

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher elaborates several key terms and theoretical concepts related to the topic of the study. These include definitions of writing, types of writing performance, process of writing, strategies in teaching writing, Draw, Label, and Caption (DLC) strategy and conceptual framework of the research.

A. Writing

1. Definition of Writing

Writing is one of the four main skills in language learning alongside reading, listening, and speaking. Aydogan (2014) states that writing is not an ability brought from birth, but rather a skill acquired through continuous practice. A good piece of writing should have a clear structure, including the main idea, supporting details, and relevant examples. Therefore, writing has a very important role in supporting students' academic and professional development. In addition, writing is considered the most complicated language skill to master. According to Brown (2004), writing is often considered the most complex and difficult language skill, as it involves thinking, designing, and revising. This is because writing involves various cognitive processes, such as analyzing, organizing, and developing ideas. These demands make writing very challenging for early learners.

Beyond its role in academic development, writing serves as a complex system involving both expression and language representation. Writing is a productive activity that enables individuals to express their ideas, thoughts, and creativity, through written language. Jayanti (2019) states that writing allows

students to convey their ideas and knowledge in written form, which helps improve their thinking skill and deepen their understanding of other language components. Brown (2001) also emphasizes that writing is the process of putting ideas onto paper to organize and communicate thoughts clearly. In this process, students not only develop coherent messages but also strengthen their logical reason and clarity of expression. Moreover, writing is not only a communication but also functions as a language recording system. Coulmas (2003) describes writing as a system that uses visible or palpable signs to represent language, an activity that organizes ideas, and a product in the form of text. These aspects show that writing requires both technical competence and creative input, allowing students to produce various types of texts, such as descriptive, narrative, and report text.

From the explanation above, it can be concluded that writing is an important means of indirect communication. It allows students to express their emotions, thoughts, opinions, and experience in a structured and meaningful way. Therefore, mastering writing skills is essential for effective communication, especially in the context of learning English as a foreign language.

2. Types of Writing Performance

In the context of language learning, writing includes different types of performance levels of complexity and purpose. According to Brown (2001), there are five basic types of writing performance common in the classroom: imitation writing, intensive writing, personal writing, display writing, and real writing. These categories reflect a progression from simple mechanical skills to more complex communicative functions.

The first type is imitation writing, focuses on the most basic level of writing. At this stage, learners are mainly engaged in copying letters, words, or short sentences to familiarize themselves with the English alphabet, spelling, and punctuation. This form of writing aims to strengthen students' knowledge of the orthographic features of the language.

The second is intensive writing, which emphasizes grammatical and lexical accuracy. This form involves the controlled creation of sentences or paragraphs in response to specific prompts or exercise. Intensive writing often includes activities such as dictation, transformation exercises, or sentence completion tasks, which help students internalize the rules of English structure and syntax.

The third is personal writing, which allows students to write for personal purposes without thinking about an external audience. This includes activities such as journal writing, note-taking, or reflective writing. Personal writing encourages self-expression and gives learners the opportunity to practice generating ideas freely.

The fourth is display writing, where students produce text to demonstrate their knowledge, usually for academic assessment. These include essays, reports, and written answers in examinations. Display writing requires students to organize their ideas clearly, using appropriate genre conventions and academic language.

The last is real writing, which focuses on authentic communication with specific audience. This type of writing includes composing emails, letters, messages, or filling out forms in real-life contexts. Real writing tasks are meaningful and situational, helping students apply their language skills in practical

settings.

Understanding these five types of writing performance is crucial to choosing appropriate teaching strategies. In particular, intensive writing and display writing are highly relevant in the classroom context when teaching descriptive texts. These types allow students to build accuracy at a strong sentence level while learning how to express and organize ideas meaningfully.

