

CHAPTER I

INTRODUCTION

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

A. Background of Research

Writing remains one of the most difficult skills for Indonesian students to master in learning English, especially within the context of English as a Foreign Language (EFL). In contrast to speaking or listening which can be practiced easily, writing requires organized thinking, a strong grasp of grammar, and the ability to structure ideas coherently. Many students struggle to generate ideas, use appropriate vocabulary, and connect sentences into coherent paragraphs. This issue is all the more pressing as writing often receives little attention in the classroom with limited time coupled with a teacher-focused approach. According to Richards and Renandya (2002), writing is considered the most complicated skill that students of English as a Second Language must master.

In order to enhance students' writing proficiency, particularly in composing descriptive text, teachers need to implement more effective and engaging instructional strategies. A visual based approach can help students to explore their ideas before composing sentences, thus making writing easier and more effective. Descriptive text requires clear organization and vivid descriptions, which many

students find difficult to do without help. The Draw Label Caption (DLC) strategy helps student express ideas visually before turning them into structured writing.

Inside the DLC strategy there are three simple stages: drawing, labelling, and captioning. In the first stage, students make sketches that visually represent their ideas, so they can focus and clarify what they want to write. In the second stage, they add short labels to certain parts of the drawing, which helps them associate words with visual elements and organize their vocabulary. Finally, students write sentences-or captions-that connect the elements in context. These captions can be the basis for creating structured paragraphs. According to Besral (2020), the use of draw label caption strategy can improve students' writing ability because it allows students to express their ideas clearly and supports better organization in composing descriptive text.

In many EFL classroom, particularly in Indonesia, English language teaching is often characterized by teacher-centered methods, where teachers dominate classroom activities while students assume a relatively passive role in the learning process. These conditions can reduce students' engagement and limit their opportunities to participate actively, particularly in developing writing skills. Students tend to depend on teachers as the primary source of knowledge, and teaching in the classroom often emphasizes accuracy over creativity. According to Brown (2001), teacher-centered instruction can limit meaningful language use and restrict students' opportunities to develop their ideas independently. Consequently, students have fewer opportunities to explore and express their thoughts effectively in writing.

Descriptive writing, which is one of the main genres in the curriculum in junior high school, requires students to describe objects, persons, or locations clearly and detail. However, the majority of students experience challenges in composing structured and clear descriptions due to limited vocabulary, poor grammar usage, and lack of idea development. Without structured support, writing descriptive text often feels mechanical and uninspiring. Therefore, it is important to introduce ways that can help students visualize their thoughts.

The Draw Label Caption (DLC) strategy offers a visual pre-writing activity that stimulates creativity and eases idea development. Through engaging in drawing, labelling, and writing captions, students can clarify their ideas before constructing full paragraphs. This step-by-step technique encourages students to participate actively in the writing process and boosts their confidence. As explained by Ramadani & Saun (2021), “The Draw Label Caption (DLC) strategy is an individual learning strategy used to facilitate students in writing English texts, especially in descriptive text”.

Several studies have explored the implementation of the Draw Label Caption (DLC) strategy in classroom settings and reported promising outcomes. For instance, Pofi, et al. (2022) applied DLC with a grouping method and noted significant improvements in students' idea development and paragraph organization. Similarly, Ola (2024) combined DLC with the Three-Step Interview technique, which promoted increased student collaboration. Despite these encouraging results, the majority of studies relied on classroom action research (CAR) or experimental designs. While these findings confirm the benefits of DLC

in general, they tend to lack detailed analysis on how the strategy affects core dimensions of writing performance.

Graham et al. (2023) argue that “few writing intervention studies have measured multiple outcomes related to writing quality, such as grammatical accuracy, vocabulary use, and text cohesion.” This suggests that numerous quasi-experimental studies of writing instruction fail to account the impact of teaching techniques like Draw Label Caption (DLC) on the critical components of writing quality. Nevertheless, there is a tendency toward quasi-experimental designs in education research, these approaches are fundamentally weak in internal validity because they lack complete randomization (Creswell, 2018). For this reason, prior research often overlooked a comprehensive investigation of how DLC influences coherence, cohesion, lexical variety and grammatical accuracy in students' writing.

In response to these research gaps, this study employs a quasi-experimental design with non-randomized group assignment to investigate the effectiveness of the DLC strategy for teaching students’ descriptive writing skill. This study attempts to assess how the DLC affects student’ coherence, cohesion, vocabulary use, and grammatical precision, in comparison to previous research which only focused on overall writing improvement. With this form evaluation, it is expected that there will be stronger empirical evidence and insight to support the use of DLC in EFL writing instruction.

