CHAPTER I

INTRODUCTION

This chapter presents introduction from this research. It discusses background of the research, research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

A. Background of the Research

According to Brown (2001:232), language skills include speaking, writing, listening, and reading. Vocabulary, grammar, and pronunciation are shown as linguistic components. Writing is the process of communicating a writer's thoughts, feelings, and ideas to readers, as defined by Byrne (1995: 5). Byrne goes on to say that in order to write interestingly, a writer should have certain strategy and be knowledgeable. According to the data, it is believed that writing is the toughest ability for second or foreign language students to acquire (Richards and Renandya, 2002: 303). Riddel (2003: 132) said that writing is a challenging talent since it demands a high level of expertise in selecting words and phrases that the reader should be understand. So, that readers cannot express direct criticism or inquiries regarding writing.

Writing is a key skill in everyone's life, it makes writing is a crucial component of teaching languages to foreign students. Writing abilities have an impact since it's the most effective technique to reinforce what kids are learning and enrich them with new terminology in a written format (Aziz, 2011: 371). Writing is one of the linguistic abilities used to express ideas, concepts, and views. In other words, writing may be used as a form of communication. As a result, writing abilities are crucial.

Writing is a visual language that may be used to convey concepts and give context-based information about the text's genre. For instance, students must be able to write effectively and smoothly, particularly when writing expository, narrative, descriptive, and recount texts. The majority of students struggle with writing. They find writing challenging for a variety of reasons, especially when they write recount text. Some students find it difficult to articulate their ideas and vocabulary, so they are hesitant to put their thoughts in a clear and concise sentence structure. They also worry about making mistakes when they write.

Students should be capable at writing recount texts. Derewianka (1990:15) state that a recount aids in the author's interpretation of experience as it allows the author to recreate prior experiences. Furthermore, recollections are crucial since they share a portion of the experience. A recount includes an introduction, a rundown of the events in chronological sequence, and first-hand commentary on the incidents. These explanations lead to the conclusion that a recount text describes an event from the past. A recount might contain information about what happened, who was involved, where it happened, when it happened, and why it happened.

Based on the aforementioned description, the researcher looks for ways to address the issue and make learning English engaging and enjoyable. The Draw-Label-Caption Strategy is something that the researcher is interested in utilizing to help students write better, particularly when it comes to recount texts. The Draw-Label-Caption Strategy is a straightforward tactic that consists of the three elements draw, label, and caption, according to Bumgardner

(2003:53) cited by (Dela, 2022). Following the selection of a topic, students are required to create a sketch, name, and label the image, as well as provide a description of the drawing and a sentence describing what transpired. This indicates that in addition to teaching students how to write, the Draw-Label-Caption Strategy will teach them new techniques for taking their pre-written ideas and turning them into essays.

Based on the previously mentioned concept and theory, the researcher would like to conduct a research entitled "The Effectiveness of Using Draw Label Caption (DLC) strategy in Teaching Writing Recount Text for Eighth Grade Students at MTsN 3 Blitar"

B. Research Problem

Based the context of the background study mentioned above, the issue can be identified: "Is there any significance different between students who are taught by using Draw Label Caption (DLC) strategy and those who are taught by using Outlining strategy in teaching writing recount text?"

C. Objective of the Research

The objective of this research is to find out the significance different between students who are taught by using Draw Label Caption (DLC) strategy whether those who are taught by using Outlining strategy in teaching writing recount text.

D. Research Hypothesis

To make the goal of this study clearly, the researcher develops a hypothesis based on the research. The hypothesis is:

- Null Hypothesis (H_0)

  There is no significant difference between students who are taught by using Draw Label Caption (DLC) strategy and students who are taught by using Outlining strategy in teaching writing recount text.

- Alternative Hypothesis (H_a)

  There is significant difference between students who are taught by using Draw Label Caption (DLC) strategy and students who are taught by using Outlining strategy in teaching writing recount text.

E. Significance of the Research

This research provides information about the using of draw label caption strategy in writing recount text throughout teaching and learning process. Hopefully, the findings of this study can be beneficial for both theoretically and practically. The outcome will be applied to the subsequent:

1. Theoretically

   - The result of this research is supposed to support hypotheses related to the draw label caption strategy.

   - The result of this research is supposed to give additional strategies for TEFL.

2. Practically

   - The result of this study is to present a better understanding in using draw label caption strategy to help students produce recount texts.

- The result of this study is to present information to English teachers that draw label caption strategy is helpful for teaching recount texts and improving students' writing skills.

F. Scope and Limitation of the Research

The research scope is the application of draw label caption strategy in teaching writing recount text is the subject matter of this research. Draw label caption strategy is used to help students overcome their writing challenges, particularly with regard to comprehending and practicing the composition of recount texts. Furthermore, draw label caption strategy is a simple strategy for students to use and comprehend.

The design of this study is the research limitation. Experimental design is the method used in this study. This study's design included experimental and control class.

G. Definition of the Key Terms

To simplify the subject for readers, the researcher presents several definitions of the key terms as follows:

1. Writing

According to White, writing is the act of communicating thoughts, information, facts, and experience, by writing something someone can found new things, information, or knowledge.

2. Recount Text

Recount text is a text that use when author want to re-tell/re-write about past activity.

3. Draw Label Caption Strategy

   Draw label caption strategy is a process that helps the author figure out their idea by using draw (sketching), label (giving an information to the sketch), and caption (writing the text).

4. Outlining

   According to Zemach and Rumisek (2003) outline is a list of content that writer will provide in their written work. In writing outline is pre-writing steps that can help writer to develop paragraph.