CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some terms and concepts that are related to the topic. There are definition of writing, types of writing, process of writing, strategies in teaching writing, Draw, Label, and Caption (DLC) strategy and conceptual framework.

A. The Concept of Writing

1. Definition of Writing

Writing is an English language skill that students should learn because this activity can improve students thinking skills and help them develop other language skills. Writing is one of the important skills needed by someone to express what is on their mind or feelings. A. D. Jayanti (2019) states that writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form. According to Brown (2001), writing is a thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Furthermore, Coulmas (2003:1) states that there are three meanings of writing. First, writing is a system of recording language using visible or tactile marks. Visible or tactile marks mean the writer can see the product of their writing by using their eyes. Second, writing is an activity of putting the ideas. Ideas needed in writing. Good ideas can add knowledge or information to the reader. Third, the result of the writing" activity is text. It means that writing is not only a

communicative skill but also a productive skill that can produce text. Such as procedure text, descriptive text, narrative text, and report text.

From the explanation above, it can be concluded that writing is an indirect means of communication that aims to convey meaningful and expressive information from the writer to the reader in written language. By writing, students can express their ideas, feelings, thoughts, attitudes, emotions, etc.

2. Types of Writing

Paragraphs, essays, and articles can be written in different types. A writer will choose the type of text depending on what he wants to achieve and what he has to achieve. In general, there are four types of writing, such as:

1. Expository

Expository writing is writing that explains or informs. It discusses a topic without giving any opinions. Expository writing's main goal is to explain. The style of this writing is subject-oriented, where the author focuses on informing the reader of a particular topic or subject without voicing their personal opinion. This type of essay or article provides readers with relevant facts and figures but does not include their opinions. One of the most popular forms of writing is this. We can see it in textbooks and how-to articles. The author only tells the reader about a particular subject, such as how to do something.

2. Descriptive

Descriptive writing focuses on communicating details of characters, places, or events. The main purpose of descriptive writing is to describe. This style of writing is to focus on describing a character, an event, or place in great detail. It

can also become poetic when the author takes the time to make it very specific in his description.

3. Persuasive

Persuasive writing is writing that tries to bring others to the point of view. The main purpose of this article is to be convincing. Unlike expository writing, persuasive writing includes the writer's ideas and biases. Persuasive writing includes justifications and reasons to persuade others to agree with the author's point of view. It is often used in letters of complaint, cover letters, affiliate marketing pitches, advertisements or commercials, and newspaper opinion and editorial pieces.

4. Narrative

Narrative is a text that tells a story. There will usually be character and dialogue. The main purpose of narrative writing is to tell a story. the writer will create different characters and tell the reader what happened to them (sometimes the writer writes from the point of view of one character) this is known as a first-person narrative. Novels, poems, short stories, and biographies can all fall in the style of narrative writing.

3. Process of Writing

According to Jeremi Harmer (2004), the writing process is planning, drafting, revising, and final version. The writing method as a classroom operation that combines the four basic stages of writing is referred to as the recursive process. It means has a corresponding cycle between phases. The writing process consists of four elements. Such as:

1. Planning

    Planning is a classroom practice in which students are allowed to consider the purpose of their writing. It can also provide writing encouragement for students, and inspire them to be creative. Planning also influences students in terms of the vocabulary they will use, the text they want to create, and the details they want to include as well. In planning, the writer should be to think about three main points. First, they have to think about their writing intent. Second, the writer must think it is formal or informal for the group that they write for. Third, the writer must think about the structure of the material (such as the data, thoughts, or claims they want to include).

2. Drafting

    Drafting is a method for writing ideas down, arranging them into series, and creating the context for readers to understand those ideas. The product of planning is the composition of the mind, or "first draft."

3. Revising

    Revising is a stage that refers to based on the evaluation and renewal process. This allows students to go back through their writing and create structure, style, grammar, lexical correctness, and correctness adjustment to it. After the students have created their draft, they usually read their work to make sure that what they write is suitable or not.

4. Final Revision

The final version (Publishing) is the end of the writing process. The writer creates their final version after editing the draft, after which the writer is ready to send a written text to a wider audience.

4. Strategies in Teaching Writing

According to Keifer and Effenberger (1967) strategy is a plan, processes in the teaching gap, teaching maps, cycles of activities, and actions aimed at improving the level of student proficiency in the English language teaching process. In the teaching process, educators must devise strategies to make learning interestinng and fun. Harmer (2004) stated that teaching writing must have at least five sentences. The first step in teaching writing is demonstrating. In this stage, the teacher demonstrate to the students all of the content will be discussed. Then, the teacher illustrates how to make it, as well as its purpose and functions.

