

# THE COMPARISON OF STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT INSTRUCTION BETWEEN USING DRAW-LABEL-CAPTION (DLC) AND JIGSAW TECHNIQUE

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**Abstract:** The objectives of this research are to know the difference result of using DLC and Jigsaw technique toward students' writing ability in descriptive text instruction and to know which one is more effective of students' writing ability in descriptive text instruction between learning by using DLC and Jigsaw technique. This research uses quantitative research. This research uses Pre-Test and Post-test design. The result shows that DLC Technique is more effective technique than Jigsaw technique to improve of students' writing ability in descriptive text instruction. Calculation results provide evidence that the posttest students in experimental class are better than control class. This can be seen when the posttest score of students compared with pretest score. The result showed that there was significant differences between pretest and posttest score (posttest > pretest). The results are consistency with the result of research Khoirul Anam (2010). It implies that DLC is preferable technique for future study.

**Key words:** Draw-Label-Caption (DLC), Jigsaw, Writing Ability

Writing as one of the four skills has always been as a part of the syllabus in teaching of English. One of the goals of teaching writing is the student can write appropriately and effectively in many kinds of genre, such as descriptive text, procedure, narrative, recount, etc. Thinking about writing, there are three principal ways of teaching writing: focus on form, the writer and the reader.

In learning, the basic competency for the first grade of Junior High School that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in the descriptive and procedure text. However in fact, the researcher finds that many students of SMP N 1 Batanghari still do not know how to express their ideas, thinking and feeling in the right order. Most of them still lack structure knowledge and vocabulary so their products of writing are not good enough.

On the first week of December, 2011 the researcher took the data of the students writing descriptive text score of the first grade of SMP N 1 Batanghari from the teacher as follows:

From the data, the researcher find that from 35 students the first grade of SMP N 1 Batanghari, there are 2 students get score 80-100. It means that they have had good knowledge in writing descriptive text. There are 3 students get score about 75-79 and 8 students get score about 65-74. It means that they have had good enough knowledge of writing descriptive text. The last, there are 9 students get score about 55-64 and 13 students get score about 10-54. So, from the data just 5 students get score more than 75. It means that most students of the first grade of SMP N 1 Batanghari still have lack knowledge of writing descriptive text. Based on those data, it can be concluded that the quality of English language lessons in English writing ability in descriptive text is still low. So it is necessary for English teacher to use effective technique in learning writing. It

will make the learning process more interesting, so that they can make progress in writing descriptive text.

There are many factors that connected with learning process. They are internal and external factor. Here, the researcher would like to explain about external factor from school. There are teachers, equipments of learning process and instruction technique. Instruction technique that used in learning process really influences to students' writing ability in descriptive text. Because of it to solve the problem the researcher would like to compare Draw-Label-Caption (DLC) and Jigsaw Technique in order to find which technique is more effective in students' writing ability in descriptive text.

The objective of this research are to know the difference result of using DLC and Jigsaw technique toward students' writing ability in descriptive text instruction to know which one is more effective of students' writing ability in descriptive text instruction between learning by using DLC and Jigsaw technique.

Writing is process of communication using conventional graphic system to convey a message to the reader. Setiyadi as cited in Supatmi (2009:12) says that writing is a skill in which we express ideas, feeling, and thought which are arranged in words, sentences and paragraph using eyes, brain, and hand. Giaith as cited in Anawati (2009:12) stated "Writing is a complex process that allows the writer to explore ideas, though or feeling and make them visible and concrete.

From the statement above, we know that writing is a communication process to convey ideas, opinion, though and feeling we wrote. But it can not be produced

immediately remembering that the process of writing is more complex.

Descriptive text is a text which describes a person, thing, place and certain condition in particular. According to Oshima (2007:61) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

It generic structure consists of the identification that identifies the phenomenon and the description that describe the parts, the qualities, and the characteristic of the phenomenon. The language features is focused on specific participant and using simple present tense. According to Oshima (2007:63) the topic sentence of a descriptive text should name a topic. The controlling idea should give the overall impression of the place you are describing. Meanwhile, supporting sentence are the "meat" of a paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. In descriptive text, the more detail you include, the more clearly your reader will imagine what you are describing.

