literary description.
- 6) Adjective are used to add extra information to nouns and may be technical, every day, or literary, depending on the text.

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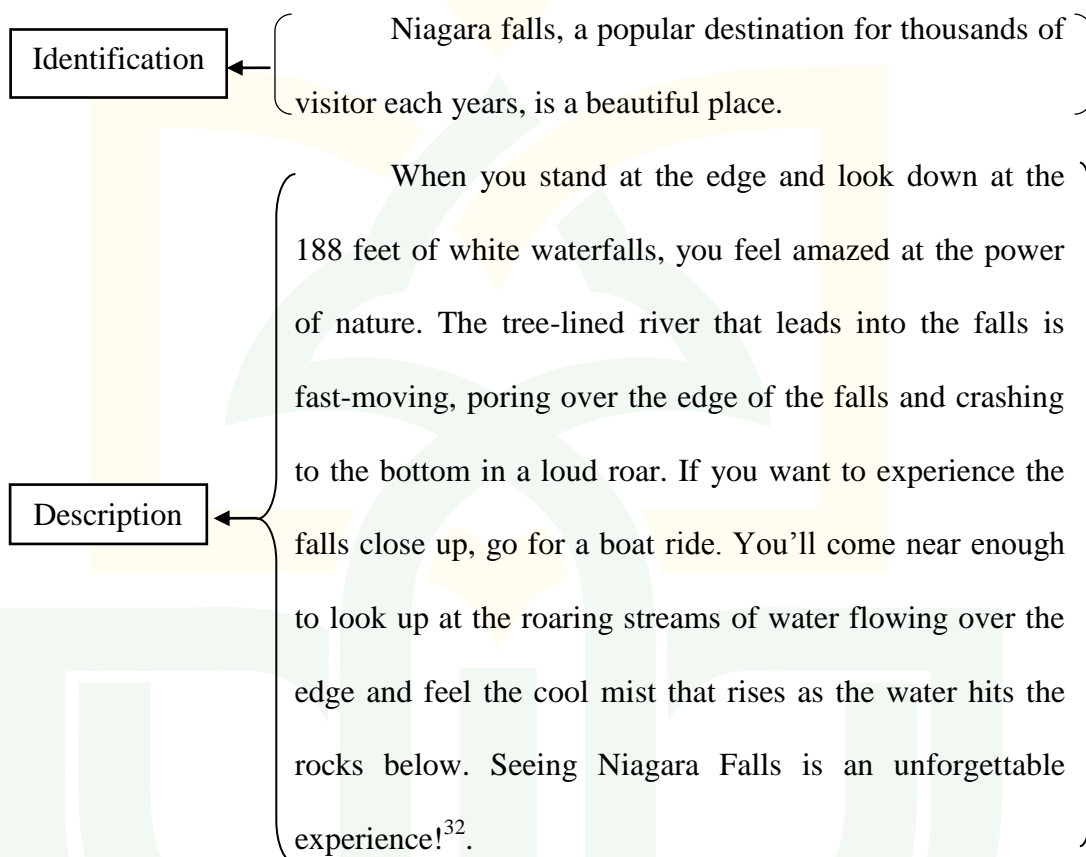
<sup>31</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), 98-99.



- 7) Personal and literary description generally deal with individual things.

#### d. Example of Descriptive Text

##### Niagara Falls



### 3. The Concept of Draw Label Caption Strategy

#### a. Definition of Draw Label Caption Strategy

According Steve Peha, Draw Label Caption is strategy that can help students to sketch a quick picture and focus on topic that can make their writing richer and more detail. To achieve the purpose,

<sup>32</sup> Dorothy E Zemach and Lisa A Rumise, *Academic Writing*, 26.

the students in this strategy have some steps and every step has a purpose in writing process<sup>33</sup>.

1) Draw

The first step is drawing, draw is the step to make picture on paper with a pencil and pen, etc. this is rough sketch: use outline only, stick people are encouraged. Peha states that draw is making a quick pencil sketch of your scene. Based on the explanation above, it can be concluded that draw is the activity to make lines to be picture with using tools with certain object and purpose.

2) Label

The second step is the label, label is step to create a part of paper that is attached to an object and gives information about it. Moreover, label is name that is used represented about description and picture that seem too general and not correct. Besides, Peha states that is creating a one-or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things. From the term above, it can be summarized that label is word or phrase that is represented to an object.

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<sup>33</sup>Steve Peha, "The Writing Teacher's Strategy Guide", Teaching That Makes Sense, 2002, [www.ttms.org](http://www.ttms.org).

### 3) Caption

The last step is caption, caption is an explanation toward illustration, picture, cartoon, etc. and gives information descriptively. Also, caption means that is writing single sentence underneath the picture that tells what is happening<sup>34</sup>. Based on the explanation above, it can be assumed that caption is a sentence to explain a scene based on the picture or illustration.

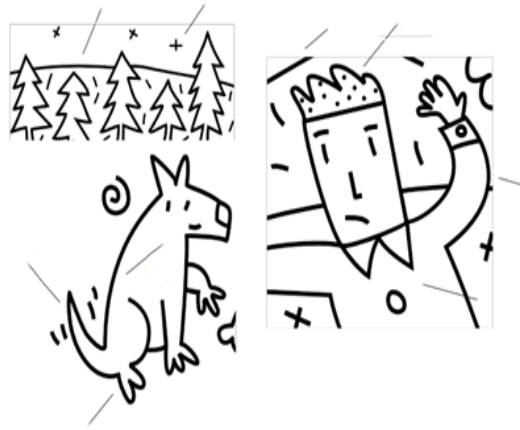
Based on definition above, it can be assumed that Draw Label Caption (DLC) strategy can help students to start writing something with drawing activity and writing what is happening on scene. The students can focus on important detail based on illustration of the picture. When students begin to drawing something based on the topic, they can develop their ideas and creativity until their writing is more various and detail.

- a) Draw: make a quick pencil sketch of students' scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many details as the students can. The students can't have too many details.

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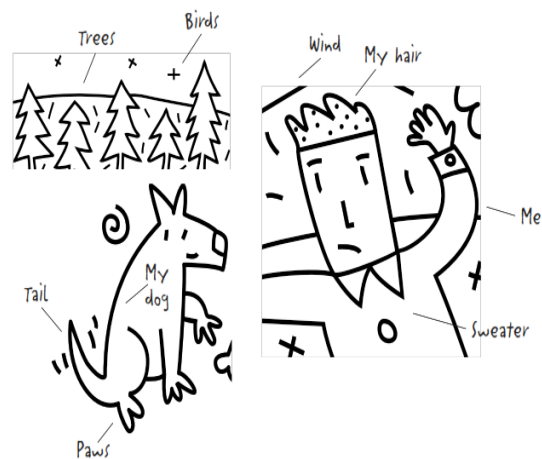
<sup>34</sup>Steve Peha, "The Writing Teacher's Strategy Guide", Teaching That Makes Sense, 2002, [www.ttms.org](http://www.ttms.org).

**Figure 2.1: Drawing  
DRAW LABEL CAPTION**



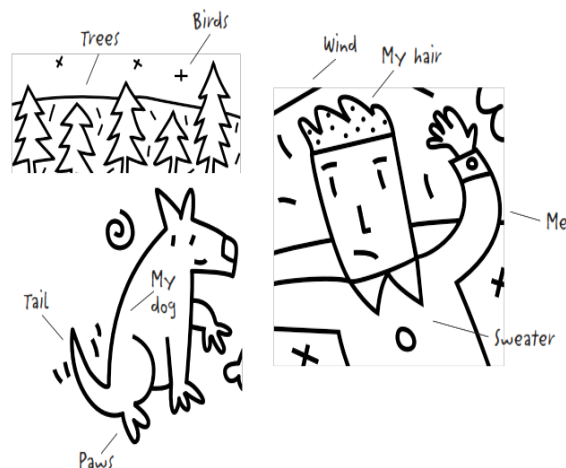
- b) Label: create a one or two-word text label for each item in their drawing. Label everything the students can think of, even different parts things.

