The Effectiveness of Draw Label Caption (DLC) Strategy to Teach Writing for Visual Learning Style Students

Rosi Triandani[1], Dwi Anggani LB[2], Warsono[3]

[1] MA Darul Amanah Sukorejo Kendal, Indonesia
[2] Universitas Negeri Semarang, Indonesia
[3] Universitas Negeri Semarang, Indonesia
Email: osikandani@gmail.com

Abstract: This study used an experimental method with pre-test and post-test of factorial design. There were 32 participants in this study. The aim is to investigate the effectiveness of Draw Label Caption in writing talent for visual learning style. The results revealed that there was significant difference of the students' achievement on the post-test result after being taught by using Draw Label Caption strategy. The mean score of both of those strategies were 62.50 < 74.19. Draw Label Caption strategy was effective for visual learners, learning styles. However, based on the prewired sample test, H0 is then discarded and H1 is approved. It implies that in this experimental, the use of the Draw Label Caption strategy is successful in developing students' writing skills with visual learning styles. Therefore, it can be argued that using this method can be an alternative method of teaching various learning types of writing. Hopefully, this outcome will enable language teachers to use those strategies in teaching English in the classroom, especially when teaching visual learning style writing skills.

Keywords: Draw Label Caption, Teaching Writing, Visual Learning Style

INTRODUCTION

In recent times, teaching and learning a foreign language in English has enhanced its role in Indonesia as a trending field in the transformation of languages. For teachers to be qualified in English, teachers and learners practice different ways. The primary prospect is the introduction of effective methods, procedures, or strategies for language teaching. As main practitioners, teachers are expected to help learners enhance their English skills. It includes their devotion to helping learners, including how to include knowledge in the classroom, Bharati, Warsono, & Faticha (2019).

The descriptive text is one of the texts studied by learners in Senior High School. According to Hyland (2002), writing is studied, rather than taught, and encouraged. As a senior high school teacher, a researcher, the writing skill of students in the descriptive text needs a lot of development to get the result of writing better than now. It is structured to encourage students to explain and describe their thoughts about a certain thing.

Students often faced some difficulties when writing a descriptive text, while their teachers instructed them to write it. When writing the descriptive part, there were some challenges that pupils encountered. The first challenge lies in the creation of definitions. Some students wrote multiple primary ideas in one paragraph. Uncertainty was still present in the definition of the paragraph. Sometimes, in only a sentence, those paragraphs are also found to have been composed. The theory of the text was not yet clear.

Secondly, in order to organize the topics to formulate a descriptive document, a paragraph requires more than a single point; a logical arrangement or sequence is required. Students need to organize ideas into a good paragraph; students have to read their writing. To compose a descriptive text paragraph, students must be able to organize their thoughts by describing the subject and presenting descriptions of the subject. But in fact, when the text is created, the students' text is not legible.

WRITING

The clause that is grammatically correct also consists of a good text and the clause also has to hang together. If we suggest that the clause doesn't hang together, two dimensions of the document are reached. Contextual characteristics, what we call coherence, inner characteristics, what we call cohesion. Coherence refers to the way the context applies to a set of sentence clauses. There are two types of coherence; situational and generic cohesion. A text has situational coherence when we can think of one situational in with all the clauses of the text could occur and a text has generic coherence when we can

recognize the text as an example of a particular genre Eggins (2004).

The reason reinforcement, language acquisition, to teach students writing as a foreign language, learning style and most importantly, writing as a skill in its correct form are required Harmer (2004).

DESCRIPTIVE TEXT

A text of descriptive is a text that provides information about specific entity, location, or item. In Urunami et al (2017), Gerot argues that descriptive text is a type of text intended for data provision. The essence of this type of document is the description of a specific entity, animal, human or other individual. Identification and definition form the standardized descriptive text structure. Identification is about introducing a subject or thing that will be described, whereas, the description is brief details about who, or what of the subject.

A descriptive paragraph states that it is a type of text sentence for written communication that has the fundamental purpose of describing an object (living or non-living) and aims to explain the object to the reader, Pardiyono (2007)

The object of the descriptive text is to describe a specific person, place or item Hartono (2005). The readers are told what the thing is or what the thing does through a descriptive text. A description distinct from a review of another object should be present. In other words, descriptive text is not used to generalize. The same thing described in the text should be possible for all different readers to explain.

