THE EFFECTIVENESS OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' DESCRIPTIVE WRITING AT EIGHT GRADE OF SMPN 1 KARTASURA IN THE ACADEMIC YEAR 2023/2024

THESIS

Submited as A Partial Requirements

for the degree of Sarjana

By:

HERDA NUR SITA RESMI

SRN 206121190

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

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2024

ADVISIOR'S SHEET

Subject   : Thesis of **Herda Nur Sita Resmi**

SRN   : 206121190

> To:
>
> Dean
>
> Faculty of Culture and Languanges
>
> UIN Raden Mas Saaid Surakarta
>
> In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name   : Herda Nur Sita Resmi

SRN   : 206121190

Title   : THE EFFECTIVENESS OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' DESCRIPTIVE WRITING AT EIGHT GRADE OF SMPN 1 KARTASURA I THE ACADEMIC YEAR 2023/2024

has already fulfilled the requirement to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Language Education Departement.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, March 26th 2024

Advisor,

Hj. Fithriyah Nurul Hidayati M.Pd.

NIP: 198207252009122006

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RATIFICATION

This is to cerity the *Sarjana* thesis entiled "THE EFFECTIVENESS OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' DESCRIPTIVE WRITING AT EIGHT GRADE OF SMPN 1 KARTASURA IN THE ACADEMIC YEAR 2023/2024" by Herda Nur Sita Resmi has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Departement.
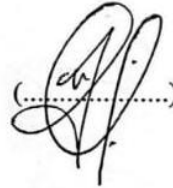
Chairman   :   Indah Eftanasarini, M.Pd.   (......................)

NIP.   199005052023212063

Secretary   :   Dr. Hj. Fithriyah Nurul Hidayati M.Pd. (.................)

NIP   198207252009122006

Main Examiner :   Furqon Edi Wibowo, M.Pd.   (......................)

NIP   198901242023211011

Sukoharjo, Apri 1st 2024

Approved by

Dean, Faculty of Cultures and Languages

Prof. Dr. H. Imam Makruf, S.Ag., M.Pd

NIP. 197108011999031003

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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Mr. Sukasno and Mrs. Suis Miyati)
2. My beloved sister (Herlin Nurviana and Herta Nurjayanti)
3. All of my friends F class
4. My beloved almamater, UIN Raden Mas Said Surakarta

MOTTO

PRONOUNCEMENT

Name   :   Herda Nur Sita Resmi

SRN   :   206121190

Study Program :   English Language Education

Faculty   :   Cultures and Languages Faculty

I hereby sincerely sate that the thesis titled "THE EFFECTIVENESS OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' DESCRIPTIVE WRITING AT EIGHT GRADE OF SMPN 1 KARTASURA IN THE ACADEMIC YEAR 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If latter proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, April 1st 2024

Stated by

Herda Nur Sita Resmi

SRN : 206121190

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The researcher realizes that this thesis is still far from bing perfect. The researcher hopes that this thesis is useful for the next researcher and the reader is general.

Surakarta, March 26th 2024

The researcher

Herda Nur Sita Resmi

SRN : 2061211190

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ABSTRACT

Herda. 2024. *The Effectiveness of Draw Label Caption Strategy on Students' Descriptive Writing at Eight Grade of SMPN 1 Kartasura in The Academic Year 2023/2024.* Thesis. English Education Departement, Cultures and Languages Faculty.

Advisor   : Dr. Hj. Fithriyah Nurul Hidayati M.Pd.

The aims in this study is whether there is a significant differences on students' descriptive writing achievement between students taught using Draw Label Caption strategy and those taught using other strategies in eighth grade students of SMPN 1 Kartasura in the academic year 2023/2024. This studyis to among whether there is a significant differences on students' descriptive writing achievement between students taught using the Draw Label Caption strategy and students taught using other strategies in the eighth grade students of SMPN 1 Kartasura in the academic year 2023/2024.

This type of research is quantitative research that uses a quasi-experimental design. The data were obtained through descriptive text writing test at the pre-test and post-test stages. This research has 2 variables, namely Draw Label Caption Strategy as the independent variable and descriptive writing as the dependent variable. The population of this study were all VIII grade students of SMPN 1 Kartasura which amounted to 318 students. The sampling technique used Cluster Random Sampling. Based on the sampling, class VIII A (32 students) was obtained as the experimental class and class VIII D (32 students) as the control class.

The results obtained from the study proved the difference between students who were taught using Draw Label Caption strategy and students who used expository strategy. The final mean scores obtained from both classes were analyzed using the T-test with a significance level of 0.05. By using the SPSS 20 for windows program, the result of Sig. (2tailed) 0.297. The average value of the two classes is also different. The analysis showed that the mean score of students using Draw Label Caption strategy (78.25) was higher than that of students taught with Expository strategy (75.50). This means that the mean score of the experimental class is higher than the mean score of the control class. It can be concluded that the use of Draw Label Caption strategy is more effective in teaching writing on descriptive writing compared to the expository strategy.

Key Words   : Draw Label Caption strategy, Descriptive Writing, Experimental

CHAPTER I

INTRODUCTION

A.   Background of the Study

Writing is something important that must be honed by all students in Indonesia because it is a form of result. Harmer (2004:31-34) explains that, writing as one of the four skills of listening, speaking, reading, and writing. He also wrote that writing learning can be used to invite students to practice or research vocabulary or grammar, and also explained that by writing students can think of certain ideas to write sentences that express their opinions on certain topics, this is easier than students have to express opinions instantly. Based on these explanations Harmer concluded that writing is a complex activity that can help students. The point is that with the help of writing students can more easily do activities such as listening and speaking.

Brown (2001:335) defines writing as the written product of thinking, drafting, and revising which requires specific skills in generating ideas, organizing writing, using punctuation and rhetorical conventions coherently in written text, revising text for clearer meaning, editing text for proper grammar, and producing a final product. To create a writing, students need to understand and explore what is being written, so that the writing produced is not just an ordinary writing but a writing that has quality. With this explanation, it can be concluded that writing is considered a language skill.

Language skills are very important in education because they make it easier for all students to think, and writing can also help students to explain what is being thought and then poured into an idea. Writing can be used as a place to express students' thoughts and ideas to explain certain

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purposes and objectives. Writing is an active and productive activity. It is described as active, because writing can help students in pouring ideas and ideas in a systematic writing. While productive, because writing can create results such as texts, essays, tales, theses and articles.

In the education level, writing skills are taught with the hope that students are able to write and produce a work in the form of writing. One of the materials discussed in English learning is the skill of writing descriptive text. Descriptive text based on the explanation from Pardiyono (2007: 34) is writing a description of an object, either animate or inanimate objects to the reader. Descriptive writing skills are indeed one of the language skills that are difficult for students to master. The reason that often occurs is because there are several elements that must be mastered by students, namely language elements, such as spelling, sentence structure, cohesion, and coherence, as well as language elements that are used as ideas or ideas in a writing which include students' knowledge and experience. Understanding of description text writing skills for students is still less than optimal, especially in linguistic elements such as spelling and sentence structure.

Less than optimal descriptive writing learning is caused by two factors: internal and external factors. According to Mutaqim (2017), internal factors that influence the less than optimal writing skills of descriptive text, namely, 1) students still feel confused when they are about to start writing, 2) students find it difficult to choose the right words, and 3) students still find it difficult to write descriptive text in accordance with the structure and

linguistic rules. External factors that influence, namely the school environment. School environmental factors include teachers and school infrastructure. Teachers as motivators and facilitators do not facilitate students to practice writing. The teacher uses the lecture method while students only listen to what the teacher explains. Teachers do not use media that can help students in giving an idea of what to write. There needs to be innovation in learning to write description text.

Based on pre-research interviews on September 29, 2023 conducted by researcher at SMPN 1 Kartasura, the results obtained that students' difficulties in learning writing are the selection of grammar and sentence structure. In the interview with the English teacher, the researcher found that another factor that caused the students' low writing ability was because the strategies used by the teacher were not varied enough. Teacher often use expository learning strategies when learning English, especially in writing.

In overcoming this problem, the researcher tries a strategy to help students improve their writing skills. The strategy that will be applied is the draw label caption, because this strategy can help students in developing their ideas. This strategy is a strategy where students draw a picture, then label the picture, and then give a descriptive explanation. This strategy is expected to help students write descriptions of everything they have seen and then labeled on the picture and help students to focus on what is the main point.

In the opinion of Peha (2012: 37) Draw Label Caption is a strategy that can help students to sketch a brief image of their ideas, label the

important parts, and write a brief description underneath to tell about their writing. This means that by using the Draw Label Caption strategy, students can more easily and quickly express their ideas in the final result in the form of writing. Making learners familiar with the subject and object, students are acquired to draw.

In addition, William (2011) notes that Draw Label Caption is an enabling tool, this implies that the draw label caption strategy will guide learners to write and learn other ways to get ideas. Not only that, learners can find new vocabularies while drawing and write them with good grammar in the text. From the explanation, Draw Label Caption will be very helpful in finding ideas into the form of drawing and writing sentences that they have labeled based on the sketch. Therefore, the researcher is interested in conducting experimental research by applaying the Draw Label Caption strategy.