**Figure 2.2: Label  
DRAW LABEL CAPTION**



- c) Caption. Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if students are up for it.

**Figure 2.3: Caption  
DRAW LABEL CAPTION**



**CAPTION**

I am just about to throw the frisbee and my dog is going to go after it

**From Label to sentences into paragraph**

I'm about to throw the frisbee. This is my favorite game to with **my dog**. It's cold but I've got a thick wool **sweater** on. The is blowing **my hair** all over the place. The big **trees** in the park are swaying from side to side some of leaves are falling off. There are **birds** flying above the trees. **My dog** is excited and ready to go. He's wagging his **tail** like crazy. He can't keep his **paws** still. He is scratching at the dirt and getting ready to run.

From the procedure above, it can be concluded that the procedure of Draw Label Caption has three steps, namely: first, draw an illustration related with topic, the second, label that is writing names toward picture forms on scene, the third, write a caption to describe the situation of the scene. After that students make some sentences from the label into paragraph

## **b. The Advantages and Disadvantages of Draw Label Caption Strategy**

There some advantages and disadvantages in using Draw Label Caption strategy.

### **1) Advantages of Using Draw Label Caption Strategy**

The advantages of Draw Label Caption strategy are that every kid can do it well because teenager and even adult writer can apply this strategy to start writing. The act of choosing a focus for one's writing is very important. And this strategy seems to be deal for helping writers of all ages and abilities solve this problem<sup>35</sup>. Furthermore, Picture can motivate the students in writing process, when they did label the picture, it can increase knowledge of the vocabulary and develop words into paragraph. Also, student can find the ideas through picture based on the topic.

### **2) Disadvantages of Using Draw Label Caption Strategy**

The Draw Label Caption is expected to be able to help students to write descriptive text. However, Draw Label Caption has weakness. Most of students is shy to drawing. They will try to draw as beautiful as possible, so that they will spend much time in drawing, whereas the focus is not drawing but writing.<sup>36</sup>

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<sup>35</sup>Steve Peha, "Welcome to Writer's Workshop", Teaching That Makes Sense, 2002, [www.ttms.org](http://www.ttms.org).

<sup>36</sup>Vivi Ramadani and Saunir Saun, "Helping Junior high School Students to Write a descriptiveText Through Draw Label Caption Strategy", *Journal of English Language*

Based on statement above, it can be concluded that Draw Label Caption strategy is the strategy that help students can expand the idea and focus on their topic through the scene of picture in writing process but it needs much time to draw in writing activity.

**c. Teaching Writing by Using Draw Label Caption (DLC) Strategy**

The students in teaching writing should produce their ideas in written form through long process starting brainstorming up to final product. Harmer stated that teaching writing is focus on product and writing process. Teaching writing is not only about good ideas in writing. But also help the students' writing ability better than before.

Therefore, the teachers need a strategy to help the students' mastery in writing ability in order to improving students' writing ability.

According Julie in Peha, Draw Label Caption strategy helps students to focus on the topic which is students draw a picture representing their topic, labeled different parts of the picture, and write a short caption underneath<sup>37</sup>.

Steve Peha states that there are some steps of using label caption in writing<sup>38</sup>

- 1) Draw. Make a sketch of scene
- 2) Label. Create one of two text labels for each item in the sketch

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*teaching*, Vol 1No.2, (2013), 261.

<sup>37</sup>Steve Peha, "The Writing Teacher's Strategy Guide", www.ttms.org..

<sup>38</sup> Steve Peha, www.ttms.org.

- 3) Caption. Write a single sentence underneath the picture that tells what is happening in the sketch

From the theory above, the researcher constructs the steps to teaching descriptive text using draw label caption in writing. Those are:

1) Draw

The researcher had prepared picture to describe a place. In this phase students do not draw a sketch in this activity caused it needs long time in learning process, in contrast, during covid-19 this school have limited time to teach in the classroom, therefore the researcher decided to prepare a picture to contribute toward students.

2) Label

There are labels beside the picture. This label is related with the picture. This is used to help students to find the ideas in writing. The researcher had prepared 6 vocabulary to make sentences in Descriptive text.

**Figure 2.4**  
**Example of label (Pujon Kidul Village)**

	Café sawah
	The Roudh 78
	Dirt bike/ATV
	Cattle breeder
	Coban Area
	Homestay



### 3) Caption

At this point, the students make caption based on the picture. the researcher ask to students to make a simple sentence. The caption is related with what did make this place to be famous. The students have to complete the boxes with caption on the underneath the picture.

**Figure 2.5**  
**Example of Caption (Pujon Kidul Village)**

	
Caption	Pujon Kidul Village is known as agro-tourism village and instagrammable tourist spot.

### 4) Describing

In describing, the students have to write description about the place. They have to use the vocabulary or label to make sentences. This is used to add supporting detail toward the caption of the picture. they can write the description on six boxes.

**Table 2.6**  
**Example of Describing (Pujon Kidul Village)**

Café Sawah	The visitor can enjoy food with beautiful scenic in café sawah.
The Roudh 78	Besides, there is interesting activity in the Roudh 78, visitors can strolling around rice field with riding horse.
Dirt bike	if they like challenging game, they can rent dirt bike/ATV.
Cattle Breeder	Moreover, pujon kidul village has cattle breeder, this place is suitable for child visitors and family

Coban Area	Also visitors can try hiking lead to coban area, they can enjoy magnificent waterfall.
Homestay	The last, the visitors can rest and spend the night in Homestay, they can enjoy rural atmospheres at night and early morning.

#### 4. Covid-19 Pandemic

Pandemics are related to the geographical spread. In the simple term, pandemics are a outbreak of new disease that spreads in various countries at same time. The status of pandemic will be declared by WHO, a pandemic declaration aims to increase global awareness about the spread of a disease and prevent the unwanted effect that is global panic. Meanwhile, The World Health Organization finally officially declared the corona virus outbreak or Covid-19 disease as pandemic on March 11, 2020.<sup>39</sup> This disease has had a tremendous impact toward many countries, this makes to slow down some sectors, such as economic, politic, social, tourism, and education.

In education, Indonesia has been experienced transformation in learning activities. Therefore, to reduce the number of covid-19 spread and educational activities run as usual, the government has made several efforts to reduce this number. One of the government policies is system in a network (*Daring*). The learning system is carried out without face to face directly, but it is carried out using a distance learning system. Many facilities are eventually applied by teachers to carry out teaching and

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<sup>39</sup>Mailizar et.al, "Secondary School Mathematic Teacher' View on E-learning Implementation Barrier during the COVID-19 Pandemic: The case of Indonesia", *EURASIA Journal of Mathematic, Science and Technology Education*, (May, 2020):1.

learning in distance learning system. The learning facilities with application includes *google meet, zoom, google classroom, youtube, television* and *whatsapp*. Otherwise, on 7 August, 2020 the government decides new policies that is expansion of face of face learning for yellow zone and emergency curriculum (in specific condition). It means that face-to face learning is allowed for all levels in green zone and Yellow zone, meanwhile in emergency curriculum, school are given the flexibility to choose a curriculum that suits the learning needs of students.<sup>40</sup>

Meanwhile, in SMK 09 MA'ARIF NU. This school had implemented online system (*Daring*) and face to face. Firstly, the online system implemented on July 13<sup>th</sup>. Therefore, the teacher used some application (*Whatsapps/Google Meet/Email*) to support learning process during Covid-19 pandemic but sometime students came to school for submitting the task on particular subject. While in online system the English teacher sent the material in video through *whatsapp* then she asked to doing the task in students' worksheet. Nevertheless, on 18<sup>th</sup> July to 8<sup>th</sup> October 2020, this school decided to implement face to face in learning process. On 9<sup>th</sup> October to 10<sup>th</sup> November, learning process using online system. Meanwhile, on 12<sup>th</sup> November, the students studied in the school. This is due to help the students catch the material properly.