3. Process of Writing

According to Harmer (2004), the writing process consists of four main stages: planning, drafting, revising, and producing the final version, which form a recursive process. This implies that each stage can be revisited cyclically during the writing process. The writing process consists of four elements. Such as:

a. Planning

Planning is the first step in the writing process where students start thinking about what they want to write. In the context of teaching descriptive text, planning allows students to identify the object they want to describe, consider the features of those objects, and select vocabulary that fits the topic. According to Harmer (2004), at this stage, students should consider three key aspects: the purpose of their writing, the intended audience, and the organization of their content. This phase is particularly important when using Draw Label Caption (DLC) strategies. Students can brainstorm ideas and organize their descriptions before moving on to the next stage.

b. Drafting

During the drafting stage, students begin to turn their ideas into sentences

and paragraphs. This is where they begin to develop their descriptive text by organizing information logically based on the plan that has been made. The goal is not to produce a perfect text, but rather to capture the main points and details of the object being described. Using the DLC strategy can help students visualize their ideas, making it easier to write an initial draft that reflects both the content and structure of the descriptive paragraph.

c. Revising

Revision involves reviewing and refining drafts to improve clarity, coherence and accuracy. Students are encouraged to review their text, writing, especially when focusing on aspects such as sentence variety, word choice, and paragraph organization. In a classroom, peer feedback or teacher guidance can also support the revision process.

d. Final Revision

The final revision is the stage where students produce the finished form of writing. After revising, students rewrite their descriptive text with improvements on grammar, punctuation, and vocabulary. At this point, the text is expected to be ready for presentation or evaluation. By using the DLC strategy, students can confidently present their written descriptions, supported by visual elements that enhance comprehension.

4. Strategies in Teaching Writing

Teaching writing skill requires planning and implementation of efficient strategies so that students not only understand the structure of the text, but also enhance their creativity and confidence. Writing is not only concerned with

grammar and vocabulary, but also includes organizing ideas, conveying thoughts clearly, and customizing writing for specific audiences and purposes. Harmer (2004) emphasizes the importance for teachers to pay attention to both the process and product of writing. For more efficient teaching of writing, teachers should use appropriate teaching strategies that help students in every phase in writing, from idea development to revision. According to Harmer (2004), there must be at least five phases in teaching writing. The first step is demonstrating. The teacher demonstrates to the students all of the materials to be discussed. Next the teacher illustrates how to make them, as well as their purpose and function.

The second step is the teacher must provide motivation and provoke students to create or discover ideas using basic and simple methods. Teachers should better prepare what will be implemented in the classroom. For instance, before starting the learning process, the teacher asks students to observe a picture. Then students can develop their ideas from their picture and organize them into proper paragraphs.

The third step in teaching English writing is to provide guidance. When the student needs guidance in the classroom, the teacher should help them at all the times. The fourth step is to respond to the teacher and offer some suggestions for the students' work at this stage. Teachers need to revise their students' writing accurately. Nevertheless, it is more beneficial if teachers provide feedback and recommendation on their student' writing.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive is a type of writing that aims to provide a clear and detailed

description of a person, place, object, or phenomenon thus, the reader can imagine as if experiencing it directly. According to Pardiyono (2010), descriptive text serves to describe a person, location, or object by conveying its characteristics in a clear and organized manner. This genre of writing has a crucial role in English learning at junior high school level as it supports students in enriching vocabulary, organizing thoughts, and improving sentence structure. Knapp and Watkins (2005) state that descriptive writing enables students to represent reality by using language construct images of people, animals or objects in a way that makes it easy for readers to imagine what is being described.

Descriptive text is related to this particular research because it allows students to visually process information through the Draw Label Caption strategy. The process of drawing and captioning involves some degree of visualization, meaning the writing becomes tangible rather than something abstract. The combination of sketches and description creates a functional scaffold, especially for those who find developing ideas difficult in a second language. As highlighted by Jasrial et al., “Drawing-based writing tasks helped young EFL learners generate content and reduce cognitive load during writing descriptive text,” underscoring the importance of visualization in idea generation and writing.

2. Generic Structure of Descriptive Text

Descriptive text is a type of text that aims to provide information about a person, place, object, or phenomenon using clear and concise language. According to Gerot and Wignell (1994), the general structure of descriptive text is designed to support writers in expressing their ideas in an organized manner in written form.

This structure not only helps students in structuring their thoughts, but also plays an important role in making their descriptions meaningful and organized. In writing instruction, particularly with visual-based strategies such as Draw, Label, and Caption (DLC). An understanding of this structure makes it easier for students to transform visual representation into organized writing. Gerot and Wignell (1994) outline the generic structure of descriptive text as follows:

a. Identification

This section introduces the subjects of the description. It serves as an opening that tells the reader what or who is being described. The goal is to identify the topic clearly so, the reader can understand the focus of the description from the beginning.

b. Description

This section provides detailed information about the subject, such as it is physical appearance, qualities, behavior, or others unique characteristic. It allows the writer to elaborate by using adjectives, specific nouns, and sensory details that create a vivid picture in the reader's mind.

