

THE COMPARISON USING DRAW LABEL CAPTION (DLC) AND DRILL TECHNIQUE TOWARD STUDENTS' ENGLISH WRITING ABILITY

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Abstract: Writing can be said that it is very important for the students, because the students can express their ideas and experience in writing form. The teachers should always look for which one suitable technique to be applied to the students, in order to make the students interested in learning writing, they are Draw Label Caption (DLC) and Drill Technique. In this research, the researcher compared DLC and Drill techniques that can be used to improve students' writing ability. In this experimental research, there were 3 variables. That are 1). Draw Label Caption (DLC) technique as the first independent variable. 2). Drill technique as the second independent variable. 3) Writing skill as the dependent variable. The method that used in this research was test. Students were asked to write the text in English based on predetermined theme. In this study, researcher used pretest and Posttest. Based on the data analysis the researcher got the result of based on the calculation, it was found that: 1) $F\text{-ratio} = 7.5$ and $F\text{-table}$ at significance level 1% was 7.08 and at significance 5% was 4.00. At this point the researcher found that $F\text{-ratio}$ was bigger than $F\text{-table}$. The researcher concluded that there was difference of students' English writing ability through DLC and Drill technique. 2) $F_{\text{ratio}} = 37.7$ at the same significance level. In other words, there was difference of students' English writing ability through DLC and Drill technique.

Keywords: draw label caption, drill, writing descriptive text

INTRODUCTION

English is a foreign language that is widely used by the international country. Nowadays English in Indonesia is really needed, not only for communication but also for educational side and the other sides. English education is very important for all students from basic school until universities. Besides, English is as an international language and as a communication tool, central characteristic, and intellectual development, social and emotional student form the success in learning.

There are basically four skills in learning English that have to be mastered well. Those are listening, speaking, reading and writing. In this opportunity, the writer will discuss writing. Writing ability is one of the important parts we should learn in the school. With the exception of speaking, writing is the most popular and prevalent method of creating connections among people. As a means of building a link between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Based on the statements, writing can be said that it is very important for the students because the students can express their ideas and experience in writing form.

At the Education Curriculum in High School arranged writing standards competencies that require students to express information in various forms of

paragraphs. Learning to write essays with the pattern of paragraph development descriptions in English is one of the basic competencies of students who should be implemented, but in achieving success, both process and product, which is in accordance with the minimum completeness criteria are not easy.

Academic writing begins at the knowledge level of the audience and increases their learning. More than reporting information, writing to educate explains the meanings of personalities, locations, events, objects, and concepts. The educational writer studies audiences to meet their intellectual expectations. Researching with accuracy keeps this type of writing interesting and fair.

Since writing ability is an important aspect of language teaching and learning, the teacher should continue developing some techniques in

teaching writing that can help students to raise and master their writing ability especially in the descriptive genre. Being a good writer the students should have the ability to master the genres.

In the education sector, it is true that the basic problem is to give enough time and suitable method for every student. These two things which become difficulties source in a classical system to reach mastery learning level. The limit of the level minimum of mastery this material, sometimes become a basic standard passing for students who study about that.

Based on initial observations, the success of the process has not can be shown for the active participation of students in the class is still relatively low. There are some problems for students in making writing. These problems include: first, low interest of students towards learning to write English, writing student learning

activities tend to be low. Second, the inability of students in the pouring and develop an idea or ideas in writing, results essay is not very innovative. It causes the difficulty of each student to develop an idea or the idea of the mind. Third, the inability of students for organizing sentences to be a meaningful writing. The last, the students have not skilled in sentences, limited understanding, and good grammar and English vocabulary. The problem not only comes from the students but also for the teachers. Most of the teachers still use a conventional method which makes student uninterested with the subject, especially for writing skill. It can be seen in the table below.

Table 1
Data of Writing Descriptive Text at the First semester of Civil Engineering Students of UM Metro in the academic year of 2016/2017

Score	Range	Percentage	Remark
A	8-10	10 %	High
B	6-7.9	20 %	Medium
C	4-5.9	70 %	Low
Sum		100%	

Source: English Lecturer at Civil Engineering Study Program of UM Metro

For the reasons above, the researcher decided to do the research of descriptive text. Since writing descriptive is considered difficulties to be mastered by the students, the teachers should always look for which one suitable technique to be applied to the students, in order to make the students interested in learning writing. According to Anthony (1963, p.7), technique is implemented, that which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. The researcher compared Draw Label Caption (DLC) and Drill Technique in order to find which technique is more effective in students' writing ability in descriptive text.

Draw Label Caption (DLC) technique is both a lesson plan and pre-writing technique that can help the students brainstorm before writing a

description. It can also be used to introduce new vocabulary or review vocabulary. Moreover, Peha (2003, p.47) explains that "drawing for writing is a little different than normal drawing because it has a purpose."The basic technique is those students draw a picture, then label everything in the picture and then give an overall caption or summary of what is showing in the picture.