After the demonstration, in the second step, the teacher must provide motivation and provoke students to generate or find ideas in basic and simple methods. Instructor is better off planning what they will do in class. For example, before starting learning, the teacher instructs the student to see the picture. Then, students can build their ideas from the picture and write them in the correct paragraphs.

The third step in teaching English writing is to provide guidance. When students need guidance in the classroom, the teacher should be there to help them at all times. And the fourth steps is to reply to the teacher and provide some suggestions for the students' work at this point. The teacher must propely correct

the student's writing. However, it is even better if teachers provide feedback and suggestions on their students' writings.

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

In general, descriptive is describing. such as describing people, places, and objects. Descriptive is used in writing because the writer wants to create a picture of the words of the ideas they convey. Two elements are crucial for effective description. First, readers need explicit and specific details if they are created exactly with a mental image in their mind. Second, the readers need a logical sequence of detail in the partial order. 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. In addition, Pardiyono (2010: 29) states that descriptive is to describe a particular person, place, or thing. It means you can describe colors, size, shape, height, weight, density, width, contents, etc.

Descriptive text is the basic material to improve students' ability in writing. Descriptive text is believed as an effective way to learn writing for entry-level. Descriptive text is a piece of writing that aims to convey meaning to the reader through sensory details and provide images to the reader. Writing descriptive text is a process of gathering ideas, thought, or information into text that describe a particular person, place, or thing. Before starting to write a descriptive text, students should master some parts of the text. Mursyid (2005) explains there are three parts of a descriptive paragraph, are 1) Social function to describe a particular person, place, or thing, 2) Generic structure consists of identification

that aims to identify the phenomenon to be described and description: describes the parts, qualities, characteristics, 3) Language Features consists of grammatical aspects of use simple present tense, focus on the specific participant, use of the attributive and identifying process, using an adjective, using classifier in the nominal group. So, to write descriptive text students need to master the rules of grammar, punctuation, spelling, developing and organizing ideas into a paragraph.

In summary, descriptive text is one type of text that must be learned and understood by students. This text is specifically used to describe people, animals, or other things by clarifying their characteristics. In writing descriptive text, students need to understand grammar, punctuation, and spelling rules to develop and organize ideas.

2. Indicators of Descriptive Text

Brown (2001) divided some English descriptive text indicators, which are the content, organization, grammar, vocabulary, and mechanics.

a. Content

Descriptive text is a type of text in English that clearly describes the inherent properties of something. It can be people, animals, plants, or inanimate objects. Content refers to the topic used by the writer in writing descriptive text. According to Brown (2001) content in writing English descriptive text was 30%. So, the writer must pay attention to the content in writing descriptive text. In content, the writer must find a suitable topic in writing the text and also detail the important topic in writing descriptive text. The writer should write descriptive text in detail, complete, and suitable for the topic.

b. Organization

Organization refers to good arrangements in writing descriptive text. This part consists of the generic structure of the descriptive text, namely identification, and description. Identification is very important in writing descriptive text because it is used to avoid general statements in paragraphs. This means the learner must identify certain things. In this case, the learner can identify the subject to be described in the text. In identification, students introduce or identify the subject. The subject describes specifically such as characteristics, parts, and qualities. So, students should explain the information in detail related to the topic and write should organize ideas well.

c. Grammar

According to Tago and Usman (2013) state that in writing descriptive text, the learner uses simple present tense because it tells the readers about the descriptions and uses the adjective to clarify the noun. The grammatical feature of the descriptive text focuses on the use of language characteristics. Whereas, sentences used in descriptive text use simple present tenses, adjectives, agreements, and action verbs. In contrast, the action verb is used to show the action. The writer should master the simple present tense and some language features in descriptive text because writing good descriptive text also makes it easier for them to express ideas in good writing. Meanwhile, adjectives are used to give readers more information about the subject.

d. Vocabulary

Vocabulary is an important part of writing descriptive text. Authors can make the reader understand and get the main points in the text from the vocabulary used in writing the text. Johnson et al. (2013) state that the vocabulary used should have an effective choice to represent the subject and correctly use the world and words. It means that students should pay attention in choosing the right word or that is suitable for the context.

e. Mechanics

Heaton (1988) argues that mechanics refers to the writers' ability to write the text correctly using punctuation and spelling. In addition, Afifuding (2016) states that mechanics in writing means using capitalization, punctuation, and spelling correctly. Also, Oshima and Hogue (2016) explain that proper punctuation is critical because it conveys meaning.