It can be concluded that good descriptive can make the reader see, hear, feel, or partake in the happening which the writer describes. So, if we want to write a descriptive text, we must describe an object clearly in order to make the readers can see an object in his mind as clear as possible.

Draw-Label-Caption (DLC) technique is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a description. It can also be used to introduce new

vocabulary or review vocabulary. The basic technique is those students draw a picture, then label everything in the picture and then give an overall caption or summary of what is showing in the picture.

Peha (2003:47) explains that “drawing for writing is a little different than normal drawing because it has a purpose.”

Based on the definition above, the researcher can conclude that Draw Label Caption (DLC) technique is the technique that can help the students capture a scene and focus on important details about the writing person, place or thing. Because the students in this technique have three steps and every step has a purpose in writing process.

The strength of Draw Label Caption Technique is technique that designed special for writing, so it is good technique to improve writing ability. Beside, students will feel really enjoy in learning process because one of the steps of this technique is drawing so they will write descriptive text easily and more enjoyable. The weakness of this technique is the students who do not like drawing will get bored and this technique can not be used for other skill except writing.

According to Peha (2003:47) explains that to achieve the purpose in writing process there are three steps process in Draw Label Caption (DLC) technique, like this:

- 1) Draw, make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
- 2) Label, create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.
- 3) Caption, write a single sentence underneath the picture that tells what is showing. This can be a very simple sentence or something more complicated if you're up for it.

According to Hosseinali The jigsaw is an effective way of engaging students both with course material and with each other. The peer teaching aspect requires that each student understands the material well enough to teach it to others (individual accountability), and each student is required to contribute meaningfully to a group problem-solving component (group goals). Research on this and other cooperative learning techniques shows significant benefits for students not only in terms of level of learning but also in terms of positive social and attitudinal gains.

The strength of Jigsaw technique are:

- 1) Facilitate the work of teachers in teaching, because there is already an expert group in charge of explaining the material to his colleagues.
- 2) Equitable mastery of the material can be achieved in a shorter time.
- 3) This learning technique can train students to be more active in speech and opinion.

The weakness of Jigsaw technique are:

- 1) Students who are active will be more dominate discussions, and tends to control the discussion.
- 2) Students who have low in writing skills and thinking will have difficulties to explain the matter, if appointed as an expert.
- 3) Students who are smart tend to get bored.
- 4) Students who are not accustomed to compete will be difficult to follow the learning.

Referring to elaboration above, the researcher would formulate the hypothesis as the following: is there any difference result of students' writing ability in descriptive text instruction between using Draw-Label-Caption (DLC) and Jigsaw technique and Which one is more effective of students' writing ability in

descriptive text between learning by using Draw-Label-Caption (DLC) and Jigsaw technique.

## METHODE

This research is Quantitative research. Research design that is used in this research is true experimental design. The kind of design is control group pre-test and post-test design. This experimental technique deals with two classes: one is an experimental class and another is a control class. Each of classes receives pre-test, treatment and post-test in order to find the progress of students' writing ability in descriptive text. The treatment is conducted for about three weeks. Furthermore, the control class gets treatment through Jigsaw Technique and the experimental class gets treatments through Draw-Label-Caption (DLC) Technique.

Variable is something that will be an object in research means while according to Sugiyono (2010: 60) variable is anything that shaped anything what established by researchers to be studied in order to obtain information about it, then taken its' conclusions. According to Sugiyono (2010:61) independent variable is a variable that affects or is the cause of change or the onset of the dependent variable.

Dependent variable is a variable that is affected or which become due, because of the independent variable.

The description as follow:

- 1) The dependent variable is student's writing ability in descriptive text (Y).
- 2) The independent variable of the research is Instruction Technique consists of Draw-Label-Caption (DLC) technique ( $X_1$ ) and Jigsaw technique ( $X_2$ ).