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<sup>40</sup>Organizer of web kemdikbud, "Penyesuaian Keputusan bersama empat menteri tentang Panduan pembelajaran di masa pandemic covid-19", 07 August 2020, <https://www.kemdikbud.go.id/main/blog/2020/08/penyesuaian-keputusan-bersam-empat-menteri-tentang-panduan-pembelajaran--d-masa-pandemi-covid19.html>.

Some reason, this school decided to change the rules of school during covid-19 pandemic. This happened for the prevention of covid-19 around school and the village.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This Research followed the principal working by using Classroom Action Research (CAR). It was a method of find out what works best in the classroom and it can improve students' learning. Tomal stated that action research is a process of solving problem and making improvements<sup>41</sup>. Eileen added that action research was a process in which participants examine their own educational practice systematically and carefully.<sup>42</sup> Moreover, Kemmis and McTaggart in Nunan added that there was three defining characteristics of action research. The first, it was carried out by practitioners (teacher classrooms) rather than outside researcher, the secondly, that was collaborative, and thirdly, that it was aimed at changing things<sup>43</sup>. In this research, the research aimed to solve the students' problem in improving their writing ability. The researcher collaborated with English teacher in implementing the action research. The researcher discussed with English teacher about lesson plan, material, and task.

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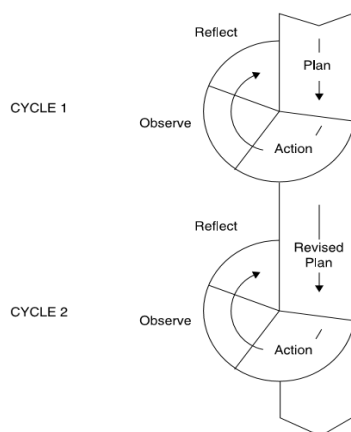
<sup>41</sup>Daniel R. Tomal. *Action Research for Educators: second edition* (United of States of America: Rowman & Littlefield Education, 2010), 10.

<sup>42</sup>Eileen Ferrance, *Action Research*, (New York: LAB at Brown University, 2000), 1.

<sup>43</sup>David Nunan, *Research Method in Language Learning*, (Autralia: Cambridge University Press, 1992), 17.

According to Kemmis and McTaggart stated that action research has four phases in cycle of research and the action may re-planning the next cycle which the result can't achieve the purpose<sup>44</sup>. The four phases are:

**Figure 3.1 Action Research Process**



Source: (Anne Burns, 2010:9)

### 1. Planning

Planning was the first step to prepare the classroom instructional design to be developed in the class to solve the problems. The instructional design is related to learning approaches, learning methods, strategy, media, and material. It would be helpful to focus on the study, to be prepared to solve the problems.

### 2. Acting

Acting was the second step to apply about instructional design that has been planned. At this stage, the researcher has been prepared scenario of the learning process in the class. On the process, the researcher tried to

<sup>44</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010), 8.

improve students' ability and make the situation comfortable during learning process.

### 3. Observing

Observing was the process to collecting data in the research where was researcher observe the situation of research. Observing was used in research related to condition or the interaction of learning process, attitude, and the interaction of group. The result of observing can be used basic data to correct the learning strategy, it need to achieve the criteria of success that have been decided.

### 4. Reflecting

Reflection is the process of evaluating action to determine how far the action have shown the success of the strategy in solving problem.

Reflection also can find problems may occur the implementation process and what factors support the success of the strategy. Therefore, it can determine re-planning to improve the strategy or action before.

## **B. Research Location**

This research conducted at SMK 09 MA'ARIF NU in academic years 2020/2021 where the address in on Sultan Agung street No. 169 Rowotengah-Sumberbaru district. Jember.

## **C. Subject of The Research**

The subject of the research was tenth grade and majoring Multimedia at first semester. There were 15 students in class divided to 11 girls and 4 boys. The researcher chosen this class because this class was getting problem

in writing ability. So, the researcher wanted to improve writing ability in English learning.

#### **D. The Procedure of Action Research**

The procedure of action research purpose was to get deeper understanding about sequence of action research. The detail explanation is as follows:

##### **1. Identification of the problem**

The researcher did interview to the English teacher to identify the problem of the class and the problems refer to the students' writing ability.

##### **2. Planning**

Planning was first step to make concept of activity in order learning process runs well. Here the steps that writer would be prepared:

- a. The researcher and English teacher discussed learning process during Covid-19 Pandemic
- b. The researcher and the English teacher discussed lesson plan based on syllabus, media, and material
- c. The researcher and English teacher discussed about observation sheet

##### **3. Action**

The action was the realization of the planning which is made by the writer. The steps as follow:

- a. The researcher gave explanation draw label caption activities, and give an example appropriate on instruction.
- b. The researcher also gave picture topics to be distributed to students



- c. Then, the researcher asked to students to write label each object on the sketch
- d. Next, students made caption from the label of sketch. The label turns into simple sentence to explain what is condition in the sketch.

#### 4. Observation

In the step, the researcher observed the students' responses, participation, and achievements during teaching and learning process. Sometime, the researcher asked opinion about the process of teaching and learning using Draw Label Caption (DLC) strategy. The observation of writing learning process is recorded by using observation sheet. In complete data, here are the following techniques that is used to collect data:

##### a. Observation

Ary stated that observation is used with respect to some characteristic of the behavior of the subject employed in the research<sup>45</sup>. In this case, the researcher got the information from the real condition in learning process. The researcher made the observation sheet about situation in the class while learning process, how the students respond the strategy and how far Draw Label Caption Strategy can help the students' ability in the class. Meanwhile, the observer observed the teaching learning process in the classroom. It included the researcher performance, the class situation, and the students' response.

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<sup>45</sup>Donald Ary et. al, *Introduction to Research in Education* (USA: Wadsworth, 2010), 431

## b. Test

The writer used written test for the students. The test will information about the students' achievement before and after the learning process. The test in this research was pre-test and post-test.

### 1) The pre-test

The pre-test done before implementing Draw Label Caption strategy. It is to measure students' writing ability at first. The researcher uses test in the form written test. The researcher distributed worksheet contain picture and the researcher asked to the students to describe the picture. There were five aspects to evaluate students', those were: contents, organizations, language use, vocabulary, and mechanics.

### 2) The post-test

The post-test conducted after implementing Draw Label Caption in order to know the progress of students' writing ability by implementing Draw Label Caption (DLC) after the action. In this post-test. The researcher distributed worksheet contain picture and 2 table that was used to fill sentence and paragraph about descriptive text based on picture.

## c. Documentation

Documentation was an event note that has been in the past. Documentation can be in the form of writing, figure, historic opus from

somebody.<sup>46</sup> The researcher used this technique to get data about history about the school; perspective and mission from the school; the structure of organization; and infrastructures at SMK 09 MA'ARIF NU. Also the researcher used documentation to get detail information about the subject of the research such as the student's score of writing, the name of the students and the total of students. It is aimed to know the differences between pre-test and post-test in implementing the strategy and evaluate the teaching-learning in the classroom.

## 5. Reflection

In the step, the researcher identified the problem that found by seeing the result of the observation which should be solved. Then, those were used to make plan for further cycle and correct its weakness. Before reflection, the researcher analyzed data to measure success rate in implementing Draw Label Caption.

In the research, researcher applied qualitative and quantitative data. It means that qualitative is used to describe all data gathered from the observation during teaching process, questionnaire, and interview before and after classroom action research. While quantitative data analyze the data from test (pre-test and post-test).

In numerical data, the researcher tried to get the average of student's writing score within before the implementation and every

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<sup>46</sup>Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 240.

cycle in order to know how well the draw label caption strategy in the classroom. It is the formula<sup>47</sup>:

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  : mean  
 $x$  : individual score  
 $N$  : number of student

Then, the researcher tried to get the class percentages which pass the target score of the minimal mastery level criterion-*Kriteria Ketuntasan Minimal* (KKM). The KKM that must be attained considering writing subject is 75 which is adapted from the school agreement SMK 09 MA'ARIF NU. It is the formula<sup>48</sup>:

$$P = \frac{F}{N} \times 100\%$$

P : the class of percentage  
 F : total percentage score  
 N : number of students

The last, the researcher analyzed the students' writing score from pre-test to post-test. it is used to know whether students improve their score or not. It used the formula:

$$P = \frac{y^1 - y}{Y} \times 100\%$$

P : percentage of students' improvement  
 $y$  : pre-test result  
 $y^1$  : post-test 1

<sup>47</sup>Sudjana, *Metode statistika* (Bandung:: PT Tarsito, 2005), 67.