This structure is especially supportive when integrated into classroom writing activities using the DLC strategy, where students can begin by identifying objects from their drawings and then described them based on visual and conceptual clues.

3. Language Feature of Descriptive Text

Language features are linguistic features that describe a text and support the achievement of its communication goals. In descriptive text, these elements aim to

clearly describe people, animals, locations or things using accurate grammar and vocabulary. Developing these features allows students to describe things clearly and meaningfully. According to Gerot and Wignell (1994), descriptive text typically uses several language features that differentiate it from other types of text.

These features include:

In the context of the DLC strategy, these features are especially beneficial. Through labelling and captioning visual images, students are encouraged to use specific nouns, descriptive adjectives and accurate verbs, which strengthens their ability to produce coherent and clear descriptive paragraphs.

a. Use of Specific Participants

Descriptive text often focuses on specific individuals or thing rather than general ones. For instance, instead of writing “a bird”, students may describe “a yellow canary in small wooden cage.”

b. Use of Simple Present Tense

Since descriptive text describe facts and observable characteristics, they generally use the simple present tense (e.g., “the dog is black and white”).

c. Use of Linking Verbs

It uses linking verbs such as is, are, has, have, and belongs to.

d. Use of action Verbs

It uses action verbs such as, speak, think, listen, etc.

e. Descriptive Language

It uses to describe what they look like (color, shape, size, etc.), what they have (body parts, components, etc.), and what they do (habits, behaviors, functions,

etc.)

C. Draw Label Caption Strategy

1. Definition of Draw Label Caption Strategy

The Draw, Label, Caption (DLC) strategy is a visual-based prewriting method that engages students in a planned process to help organize their ideas before developing them into written form. The strategy consists of three main steps: drawing, labelling, and captioning. In the first step, students are encouraged to draw sketches related to theme they want to write about. This visual representation serves as a foundation for creating ideas. After completing the illustration, they proceed to mark crucial elements in the drawing, identifying important objects or aspects that will guide their writing. Finally, they compose a short caption-one or two sentences placed below the image-that describes the scene, object or idea they want to convey.

Descriptive text presents facts and observable features thus, it usually uses simple present tense (e.g., “the dog is black”). According to Peha (2003), DLC helps students to visualize ideas by drawing sketches, then naming important parts of the drawing with labels, and finally writing captions that explain or tell a story related to the illustration. This process helps students convert abstract ideas into clear visuals and eventually into structured writing. Bumgardner (2003) emphasizes that this approach is an efficient and accessible strategy, while emphasizing that it supports the development of ideas, especially in narrative and descriptive writing.

In brief, the DLC strategy not only encourages creativity and engagement, but also serves as a practical scaffold for developing descriptive text. Through following the steps of drawing, labelling, captioning, students get a structured yet

flexible approach to writing that fosters idea generation and clarity of expression.

2. The Advantages of Draw Label Caption Strategy

The implementation of the Draw, Label, Caption (DLC) strategy in writing instruction provides a number of pedagogical benefits, especially in supporting students to generate, organize, and express their ideas effectively. One of the main advantages of this strategy is its ability to provide a visual framework that encourages students' thinking and creativity before they begin the writing process. Furthermore, by giving students the opportunity to visually depict their thoughts through illustrations, the DLC strategy reduces the tension associated with writing and creates space for more tangible idea development.

Peha (2003) states that the DLC method simplifies the writing process by helping students visualize their ideas first, then label important elements, and finally turn them into whole sentences. This series of steps not only clarifies the process of generating ideas, but also helps students produce more structured and directed writing. Peha emphasize that this method is particularly beneficial for students who have difficulty in getting started in writing.

Moreover, Ramadhani and Saun (2013) emphasized that the DLC strategy encourages rethinking and deeper focus. Drawing before writing gives students the opportunity to think more about their content, resulting in more careful and detailed written descriptions. This proves to be very useful when teaching descriptive text, where students are expected to be able to provide a clear description as well as certain features of a person, place, or thing.