According to Sugiyono (2010: 117) population is composed of the generalization: object / subject that have quality and certain characteristics set by the researchers to learn and then drawn conclusions. Based on the statement above, so the researcher can conclude that the subject of this research is all students of first grade of SMP N 1 Batanghari. There are five classes at the first grade of SMP N 1 Batanghari and each class in consist of 35 students, so the total number of population is 173 students. The students' ability of classes is homogenous. There are no students who dominate of each class. The students of each class have been devided into the high ability, the sufficient ability and the low ability. Belows is the table of the characteristic of population based on their data from the teacher.

Sample is part of whole and characteristic from population itself (Sugiono 2010:118). In this research the researcher will take of two classes in the first grade of SMP N 1 Batanghari academic year 2011/2012 as the sample. The researcher takes it by using stratified random sampling because the members of sample are homogeneous. Therefore, the researcher uses stratified random sampling, and the class which consist of 35 students. Bellow the steps done by the researcher:

The whole students of seventh class.

Write the classes in piece of paper.

The papers is rolled and then put into glass.

Then, the glass is shaken until getting rolling of paper out.

The first rolling of paper got to be the subject of the research as experimental class.

The second rolling of paper got to be the subject of the research as control class.

Finally, the researcher finds that the class VII.C and VII.D as sample. VII.C class is as an experimental class and VII.D class as the control class. Experimental class receives treatment that students' writing ability in descriptive text through Draw-Label-Caption (DLC) technique and control class through Jigsaw technique. Then, the researcher takes some students by using random sampling (lotery).from the classes, each of them has been taken 30 students. So they are 60 students as sample of this research 30 from class C as experimental class and 30 students from class D as control class.

The validity is defined as the extent to which the instrument measures what it purports to measure. For example, a test that is used to screen applicants for a job is valid if its scores are directly related to future job performance according to Djiwandono (1996:90).

The validity of the tests can be divided into three main groups namely: (1) content validity, (2) construct validity and (3) criterion validity. In this research, To measure the test has good validity, the researcher only sees from content validity because the validity of the content reflects the extent to which the items in the tests reflect material presented in the curriculum.

According to Arikunto (2010: 221) the reliability of the test is an instrument can be believed to be used as instrument for collecting data because it has been good. It means that the test has some average result when it is tested to different occasion and the condition is the same as before.

the researcher uses scorer or rater reliability to know the reliability of the test. In this reliability, the researcher concerned with interjudge (interscorer,

interrater, or interobserver) reliability. Interjudge reliability refers to the ability of the scoring of individual scorers. Scoring and rating are sources of error of measurement and it is important to estimate the consistency of scores' assessments. Estimates of interjudge reliability are usually obtained using correlational technique, as has already been discussed, but can also be expressed simply as percent agreement.

And for more reliable, the researcher will do some step:

1. Giving students' exam to the rater.
2. Average equitable assessment result from the Rater 1 and Rater 2.
3. Dividing the scores into odd score and even score.
4. Correlating Between the odd score and even score by using the product moment.

The formula is :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes :

- $r_{xy}$  = The coefficient correlation between X variable and Y variable
- X = The score of odd score
- Y = The score of even score
- $X^2$  = The quadrate score of the odd score
- $y^2$  = The quadrate score of the even score

$\sum XY$  = The score of X and Y product  
To find realibility of the test, the researcher will use the spearman brown (Split Half).

The formula as follow:

$$r_{11} = \frac{2x r_{xy}}{(1+r_{xy})}$$

(Arikunto, 2010 : 223 )

Notes :

- $r_{11}$  : Reliability of instrument
- $r_{xy}$  : correlation between score each split

Then the result of  $r_{11}$  will be consulted to the criteria of reliability as follows:

Reliability coefficient

- A very high reliability ranges from 0.81 up to 1.00
- A high reliability ranges from 0.80 up to 0.61
- Average reliability ranges from 0.21 up to 0.60
- A very low reliability ranges from 0.20 up to 0.00

(Arikunto, 2010 : 319)

One of the best assumptions of the statistic computation is that the data must fulfill the qualification of normal distribution. Therefore analyzing the normality of distribution of the students' scores is crucial. To analyze the normality of distribution of the scores, the researcher uses the square technique.