<sup>48</sup>Anas sudijono, *Pengantar statistic Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), 43

### E. Criteria of Action Research

Classroom Action Research (CAR) has criteria which has been determined to be able to be called successful. This research would succeed when there is 75% of students can pass the assessment score  $\geq 75$  based on minimal mastery level criterion –*Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement SMK 09 MA'ARIF NU

In addition, the success of the action is not only measured with the achievement students' writing score, but also Draw Label Caption can motivate students and they can be excited in learning process. If the criterion of the action research achieved, it concluded that the next cycle of the classroom action research will be stopped, but if this condition has not been reached yet, the next cycle will be done to achieve the criteria which has been determined.

### F. Validity Data

Validity was to increase the accuracy and usefulness of findings by eliminating and controlling as many distracting variables as possible<sup>49</sup>, Also It helped the data to be trusted and scientific. In the case, validity has three distinct type. They were content validity, criterion validity, construct validity. Content validity refers to the relevance of the instrument or measurement strategy to construct being measured<sup>50</sup>.

The researcher would use content validity in order the instrument will be measured and relevance of focus the research. Therefore, the researcher

<sup>49</sup>Geoffrey Marczyk et. al, *Essential of Research Design and Methodology* (New Jersey:John Wiley 7 Sons, inc,2005), 158.

<sup>50</sup>Geoffrey Marczyk et. al, 107.

used content validity based on syllabus and material of the tenth grade at SMK 09 MA'ARIF NU.



## CHAPTER IV

### RESEARCH FINDINGS

#### A. Description of Research Setting

##### 1. The Profile of SMK 09 Ma'arif NU

SMK 09 Ma'arif NU is located on Sultan Agung street No.169 Rowotengah, Sumberbaru district, Jember, East Java. This school established on 2012. It was managed by Walisongo foundation. Moreover, currently the principal of SMK 09 Ma'arif NU has been Khusnul wafa, M.Pd.

##### 2. The Condition of Teacher and Staff

**Table. 4.1**  
**The list of Name Teacher and Staff in SMK 09 Ma'arif NU**

No	Occupation	Name
1	Chairman of foundation	H. Fadlun Munir
2	Treasurer of foundation	Ahmad Junaidi
3	Principal	Khusnul Wafa, M. Pd.
4	Assistant principal of academic affairs and curriculum	Iil Eryawati majid, S. Pd.
5	Assistant principal of public relations and partnerships	Imam Subaweh, M. Pd.
6	Assistant principal of school finance and operations	Arif Ulul albab, S. Pd.
7	Assistant principal of student affairs	Catur Wahyu N., S. Pd.
8	Operator of school	Sohibul Ulum
9	Librarian	Hikmatus Syarifah

**Table 4.2**  
**Educator Standards and Education Staff**

NO	Level of education	Total and teacher' status		Teacher' classification		
		PT*	NPT**	Normative	Adaptive	Productive
1	S3/S2	2		2		
2	S1	16		7	5	4
3	D-IV					
4	D-III					
5	D-II					
6	D-I					
7	Senior high School	2				1
Total		20				

Note:

PT\* = Permanent Teacher (private school)

NPT\*\*= Non-Permanent Teacher (Private/State School)

### 3. Facilities and Infrastructures

#### a. General Learning Room

**Table 4.3**  
**The Infrastructures of General Learning Room**

No	Types of General Learning Room	The number of needs	Quantity available	Note
1	Class	6	5	Worthy
2	Library	1	1	Unworthy
3	Practice room			
	a. Multimedia lab	1	0	-



### b. Supporting Room

**Table 4.4**  
**The Infrastructures of Supporting Room**

No	Types of General Learning Room	The number of needs	Quantity available	Note
1	Principal room	1	1	Worthy
2	Teacher 's room	1	1	Worthy
3	Staffroom	1	1	Unworthy
4	Mosque	1	1	Worthy
5	The counselor room	1	1	Unworthy
6	Auditorium	1	-	-
7	School Medical room	1	1	Worthy
8	OSIS room	1	1	Worthy
9	Toilet	6	6	Worthy
10	Store room	1	1	Worthy
11	Field	1	-	-

### c. Practice Equipment

**Table 4.5**  
**The Facilities of Practice Room**

No	Types of Equipment	The number of needs	Quantity available	Skill Programs
1	Computer	50	25	Multimedia
2	Printer	2	1	Multimedia
3	Laptop	3	1	Multimedia
4	Projector	1	1	Multimedia
5	DSLR camera	4	1	Multimedia
6	Sony shooting camera	3	1	Multimedia
7	Digital camera	1	1	Multimedia
8	Crimping pliers RJ45	30	25	Multimedia
9	Tripod Camera DSLR	2	1	Multimedia
10	Sony shooting tripod	2	1	Multimedia
11	Drone Camera	2	0	Multimedia
12	Scanner	1	0	Multimedia

13	Headset	50	25	Multimedia
14	UPS	50	25	Multimedia
15	CCTV	6	6	Multimedia
16	Lighting	2	0	Multimedia
17	Reflector	2	0	Multimedia

## B. Description of Research Result

This research conducted in cycle 1. Before the researcher conducted the cycle, the researcher did the pre-test to measure students' writing ability at first. In cycle 1, there were 2 meetings. During covid-19, the activities of learning process have been time limit for teaching English course. Therefore, the school gave time 1× 45 minutes for each meeting. Each cycle has 3 phase that is planning, action, observation, and reflecting.

### 1. The Result of Pre-test

The pre-test conducted on the 20<sup>th</sup> October through online system. The researcher gave worksheet of pre-test before implementing the pre-test on the 17<sup>th</sup> October 2020. In the pre-test, the students' writing ability was not reach minimal masterly level criterion –*Kriteria Ketuntasan Minimal* (KKM). It could be seen from the table list here in writing test.

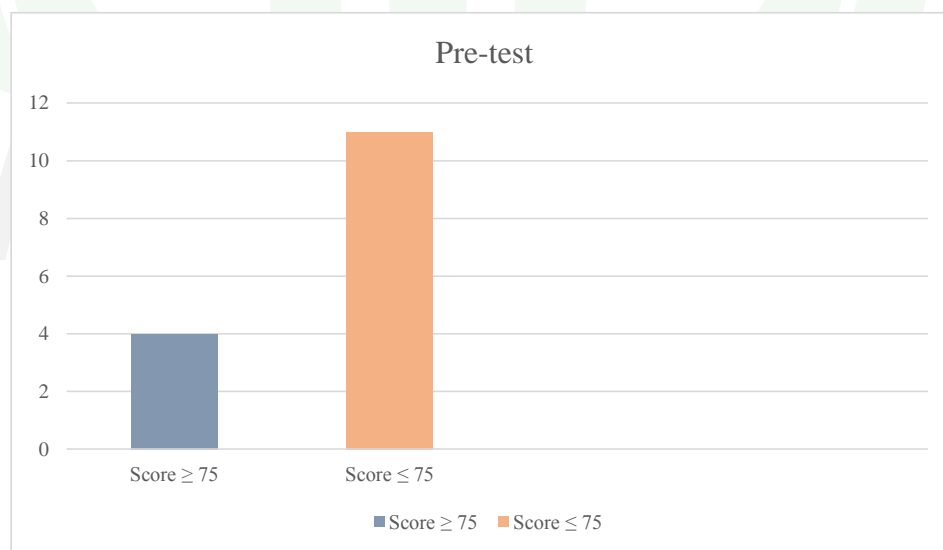
**Table 4.6**  
**The Students' Pre-test Result**

