

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of study, significance of study, scope and limitation of study and definition of the key terms.

A. Background of Study

In 21 century, writing is one of the important skills that should be comprehended by students. According to Dantes (2013) that writing is one of the most essential components of language skills, the reason is that an instructor in writing will help learners to enhance their language abilities through teaching of writing skills. Although writing is an important skill for students to learn, many students still have difficulties in writing. In this case, mastering writing is challenging, particularly for EFL students in Indonesia, because there are certain variations between Indonesian Language and English, such as structural and grammatical words and styles. White and Hall (2014) refer that writing is usually ignored in the early grades, despite statistics continuously showing that many learners struggle in this study. Because of this, writing is such a difficult activity for learners to accomplish.

In Indonesia, one of the most frequent methods of teaching English is teacher-centered. According to Mbato (2013), English instruction in Indonesia is teacher-centered, just a significant focus on curriculum conformance and grading. That is because certain instructors continue operating as the center in some schools, even after transformation and implementation from the curriculum 2004 which has teacher as the center to the curriculum 2013 which has students as the center. Furthermore, Suryati (2013) stated that students' exposure to English is reduced in an EFL environment, also the classroom is typically the only area where they have the opportunity to pursue English. Therefore, the teacher's exposition and guidance may

be the only language exposure during which students learn to communicate in an foreign language in the classroom.

Nevertheless, the teacher functions is as a guide in teaching English writing. The teacher helps learners to understand the material in a grammatical and contextual framework. Through theory instruction, the educator guides and explains the writing process. That can also help learners think out how to enhance their writing skills. However, with the new normal conditions and limited time, teachers can only use conventional methods or lecture methods to teach in the class, making learning, especially writing, less effective. In fact, writing is one of the most important skills in learning a language. According to Abid (2020), one beneficial aspect of the method students develop writing abilities is writing capabilities and receive direct feedback from the teacher throughout the writing process.

One of the strategies that can use for teaching writing in this case is Draw Label Caption (DLC) strategy. According to Ramadhani and Saun (2013), DLC (draw, label, caption) allows for more concentrate and time to imagine in detail, which can be transformed into writing. The DLC is a process that assists writers in determining the idea. This means that the Draw Label Caption strategy will assist students in learning to write and will teach students other methods for taking prewriting ideas and developing into an essay. In summary, the Draw Label Caption strategy for learning to write that consists of three steps: draw, label, and caption. In other words, students first sketch their thoughts or create the images. Then, give label of images for greater information. Lastly students write caption under the image, a statement that explains what happened. This strategy may be developed into paragraphs to build and excellent essay, not only how to draw, label, and caption. So, this strategy can be an alternative for students in order to further improve their writing

skills. In addition, with DLC students learn to write with fun and can develop their writing ability.

This study has three previous studies that used Classroom Action Research (CAR) as a design, the first previous study by Octavianda (2020). The result of this research is to show that that Draw, Label, Question (DLC) strategy has a signification on the enhancement of the ability to write the descriptive text of eight grade of SMP Muahammadiyah 2 Karang Tengah, its mean DLC can reduce positive attitudes and students' learning outcomes, especially toward the process. The second study by Rini Muslimah (2019) can identify that Draw, Label, and Question (DLC) strategy can make students more active and enthusiastic. This statement can be analyzed from the result of observation taken in the cycle. It also means that the researcher found DLC strategy has a positive effect on the students' writing descriptive text ability. Also, the educator monitors classroom activities to facilitate deeper understanding of ideas and problem solutions. Then, the third by Misnawati, (2018) found that the percentage of the students' participation during the teaching-learning process in writing class increases gradually.