The steps of analyzing the normality as follow:

1. Starting the hypothesis  
 $H_a$  : normal distribution  
 $H_o$  : abnormal distribution
2. Summarize all the variable data that will be tested its normality. In this case the data to be tested is the result of students' writing ability score before and after treatment (pretest and posttest)
3. Determine the number of interval class (k)  
 $K=1+3.3 \log n$
4. Determine the length of the interval class (p)

$$P = \frac{R}{K}$$

- a. It's feeding in the frequency distribution table, which also is a helper table to calculate the price of chi square
- b. Determining mean (x) by using formula :

$$X = \frac{\sum fx}{\sum f}$$

- c. Determining standard deviation (s) by using formula:

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{\sum n(n-1)}$$

Where:

$$S = \sqrt{S^2}$$

$S^2$ = variance

F= frequency of class

X=point of class interval

n=number of data

5. Calculate the expected frequency ( $f_h$ ) by multiplying the percentage area of each field of the normal curve with the number of sample. Normal curve in which area is divided six each area; 2.7%, 13.34%, 33.96%, 33.96%, 13.34%, 2.7%,
6. Enter the price ( $f_h$ ) into the table column ( $f_h$ ) as well as calculated the prices ( $f_0 - f_h$ ),  $(f_0 - f_h)^2$ , and  $\frac{(f_0 - f_h)^2}{f_h}$ .  
 Price  $\frac{(f_0 - f_h)^2}{f_h}$  is the price of the Chi square ( $x_h^2$ ) count.
7. Compare chi square and chi square count. When calculating the price of the chi square count less than or equal to the chi square table ( $x_h^2 \leq x_t^2$ ) it's mean that the distribution of the data otherwise is normal ( $H_0$  is accepted). And if chi square count large than or equal to the chi square table ( $x_h^2 \geq x_t^2$ ), the distribution of the data otherwise is abnormal ( $H_a$  is accepted).  
 (Sugiono, 2010:241-243)

This kind of test is intended to test whether the variance of the data in the experimental class and in the control class is equal or not.

$$F = \frac{S_1 (\text{The largest Variable})}{S_1 (\text{The smallest Variable})}$$

$H_0$  =  $H_0$  is accepted if  $F_{\text{ratio}}$  less or equal to  $F_{\text{table}}$  means the variance of the data is homogeneous.

$H_a = H_a$  is accepted if  $F_{ratio}$  higher or equal to  $F_{table}$  means the variance of the data is not homogeneous. (Sugiono, 2010:275)

### Hypothesis Test

This test is used to know whether the hypothesis proposed by the researcher are accepted. The formula used in this test is *t*-test.

The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Note :  
 X : Mean  
 S : Varian  
 N : Number os students

The criteria are :

$H_o$  = There is no difference result of students' writing ability in descriptive text instruction between using DLC and Jigsaw technique.

$H_a$  = There is difference result of students' writing ability in descriptive text instruction between using DLC and Jigsaw technique.

### FINDING

As describe in the previous chapter, the purpose of this study was to know there is difference result of students' writing ability in descriptive text instruction between using DLC and Jigsaw technique, and to know which one is more effective of students' writing ability in descriptive text instruction between learning by using Draw-Label-Caption (DLC) and Jigsaw technique. To clarify the purpose of this study, the researcher used a test to write a descriptive text (which is used in the pretest and posttest) as a research

instrument, and the average score of pretest and posttest for each class using Draw-Label-Caption and Jigsaw technique compared to find out the advantages of both score.

The result of normality of pretest in both experimental class and control class was normal. It showed that  $x_h^2$  ( $1-ratio$ ) in experimental class got 5,3 and in control class got 2,6. Either on significance level on 0,05  $x_h^2$  ( $1-ratio$ ) is lower than  $x_r^2$  ( $1-table$ ) so both of classes had normal distribution. The result of normality of posttest in both experimental class and control class was normal. It showed that  $x_h^2$  ( $1-ratio$ ) in experimental class got 3,7 and in control class got 7,7. Either on significance level on 0,05  $x_h^2$  ( $1-ratio$ ) is lower than  $x_r^2$  ( $1-table$ ) so both of classes had normal distribution.