No	Name	Content	Organization	Vocabulary	Language use	Mechanic	Score
1	ABDUH R.	2	2	3	3	4	64
2	AFIFATUH R.	2	2	2	3	4	52
3	ELSA AULIA	2	2	2	3	4	52
4	FITRI NOVI P.	4	4	3	2	4	68

5	INTAN MIFTAHUL J.	3	2	2	2	4	52
6	LALATUL I.	5	5	4	2	5	84
7	LAYLY M.	5	5	2	2	5	76
8	MARGARETH A S. E.S	5	5	3	2	5	80
9	M NUAVAL F. H.	2	2	3	4	5	64
10	M. YOGA A.	3	3	2	2	4	56
11	NOVATUL H.	2	2	2	3	5	56
12	MUHAMMAD RIZAL	2	2	2	4	3	52
13	SINTA NURIA WATI	4	3	2	2	4	60
14	SILVINA DWI S.	3	2	2	2	5	56
15	SITI NURYANA	5	5	2	3	5	80
Total		49	46	36	39	71	952

\*Students Who pass the KKM

**Figure 4.1**  
**The Students' Writing Score of Pre-test**



Based on the data above, the researcher highlighted with blue colour toward students who passed the KKM (75) and orange colour was students who have not reached the KKM (75). The table showed the result of pretest in writing ability. Firstly, the writer calculated the mean score with the formula that has already pointed out.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{952}{15}$$

$$\bar{X} = 63,47$$

Next, to find out the class percentage that passed the target score of minimal mastery level criterion- *Kriterian Ketuntasan Minimal* (KKM) the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{15} \times 100\%$$

$$P = 26,67 \%$$

Based on the result of pre-test, the data showed that the mean score of pre-test was 63,47. There were only 4 students or 26,67% of students who got the score passed the minimal mastery level criterion (KKM). Meanwhile, there were 11 students or 73.33 % (100%-26,67%) of students were unsuccessful to achieve the target score.

After analyzing the result of pre-test. It could be concluded that the most of students at X-Multimedia class of SMK 09 Ma'arif NU had difficulty in writing ability. Therefore, the researcher tried to find out the solution to overcome this problem. The researcher used "Draw Label Caption" strategy in every cycle of Classroom Action Research to solve the problem and to improve students' writing ability.

## **2. The Implementation of Action Research**

### **a. Planning**

In this phase the researcher and the teacher discussed about student grade level were suitable for implementing this strategy. Next, the researcher discussed about lesson plan that include time, competition standard, and determine the appropriate the material. The lesson plan was focused in descriptive text. The topic was tourism destination in Indonesia and there are 1 lesson plan that included 2 meeting in cycle one. In first meeting, the researcher used online system (*Whatsapps* and *Googlemeet*) in learning process caused at the moment this school implemented online system during covid-19 pandemic. The researcher also prepared handphone, laptop, power point, and *Googlemeet*.

### **b. Acting**

Acting step is the implementation of planning step that has been planned by English teacher and researcher. Here, the researcher acted as teacher-researcher who did action by teaching students at tenth grade of SMK 09 Ma'arif NU used draw label caption strategy. The acting in the

first cycle was done on October 27<sup>th</sup> and November 17<sup>th</sup> 2020. In teaching the lesson, the researcher used three steps. Those are: pre-teaching activity, while teaching activity, and post teaching activity. In this acting, the researcher tried to integrate students to participate in learning process. In detail, the researcher presented in the following action.

**1) First meeting**

Topic : Tourism destination in Indonesia

Day/Date : Tuesday, 27<sup>th</sup> October 2020

Media : *GoogleMeet*

a) Pre-teaching activity

The teacher-researcher started a learning process by saying greeting and pray together. Also, she gave some question related with the material.

b) While teaching activity

In the while teaching activity, the teacher-researcher showed power point through *GoogleMeet* and explained the material about descriptive text. The teacher-reasearcher gave some example the conjunction and vocabulary commonly used in descriptive text. Then teacher-researcher showed the example of descriptive text about Kintamani and asked to students to identify the generic structure and language feature in the example of descriptive text.

Next, the teacher-researcher had prepared the quiz about the Mutun Beach. There were 5 question in power point. On the first question, the students have to find the identification in Mutun Beach text, the second question, the teacher-researcher asked to find description. The third and fourth question about adjective and nominal sentences. The last question, they have to mention conjunction in the Mutun beach text

c) Post-activity

Before closing the first meeting, the teacher-researcher tried to asked the students difficulties in learning process if it might there some question concerning with descriptive text. The teacher-researcher would bit explain and gave answer. While to close the meeting, the teacher-researcher closed it by saying greeting.

**2) Second meeting**

Topic : Tourism Destination in Indonesia

Day/date : 17<sup>th</sup> November 2020

Location : tenth grade' room

a) Pre-activity

The teacher-researcher started a learning process by saying greeting and pray together. The teacher-researcher asked some question about descriptive text commonly.

b) While teaching activity

In this meeting the teacher-researcher also explained descriptive text with using powerpoint. In this activity, the teacher-researcher also asked some question like as generic structure and language feature of descriptive text to know the understanding of students in descriptive text after first meeting. Then, The teacher-researcher introduced draw label caption to implement in writing descriptive text. There was picture about Pujon Kidul village, some vocabulary related with the picture, and two rectangular images to fill caption and description of descriptive text.

After that the teacher-researcher distribute the worksheet with two topics differently. One of topic was Papuma beach and the other was Gambir mountain. The teacher-researcher asked to students to fill the caption with simple sentence and make descriptive text based on the picture. According the direction, the students have to write sentences with using the vocabulary that has been prepared on the paper. The vocabulary is used to help students to make sentences in writing. While learning process, the teacher-researcher guided and gave some advice to make good descriptive text like as on identification of descriptive text. The teacher-researcher asked to student to mention what is famous in the place and location of tourist attraction. Moreover,



some students asked to the writer about how to make good sentence.

c) Post-teaching

Before closing the class, the teacher-researcher tried to asked the students difficulties in learning process if it might there some question concerning with descriptive text. The teacher-researcher would bit explain and give answer. While to close the class, the writer closed it by saying greeting and pray together

c. Observing

1) First meeting

In first meeting, the teacher-researcher used *Google meet* app in learning process. Before started the learning process, the teacher-researcher shared the link of *Googlemeet* app to the group of *whatsapp* app. After some students presented on *Googlemeet* app, the teacher-researcher started to greeted and prayed together. The teacher-researcher also guided the question about the descriptive text. The teacher-researcher asked orally to the students about descriptive text. Some students participated actively in this brainstorming.

The teacher-researcher showed the power point about descriptive text through *GoogleMeet* apps. Then, the teacher-researcher explained the descriptive text. the teacher-researcher

explained about the meaning, generic structure, and language feature. Next, the teacher-researcher asked to students to find identification, description, nominal sentences, verbal sentence, and adjective. In this activity, the students to be quiet and experienced difficulty to identify the descriptive text.

To ensure students understanding of the descriptive text. The teacher-researcher had prepared the quiz about the Mutun Beach. There were 6 questions in power point. On the first and second question some students have not been able to distinguish between identification and description. Next, on the third and fourth question, some student started to answer the question about nominal sentences and adjective in descriptive text. They could find and mention the conjunction in descriptive text about Mutun Beach.

The students of tenth grade participated actively on the starting lesson, but when the last lesson some of them to be quiet. While the teacher-researcher asked the meaning of descriptive text, the students answered excitedly. They seemed enthusiastic to mention generic structure and language feature in descriptive text. Meanwhile, they still confused about nominal sentences and verbal sentences, therefore some students had difficulty on identify the descriptive text section and quiz section. They were also still lack of vocabulary until some students did not understanding about the content of the text.

## 2) Second meeting

In second meeting, the teacher-researcher taught English lesson in the classroom. The teacher-researcher repeated the material to recalling about descriptive text. While the teacher-researcher explained the material, the students paid attention toward the material through power point. Some students participated to ask about adjective and nominal sentences that related with language feature in descriptive text.