There is a previous study conducted by Nabillah Hasna from IAIN Jember in 2021 entitled "The Implementation of Draw Label Caption to Improve Students' Writing Ability During The Covid-19 Pandemic in Vocational High School". This study aims to investigate how the implementation of Draw Label Caption (DLC) can improve students' descriptive text writing ability in Vocational High School. This study was conducted with classroom action research, and data were collected through qualitative and quantitative data. The result of this study shows that this strategy is able to improve students' writing ability in Vocational High School.

Another study by Siti Mutoharoh from Raden Intan State Islamic University Lampung in 2018 entitled "The Influence of Using Draw Label Caption (Dlc) strategy Towards Students' Writing Ability on Narrative Paragraph at The First Semester of The Eighth Grade of Mts Nurul Islam Gunung Sari in The Academic Year of 2018/2019". The purpose of this study is to determine whether there is a significant effect of using the draw label caption (DLC) strategy on students' writing ability on narrative paragraphs. the results of this study are students get higher scores after researcher give treatment using Draw Label Caption (DLC) as a strategy in learning writing skills. The result of this study is that students get higher scores after the researcher gives treatment by using Draw Label Caption as a strategy in learning writing skills.

From the two previous studies above, the researcher found a gap in the research that the researcher will conduct. The research that the researcher will conduct aims to determine whether there is a significant effectiveness on students' descriptive writing achievement between students who are taught using the Draw Label Caption strategy and those who are not in eight grade students of SMPN 1 Kartasura. The research method that the researcher will use is experimental research.

Based on the explanation above, the researcher will research with the title The Effectiveness of Draw Label Caption Strategy on Students' Descriptive Writing at Eight Grade of SMPN 1 Kartasura in the Academic Year 2023/2024.

B.   Identification of the Problems

Based on this background, the identification of problems that occur include:

1. Students must master linguistic elements such as spelling, sentence structure, cohesion and coherence.

2. Students must also pay attention to the language that is used as an idea in a writing

3. Internal factors that cause students to have difficulty writing come from the students themselves

4. External factors come from the scope of school and teacher

5. Lack of teaching innovation from English teacher.

C.   Limitation of the Problems

To focus attention on the topic, the researcher limits both the object and the subject of his research. The researcher limited the object to two variables only. Draw Label Caption strategy as the independent variable and descriptive writing as the dependent variable. The researcher limits the research on students' writing skills to eighth grade students of SMPN 1 Kartasura in the 2023/2024 academic year. It will be focused on the effectiveness of using Draw Label Caption strategy to teach writing skills. The material in the writing class used descriptive texts for the experimental and control classes.

This study was conducted only for teaching writing using draw label caption strategy to eighth grade students. There were class 8A and class 8D with 32 students in each class, class 8A as the experiment class whose learning used Draw Label Caption strategy and class 8D as the control class whose expository learning strategy. Therefore, the problem is limited to "The Effectiveness of Draw Label Caption Strategy on Student's

Descriptive Writing at Eight Grade of SMPN 1 Kartasura in the Academc Year 2023/2024".

D.   Formulation of the Problem

The problem in this study is formulated in this question : Is there a significant differences on students' descriptive writing achievment between the students who are taught using Draw Label Caption strategy and those taught by using another strategy at eight grade students of SMPN 1 Kartasura in the academic year 2023/2024?

E.   Objectives of the Study

Based on the problem formulation above, the purpose of this study is to find out whether or not there is a significant differences on students'descriptive writing achievement between the students who are taught using Draw Label Caption strategy and those who are taught by using another strategy at eight grade students of SMPN 1 Kartasura in the academic year 2023/2024.

F.   Benefits of the Study

This research is expected to provide benefits for teachers, schools, researcher and students. The benefits are as follows:

1. Theoritically

    The results of this study are expected to be used to support the learning process regarding the application of draw label caption strategy to the ability to write description text in Junior High School.

2. Practially

    a.   For students

As a result of this research, it is expected that students gain experience and easy strategies in writing descriptive texts by using the draw label caption strategy. They get information to identify their problems and poured into writing skills.

b. For teachers

English teachers are expected to get further information to improve the learning process in writing subjects, especially the application of drawlabel caption for the ability to write descriptive texts in junior high school.

c. For school

The results of this study can contribute to schools the quality of education.

G.   Definition of Key Terms

1. Draw Label Caption

Peha (2012:36) states that the Draw Label Caption is a process that helps writers find out the idea. Thus, it means that the Draw Label Caption strategy can help students in learning to write and students can learn another way to take ideas before writing and start developing them into a sentence.

2. Descriptive Text

Pardiyono (2007:34) says that descriptive is a type of written text, which has the specific function to give description about an object *(human or non-human)*. It can be about any topic. Descriptive text is a paragraph where the main idea is conveyed by clearly describing the

object, place or event that is the topic to the reader, so that the reader seems to feel directly what is being expressed in the text.

3. Writing

Claimed by Harmer (2004:33) writing is frequently useful as preparation for some other activity. By writing students are given time to think about ideas rather than having to express opinions instantly, something that is difficult and clumsy for many people, especially at lower levels.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Review**

1. **Draw Label Caption Strategy**

   a. Definition Draw Label Caption Strategy

   The Draw Label Caption strategy is a captioning strategy that uses three steps: picture, label, and caption. According Peha (2003:47) defines Draw Label Caption strategy as a way to achieve writing learning objectives. This means that the draw label caption strategy can help students' writing activities, as students draw different things they can remember different parts of the story and can write down more things. Furthermore, Mea (2013:3), Draw Label Caption is a pre-designed strategy that can lead learners to concentrate on subjects and objects and add information to a piece of writing. William (2011) mentions that this method is to draw caption labels that allow writers to know what ideas to write.

   This shows that the strategies of using Draw Label Captions can help students in learning to write and students will learn another method to take ideas before writing and start translating them into a text. Further explanation about Draw Label Caption is:

   (1) Draw

   Claimed by Peha (2003:47), Drawing is making a pencil sketch of your condition. The way to make this rough sketch is: using an outline only, draw about the condition that is in front of your eyes or that is

being imagined. Try to include as many small details as you can. In this study, students worked in groups to create drawings about something.

(2) Label

Peha (2003:47), Labeling is creating one or two word text labels for each item in your drawing. Label everything you can think of, even the different parts of the objects you have drawn. Here the student gives several labels to the drawing created.

(3) Caption

According to the Cambridge Academic Content Dictionary, a caption is brief text over or under a picture in a book, magazine, or newspaper that describes the picture or explains what the people in it are doing or saying. Write one sentence under the picture that tells what is going on. It can be a very simple sentence or something more complicated.

Based on the explanation above, Draw Label Caption is a learning strategy that makes it easier for students to develop ideas for students' thoughts. Using Draw Label Caption can make it easier for students to learn to write. With draw students will easily enter the details of what they see. then labels, with labels students will label one or more texts in one picture. The last is caption, writing one sentence under the picture and telling what is happening. That way students find it easier to compose sentences with the Draw Label Caption strategy.

b. The Steps of Draw Label Caption Strategy

Based on Peha (2003:47) to achieve the purpose in writing process there are three steps process in Draw Label Caption strategy technique, those are :

Table 2.1

Steps of Draw Label Caption Strategy

No	Steps	Activity
(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. You can't have too many details. Don't forget to include yourself in the picture if it's appropriate.
(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 happening. This can be a very simple sentence or something more complicated if you're up for it.

c. Advantages of Draw Label Caption Strategy

According to Peha (2003:49), the Draw Label Caption strategy has the advantages that:

(1) With Draw Label Caption strategy every student can do well

(2) This strategy can help solve writing problems because students will focus on their own writing

(3) Drawing is also very helpful for students in writing

(4) Draw Label Caption also stimulates the brain to develop imaginatively in the learning field of how to observe

d. The Disadvantages of Draw Label Caption

The disadvantage of the Draw Label Caption strategy are as follows:

(1) Using the Draw Label Caption strategy made some students feel shy about drawing. They cannot start drawing as beautifully as they could

(2) It takes a long time to draw for students who are shy about drawing, even though their concentration is not on the drawing but on the writing, Peha (2003:49).

(3) The Draw Label Caption strategy may not be suitable for all types of writing, such as writing that requires more detailed explanations or more formal writing, Mutoharoh (2018)

2. Expository learning Strategy

a. Definition of Expository Learning Strategy

Expository learning strategy is a learning strategy where from the beginning of learning to the end, the teacher plays an important role in providing information to students in a structured and organized manner. According to Nasution (2020), Expository learning strategy is strategy that emphasize the delivery of facts, ideas and important information to students sourced from textbooks, references, or personal experiences using lecture techniques, demonstrations, and study reports. This means that the teacher is the main figure in the learning process, the teacher is obliged to transfer their knowledge to the students.