3. Generic Structure of Descriptive Text

According to Gerrot and Wignel (1994) state the generic structure of the descriptive text is as below:

a. Identification

The first thing to do in creating descriptive text is to make an identification. Identification is introducing or identifying the phenomena to be described. It tells the story of the name, address, or location of the object.

b. Description

The description tells of what the phenomenon was like, or that introduced in identification. It aims to say that identification is the opening of descriptive text,

whereas description is the body of it.

4. Language Features of Descriptive Text

According to Gerrot and Wignel (1994: 208) state that descriptive text is indicated by specific participant, adjective and compound adjectives, linking verbs, simple present tense, action verbs, and descriptive language as below:

a. Specific participants focus on a specific participant.

b. Adjectives and compound adjectives.

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

d. Simple present tense.

e. Action verbs. It uses action verbs such as run, sleeps, walks, etc.

f. 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. The Concept of Draw, Label, Caption (DLC) Strategy

1. The Definition of Draw, Label, Caption (DLC) Strategy

Bumgardner (2003: 53) states that the draw label caption strategy is a simple strategy consisting of draw, label, and caption. It means that in this strategy students get an idea students are asked to draw something. Then students are asked to name the image (they are allowed to label everything important to them).

Furthermore, Peha (2012: 4) states that draw label caption is a process that helps writers find out the idea. It means that the Draw Label Caption strategy will help students in learning writing, and also students will learn other ways to take

ideas before writing and start developing them into the essay. The draw label caption strategy is a strategy that can uses in learning writing which consists of three stages, they are drawing, labeling, and captions.

a. Draw

According to Peha (2003: 47) states that draw is making a quick pencil sketch of your scene. Moreover Bull (2008: 131) explains that draw is:

1. To make a picture or draw something with a pen, pencil or chalk (but not use paint).

2. To move something or someone by pulling it or them gently.

3. To pull vehicles.

Based on the explanation above, the draw is the activity of creating images that use tools with specific objects and purposes.

b. Label

Peha (2003: 47) defines that label as "create one or two-word text label for each item in your drawing". In addition, Bull (2008: 239) states that label has some meaning, they are:

1. A piece of paper, clothing, etc. attached to something and provides information about it.

2. A word or phrase used to describe something or somebody in a way that seems too general.

From the definition above, it can be inferred that a label is one or more words that can be used to give a name to an object.

c. Caption

According to Peha (2003: 47) states that drawing for writing is a little different than normal drawing because it has a purpose. Furthermore, Bull (2008: 57) states that caption can be defined as words that are printed underneath a picture, cartoon, etc. that explain or describe it. It means that a caption is a phrase that can be the main topic or topic of the paragraph. By using this strategy students can take ideas from their minds related to the topic. When students take a few minutes to sketch, students allow themselves to focus on the topic and be able to make their writing more detailed and specific.

SCHEME OF DRAW-LABEL-CAPTION (DLC STRATEGY

Draw-Label-Caption

DRAW	LABEL

CAPTION

Based on the above definition, the Draw Label Caption (DLC) strategy is a strategy that can be used in learning to write consisting of three steps, namely drawing, labels and captions. In other words, first students draw their ideas on a simple sketch or drawing, after which it labels it to make it more detailed, and the

last student writes a caption under the sketch (a sentence that tells what happened or a summary of it).

2. The Procedure of Draw, Label, and Caption (DLC) Strategy

According to Peha (2003: 47-48), the DLC strategy has several processes that students must do before they write a paragraph. There are steps in implementing the DLC strategy to achieve goals in the writing process such as:

a. Draw

Make a quick pencil sketch of the scene. This is a rough sketch: we also use outlines only, stick people are encouraged. Make an effort to add as many minor details as possible. Drawing pictures makes us more familiar with the scene and helps us in visualizing details in finding words that help readers create the same image in their minds that we create.
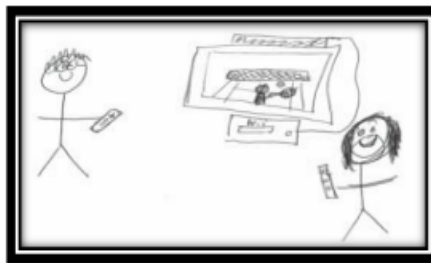
Figure 1. The example of drawing a picture