Next, the teacher-researcher introduced draw label caption and showed the example of descriptive text in draw label caption. Then, the teacher-researcher distributed the worksheet of draw label caption. The worksheet contained the picture of Papuma Beach and Gambir Mountain. The teacher-researcher asked to students to fill the boxes with caption and description. When the students made sentences, some of them chat with the other but some students focused toward their task. They were active to ask about making good sentences the students have difficulties in vocabulary, therefore the teacher-researcher asked to students to open dictionary, but sometime the teacher-researcher helped to check vocabulary. They also confused to make sentences with using label. When the students were asked to describe the place by their own ideas, they complained because they felt that it was difficult for person have not visited tourist attraction. In the end of the lesson,

the students finished their worksheet and submitted to the teacher-researcher.

#### **d. Reflecting**

From the observation data and post-test result. The teacher-researcher and the English teacher felt satisfied to the action research result. Because the implementation of draw label caption strategy in teaching English especially teaching writing ability showed improvement than pre-test. From the result of post-test, it showed that (80%) who passed the target score of minimal mastery level criterion (KKM). So, it achieved the requirement of action success which was 75% students passed the minimal mastery level criterion (KKM) students in the score of 75.

In learning process, the students supposed to understand how to make descriptive text and could construct their idea easily through draw label caption. The students looked enthusiastic to ask how to make good sentences, also they seemed active in joining the lesson, although there were still some boys walking around in class. The students can construct new sentences to describe a place. Some students made mistake in present tense and apply the suitable vocabularies to express the idea.

### **C. The Result of Post- Implementation of Action Research**

#### **1. The Result of Students' score**

To know the result of students' writing of post-test we can see from the table here:

**Table 4.7**  
**Students' Post-test Score**

No	Name	Conte nt	Organi zation	Vocab ulary	Lang uage use	Mech anic	Score
1	ABDUH R.	3	4	3	3	4	72
2	AFIFATUH R.	4	5	3	3	4	76
3	ELSA AULIA	4	5	2	3	4	72
4	FITRI NOVI P.	4	5	4	2	4	76
5	INTAN MIFTAHUL J.	4	5	3	3	4	76
6	LALATUL I.	4	5	4	3	5	84
7	LAYLY M.	3	5	4	3	5	80
8	MARGARETHA S. E.S	4	5	3	4	5	84
9	M NUAVAL F. H.	4	5	5	2	5	84
10	M. YOGA A.	4	5	3	3	4	76
11	NOVATUL H.	4	5	5	4	5	92
12	MUHAMMAD RIZAL	4	5	4	3	4	80
13	SINTA NURIA WATI	4	5	5	4	4	92
14	SILVINA DWI S.	4	5	4	4	5	88
15	SITI NURYANA	3	5	3	3	4	72
Total		57	74	55	47	62	1204

\*Students Who pass the KKM

At the first cycle of CAR, the researcher calculated mean students' score, the percentage of students who pass the minimum

mastery criterion (KKM), and the improvement of students' score in writing ability from the pre-test to post-test.

First calculating the mean of students in the first post-test result

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1204}{15}$$

$$\bar{X} = 80,27$$

Second, the percentage of students' who pass the Minimum

Mastery criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{15} \times 100\%$$

$$P = 80 \%$$

Third, the students' score improvement from the pre-test to post-

test:

$$P = \frac{y^1 - y}{Y} \times 100\%$$

$$P = \frac{80,27 - 63,47}{63,46} \times 100\%$$

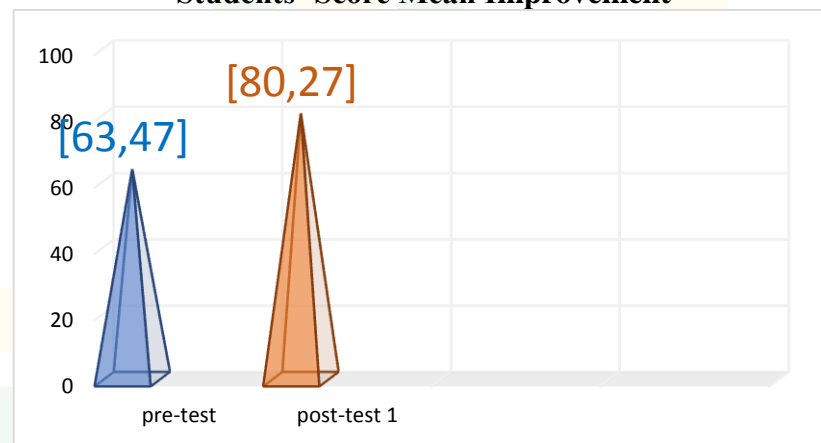
$$= 26,46 \%$$

From the calculation above, the researcher found that the mean of the students' post test result is 80,27, it is also showed that thirteen students (80%) who passed the minimal mastery level criterion (KKM). Moreover, the whole of students score mean improvement from the pre-test to the post-test would be 24,46%. So, it means that the action has the requirement of action success which was 75% students passed the minimal mastery criterion (KKM) in the score of 75. In this result, those

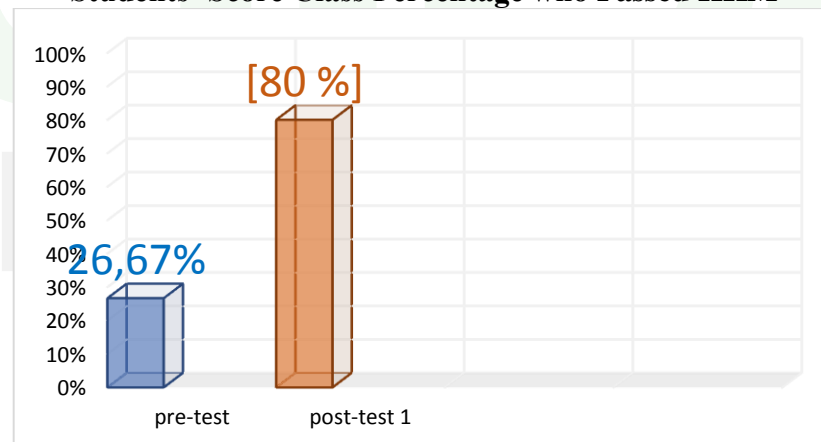
scores showed the successful in the of the classroom of action research toward students of tenth grade of SMK 09 Ma'arif NU.

From all calculating above, the researcher could interpret the result after the implementation of classroom action research. It could be seen from the result of pre-test and the post-test. Here the researcher described the result pre-test and post-test through graphic below:

**Figure 4.2**  
**Students' Score Mean Improvement**



**Figure 4.3**  
**Students' Score Class Percentage who Passed KKM**



Before the implementation of draw label caption in developing students' writing ability, the researcher gained data from the result of pre-test. In the pre-test, the mean score of the class before implementation the action was 63,47. Moreover, the researcher calculated the percentage of students' writing ability in order to know the students who passed the KKM (75) and there are 11 students who get the score below the KKM

Next, the researcher calculated the result of pre-test, the researcher conducted the action research that applying the draw label caption in improving students' writing ability then the researcher identified and calculated the post-test. The mean score of students in the post-test is 80,27. It means that the students' improvement was 16,81 (80,27-63,46) or 26,46%. Moreover, the percentage of students who passed the KKM is 80%. It is showed there were twelve students who passed the KKM and two students were below the KKM, so it has fulfilled the criterion of success.

## **2. Discussion**

The English learning process become more interesting. As the draw label caption writing strategy required collaboration with English teacher, researcher, and the class members. While implementing the action the students was rich of interaction and active participation. The teaching process offered the students opportunities to develop their idea in writing.



The students joined the learning process with enthusiasm. While online learning using *Googlemeet*, the students took parts to answer the quiz from the writer. Meanwhile, when the students studied in the classroom, they were actively asked some question when they found unclear in the material. During learning process, some students made a noisy of the class, however they were cooperative in teaching and learning process and they did the worksheet on time before leaving the school.

Based on interview with English teacher, the students were difficulties in vocabulary, conjunction and tenses. They still could not make sentences correctly. There were some error in their writing caused they still could not find differences between simple tense and past tense.