Maheshwari (2013) writes that Expository learning strategy is direct teaching. A teacher is in front of the class to teach and the students take notes. Expository Learning Strategy is a learning strategy that emphasizes the process of delivering material verbally (can be done with discussions and lectures) to students, so that students can think more critically to master the material, Sanjaya (2011:179)

It can be concluded that Expository learning strategy is a teacher-centered strategy. The teacher is the main source in acquiring the material to be learned, meaning that the teacher must be obliged to transfer his knowledge to all students. Using Expository learning strategy, the teacher will usually use lecture and demonstration teaching methods. Learning activities from beginning to end are delivered orally by the teacher.

b. Procedures of Expository Learning Strategy

In the opinion of Nasution (2020), Expository learning is a learning strategy that emphasizes the deduction process, pointing to the strategies commonly used by teachers in learning practices in the field. In its implementation, the procedures for Expository learning strategies are as follows:

Table 2.2

Steps of Expository Learning Strategy

No	Steps	Activity
(1)	Introduction	The teacher will convey the main points of material to be discussed and the learning objectives to be achieved, students listen and record points that are considered important
(2)	Material Presentation	The teacher conveys the learning material with lectures and questions and answers, then continued with demonstration to clarify the material presented and ends with giving exercises
(3)	Closing	The teacher conducts evaluation in the form of tests and follow-up activities. Teachers carry out evaluations in the form of tests and follow-up activities in the form of giving assignments in order to improve and solidify or deepen the material

c. Advantages of Expository Learning Strategy

There are several advantages of Expository learning strategy according to Farisi (2018) namely:

(1) The teacher can control the order and extent of the subject matter, allowing them to gauge how well students are mastering the delivered subject

(2) This learning strategy is considers very effective for comprehensive subject when the time for studying is limited

(3) Improving of student's activity.

d. Disadvantages of Expository Learning Strategy

There are several disadvantages of the Expository learning strategy according to Heryadi (2020), including:

(1) Expository learning can lead to a passive learning experience for students, where students are more recipients of information rather than active participants in constructing their own knowledge.

(2) This strategy can limit student interaction, as almost all learning activities involve the teacher delivering information through lectures or presentations without much room for student input or collaboration.

(3) Expository learning prioritizes memorization of facts and information over deeper understanding and critical thinking.

(4) This strategy may not cater to the diverse learning styles and needs of all students

(5) Expository learning can reduce students' autonomy and independence in the learning process, as it is very teacher-centered.

3. Descriptive Text

a. Definition of Desriptive Text

Descriptive text is writing a description of an object, either living or non-living things to the reader, Pardiyono (2007: 34). The writer has to describe objects in a detailed and tangible way. These objects can be people, animals, places, and events. According to Kosasih (2006:26) descriptive text is an essay that described himself. That is, when we want to describe how something looks, smells, feels, acts, tastes, sounds to someone with text, we can create a descriptive text.

b. Purpose of Descriptive Text

Based on Pardiyono explanation (2007: 34), description is a type of written text that has a special function to provide a picture or description of an object (*human or non-human*). The goal is to create or enable the creation of the reader's imagination so that he or she seems to writness, experience, and feel what the writer has experienced. The skill of composing descriptive text in writing is the skill to create writing related to an object that will later take the form of a description.

c. Generic Structure of Descriptive Text

Pardiyono (2007:36) states that descriptive text has a structure of a form or pattern. They are:

(1) Identification

Identification is the first step to start writing descriptive text. Identification consists of an introduction to the thing to be described

(2) Description

This step is the second or final step in the creation of descriptive text. Description consists of a detailed description of the object referred to in the identification.

Example sentences of descriptive text based on generic structures, as follows:

Table 2.3

Example of Descriptive Text

Structure	Example
Identification	**Paragraph 1** Vitun is one of the most interesting people that I have ever met, R'Lian has ever said
Description	**Paragraph 2** He is medium height, with short black hair. He is in his early thirties now. With his great sense of humor, he can turn boring situation into very fun. He is always neat in wearing clothes. Bright colors are his favorite. He always looks very attractive something bright.
	Paragraph 3 He is always very energetic, and well known as a type of a romantic young man. In addition, he is imaginative, hardworking and also very easy going. No wonder, he has a lot of friends.

d. Language Features of Descriptive Text

According to Pardiyono (2007:43), the characteristics of the language used in descriptive texts are:

(1) The use of declarative sentences

(2) Use of conjunctions, using conjunctions is to create a coherent text.

(3) Use of simple present tense. The tense used in descriptive texts is present tense, because it tells about a fact, a generally accepted fact, or reality. The present tense formula is:

S+ V1 or S+ becomes (is/ am/ are)...

(4) Use of adjectives, verbs, nouns, adverbs.

4. Writing

a. Definition of Writing

Writing is one of the most complex human activities Harmer (2004:34). It involves the development of design ideas, the capture of mental representations of knowledge, and experience. Harmer also explained that writing indicators must be objective, clear and can be measured well. The indicators should also cover various aspects of writing skills, such as writing structure, cohesion and coherence, grammar, ant the ability to covey ideas effectively. He emphasized the importance of using writing indicators as a tool to provide constructive feedback to writers.

According to Brown (2001:232), writing is one of the four skills in learning a language. Marpung, V. Dea (2014) states that writing is an instrument to express thoughts, feelings, opinions, and ideas about a particular experience. At the junior high school level, students are expected to be able to master and understand English writing and be active in the teaching and learning process. Based on Raimes (1983:78), writing is a skill where we express ideas, feelings, and thoughts that are assembled in words, sentences, and paragraphs by using the eyes, brain, and hands. Therefore, writing is a process of expressing thoughts and ideas about the writer who uses knowledge of structures and vocabulary to combine the researcher's ideas as a means of communication.

Based on the above understanding, it can be concluded that writing is an activity of communicating ideas, feelings or messages that are poured in the form of writing and can be conveyed to others without face-to-face

because directly. Writing is also a productive activity and of course these skills must always be trained with regular practice.

b. Purpose of Writing

For students, writing can be an illustration of efforts to develop the ideas contained in the mind and show all readers. Students should also be able to hone their skills in writing. This is because writing requires mastery of sentence structure and the ability to choose the right words to express thoughts. Determining the purpose of writing is very important because readers will get ideas and information clearly and effectively from what they read Harmer (2004:39). In addition, this needs to be done because it has a love of choosing language and its use in accordance with the purpose of writing.

c. Component of Writing

There are five component that should be considered in the process of making a composition, based on Jacobs (1981:90):

(1) Content

Content refers to the substance of writing, the experience of the main idea (unity). The main idea should reflect the entire paragraph and each paragraph have to explain the main idea. The content is important because without content, writing is not interested and not discussion. It is related to how to develop an idea. When writing has idea then how to develop the idea to be good content.

(2) Organization

It refers to the logical of the content (coherence). It builds a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced the chronological order often using conjunction like as "after", "although", "because", etc. they can help to connect other sentences in writing. It is aimed to help reader to understand the reading text.

(3) Grammar/language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is used to construct well-formed sentences. This is avoid misunderstanding toward ambiguous sentences. Grammar is needed in academic writing like as essay, thesis, article, etc.

(4) Vocabulary

It refers to the selection of words that are suitable the content. It can be used to select the word choice or diction appropriately in writing. Mastering vocabulary makes writing text will be more colorful with using variety vocabulary.

(5) Mechanic

It refers to the use of graphic conventional of the language. It is way to arrange words, sentences and paragraphs become structured and others related to one another. Mechanic is also required to clearly communicate the idea in a paper. Mechanic in writing consist of capitalization, punctuation and spelling.

d. Process of Writing

According to Byme (2004), the writing process is an evolving and recursive process. By realizing that writing is a process in which every writer has a different way, the inexperienced prefer to experiment, organize, revise and edit. Nonetheless, new writers need to be diligent in practicing writing, including learning to write punctuation, grammar and so on.

Based on Harmer (2004:4) the writing process has four main elements:

(1) Planning

Before they start writing or typing, they try to plan what they will say. When planning, researcher should think about three main issues.

(a) The purpose of their writing skills affects (among other things) not only the type of text they want to produce, but also the language they use, and the information they choose to include.

(b) Whose audience they are writing for, as this will affect not only the form of the writing (how it is laid out, how it is structured, etc.), but also the choice of language.

(c) The content structure of a work, which is the best way to organize the facts, ideas, or arguments they have summarized or included.

(2) Drafting

Refers to the written version as a draft. The first action on a text is often done with the assumption that it will be changed later. As the

writing and editing process progresses, a number of drafts may be produced on the way to the final version.

(3) Editing

Once researcher have produced a draft, they usually read through it to see what works and what doesn't work. Perhaps the order of the information is not clear. Perhaps the way it is written is ambiguous or confusing.

Reflection and revision are often helped by other readers (or editors) providing moments and suggestions. Other readers' reactions to a piece of writing will help the researcher make appropriate revisions.

(4) The final version

After the researcher has edited the draft, making any changes deemed necessary, they produce the final version.