Furthermore, Frackney (1953, p.3) says that drill is a group creativity technique by which a group tries to find a solution for a specific problem by amassing a list of ideas spontaneously contributed its members. A drill is being more effective at generating greater quantity and quality of ideas than individuals working. A drill is mechanical ways if getting students to demonstrate and practice their ability to use in specific language items in controller manner (Harmer, 2003, p.3).

This technique can make students be easier to understand and mastered Descriptive Text namely; formatting, punctuation, generic structure, content, and grammar.

To sum up, the researcher wanted to analyze the comparison of using Draw Label Caption (DLC) and Drill technique toward students' writing ability in a descriptive text at second-semester students of Civil Engineering Study Program of Muhammadiyah University Metro. The researcher assumed that different techniques could give a different sense in the learning process and the teacher tried to increase students' skills, especially in writing descriptive text. Therefore, the researcher decided those techniques as the research.

METHODOLOGY

According to Sugiyono (2003, 183), research design is all processes

that are needed on the planning and doing the research. the quasi-experimental design was used in this research. In quantitative research, the aim was to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs were either descriptive (subject usually measured once) or experimental (subject measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment established causality.

This research was an experimental research which was conducted a quantitative; it was held at Civil Engineering study program of the Muhammadiyah University of Metro. The research investigated the second semester of the academic year 2016/2017. This study applied one

pretest and one posttest in which three times of treatment was given to them. The researcher used the test to do the research first. From this instrument, the researcher wanted to know about the students' writing ability in descriptive text. The process of the test was at the first the researcher asked the students to write descriptive text that consisted of some parts based on the theme. The students did the task to make descriptive text. The design was presented below.

Table 2
Pretest, Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	T-1	X1	T-2
Control	T-1	X2	T-2

(Adapted by Karwono, 1992, p.77)

Note :

T1 :Pretest

X1 : Treatment with DLC

X2 : Treatment with Drill

T2 : Posttest

The design of research more detail figure out in figure below.

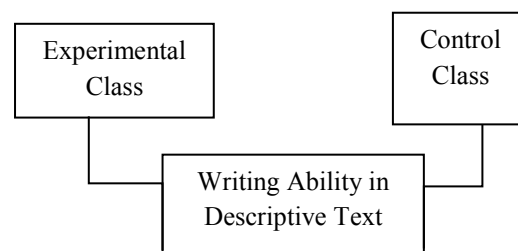


Figure 1.The Design of Research

The first action of the research was done by giving the pretest to experimental and control class together. Having given the pretest, the next action was commencing the treatment of the experimental class. The experimental class was given for treatment by DLC and Drill treatment was given in the next day. Having finished conducting the treatment, the next step was giving the posttest to the experiment group and control group.

RESULTS AND DISCUSSION

• The Result of Writing Descriptive Text Ability in Pretest

The researcher administered a pretest to both sample groups before giving the treatments. The researcher administered the pretest on February,

19th 2017 to experiment class while to the control class on February 17th, 2017. The pretest was given to students which consisted of 35 students in class A and 35 students in class B.

Table 3
Distribution Frequency of Students' Writing Ability in Pre test at Experimental Class

No.	Interval	Frequency	Frequency of Absolute
1.	36-41	4	8 %
2.	42-47	5	12 %
3.	48-53	10	32 %
4.	54-59	7	20 %
5.	60-65	5	16 %
6.	66-71	4	12 %
Total		35	100 %

Based on the distribution frequency above, in experimental class the highest score was 71, it was in the frequency of absolute 12% and the lowest one was 36, it was in the frequency of absolute 8%. A mean of the data in experimental class was 54.1 and the standard deviation was 8.66.

Table 4
Distribution Frequency of Students' Writing Ability in Pre test at Experimental Class

No.	Interval	Frequency	Frequency of Absolute
1.	36-41	4	12 %
2.	42-47	5	16 %
3.	48-53	10	32 %
4.	54-59	7	24 %
5.	60-65	5	12 %
6.	66-71	4	4 %
Total		35	100 %

Meanwhile, the highest score in the control class was 71, it was in the frequency of absolute 4% and the lowest one was 36, it was in the frequency of absolute 12%. A mean of the data in experimental class was 51.7 and the standard deviation was 7.93. From the data above, it was known that most of them have limited vocabulary mastery.

• The Result of Draw Label Caption (DLC) Treatment

In this research, the researcher gave three treatments, and each treatment consisted of one topic. In experimental class, for the first treatment, the highest score was 70 and the lowest score was 50. In the second

treatment, the highest score was 75 and the lowest score was 50. In the third treatment, the highest score was 77 and the lowest score was 62. The total score from the first treatment until the third treatment in experimental class was 4421.

- **The Result of Drill Treatment**

In the other hand, in the control group, the total score from the first treatment until the third treatment was 4979. For the first treatment, the highest score was 70 and the lowest score was 55. In the second treatment, the highest score was 72 and the lowest score was 60. In the third treatment, the highest score was 77 and the lowest score was 65.