DRAW LABEL CAPTION

Draw Strategy for Label Caption is a technique that can be used in writing teaching, while this approach can enhance a student's ability to compose a descriptive text. William (2011) It mentions that it is a method to draw a label caption that enables the author to find out what his or her idea is. This suggests that the drawing technique of the label caption will help students learn to write and students will learn another way to take a pre-writing idea and start translating it into a text. Additionally, this approach will make it easy for students to convey their ideas, because this strategy has some steps to help students create a good text.

LEARNING STYLE

Learning is something that happens quite naturally in certain cases, and goes by quite unnoticed. We may reflect on how a child can do something they couldn't do before, and we can be surprised over a brief period of time by the way a young child has grown. Learning is something we all know about and have all engaged in, Pritchard (2009). Learning starts a very long time before school, continues in a great deal of different ways and environments for even loner after school. Individuals have a diverse style of learning, differing in their normal and desired natural ways of acquiring, processing, and maintaining new knowledge and skills. The style of learning has to do with how individuals introduce new data into their knowledge base. Knowing your style of learning helps you to use your strengths when you prepare for the course. Fleming (2012) decided into four learning styles. Many leaners display strength in more than one form of learning: (1) Auditory, (2) Visual, (3) Read-Write, (4) Kinesthetic.

RESEARCH AND COLLECTING DATA

This analysis is quantitative research that intends to find a significant outcome of one way of teaching being used. The type of researcher will use is an experimental research design. In designing the study the researcher will use Factorial Design Creswell (1994). States that factorial design represents a modification of the between-group design in which the researcher studies two or more levels. The groups gave the pre-test and post-test with Draw Label Caption strategy.

Purposive sampling technique applied to gain a sample of the study. Purpose sampling was chosen because the entire population was divided into a group or cluster and a purposive sample in this cluster selected. This sampling technique just to make sure those two classes had an equal chance or opportunity to be selected as part of the sample. It means that the ability of every class is the same. It could be seen from the average of the previous achievements.

Purposive random sampling techniques used to select students as the respondent in the study. The students had stratified into two categories; visual and read-write learning style students. The classification based on students' learning style tests which conduct before treatment. This research will be used cluster random sampling because MA Darul Amanah had not a superior class. It means that the ability of every class is the same. The writer make two groups as a sample of the first experimental group and as a second experimental group.

Because of pandemic Covid-19, the researcher gave the permission to conduct this research with 32 of eleventh grade students from Head Master of MA Darul Amanah.

FINDING AND DISCUSSION

The researcher proposed a hypothesis to address research question no. 2, which addresses the paired sample statistics and the pair sample test as follows:

Table 1 Paired Sample Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	62.50	16	12.447	3.112
	Post-test	74.19	16	7.705	1.926

Formed on the above tables, the mean pre-test score is lower than the post-test in experimental group one with a visual learning style, as can be seen in Paired Samples Statistics. N is just the same. Then the post-test standard deviation is smaller than the pre-test. This implies that students with visual learning styles have a high ranking and have shown growth. A paired sample test was used to analyze if there was a significant difference between pre-test and post-test scores. The result was illustrated in the following table:

Table 2 Paired Sample Test

Paired Samples Test								
		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Mean			Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-11.688	7.106	1.777	-15.474	-7.901	-6.579	15	.000

The criteria of the table above are :

a. If the significant value/ P-value < 0.05, This suggests that there is a major gap between pre-test and post-test student writing abilities.
b. If the significant value/ P-value > 0.05, it means that there is no substantial difference between pre-test and post-test writing skills among students.

The Hypothesis:

• H0: There is no substantial difference between the pre-test and post-test in the writing abilities of learners with read-write learning styles.
• H1: There is a major gap between the pre-test and post-test writing skills of students with a read-write learning style.

It can be seen from the table above that the meaningful value is 0.000. This illustrates that 0.000 < 0.05. H0 is then discarded and H1 is approved. It implies that in experimental class one, the use of the Draw Label Caption strategy is successful in developing students' writing skills with visual learning styles.

CONCLUSION

The focus of this analysis is on the contrast of two methods for teaching and learning writing. That is Draw Label Caption strategy. Share's The purpose of this study is to answer all research questions. The consequence of this work is as follows: The outcome showed that the mean performance of students in the visual learning style taught by the strategy of Draw Label Caption differed between pre-test and post-test significantly. The outcome concluded that the Draw Label Caption strategy was beneficial for learners with a visual learning style to use descriptively in teaching writing. In summary, this research has shown that both the Draw Label Caption strategy can help and enhance students' writing skills with visual learning styles for both students.

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