The conclusion from the above statement is that writing as a process is the product of turning ideas into words on a piece of paper that goes through several processes. The writer is planning, drafting, editing, and finalizing. The end result is not instantaneous, and as a result the writer has the opportunity to plan and modify what will eventually appear as the finished product

B. Previous Related Studies

Research by Nabillah Hasna (2021) from State Institute Of Islamic Studies Of Jember, entiled *The Implementation Of Draw Label Caption to Improve Students' Writing Ability during The Covid-19 Pandemic in Vocational*

High School. This type of this study was Classroom Action Research (CAR) which conducted to solve the students in writing ability. The data were gathered through qualitative and quantitaive data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students writing score of pre-test and post-test. The subject of this action research was tenth grade and majoring Multimedia at first semester. The finding of this study showed that the implementation of this strategy was successful since the criteria of sucess were achieved. The result of the data that pre-test just 26,67 % of students had already achieved the target score and the average" score of pres-test was 63,47. It can say that the result of pretest was unsatisfactory. Meanwhile, the result of post-test was higher than the result of pre-test. In the post test, there were 80,00 % of students could pass the target score and the average" score of post test was 80,27. This result also drew conlusions that this strategy was able to improve the students" writing ability in Vocational High School.

Research by Yosie Safitri (2019) from State Institute For Islamic Studies (Iain) Bengkulu, with the title *The Impact Of Draw Label Caption (DLC) Strategy On Students' Narrative Writing Achievement*. This research method uses a quasi-experrimental reasearch, particularly non-equivalent groups pre-test post-test design. The data were collected by using writing test. The data obtained were analyzed by using t-test formula. The result of analyzed the data by using SPSS version 22 Stepwise Regression Analysis showed that the contribution of using Draw Label Caption (DLC) strategy on students' narrative writing achievement was 81,5%. Therefore, it can be concluded that using Draw

Label Caption (DLC) Strategy gave significant impact on students' narrative writing achievement.

Research by Siti Mutoharoh (2018) from Raden Intan State Islamic University Lampung, entiled *The Influence Of Using Draw Label Caption (DLC) strategy Towards Students' Writing Ability on Narrative Paragraph At The First Semester Of The Eighth Grade Of MTS Nurul Islam Gunung Sari in The Academic Year Of 2018/2019.* The research methodology was used experimental method. In collecting data, the researcher used the instrument of pre-test and post-test. Pre-test was conducted before the treatment and post-test after the treatment that was done on only to the experimental class while the control is taught of using lecturing strategy. The instrument was writing test. The researcher analyzed the data of independent sample t-test by using SPSS. From the data analysis computes by using SPSS, it was obtained that sig = 0.000 and α = 0.05.

Research by Wisnu Oktavianda (2020) with the title *Draw Label Caption (DLC) Strategy to Improve Students' Writing Descriptive Text*. The type of research used is quantitative research with experimental methods, with a quasi-experimental design. The research was collected using a written description test and analyzed with the Independent t-test SPSS 16, it was found that the t-obtained was higher than t-t (3.060> 2.021) at the significant level α = 0.05 on the two-sided test. This meant that there is a significant difference between the experimental group and the control group. It can be concluded that the Draw Label Caption (DLC) strategy has a significant on the improvement

of the ability to write the descriptive text of eighth graders of SMP Muhammadiyah 2 Karang Tengah.

Research by Tri Setianingsih (2021) entiled *The Effectiveness of Draw Label Caption Strategy in Teaching Writing for EFL Students*. The research was experimental research and the design used was pre-experimental with pretest-posttest design. In analyzing the data was used t-test formula. The findings showed that t-test was (4.875) > t-table (2.052) at the significant level = 0,05 (95%) and N=28 students. It means that, Alternative hypothesis (Ha) is using Draw Label Caption toward students' writing skill at the second year students of SMA Hang Tuah Mataram in academic year 2019/2020 was accepted. It could be concluded that there was significant effect of Draw Label Caption toward student's writing skill at second year student of SMA Hang Tuah Mataram.

Table 2.4

Similarities and Differences Previous Research and This Research

No	Tittle	Difference	Similar
1	The Implementation of Draw Label Captionto Improve Students' Writing Ability During the Covid-19 Pandemic in Vocational High School. (Nabillah Hasna, IAIN Jember 2021)	a. The method used is Classroom Action Research (CAR). b. Research Design in the thesis is using Qualitative and Quantitative data.	a. Dependent variable descriptive text b. Data obtained from students' writing scores from pre-test and post-test.
2	The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievement (Yosie Safitri, IAIN Bengkulu 2019)	a. Lies in the research target using tenth grade students of SMAN 2 Mukomuko	a. Collecting data with written tests b. Using experimental research

No	Tittle	Difference	Similar
		b. The dependent variable is narrative writing	
3	The Influence of Using Draw Label Caption (DLC) Strategy Towards Students' Writing Ability on Narrative Paragraph at the First Semester of the Eighth Grade of MTS Nurul Islam Gunung Sari in the Academic Year of 2018/2019 (Siti Mutoharoh, UIN Raden Intan Lampung 2018)	a. The subject used at MTs Nurul Islam Gunung Sari Ulubelu Tanggamus. b. The researcher examined the ability to write narrative paragraphs.	a. The research method used is the experimental method b. The instrument used was a written test.
4	Draw Label Caption (DLC) Strategy to Improve Students' Writing Descriptive Text (Wisnu Oktavianda, English Language Education and Literature Vol. 5 No. 1 April 2020)	Located in population and sample, this journal chose SMP Muhammadiyah 2 Karang Tengah with a total population of 78.	a. Has a Research Question whether students who use DLC strategies are superior to students who do not use these strategies. b. using Research design Experimental data
5	The Effectiveness of Draw Label Caption Strategy in Teaching Writing for EFL Students. (Tri Setianingsi, Journal of Language and Literature SK Dirjen DIKTI Nomor 36/E/KPT/2019. Vol 7 No 2 June 2021)	a. Population sample journal using its target, namely SMA Hang Tuah Mataram grade 11. b. Researcher use a pre-experimental design	Examines whether Draw Label Caption is effective on students' writing skills.

C. Rationale

In learning a language, writing is one of the skills required. According to Harmer (2004:34) writing is one of the most complex human activities. It involves the development of design ideas, the capture of mental representations of knowledge, and experience. Based on the theory above, the researcher can conclude that writing is one of the skills that students must master. In learning English, there are several difficulties that students face. For students, writing is considered the most difficult skill. Students are less interested in English writing classes, they think writing is a difficult skill, some students cannot write well and students are not confident to write in English.

Based on the results of interviews with teacher at SMPN 1 Kartasura, learning to write English is a difficult thing to do. Their writing skills are less than optimal, especially in sentence structure, they do not have enough understanding. The mistakes that students often make when writing is that they do not know the right grammar and also the selection of vocabulary.

To find out the effectiveness of Draw Label Caption strategy, the researcher decided to use the strategy to teach descriptive writing to eighth grade students of SMPN 1 Kartasura. Draw Label Caption strategy can help students easier in doing descriptive text, because this method invites students to draw, label and finally give a caption on something they are seeing and thinking about. They also work with their partners so that they can more easily explore their knowledge of spelling and sentence structure.

D. Hypothesis

Based on the theoretical study and framework, the researcher formulated the following hypothesis:

Ha : there is a significant difference in students' achievement in teaching descriptive text taught using Draw Label Caption strategy and those taught not using Draw Label Caption strategy in the eighth grade of SMPN 1 Kartasura in the academic year 2023/2024.

H_0 : there is no significant difference in students' achievement in teaching descriptive text taught using Draw Label Caption strategy and those taught not using Draw Label Caption strategy in the eighth grade of SMPN 1 Kartasura in the academic year 2023/2024.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this field of research, researcher use quantitative research. Quantitative research has two commonly used methods, namely survey methods and experimental methods. In this study, researcher used experimental methods. In this study, the researcher decided that are two variable, the dependent and independent variables. Draw Label Caption strategy as independent variable and descriptive writing as dependent variable. Sugiyono (2016:73) divides experimental research designs into four, namely pre-experimental, true-experimental, factorical experimental and quasi-experimental.

In this study, at this time the researcher chose a quasi-experimental design. Quasi-experimental design research consists of two groups, namely the experimental group and the control group. The experimental group is 8A and the control group is 8D. The experimental group would be taught writing skill by using Draw Label Caption strategy, while control group will be taught by using Expository learning strategy. Before being applied both groups will first be given a pre-test. After it will be given treatment, they are given a post-test instrument. From there it can be compared the ability of students in the experimental group using the Draw Label Caption strategy with the control group using Expository learning strategy.

The design of the experiment can describe as follows:

Table 3.1

Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O_1	X	O_2
Control	O_1	Y	O_2

Description:

O_1= Pre-test

X = Treatment in experimental group (Draw Label Caption strategy)

Y = Treatment in control group (Expository strategy)

O_2= Post-test

B. Research Setting

1. Place of The Research

The setting of the research is SMPN 1 Kartasura. SMPN 1 Kartasura is located in Jl Adisumarmo 37 Kartasura, Ngabeyan, Kartasura, Sukoharjo. SMPN 1 Kartasura Accreditation is A.