Students' writing score before implementing the action showed that the students' ability writing in writing were poor. It happened because some problem; the students have low motivation in writing, they were not able to write correctly, they have low vocabulary, they still confused to find out the idea.

Based on the problems above, the researcher believed that draw label caption strategy was a good strategy in conducting writing activity. By conducting a classroom action research that implement draw label caption strategy in writing. It expected that the teacher was able to implement improve the students' writing ability because draw label

caption gives students chance to focus on their topic and their writing was richer and more detail<sup>51</sup>.

Draw label caption strategy was strategy seem to be deal for helping writers of all ages and abilities solve this problem<sup>52</sup>. In this case, it was a strategy of teaching basic writing ability that it was applicable toward all grade levels and curriculum areas. Draw label caption helps students to focus on the topic which is a picture representing their topic, give label toward parts of the picture, and write a short caption underneath.<sup>53</sup> The students can be helped through the step by step process to make a writing in cohesiveness, coherence, and transition word. From the explanation above. The researcher concluded that draw label caption strategy was strategy of teaching basic writing ability that used step by step with picture, label, and caption as formulating idea in an organize manner before to write texts and it helps students to improve students' writing ability.

The researcher revealed that draw label caption succeed in improving the students' writing ability in descriptive text. Based on the result's observation which is aimed to improve the students' writing ability by using draw label caption strategy can improve the students' writing ability. In writing ability, the use of draw label caption strategy was an appropriate teaching strategy which enable the students to find out the ideas about a topic. Draw label caption helped the students to

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<sup>51</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, [www.ttms.org](http://www.ttms.org).

<sup>52</sup> Steve Peha, *Welcome to Writer's Workshop*, [www.ttms.org](http://www.ttms.org).

<sup>53</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, [www.ttms.org](http://www.ttms.org).

generate idea and organize paragraph more easily. They can write descriptive text about place by using draw label caption. Draw label caption gave them stimulus about topic to brainstorm the students, therefore the students can write descriptive text with detailed information. By using draw label caption, the students can easily describe with the picture and label which is written down in a worksheet using draw label caption. Using draw label caption in teaching writing can also improve the students' interest toward English learning. Draw label caption made their writing process easier.

The teacher-researcher prepared pictures about tourist attractions in Jember and label on the worksheet of students, it was a important because it helped the students to interest in joining the English learning.

In the classrooms, the students were eager to write descriptive text about tourist attraction. So, by using draw label caption in teaching writing, the students' writing ability can be improved. From this explanation, the researcher and the English teacher decided to stop this research because the implementation of using draw label caption was running well that can be seen in the explanation above.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, the writer inferred that teaching by using Draw Label Caption can improve students' writing ability. It can be proved through several data such as; pre-test and post-test. The result of pre-test shows that the students' mean score was 63,47. There were 11 students or 73,33% of students who got the score below the KKM. Meanwhile, in the post-test the students' mean score was 80,27 with 80,00 %, students who passed the KKM, so it was showed the significant improvement in teaching writing ability by using Draw Label Caption Strategy.

Implementing Draw Label caption in teaching writing, the students have chance to develop their ideas and thoughts in writing ability, Draw Label Caption has various picture and theme to interest the students in English learning. It can be effective strategies in writing ability and it can be used as alternative choice in learning activity because this strategy is simple to implement in writing writing

#### B. Suggestion

The researcher would like to give some suggestion after finishing the research as follows:

1. The teacher should use Draw Label Caption strategy in teaching descriptive text because this strategy can probably increase the students' descriptive text.
2. The teacher should be more creative and innovative in implementing Draw Label Caption strategy.
3. Draw Label caption is recommended that the teacher use Draw Label Caption as one of their training to improve their writing ability.



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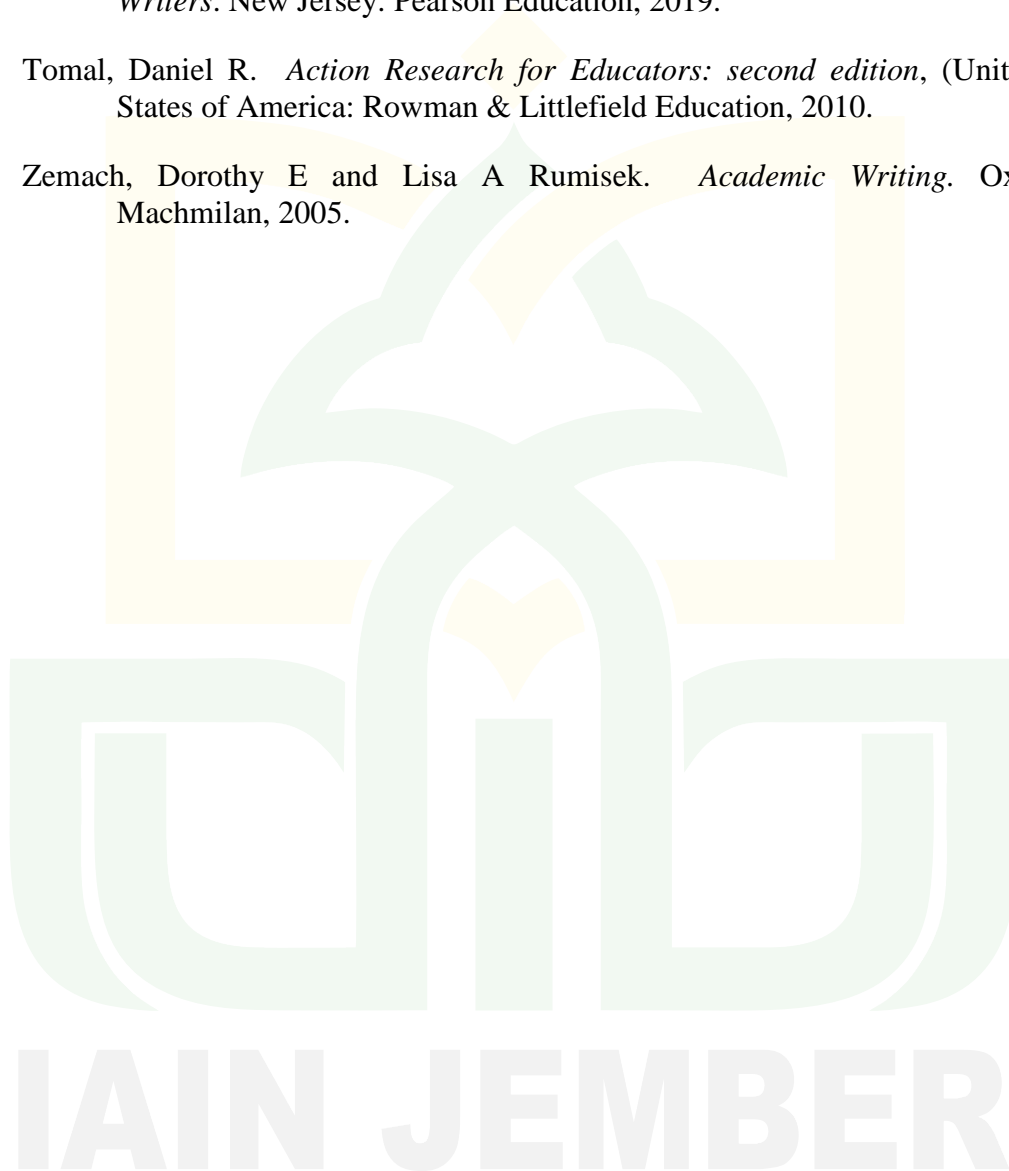
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Program Studi : Tadris Bahasa Inggris  
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Institusi : IAIN Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dalam naskah ini dan disebutkan dalam kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebernanya dan tanpa paksaan dari siapapun.