- **The Result of Writing Descriptive Text Ability in Posttest**

The posttests were given after the researcher gave the treatments to experimental and control groups. The posttest was applied to know the

students' writing ability after they received the treatments. The purpose of the test was to know the significant different result between the experimental and control groups. The researcher administered the posttest in experimental group on March 5th, 2017. While, in the control group on March, 3rd 2017.

Table 5
Distribution Frequency of Students' Writing Ability in Posttest at Experimental Group

No.	Interval	Frequency	Frequency of Absolute
1.	65-68	4	8 %
2.	69-72	6	16 %
3.	73-76	9	28 %
4.	77-80	8	24 %
5.	81-84	5	16 %
6.	85-88	3	8 %
Total		35	100 %

From the distribution frequency above, in the experimental group resulted from 88 for the highest score which was in the frequency of absolute 8% and 65 for the lowest one which was in the frequency of absolute 8% and it had a mean 76.42 with standard deviation 5.55.

Table 6
Distribution Frequency of
Students' Writing Ability in Posttest at
Control Group

No.	Interval	Frequency	Frequency of Absolute
1.	65-67	5	12 %
2.	68-70	8	24 %
3.	71-73	9	28 %
4.	74-76	6	20 %
5.	77-79	4	12 %
6.	80-82	3	4 %
Total		35	100 %

Meanwhile, in the control group, the result was 82 for the highest score which was in the frequency of absolute 4% and 65 for the lowest score which was in the frequency of absolute 12% and it had a mean 72.24 with standard deviation 4.05.

As described in the previous chapter, the purpose of this study was to know the different result of using Draw Label Caption (DLC) and Drill Technique toward students' writing ability in descriptive text, and to know which one was more effective toward the students' students' writing ability between using Draw Label Caption (DLC) and Drill Technique. To clarify the purpose of this study, the researcher

used writing tests (which was applied in pre and posttest) as a research instrument, and the average score of pretest and posttest for each group using Draw Label Caption (DLC) and Drill Technique were compared to find out the advantages of both score.

The calculation results in the value of the pretest and posttest score in each group (experimental and control) showed that the distribution was normal. In addition, the calculation of t-test in the experimental group for pretest showed that the probability was less than the level of significance ($0.05=2.02$) and ($0.01=2.7$) because the probability was less than the level of significance ($1.02<2.02<2.7$) there was no difference or in other words null (H_0) hypothesis was accepted. For the calculation of posttest, it showed that the probability was higher than the level of significance ($3.04>2.02>2.7$). In other words, the null hypothesis was

rejected and the alternative hypothesis was accepted. It showed that there were some different results between pretest and posttest scores in experimental and control groups. In addition, the change of students' posttest score was higher than their pretest value especially in experimental group which using Draw Label Caption (DLC). It means that Label Caption (DLC) was more effective media than Drill media since it could improve the students' writing ability in descriptive text.

CONCLUSION

After the researcher finished the research and analyzed the data, then concluded based on the theoretical knowledge and the result of data analysis. it can be concluded that there was any different result of student's writing ability in descriptive text using Draw Label Caption (DLC) and Drill Technique at The second semester of

Civil Engineering students of Muhammadiyah University of Metro in the academic year of 2016/2017. Then, Draw Label Caption (DLC) was more effective than Drill Technique in developing the writing ability. The conclusion above can be shown based on the findings of data analysis as follows:

From the analysis of the data, there were different results of Draw Label Caption (DLC) and Drill Technique toward students' writing ability in descriptive at The second semester of Civil Engineering students of Muhammadiyah University of Metro in the academic year of 2016/2017. It was proved that based on the result of t-test where $t\text{-count} = 3.04$ was higher than $t\text{-table} = 2.68$ on the criterion 0.01. It meant that the students' writing ability increased while the teacher used Draw Label Caption (DLC) technique in his/her learning process. So, the

researcher concluded that there were different results of using Draw Label Caption (DLC) and Drill Technique toward students' writing ability in a descriptive text at The second semester of Civil Engineering students of Muhammadiyah University of Metro in the academic year of 2016/2017.

Draw Label Caption (DLC) Technique was more effective than Drill Technique toward students' writing ability in a descriptive text at The second semester of Civil Engineering students of Muhammadiyah University of Metro in the academic year of 2016/2017. It could be seen from the result of t-test, where $t\text{-count} = 3.04$ was higher than $t\text{-table} = 2.01$ on criterion 0.05 and the average score of the students who were taught by using Draw Label Caption (DLC) Technique was higher than Drill Technique. It was clearly seen that the null hypothesis in this research was accepted. The

improvement of the students' writing ability in a descriptive text by using Draw Label Caption (DLC) Technique was higher than Drill Technique. Besides, the students were more motivated in the learning process and they were interested in developing paragraphs especially by producing many new vocabularies that have gotten from labeling the picture. Hence, the teacher was also easier to apply the technique to the students in active learning.

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