2. Time of The Research

To do research at SMPN 1 Kartasura the researcher conduct research in January in the second semester in academic year 2022/2023. The following is the time of the research activity:

Table 3.2

The Schedule of the research

Activities	Oct. 2023	Nov 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024
Pre-Research	■					
Title Consultant	■					
Proposal Draft Seminar	■	■				
Proposal Examination		■				
Research			■	■		
Thesis Draft				■	■	
Munaqosah						■

C. Population, Sampling and Sample

1. Population

Sugiyono (2016:215) states that population is defined as a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researcher to study and then draw conclusions. The population on this study is 318 students from all the eight grade of SMPN 1 Kartasura in the Academic year 2023/2024.

2. Sampling

In this research, the researcher used Cluster Random Sampling where each class of population has the same opportunity to be chosen as sample. Cluster Random Sampling is a method to get random samples when the population is large. The researcher took two classes to as the sample and in determining which two classes out ten were chosen as the samples, the researcher used cluster random sampling.

3. **Sample**

    Sample is part or representative of population that researched, Sugiyono (2016:215). The researcher took two classes as sample classess; they are class 8A and 8D. 8A as eksperiment class and 8D as control class. Consist of 64 students answer to be analyzed.

D. **Techniques of Collecting the Data**

    In collecting data, researcher used tests. According to Brown (2003:3-4), a test is a method for measuring a person's ability; knowledge or performance in a particular domain. He also concluded that a test is an instrument that provides an accurate measure of the test taker's ability in a particular domain. The test was used to determine the achievement of students' writing skills before and after the treatment. The test technique is the main technique in data collection.

    The test is carried out in three stages, the following are detailed explanations

1. **Try Out Test**

    The try out test is carried out on a class that has previously been designated as a test class in determining the sample. Try out test was conducted to test the research instrument before it was given to the experimental class and control class. This test was conducted to test the feasibility of the instrument which was analyzed with readability test.

2. **Pre-Test**

   The pre-test was given to determine the students' initial ability in descriptive writing skills before being treated. The pre-test was conducted in both the experimental class and the control class.

3. **Post-Test**

   Post-test was given to determine the ability of descriptive writing in English lessons after being given treatment. The post-test was carried out on the experimental class after the implementation of learning by using the Draw Label Caption strategy, and in the control class which did not use the Draw Label Caption strategy.

E. **Research Instrument**

   Researcher used tests as instruments to collect data. According to Brown (2003:3-4), a test is a method to measure a person's ability, knowledge, and performance in a particular domain. The test was used to determine the achievement of students' writing skills before after being given treatment. The test is the main technique in collecting data.

The researcher used descriptive text to determine students' ability in writing text. The researcher conducted written tests on the experimental class and control class. The written test was conducted twice, namely the pre-test and post-test. The purpose of this test is to find out who gets high scores between the experimental class and the control class. The test was used to measure students' mastery in writing descriptive text in the experimental and control classes. The research gave the blue print of the writing test below:

Table 3.3

Blue Print of Test

Standard Competence	Basic Competence	Indicator	Material
Create descriptive texts by paying attention to social functions, structures and correct linguistic elements according to the context	Compose simple descriptive texts, related to people, animals, and objects, with attention to social functions, language structures correctly and according to context.	1. Main idea of descriptive text 2. Coherence of each sentence 3. Appropriate use of grammar 4. The synonym and antonym of difficult vocabulary from the text 5. The detail information from the Descriptive Text	Descriptive Text

F. Data Validation

The quality of the data, whether it is good or bad, it is based on the instrument used. In this study, the Flesch Reading Ease formula was used as an instrument to validate the data and determine the estimated level of readability of the writing. The term readability is more specifically the problem of matching readers with writing (Gilliland, 1972: 12). Readability data validation involves assessing the readability of a particular text or document to ensure that it is clear, understandable, and appropriate for the intended audience.

The Flesch Reading Ease formula is to match a typical student's grade level to the comprehension of a text given an individual readability score (Flesch, 2006). Flesch's new formula, the Reading Ease formula uses only two variables. The first, the average sentence length in words, remains from the original formula, having been shown to measure sentence complexity indirectly.

And the second variable, average word length in syllables, indirectly measures word complexity.

Flesch reading-ease score formula, as follows:

$$206.835 - 1.015 \left(\frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left(\frac{\text{total syllables}}{\text{total words}} \right)$$

The higher the readability score the easier the text is. Scores can be interpreted as shown in the table:

Score	School level	Notes
90 – 100	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
80 – 90	6th grade	Easy to read. Conversational English for consumers.
70 – 80	7th grade	Fairly easy to read.
60 – 70	8th or 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
50 – 60	10th to 12th grade	Fairly difficult to read.
30 – 50	College	Difficult to read.
0 – 30	College graduate	Very difficult to read. Best understood by university graduates.

(Source : semrus.com)

The researcher collected data by class 8c at SMPN 1 Kartasura with the number of students who took the test as many as 28 students, data collection was used as data validation. From the results of the test conducted by students, the average score of the readability test was 63,9. It can be concluded that the results of readibilty are in accordance with the school level of grade 8 students.

G. Techniques of Analyzing the Data

Sugiyono (2016: 147) explains that the activities in analyzing data are grouping data based on variables from all respondent, presenting data for each variable to be studied, performing calculations to answer problem formulations and finally performing calculations to test the hypotheses proposed by researcher.

1. Data Description

According to Sugiyono (2016: 148) in descriptive statistics there is a calculation of mode, median, mean data calculation through the calculation of average and standard deviation.

a. Mean

The mean is simply the arithmetic average of all the scores. It is calculated by summing all the scores and then dividing the sum by the number of scores.

b. Median

Median is a data center that divides data into half (50%) of its smallest and largest data.

c. Mode

The mode is simply the score that occurs most frequently in a distribution.

d. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about distance, on the average of the score from the mean.

The researcher used program SPSS 20 to analyze the data description, the steps of program SPSS 20 are:

(1) Open program SPSS 20 for windows

(2) Make variable by clicking tab variable view

(3) Write the name of column in first line

(4) Change the column of decimals column becomes 0

(5) Write the label column in first line control and second line is experimental. As follow:

(6) Open data view, input the data in the variable. As follow:

(7) Click Analyze → Description Statistics → Frequencies

(8) Click Statistics, then checklist Mean, Median, Mode, Sum, Std. deviation, minimum, and maximus. As follows:
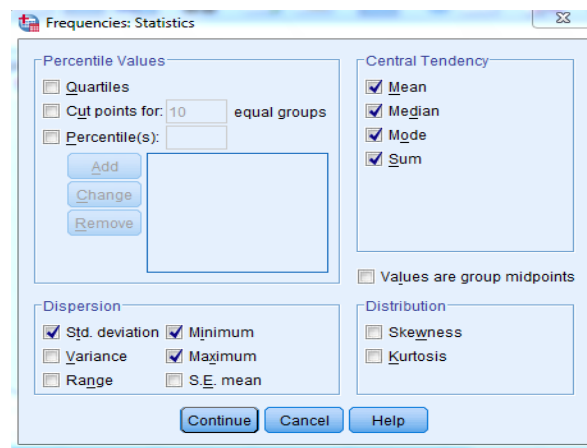
(9) Click continue → Charts → checklist Histograms → continue
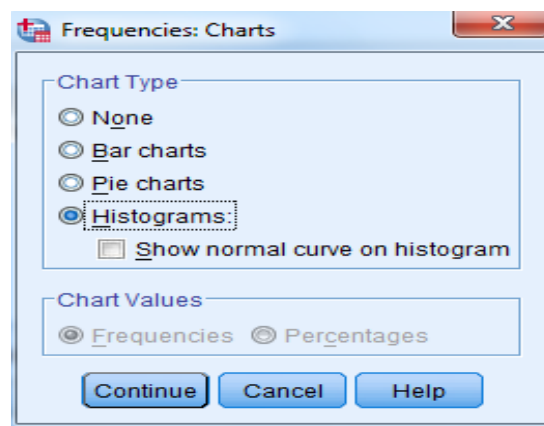
(10)　Click OK. The result of mean, median, mode, standard deviation.