Based on the previously mentioned concept and theory, the researcher would like to conduct research entitled **“The Effectiveness of Using Draw Label Caption (DLC) Strategy for Teaching Writing Skill in Descriptive Text”**

B. Research Problem

Based the context of the background study mentioned, the issue can be identified: “Is there a significance difference between students who are taught by using Draw Label Caption (DLC) Strategy and those who taught by using Teacher Modelling Strategy in writing descriptive text?”

C. Objective of the Research

The objective of the research is to investigate whether there is a significant difference between students who are taught using the Draw Label Caption (DLC) Strategy and those who are taught using the Teacher Modelling Strategy in writing descriptive text.

D. Benefit of Research

This research has various significant benefits in the context of teaching students' writing skills. This research is expected to enrich the literature in the field of teaching English as a foreign language (EFL), particularly in the development of visual-based writing learning strategies. By examining the effectiveness of Draw Label Caption (DLC) strategy, this research can contribute to the multimodal approach in writing learning, as well as support the validity of dual coding theory that combines visual and verbal elements in the process of thinking and speaking. This research is useful for teachers as an alternative learning strategy that is innovative and applicable in teaching descriptive text. The DLC strategy can help students develop ideas, organize sentences, and convey information coherently and logically. For students, the use of this strategy is expected to improve their writing skills, especially for those who have difficulties in organizing ideas and conveying descriptions clearly. In addition, by comparing the effectiveness of the DLC

strategy and Teacher Modelling Strategy, this study can provide an empirical basis for decision-making in learning practices that are more adaptive to students' needs.

E. Research Hypothesis

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

- Null Hypothesis (H₀)

There is no significant difference between students who are taught by using Draw Label Caption (DLC) strategy and students who are taught by Teacher Modelling Strategy in writing descriptive 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 Teacher Modelling Strategy in writing descriptive text.

F. Significance of the Research

The results of this study are expected to provide benefits for:

1. Students

This study can help students improve their ability to express ideas in writing especially in descriptive text, through the use of the Draw Label Caption (DLC) strategy. It is also expected to help students identify their strengths and weaknesses in writing and to make the writing process more engaging, interactive, and less intimidating.

2. Teachers

The findings of this study may offer insights into the effectiveness of the

DLC strategy as an alternative to conventional methods in writing instruction. It can also serve as a reflection tool for teachers in choosing appropriate strategies that supports students in developing their writing skills more effectively.

3. Future Researchers

This research can serve as a reference for future researchers who are interested in exploring or developing innovative strategies in the field of writing instruction. Considering the limitations inherent in any research, future studies are encouraged to employ different populations, educational contexts, or text types to expand on the findings of this study.

G. Definition of Key Terms

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

1. Writing Skill

Writing is a way of communication in which a writer conveys, expresses ideas, and information to others through written media. According to Hidayati (2023), writing is a means of communication in the form of writing.

2. Descriptive Text

Descriptive text refers to a type of writing that aims to describe a particular person, place, object, or phenomenon in detail so that the reader can visualize what is being described. It commonly uses adjectives, simple present tense, and spatial organization to present information. In this study, descriptive text is the target genre taught and assessed through students' ability to construct clear, vivid, and logically organized paragraphs using the DLC strategy (Harahap, 2021).

3. Draw Label Caption (DLC) Strategy

Draw Label Caption (DLC) strategy refers to a three-step instructional approach that combines visual and verbal elements to support writing development.

It involves:

- Drawing an object or scene that related to the topic.
- Labelling it is the part with relevant vocabulary
- Caption is the image by writing descriptive sentences based on the drawing and labelling.

This strategy is designed to helps students generate and organize ideas visually before transforming them into coherent written texts particularly in writing descriptive text. The DLC strategy is grounded in Paivio's Dual Coding Theory, which emphasizes the benefits of combining verbal and visual processing in learning (Oktavianda, 2020; Ola, 2024).

4. Teacher Modeling Strategy

Teacher Modeling Strategy refers to an instructional method in which the teacher explicitly demonstrates the process of writing in front of the students. This strategy involves the teacher composing text aloud, explaining thought processes, selecting vocabulary, organizing ideas, and applying grammar in real time. It allows students to observe and imitate how an effective text is constructed before attempting to write independently. In this study, teacher modelling is used as a conventional strategy. This strategy is grounded in Vygotsky's theory of scaffolding and the Gradual Release of Responsibility model (Luthfi & Sibarani, 2021).