

CHAPTER I

INTRODUCTION

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

A. Background of the Research

One of the English skills that should be mastered by students is writing. Writing is one of the activities that do most by the students in their studies. Writing means exploring and developing ideas also sharing information. According to Byrne (1995: 5), writing is a process of expressing feelings, ideas, and thought from a writer to the readers. Byrne also states that each writer should have some techniques and should be knowledgeable to make their writing is interesting. Murcia & Olshtain (2000:142) says that writing is the production of written words that results in a text, and the text must be read and comprehended for communication to take place. In addition, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. It means that when you first write something, you are already thinking about what you are going to write and how you are going to write it. Then after you have finished writing, you can read what you have already written, and make changes or corrections. Therefore, writing is a process that has several steps.

There are many reasons why writing should be mastered by the students. First, writing can improve students' language skills. By writing, students can develop their skills using vocabulary and grammar correctly. Second, writing is use to approach modern technology and human knowledge. Third, writing plays an important role in supporting students' reading, listening, and speaking skills. Because writing has many benefits, the importance of writing skills in personal and professional life should be taught from an early age, especially in English classes.

Writing is a form of visual communication for expressing ideas and providing information based on context related to the genre of the text itself. For example, in junior high school, the students are required to be able to write fluently and accurately especially in descriptive text, recount text, narrative text, and expository text. Most the students in junior high school have problems with writing. There are many factors why they feel difficult to write especially in descriptive text. Some the students feel afraid to arrange a good sentence because they lack vocabulary and difficult to express their idea also they are afraid of making a mistake when they write.

Writing descriptive text is a skill that should be mastered by students of junior high school. Descriptive text is a text that explains what a person or a thing is like with the purpose to describe and a reveal particular person, place, or thing. According to Pardiyono (2010:29), descriptive text is describing a particular person, place, or thing. It means we can describe the colors, shape, size, weight, height, width, density, contents, and others. Mayers (2005:28) descriptive text is

an ability in writing that offers accurate details on the topic by senses detail, making it easy for the students to gather information. Also, according to Zahrowi (2009:1-3) states that descriptive text is a text which lists the characteristic that descriptive text is a text of something. A description is used in writing to create a clear impression of a person, object, place, or event. E.g.; describe a special place and explain why the place is special, or describe the most important person in our life. Descriptive writing is usually used to assist writers in developing aspects of their work, moods, atmosphere, or describe the place. So, the readers can create clear images of characters, places, objects, etc. However, in the language function, descriptive text only focused on aspects that add something to the main purpose of description-sensory description-what is heard, tasted, felt, and heard.

From the previous explanation, the researcher tries to find out the solutions on how to solve the problem and make learning English can be interesting and fun. The researcher is interested in using Draw-Label-Caption Strategy in improving students' writing ability, especially in descriptive text. According to Bumgardner (2003:53), Draw-Label-Caption Strategy is a simple strategy consisting of draw, label, and caption. After choosing a topic, students are asked to make a sketch, name, and label in the picture and give a description of the sketch, a sentence that tells what happened. Furthermore, Ramadhani&Saun (2013:255) state that Draw-Label-Caption Strategy is drawing before writing, allowing for focus and time to think in more detail which can be converted into writing. Meanwhile, Peha (2012: 4) states that Draw-Label-Caption Strategy is a process that helps writers find out the idea. It means that Draw-Label-Caption

Strategy will help the students in learning writing, and also students will learn another ways to take the pre-writing ideas and begin to develop them into an essay.

Based on the previous description, the writer is interested in conducting a research study entitled **“USING DRAW LABEL CAPTION (DLC) STRATEGY TO IMPROVE STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT”**.

B. Identification of the Research

Based on the background of the research above, the problem can be identified: “How can Draw-Label-Caption (DLC) strategy improve students’ writing ability in descriptive text at the seventh grade of SMPN 1 MOJO?”.

C. Objective of the Research

The objective of the research is to improve students’ writing ability in descriptive text at SMPN 1 MOJO by using Draw-Label-Caption Strategy

D. The Significance of the Research

For students, it can make the students have the ability in writing descriptive text. For teachers, it can be used as an alternative in teaching writing, especially in teaching descriptive text writing. For other researchers, the results of this study can be used as references and guidebooks for other researchers.

E. Scope and Limitation of The Research

The research scope of this research is the use of Draw-Label-Caption (DLC) strategy in the teaching writing. The reason for using the Draw, Label, and Caption (DLC) strategy is to overcome students' problems in writing, especially in

the understanding and practice of writing descriptive text. Also, the Draw, Label, and Caption (DLC) strategy is easy to implement for junior high school students.

The limitation of this research is the design. This research uses a Classroom Action Research (CAR). CAR is one of the research designs used by instructors to improve the quality of educators' activities. The design of this research involved only one class.

F. Definition of the Key Terms

1. Writing

Writing is a form of visual communication that aims to express ideas and provide the information based on context related to text genre itself and grammatical pattern.

2. Descriptive Text

Descriptive text is a text that gives a clear picture of a particular person, place, event, object, or thing in detail. A good description is when the reader can imagine an object, place, or person in their mind.

3. Draw-Label-Caption (DLC)

Draw-Label-Caption strategy is a process that helps writers find out the idea. It means that Draw-Label-Caption Strategy will help the students in learning writing, and also students will learn other way to take the pre-writing ideas and begin to develop it into an essay.