Statistics

		Control	Experimental
N	Valid	32	32
	Missing	1	1
Mean		71.25	71.13
Median		71.00	75.00
Mode		71[a]	75
Std. Deviation		13.009	14.354
Minimum		43	41
Maximum		94	100
Sum		2280	2276

2. **Pre-requisite Analysis**

   a. **Normality**

   Normality testing was used to know the distribution of each variable is normal or not. The normality test were analyzed by using SPSS 20. The steps of normality are:
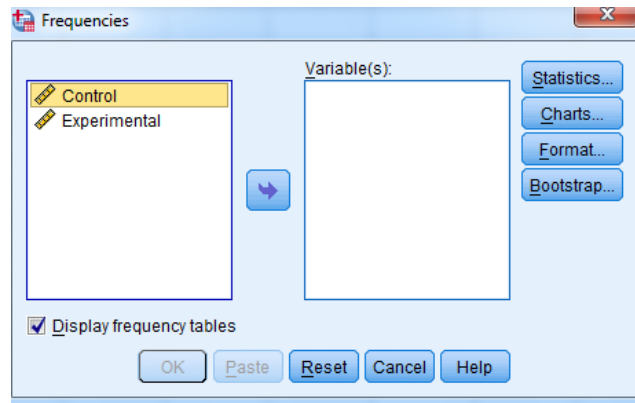
   (1) Open program SPSS 20 for windows

   (2) Make variable by clicking tab variable view

   (3) Write the name of column in first line control and second column experiment

   (4) Change the column of decimals column become 0

   (5) Write the label column in first line control and second line is experimental. As follow:
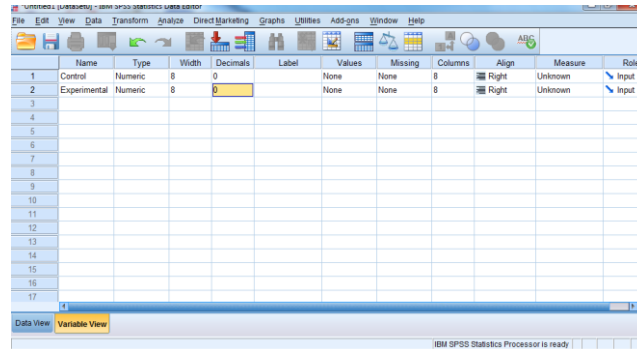
(6) Open data view, input the data in the variable. As follow:
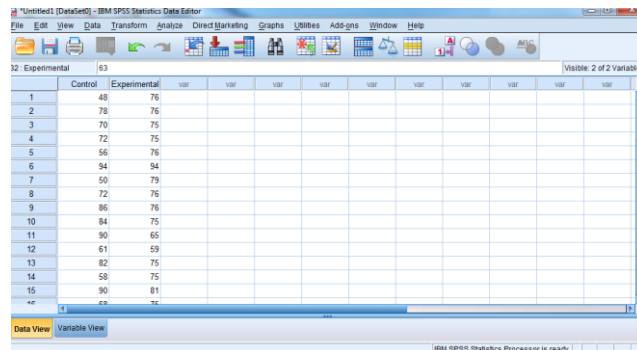
(7) Then click Analyze → Descriptive Statistics → Explore.

(8) Dialog explore, click control and experimental variable then click

plots as follow:
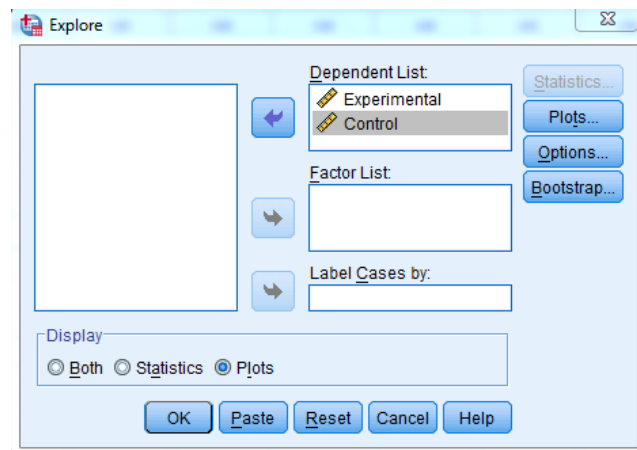
(9) Then input into dependent list. Then checklist the normality plots with test as follow:
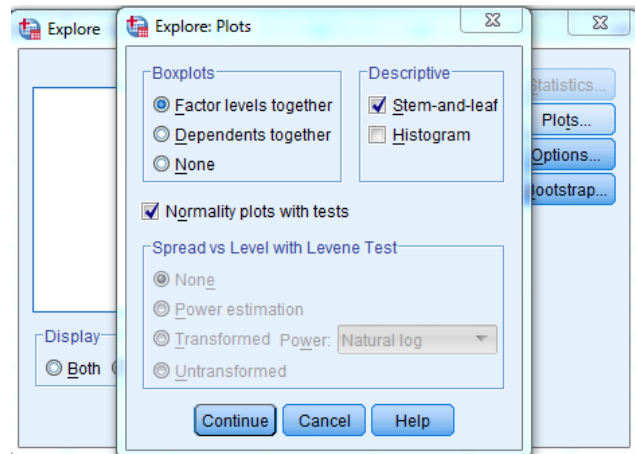
(10)   Click continue → OK

b. Homogeneity

Homogeneity is used to know whether the data is homogeneous or not. The formula used in this test was levee statistic by using SPSS (*Statically Product and Service Solution*). The researcher used program SPSS 20 to analyze of homogeneity.

The steps of homogeneity are as follow:

(1) Open program SPSS 20 for windows

(2) Make variable by clicking tab variable view

(3) Write the name of column in first line post-test and second column class

(4) Change the column of decimals column become 0

(5) Write the label column in first lie score posttest and second line is class. As follow:
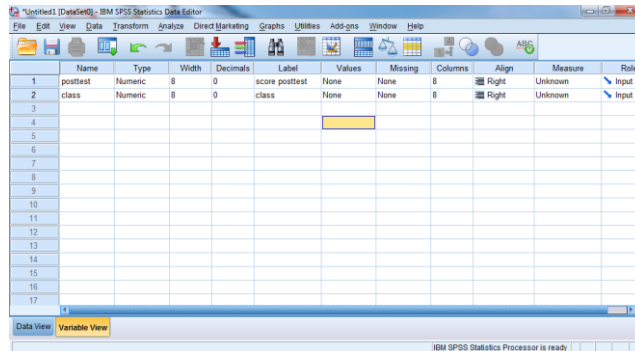
(6) Click values column

(7) Click value and write 1 after it write control in label column.

(8) Click add, as follow:
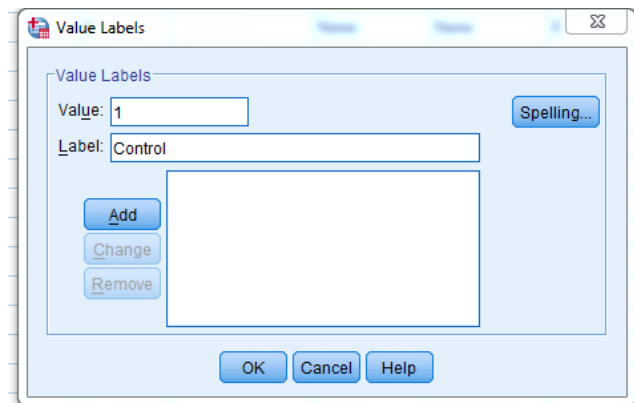
(9) For other class write 2 in value and experiment in label column.

(10)   Click OK, as follow:
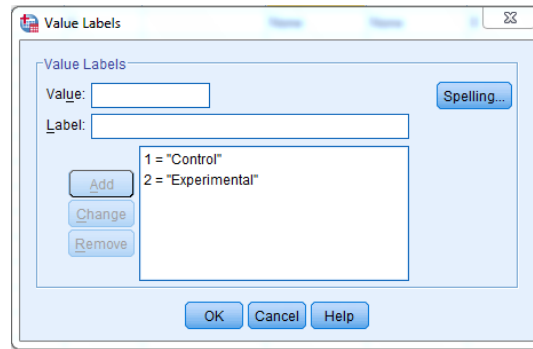
(11)   Click data view, input the data in the variable such as 1 = experimental class, 2 = control class

(12)   Click analyze → compare mean →One-Way ANOVA
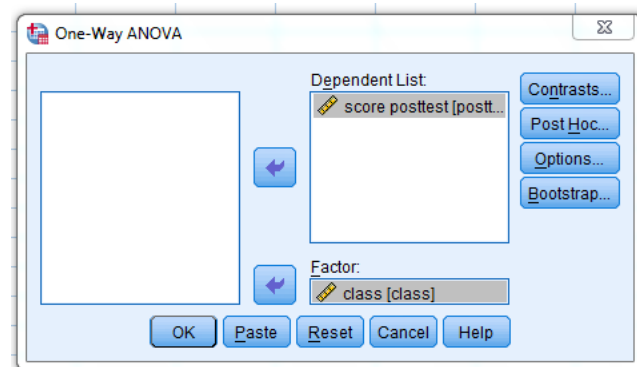
(13)   Click option, checklist in homogeneity variance test →
continue
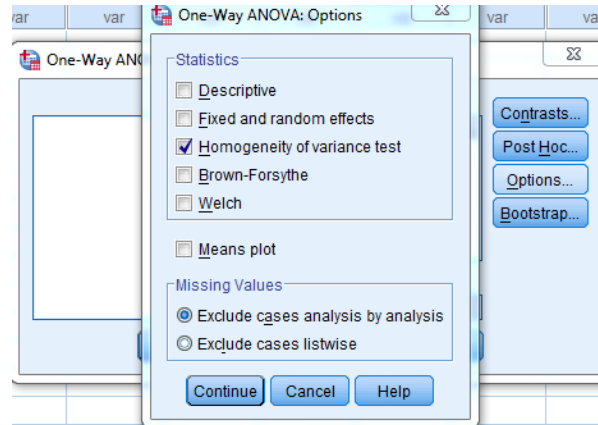
(14)   Click OK.