b. Label

Create a one or two-word text label for each item in your drawing. Label everything we can think of, even different parts of things. In this process, the student gives several labels for the picture created.
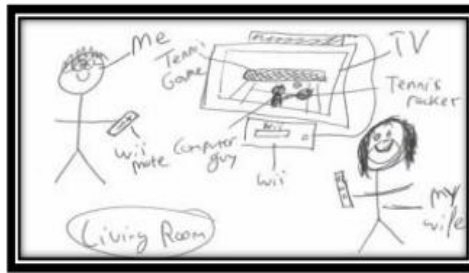
Figure 2. The example of label

c.   Caption

Underneath the picture, write a single statement that explains what is going on. This can be a very simple sentence or something more complicated if we are up for it. In this process, students write one sentence as a description (Identification/main idea). Then, students create at least one or two sentences for each label to describe it. Next, students organize sentences into good descriptive text.

My living room is large. In my living room there is a sofa.

Figure 3. The example of caption

From the explanation above, it can be concluded that this strategy consists of three steps, namely: first, drawing images that will be the main idea of their story. Second, label or the words around the image then create a sentence from the label. And the last, each sentence can be included in descriptive text.

3. The Advantages and Disadvantages of Draw, Label, and Caption Strategy

a. The advantages of draw label caption strategy

West (2010: 68) states that some students are able to write more effectively and with greater imagination, if they are given the chance to draw their ideas. Drawing can help students to write. When students take a few minutes to sketch, they give themselves the opportunity to focus on that topic and be able to create more detailed and specific brand writing.

b. The disadvantages of draw label caption strategy

There are some disadvantages of using this strategy as follows, most students feel shy when drawing so they will spend a lot of time drawing because they will try to draw as beautifully as possible.

4. Models of Teaching Descriptive Text by Using Draw, Label, and Caption (DLC) Strategy

Draw, Label, and Caption (DLC) strategy is a method that allows students to manage the challenges faced in the construction of meaning in every situation. In contrast to skills, this strategy is used by learners to get learning scenarios. It can be said that using strategy to teach and learn English can encourage and stimulate students' desire to learn more about the language. Student can also more easily to grasp the relevant subject matter that the teacher will present, and become more involved in class, and this may make the English teaching and learning process more successful and effective.

There are certain processes contained in the use of the Draw-Label-Caption strategy in the learning process, especially for learning writing. The steps are as follows: Firstly, students choose a theme. After deciding on a theme, they draw it using a pencil. Students can draw anything, they can draw plants, people, animals and others according to the theme that they have chosen. The next steps is labeling. At this step, students can write one or more words for each component in the sketch that they have made. Students can use lines to connect between labels and the components they will identify. Students can write it on the right, left, up or down, sideways, or however they want. And the last step is converting the sentences into the text. And the last step is converting sentences into text. In teaching writing, the teacher must explain clearly how to learn using the Draw, Label, and Caption (DLC) strategy in writing descriptive text.

D. Relevant Previous Study

In this research, there are some previous studies dealing with the DLC strategy. First, a research that was written by Rini Muslimah (2019) under the title "*Increasing The Student's Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy At The Eight Graders Of UPTD SMP N 9 Metro In The Academic Year Of 2018/2019*" with Action Research design. The finding indicated that the DLC strategy is effective to improve the students' writing ability on descriptive text. The results of data in cycle 1, the pre-test average score was 61.06 and the post-test was 64.39 and from cycle 2 obtained a grade point average of 71.21. The results of cycle 2 were higher than the post-test results in cycle 1, and also the class conditions were getting better.

The second, a research written by Misnawati (2018) under the title *"Improving Students' Ability In Writing Descriptive Text Through Draw Label Caption (DLC) Technique To The Second Year Students Of SMPN 1 Peudada"* with collaborative Classroom Action Research design. This research showed that the DLC strategy can increase student participation during the teaching-learning process in writing class increases gradually. It was proved by the result of the observation sheet at the beginning of the cycle I which showed the percentage of student participation was only 58.88% then improved to be 75.55% and in cycle II improved to be 85.5%.

And the last, a research writeen by Ika Sastrawati (2015) under the title *"Improving The Students' Ability To Write Descriptive Paragraph Through Draw Label Caption (DLC) Technique"* with classroom Action Research design. The research shows that the application of the DLC strategy was significant in improving the students' writing descriptive paragraphs. It was evidenced by the average score of the cycle I was 63.99. Then in cycle II increased to be 75.50.

Based on previous related research above, researchers showed that Draw Label Caption (DLC) can be used as a strategy in improving students' writing ability in writing descriptive text.