The result of calculation on the value of the pretest and posttest score in each class (experimental and control) showed that the distribution is normal. In addition, the calculation of *t*-test in experimental class, pretest showed that the probability is less than the level of significance (0,05=2,04) Because the probability is less than the level of significance (0,43<2,04) there is no difference or in other words null hypothesis is accepted. For the calculation of posttest, it showed that the probability is higher than the level of significance (3,96>2,04), there is difference or in other words null hypothesis is rejected. This shows that there is any different result between pretest and posttest score in experimental class and control class. In more detail, the change of students' posttest score is higher than their pretest value especially in experimental class which using Draw-label-Caption Technique. It means that, Draw-Label-Caption Technique is more effective technique than Jigsaw technique to improve of students' writing ability in descriptive text instruction.

Calculation results provide evidence that the posttest students in experimental class are better than control class. This can be seen when the posttest score of students compared with pretest score. The result showed that there was significant differences between pretest and posttest score (posttest>pretest). The results are consistence with the result of research Khoirul Anam (2010) about A Comparative Study between the Use of Draw Label Caption (DLC) Technique and Presentation Practice Production Technique in Increasing the Students' Narrative Paragraph Writing Ability at the eighth grade students of State Junior High School 2 Metro in the Academic year Of 2010/2011). The result of the study shows that the students' achievement in narrative paragraph by the use of Draw Label Caption (DLC) technique is higher than the use of Presentation Practice Production technique and Draw Label Caption technique is effective to improve students' narrative paragraph writing ability. By using Draw Label Caption technique students feel enjoy in learning narrative text, so their achievement in narrative text can be improved.

The results are consistence with welton (2009) which states that Draw Label Caption technique is more effective in students writing ability than Jigsaw technique because Draw-Label-Caption Technique is designed as instruction technique to improve writing ability. Meanwhile Jigsaw technique can be used in a variety of ways for a variety of goals. Many teachers use Jigsaw technique in reading instruction.

In addition, the result of this study is in line with Peha (2003) who considers that Draw-Label-Caption (DLC) technique is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a description. It can also be used to introduce new

vocabulary or review vocabulary. The basic technique is those students draw a picture, then label everything in the picture and then give an overall caption or summary of what is showing in the picture.

## CONCLUTION

After the researcher finishes the research and analyzes the data that she gets from the research, then she draws the conclusion. Based on the data analysis and the result of computation of the data, the researcher finds as follow:

1. There are different results of students' writing ability in descriptive text instruction between using DLC and Jigsaw technique.
2. Draw-Label-Caption (DLC) technique is more effective than Jigsaw technique of students' writing ability in descriptive text instruction.
3. After getting the treatment, experimental class and control class become different than before. DLC technique brings good effect to the students. Because, the students become active and fun little good effect to the students when the students are studying writing aspecially in descriptive text. The students become easier to understand about writing ability especially for descriptive text and interested to study it. Jigsaw technique brings a little good effect to the students. Because, the students after getting the treatment uses Jigsaw technique the students were still confused to understand about the descriptive text. It means that students' writing ability in descriptive text will be higher if the teacher uses DLC technique than Jigsaw technique in learing process. So, the researcher concluded that

- there are different results of students' writing ability in descriptive text instruction between using DLC and Jigsaw technique at the first grade students of SMP N 1 Batanghari academic year 2011/2012.
4. The improvement of students' writing ability in descriptive text by using Draw-Label-Caption technique is higher than using Jigsaw technique. Beside, the students enjoy and they are fun in accepting information especially the new experience in learning of writing, while the teacher is easier in transferring material to the students. Besides, the students understood better about describing something and how to write it. So, they could write better than before. The students writing ability has been improved based on changes that occur in themselves when they study with DLC technique. Most of the changes are caused by this technique. Based on the result and discussion, the researcher concluded that Draw-Label-Caption (DLC) technique is more effective than Jigsaw technique of students' writing ability in descriptive text instruction at the first grade students of SMP N 1 Batanghari academic year 2011/2012.
  2. The students should be active and innovative when they follow the learning process, especially in learning of writing. Draw-Label-Caption technique can make the students feel enjoy in learning process and it will motivate students in learning English especially in writing. So, it can improve the students' writing ability.

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