3. Hypothesis Test

Sugiyono (201:159) argues that hypothesis means as provisional answers to problem statement of research. To measure the hypothesis is using t-test to know the significant difference in teaching writing by using Draw Label Caption strategy. The researcher used group pre-test and post-test design where there were two group (experimental and control). The hypothesis was analyzed by using repeated measure t-test of statistical package for social science (SPSS). The researcher used the level of significant 0, 05 in which the hypothesis is approved if a <0, 05. It means that the probability of error in the hypothesis is only 5%.

The hypothesis testing started as follow:

Ha : there is a significant difference in students' achievement in teaching descriptive text taught using Draw Label Caption strategy and those taught not using Draw Label Caption strategy in the eighth grade of SMPN 1 Kartasura in the academic year of 2023/2024.

H_0 : there is no significant difference in students' achievement in teaching descriptive text taught using Draw Label Caption strategy and those taught not using Draw Label Caption strategy in the eighth grade of SMPN 1 Kartasura in the academic year of 2023/2024.

While the criteria of the hypothesis test were:

Ha: is accepted if Sig (Pvalue) $> = 0, 05$

H_0: is accepted if Sig (Pvalue) $< = 0, 05$

The steps of T-test are as follow:

a. Open program SPSS 20 for windows

b. Make variable by clicking tab variable view

c. Write the name of column in first line posttest and second column class

d. Change the column of decimals column become 0

e. Write the label column in first line score posttest and second line is class.

As follow:

f. Click values column

g. Click value and write 1 after it write control class in label column

h. Click add, as follow:
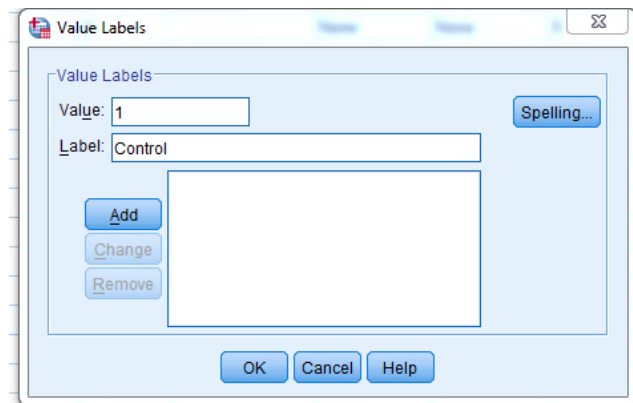
i. For other class write 2 in value and control class in label column.

j. Click ok, as follow:
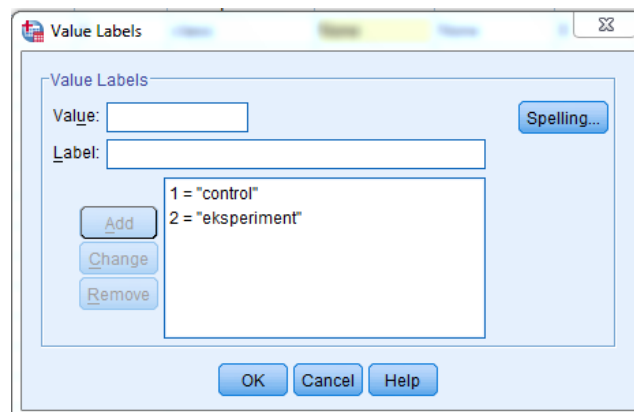
k. Click data view, input the data in the variable such as 1 = control class, 2 = experiment class

l. Click Analyze → Compare Mean → Independent Samples T test
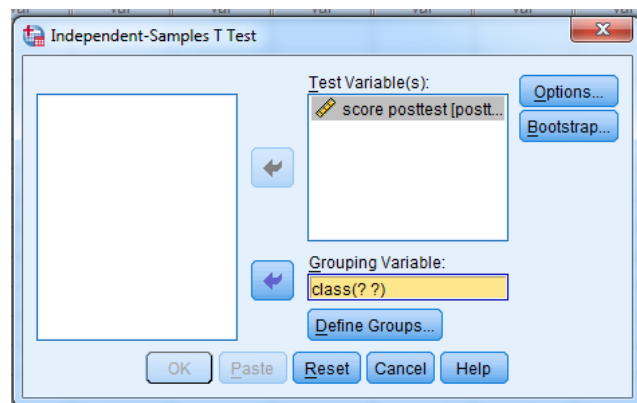
m. Click define groups, input 1 for group 1 and 2 for group 2 → continue
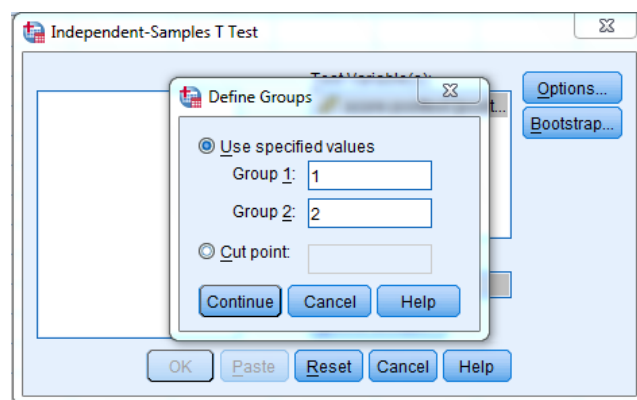
n. Click OK

So, it is the steps to analyzing the data using SPSS 20 from the analyze the data description until the hypothesis testing

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Data Description

The purpose of this study was to find out whether or not there is a significant effectiveness on students' descriptive writing achievement between the students who are taught using Draw Label Caption strategy and those who are taught by using expository strategy. Researcher used two classes as samples. The class is class 8A as an experimental class taught using Draw Label Caption strategy and class 8D as a control class taught using expository strategy. Each class amounted to 32.

After conducting the research, the researcher obtained the desired data. The data used to analyze in this study are the pre-test scores and post-test scores of the two groups, namely the experiment class and the control class. The pre-test and post-test scores of the experimental and control groups were compared using the t-test. Researcher used the SPSS (statical product and service solution) application to analyze the research data. The data description of each class is presented as follows.

a. The result of pre-test

(1) The Experiment class

The following is the students' pre-test statistics data for the class taught using Draw Label Caption strategy (pre-test experiment).

Table 4.1

Descriptive Statistics of Pre-Test in Experiment Class

	Pre-Test Experiment Class
Minimum	42
Maximum	92
Mean	74.44
Mode	73
Median	75.50
Std. Deviation	10.898
$\sum$	2382

From the experimental pre-test data, the minimum score was 42 and the maximum score was 92. The average (mean) was 74.44, the mode was 73, the median was 75.50 and the standard deviation was 10.898. Meanwhile the histogram of the data is presented in Figure 4.1

Figure 4.1

Histogram of Pre-Test in Experiment Class
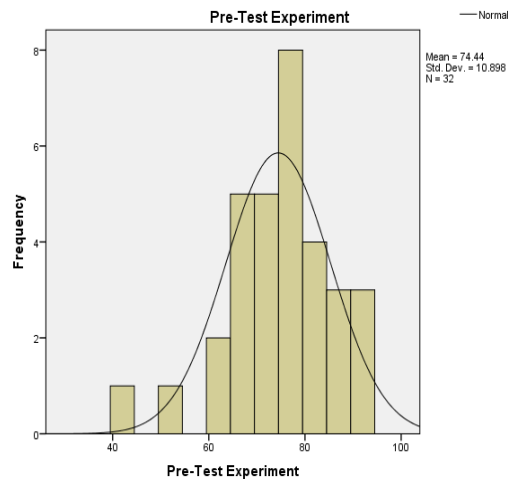
Based on the picture above, it can be seen the pre-test scores of students in the experimental class. Students who scored 40 were one person. There was one student who scored 50. Students who scored 60

were two students. Students who scored 65 were 5 people. There were

5 students who scored 70. There were 8 students who scored 75. For

students who scored 80 there were 4 students. Students with a score of

85 there are 4 people. And finally for a score of 90 there are 4 students.

(2) The Control class

Students' pre-test data in descriptive writing was taken from the

class taught with expository strategy. The scores were obtained from 32

students. The data is presented in the form of descriptive statistics table

and histogram. The result analysis of descriptive statistics of students

pre-test in control class.

Table 4.2

Descriptive Statistics of Pre-Test in Control Class

	Pre-Test Control Class
Minimum	48
Maximum	89
Mean	70.91
Mode	60
Median	75.00
Std. Deviation	10.265
$\sum$	2269

In descriptive statistics above, it was found that the total of

sample was 32 students. The mean score was 70.91, the median score

was 75.00, the sum score was 2269, and the score of standard deviation

was 10.265.