3. The Disadvantages of Draw Label Caption Strategy

Peha (2003:12) found a number of weaknesses in the application of Draw, Label, Caption strategy for learning writing. One of the barriers is the shyness experienced by some students when asked to draw, as they may feel less confident in their artistic abilities. In addition, the drawing process takes a quite long time, which can reduce the time available for the writing phase. In the same way, the students often focus too much in their artwork, neglecting the next stage of the strategy, which is label and caption. Label and caption are central to the development of writing ideas. This can interfere with the effectiveness of the strategy in supporting students to compose descriptive text as a whole.

4. The Procedures of Draw Label Caption Strategy

The Draw Label Caption (DLC) strategy was developed to support students in creating and organizing ideas before writing. Although it only shows three basic steps-drawing, labelling, and captioning. Burns (2011) transformed the strategy into a more comprehensive process that enhances students' ability to plan, describe, and convey their ideas well. This stepwise approach takes students from visual depiction to the completion of written description. The inclusion of additional stages allows for deeper cognitive engagement and more structured writing outcomes.

Burns (2011) outlines the following five steps in implementing the DLC strategy:

1. Draw, students start by sketching a picture related to the topic or theme assigned by the teacher. This visual activity serves as a prewriting technique to spark

creativity.

2. Label, after drawing, students are required to label various parts or elements in their drawings. These labels support students in noticing important elements and vocabulary related to the topic.
3. Caption, students write a brief sentence (caption) under the drawing to explain what is happening in the image.
4. Describe, students elaborate on their caption by writing descriptive sentences or paragraphs based on the labelled parts, adding depth and detail to their writing.
5. Complete the Story, students organize the descriptions into a coherent paragraph or composition, which may include several paragraphs, depending on the complexity of the topic.

D. Teacher Modelling Strategy

1. Definition of Teacher Modelling Strategy

Teacher Modelling Strategy is a way of teaching in which the teacher demonstrates how to carry out a task or write in front of students, providing an example that is easy for students to follow. According to Graves (1994), modelling allows students to see how experienced writers make decisions in the writing process, from generating ideas to revising writing. The teacher writes clearly, demonstrating methods for organizing thoughts, choosing words, and applying grammar to situations.

This strategy is in line with the Gradual Release of Responsibility model, which is a learning process where students gradually become independent after

receiving direction from the teacher. In this study, Teacher Modelling was applied as a traditional method in the control group to evaluate its effectiveness compared to the Draw Label Caption (DLC) strategy in teaching descriptive writing.

2. The Advantages of Teacher Modelling Strategy

Teacher Modelling Strategy provides various benefits in teaching writing, especially for students who are beginner or lack confidence. One of the main advantages is that it gives students the opportunity to see the writing process directly, helping them understand how ideas are developed, organized, and conveyed in writing. Reutzel and Cooter (2012) state that when teachers demonstrate writing aloud, students will more easily understand the cognitive strategies applied during the writing process. This live demonstration reduces students' confusion and anxiety as they can clearly understand how writing decisions are made. In addition, this approach supports the gradual development of skills through providing a framework, facilitating students to move from being dependent on the teacher to being able to write independently (Fisher & Frey, 2013). These advantages make Teacher Modelling very powerful in improving students' confidence and skills in producing written text.

3. The Disadvantages of Teacher Modelling Strategy

Although the Teacher Modelling Strategy provides strong guidance, it also has some limitations to consider. One major drawback is that students can become overly reliant on the teacher's modelling, which can reduce the opportunity to develop their own writing voice and creativity. As Graham and Perin (2007) explain, although modelling can help clarify expectations, it can inadvertently lead

students to imitate rather than truly understand the writing process. In addition, this strategy can be time-consuming, as it requires the teacher to write and explain each step thoroughly, potentially limiting class time for student practice. Lastly, not all students can learn effectively through observation alone but some students may need more active engagement or hands-on experience to internalize writing skills. Therefore, while teacher modelling is helpful, it should be balanced with opportunities for independent writing and collaboration with peers.

4. The Procedure of Teacher Modelling Strategy

The Teacher Modelling Strategy is designed to help students understand the writing process by observing how a teacher plans, organizes, constructs a text step by step. This strategy provides explicit instruction through demonstration, where the teacher thinks aloud and writes in front of the students while explaining the decisions made during the writing process.

According to Graves (1994), modelling allows students to “see how experienced writers make decisions in the writing process, from generating ideas to revising their writing”. Similarly, Fisher and Frey (2013) emphasize that modelling is an important component of the Graduated Responsibility Release (GRR) model, which helps students transition from dependence on teachers to independent work.