According to previous research by the writer at MTS Darussalam Bulubrangsi, the writer discovered several issues with the seventh class students' English language particularly in writing competence since students' writing capacity is still inadequate, and students continue to create inadequate phrases and paragraphs. The biggest issue discovered is with the material, some students have difficulties to share their thoughts in writing. They also have difficulties in write their own thoughts when writing, which makes students feel bored also makes learning English writing hard. In addition, MTS Darussalam Bulubrangsi is still very limited in understanding English, especially in writing, so they need new strategies that can develop their understanding

of English. With Draw, Label, and Caption (DLC), intended that students will be able to understand lessons at home with the material that has been given, so that when they are in English class they can use their limited time in English Class with effectively.

Thus, according to the description in preceding earlier, the researcher discovered a possible solution at the students' writing challenges. As a result, the researcher chose Classroom Action Research (CAR) as a method, which is have various choices that teachers can use to improve students' writing skills. One of them is a Draw, Label, and Caption (DLC) strategy which is can make the class more properly in teaching English. Because of DLC students can develop their thinking by describing and then providing a description of the image, then explaining it with a caption according to what they have drawn and labeled before. Therefore, students will find it easier to develop their ideas and write descriptions in English. Therefore the researcher chooses to use the Draw, Label, and Caption (DLC) to increase learners' writing abilities since the researcher is interested in how Draw, Label, and Caption (DLC) can improve students' writing competence in MTS Darussalam Bulubrangsi?. Thus, the writer makes an action research with the title "Improving Students' Writing Competence by Using Draw, Label, and Caption (DLC) at Junior High School".

B. Identification of Problem

Based on the statement of background of the study above, the problem can be identified: "How Draw, Label, and Caption (DLC) strategy can improve students' writing competence in seventh grade of MTS Darussalam Bulubrangsi?"

C. Assumption

Descriptive text has been learned by the seventh grade students at MTS Darussalam Bulubrangsi. It is assumed that this strategy can improve the students' writing competence to do the assignment on descriptive text.

D. Objective of The Research

The researcher sets the objective of the research. It is to know how the Draw, Label, and Caption (DLC) technique can improve students' writing competence in Junior High School at MTS Darussalam Bulubrangsi.

E. The Significance of The Research

This research is anticipated to give important information to students, English teachers, and future researchers.

For the students, results of this research are anticipated to assist in improving their writing skills and in understanding and critical thinking related to English material that have been given. For English teachers, as a connector between students and material knowledge can make better and more effective use of teaching time in class, so that the educational process can be used to focus on problems and students. Lastly, It is believed that future researchers will be able to use the research to conduct research and develop the Draw, Label, and Caption (DLC).

F. Scope and Limitation of The Research

The research scope of this study is the Draw, Label, and Caption (DLC) in teaching writing. The reason for using the Draw, Label, and Caption (DLC) is to overcome the students' problems in writing, especially in understanding and practice descriptive text, as the Draw, Label, and Caption (DLC) is easy to apply for junior high school students. Therefore, The study was conducted during the school year

2022-2023. The subjects are taken from the students of seventh class MTS Darussalam Bulubrangsi.

Then, the limitation of this study is the research design. A Classroom Action Research design is used in this study. CAR is one of the attempts made by the instructor to enhance the quality of educator activity. This research design only implicates one class. This design also has limitations in practical problems where the conclusions generated are not universal. Besides that, it is also about time, since CAR requires the commitment of researcher to be involved in the process, the time factor can be a major constraint. This is due to not yet optimal division of time between this routine activities in teaching and action research activities.

G. Definition of The Key Terms.

1. Writing Competence

Writing is a type of communication in which a writer delivers and expresses thoughts and information to others through written forms. According to Hidayati (2018) stated that writing is a communication tool in written form.

2. Draw, Label, and Caption (DLC)

According to William (2011), that DLC is a technique that helps the students' understand and can specific the ideas. It implies that the Draw Label Caption (DLC) technique might aid learners in writing learning and might teach them alternative approach to prewriting concept and start to make it into a text. Furtehrmore, because these technique includes several procedures to assist students in creating outstanding writing, it will lead to students simply conveying their thoughts.