Jember, 7 April 2021  
Saya yang menyatakan



Nabillah Hasna  
NIM. T2016049



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INSTITUT AGAMA ISLAM NEGERI JEMBER  
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Nomor : B. 1287/In.20/3.a/PP.00.9/10/2020 09 Oktober 2020  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK 09 Ma'arif NU  
Dsn sembrono kidul, RT 02/RW 06, ds sembrono, kec. Sembrono

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Nabillah Hasna  
NIM : T20166049  
Semester : IX  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The implementation of Draw Label Caption to Improve Students Writing Ability during The covid-19 Pandemic in Vocational High School*** selama 150 ( seratus lima puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Khusnul Wafa, M.Pd. I.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru bahasa Inggris
2. Siswa-siswi kelas X jurusan Multimedia

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 9 Oktober 2020

an. Dekan  
Wakil Dekan Bidang Akademik,



*Mashudi*  
Mashudi



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## SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 00224/A.1/421.3/SMKS 09 MANU/2021

Yang bertanda tangan dibawah ini:

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Jabatan : **Kepala SMK 09 Ma'ARIF NU**

Alamat : **Dsn. Semboro Kidul Rt/Rw. 002/006 ds. Semboro Kec. Semboro Kab. Jember**

Menerangkan bahwa:

Nama : **NABILLAH HASNA**

NIM : **T20166049**

Jurusan : **Tadris Bahasa Inggris**

Nama yang tersebut adalah benar-benar telah melaksanakan penelitian dengan judul “ *The implementation of Draw Label Caption to Improve Students Writing Ability during The covid – 19 Pandemic in Vocational High School*”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai mestinya.

Sumberbaru, 4 Maret 2021  
Kepala SMK 09 Ma'arif NU



**KHUSNUL WAFA, M.Pd.I**  
NUKS. 20023L13805241200829

## RESEARCH MATRIX

Title	Variable	Indicator	Source of data	Research Method	General Question:
<p>THE IMPLEMENTATION OF DRAW LABEL CAPTION TO IMPROVE STUDENTS' WRITING ABILITY DURING THE COVID-19 PANDEMIC IN VOCATIONAL HIGH SCHOOL</p>	<p>Draw Label Caption (DLC) Strategy</p>	<ol style="list-style-type: none"> <li>1. Planning and preparing                             <ul style="list-style-type: none"> <li>• Determine the research class</li> <li>• Prepare learning program</li> <li>• Prepare the suitable appropriate material with curriculum</li> </ul> </li> <li>2. Implementation                             <ul style="list-style-type: none"> <li>• Introducing the materials</li> <li>• Introducing Draw Label Caption</li> <li>• Asked students to Draw that related topic</li> <li>• Asked Students to create one or two words label</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The result of students' writing test</li> <li>2. Observation</li> <li>3. Interview data</li> <li>4. Documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design: Classrooms Action Research (CAR) Which is included cycles, each cycle consist of:                             <ul style="list-style-type: none"> <li>• Planning</li> <li>• Implementation</li> <li>• Observation</li> <li>• Reflection</li> </ul> </li> <li>2. Data collection method                             <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Documentation</li> <li>d. Test</li> </ol> </li> <li>3. Data analysis technique The mean of student  <math display="block">Mx = \frac{\sum}{n} \times 100\%</math> <math display="block">Mx = \text{The mean of student}</math> </li> </ol>	<p>How is the implementation of Draw Label Caption able to improve students' writing ability in Vocational High School?</p>

	<p>Writing Ability</p>	<p>for each the result of drawing</p> <ul style="list-style-type: none"> <li>• Asked students to write some sentence until into a paragraph</li> </ul> <p>3. Reflecting and Evaluation Analyzed to the strength and the weakness of the action</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Vocabulary</li> <li>4. Grammar</li> <li>5. Punctuation</li> </ol>		<p><math>\Sigma</math> = Total student score <math>N</math> = Total number of students</p> <p>4. Criteria of success</p> <ol style="list-style-type: none"> <li>1) Students average achievement are equal to or higher than minum score established by the school (75)</li> <li>2) Students reach the minum score (75) are equal to higher than 75% of total students in the the research</li> </ol> <p>5. Trustworthness of data:Content validity</p>	
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## THE RESULT OF INTERVIEW

### Time and Place of Interview

- 1 Day/Date : Thursday, 10<sup>th</sup> September 2020
- 2 Place : Teacher's Office and Tenth Grade's Classroom in SMK 09 MA'ARIF NU
- 3 Time : 09.30 - Finished

### Respondent

1. English Teacher
2. Tenth Grade Students

### Note

Researcher : R

English Teacher : ET

Students : S

### A. The Script of Interview with English teacher

R	: Berapa lama waktu untuk mengajar bahasa inggris?
ET	: Untuk kurikulum 2013 saat ini bahasa inggris berganti 2 jam pelajaran, karena pandemic ini jamnya sekarang tatap muka sudah dikurangi tidak harus penuh, tidak mencapai tujuan kurikulum tidak apa-apa karena pandemik, jamnya dibuat 1 jam pelajaran ya berarti 20 menit biasanya 1 jam pelajaran itu 45 menit tapi sekarang dikurangi 20 menit.
R	:Berapa nilai KKM mata pelajaran bahasa inggris disekolah ini bu?
ET	:Untuk nilai KKM SMA tergantung sekolahnya, sedangkan SMK mempunyai aturan sendiri, kalau SMK KKM nilai mapel produktifnya 70 tapi kalau mapel wajib sendiri seperti bahasa Inggris nilai KKMnya 75
R	:Bagaimana bentuk kegiatan writing di dalam kelas?
ET	: Kalau saya mengajar writing di dalam kelas, seperti descriptive text anak-anak boleh melihat apapun nanti dibuat draft-draftnya deskripsi, untuk keluar kelas juga boleh, contoh ada pohon beringin, nanti mendeskripsikan tentang pohon itu dalam bahasa inggris
R	: Apakah ibu memakai media lain dalam mengajar bahasa inggris, seperti menggunakan LCD?
ET	: saya belum bisa menggunakan LCD tapi dikelas sudah tersedia LCDnya
R	: Di situasi pandemik, Bagaimana ibu mengajar bahasa Inggris ?
ET	:saat itu saya mengirimkan video materi lewat WhatsApp dan kasih tugas, terus tugasnya dikumpulkan di wali kelas masing-masing.

R	: Apa kesulitan yang dihadapi ibu dalam mengajar bahasa Inggris?
ET	: Banyak sekali dari kosakata, conjunction, kalimat pasif dan juga tense ataupun grammar contoh saat mereka membuat Recount Text “Last Week, I went to school” sebaliknya mereka menulis “I’m go to school”.
R	:Apakah anak-anak membawa kamus didalam kelas?
ET	:Mereka bawa, tapi melalui HP dengan mengkoneksikan wifi sekolah
R	: Apakah ibu pernah menggunakan metode pembelajaran yang dapat menarik minat siswa dalam bahasa Inggris?
ET	: Pernah, biasanya saya bawa luar kelas, tapi tergantung jenis teks kalau Recount text biasanya saya pakai video pengalaman orang lain, terus saya suruh mereka untuk menulis tapi kalau descriptive text saya bawa mereka keluar kelas
R	: Apakah ibu pernah memakai Draw Label Caption dalam kegiatan pembelajaran?
ET	: pernah, itu materi kelas 12
R	:Kalau kelas 10 bu?
ET	: kelas 10 belum

## B. The Script of Interview with tenth Grade Students

R	: Apakah kalian menyukai Bahasa Inggris?
S1	: Suka karena gurunya baik dan sabar
S2	: Tidak, soalnya saya gak tahu bahasa inggrisnya
S3	: Tidak, karena harus diterjemahkan dulu
R	:Apakah kalian mengalami kesulitan dalam membuat kalimat bahasa Inggris?
S4	: iya, biasanya grammar
R	: Bagaimana kalaian mengatasi kesulitan dalam membuat membuat bahasa inggris?
S5	: Tanya ke teman atau pakai kamus bahasa Inggris
R	: Menurut kalian, bagaimana guru kalian mengajar bahasa Inggris?
S7	: seperti biasanya.
R	: gurunya sering menjelaskan materinya terus kalian menyimak materinya?
S8	: iya, biasanya cuman mendengarkan materinya