The following steps in implementing the Teacher Modeling Strategy:

1. Preparation, the teacher prepares a topic for students and paper or slide for demonstration.
2. Modelling (Demonstration Stages), the teacher writes an example of descriptive paragraph in front of the class. During writing, the teacher speaks each step

aloud, such as how to begin with an introduction and choose adjectives. This thinking aloud process exposes students to the cognitive step involved in writing, including generating idea, word choice, and sentence construction (Reutzel & Cooter, 2012)

3. Guided Writing, the teacher engages students to make a simple descriptive paragraph while the teacher accompany the students.
4. Independent Practice, the teacher asks the students to write the descriptive paragraph independently using the model as a reference.
5. Feedback and Reflection, the teacher provides corrective feedback that help students to improve their own writing.

E. Previous Study

In order to support the effectiveness of using the Draw Label Caption (DLC) Strategy in teaching writing, the researcher found several relevant previous studies.

The first study was conducted by Hanum (2022) entitled “Improving Students' Writing Ability Through Draw Label Caption (DLC) Strategy in Junior High School.” The purpose of this Classroom Action Research was to improve students' writing competence through the application of the DLC strategy. The study was conducted in two cycles that included planning, action, observation, and reflection. The findings showed that students’ writing skill developed significantly after using the DLC strategy. They were more active in the writing process and could organize their ideas better through drawing, labelling, and captioning. This study shows that DLC can be an effective method to help students improve their writing skills, particularly in creating and organizing ideas.

Another previous study was conducted by Amalia (2019) with the title “A Comparative Study Between the Use of Tell Show (T-S) Strategy and Draw Label Caption (DLC) Strategy in Increasing Students’ Recount Text Writing Ability at the Eight Grade SMP Al-Huda Jati Agung in Academic year of 2018/2019.” This research employed a comparative design to examine the effectiveness of two different strategies—Tell-Show (T-S) and Draw Label Caption (DLC)—in teaching recount text writing. The aim of the study was to find out which approach resulted in greater progress in students’ writing skills. The results indicated that students taught with the Draw Label Caption Strategy excelled far more than their peers in organizing ideas and articulating past experiences. This means that the DLC strategy is an effective approach for improving students’ writing skills, particularly in the area of recount texts.

The last study was conducted by Triandani et al. (2021) entitled “The Effectiveness of Draw Label Caption (DLC) Strategy to Teach Writing for Visual Learning Style Students”. This research employed experimental method using a factorial design by Cresswell (1994). The study aimed to investigate the effectiveness of the Draw Label Caption (DLC) strategy in enhancing students’ writing ability, especially those with a visual learning style, and the results revealed a significant improvement. This study indicates that the Draw Label Caption (DLC) Strategy is effective in improving students’ descriptive writing skills, especially for learners with visual learning preferences.

F. Research Gap

Based on the previous study discussed above, it can be concluded that Draw

Label Caption (DLC) strategy has been proven to be effective students' writing skills. Nevertheless, most of the previous study that conducted by Hanum (2022) and Amalia (2019) used the Classroom Action Research (CAR) method, which focuses more on the implementation process in the classroom than on a systematic analysis of writing outcomes. Similarly, Triandani et al. (2021) used an experimental approach but the study was limited to examining students with visual learning styles and did not investigate the specific linguistic components that contribute to writing quality.

In addition, data analysis in these studies mostly focused on overall score improvement without exploring crucial aspects such as, coherence, cohesion, vocabulary usage, and grammatical accuracy. Furthermore, most studies relied on descriptive or qualitative data rather than inferential statistical tests that could measure significant differences between groups.

Therefore, this study is different in terms of methodology and analysis. This study uses a quantitative quasi-experimental design involving two intact groups (experimental and control group), selected through purposive sampling. This study utilizes Analysis of Covariance (ANCOVA) in SPSS. This analysis applied to examine the significant difference in post-test scores while statistically controlling for the pre-test results as a covariate, providing a more precise measurement of the strategy's effectiveness. The focus is not only on the general outcome but also on evaluating essential components of writing quality, such as grammar, vocabulary, mechanics, fluency, and organization. This methodological approach aims to provide more comprehensive and accurate empirical evidence regarding the

effectiveness of the Draw Label Caption (DLC) strategy on students' writing performance in descriptive text.