Meanwhile, the histogram of the data is presented in figure 4.2

Figure 4.2

Histogram of Pre-Test in Control Class
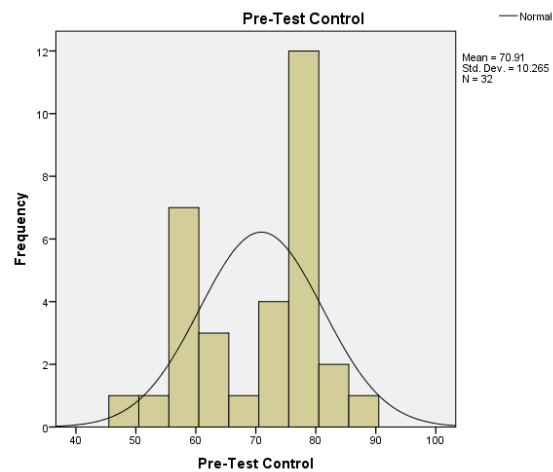
Based on the figure above, it can be seen that students pre-test score of control class. There were one student who got score 50. There were one student who got score 55. There were seven students who got score 60. There were three students who got score 65. There were one student who got score 70. There were four students who got score 75. There were twelve students who got score 75. There were two students who got score 80. And there were one student who got score 90.

b. The Result of Post-Test

(1) The Experiment Class

In this part, the data of students' post-test in descriptive writing was taken after the class taught by using Draw Label Caption strategy. The score was obtained from 32 students. Data will be presented in table descriptive statistics and histogram. The result analysis of descriptive statistics of students post-test in experiment class.

Table 4.3

Descriptive Statistics of Post-Test in Experiment Class

	Post-Test Experiment Class
Minimum	53
Maximum	95
Mean	78.25
Mode	78
Median	78.00
Std. Deviation	11.548
$\sum$	2504

In descriptive statistics above, it was found that the total of sample was 32 students. The mean score was 78.25, the median score was 78.00, the sum score was 2504, and the score of standard deviation was 11.548. The gain of mean score between pre-test and post-test was 3.81.

Meanwhile, the histogram of the data is presented in figure 4.3

Figure 4.3

Histogram of Post-Test in Experiment Class
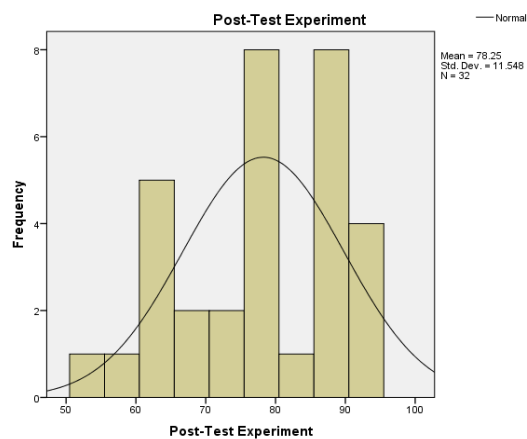
Based on the figure above, it can be seen that students post-test score of experimental class. There were one student who got score 55. There were one student who got score 60. There were five students who got score 65. There were two students who got score 70. There were two students who got score 75. There were eight students who got score 80. There were one student who got score 85. There were eight students who got score 90. And there were four students who got score 95.

(2) The Control class

The following is the student post-test statistics data for the class taught using the Expository strategy (post-test control).

Table 4.4

Descriptive Statistics of Post-Test in Control Class

	Post-Test Control Class
Minimum	52
Maximum	92
Mean	75.50
Mode	80
Median	76.50
Std. Deviation	9.249
$\sum$	2416

In descriptive statistics above, it was found that the total of sample was 32 students. The mean score was 75.50, the median score was 76.50, the sum score was 2416 , and the score of standard deviation was 9.249. The gain mean score between pre-test and post-test was 4.59.

Meanwhile, the histogram of the data I presented in figure 4.4

Figure 4.4

Histogram of Post-test in Control Class
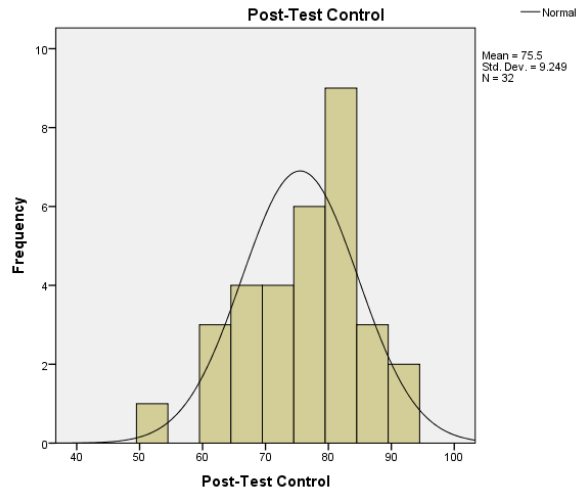
Based on figure above, it can be seen that students post-test score of control class. There were one student who got score 50. There were three students who got score 60. There were four students who got score 65. There were four students who got score 70. There were six students who got score 75. There were nine students who got score 80. There were three students who got score 85. And there were two students who got score 90.

2. **Pre-requisite Analysis**

a. **Normality**

From the data that has been collected, the researcher then conducts a normality test to determine whether the data distribution is normally distributed or not. The normality test used to determine the distribution of data from the post-test results is the normality test using

Kolmogorov Smirnov. With hypothesis, if *p-value* < α = 0.05 means there is a significant difference and if *p-value* > α = 0.05 then there is no significant difference. The use of the *Kolmogorov Smirnov* test is that if the significant *p-value* < α = 0.05 means that the data to be tested has a significant difference with standard normal data. If the significant *p-value* > = 0.05 then it means that there is no significant difference between the data to be tested and the standard normal data. Based on this explanation, it can be explained as follows:

Table 4.5

The Result of Normality Test of Post-Test

No	Teaching Strategy	Number of sample	Sig.	Conclusion
1	Draw Label Caption	32	0.104	Normal
2	Expository	32	0,124	Normal

Based on the results of the calculation, it shows that the *p-value* on the post-test results of the experiment class descriptive writing using Draw Label Caption strategy is 0.104. Using the *level of significance* α = 0.05 means that the test is not significant because the *p-value* = 0.104 > α = 0.05 so it can be concluded that the data follows a normal distribution.

For the post-test data of the control class descriptive writing using Expository strategy resulted in a *p-value* = 0.124 which *p-value* = 0.124 > α = 0.05. Based on these results, it shows that the data is normally distributed. Thus it can be concluded that the data obtained by researcher,

both the post-test experiment class data and the post-test control class data, are normally distributed.

b. **Homogeneity**

Homogeneity test is used to know whether the data of the students achievement is homogeneous or not. Hypothesis in this homogeneity test is Ha accepted if sig > 0.05 while Ha rejected if sig < 0.05.

(1) The result of Pre-test

The result of the data homogeneity of pre-test experiment class and control class is as follows:

Table 4.6

Test of Homogeneity of Variances

Levine Statistic	df1	df2	Sig.
0.272	1	62	0.604

The determining the homogeneity distribution with criteria, if Sig. value > 0.05, so the data is homogeneous distribution. The result showed that Sig. is 0.604. It means that the result was homogeneous because Sig. value > 0.05.

(2) The result of Post-test

The result of the data homogeneity of post-test experiment class and control class is as follows:

Table 4.7

Test of Homogeneity of Variances

Levine Statistic	df1	df2	Sig.
1.744	1	62	0.192

The determining the homogeneity distribution with criteria, if Sig. value > 0.05, so the data is homogeneous distribution. The result showed that Sig. is 0.192. It means that the result was homogeneous because Sig. value > 0.05.

3. **Hypothesis Test**

The hypothesis of this research are:

a. Null Hypothesis (H_0)

There is a significant difference in students' achievement in teaching descriptive writing taught using Draw Label Caption strategy and those taught expository strategy in the eighth grade of SMPN 1 Kartasura in the academic year of 2023/2024.

b. Alternative Hypothesis (Ha)

There is no significant difference in students' achievement in teaching descriptive writing taught using Draw Label Caption strategy and those taught expository strategy in the eighth grade of SMPN 1 Kartasura in the academic year of 2023/2024.

To know whether there are any significant different students achievement in teaching descriptive writing taught using Draw Label

Caption strategy and those taught expository strategy, the calculating should show whether H0 is rejected meanwhile Ha is accepted. To analyze the data the researcher b using SPSS 20 Version, the result can be seen on table as below.

Table 4.8

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil Pengerjaan siswa	Post-Test Experiment Class	32	78.25	11.548	2.041
	Post-Test Control Class	32	75.50	9.249	1.635

Based on table 4.8, it shows there are two class, it was experimental class and control class. First experimental class, show N cell there are 32, mean of score experimental class (78.25), standard deviation for experimental class (11.548), and standard error for experimental class (2.041). while, in control class, shows cell there are 32, mean of score control class (75.50), standard deviation for control class (9.249), and standard error for control class (1.635).

From there result above it can conclude, that there is significant different of students' score mean between those who are taught by using Draw Label Caption strategy and expository strategy.

The result of independent sample test of post-test

Table 4.9

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Post-test Exp & Ctrl	Equal variances assumed	1.744	.192	1.051	62	.297	2.750	2.615	-2.478	7.978
	Equal variances not assumed			1.051	59.178	.297	2.750	2.615	-2.483	7.983

From the data of independent sample test in the table 4.9 showed

the statistical hypothesis of this study. Since that the data of the

population was distributed normally, t_{count} of the Equal variances

assumed was 1.051and the Equal variances not assumed was 1.051 with

the Sig. (2tailed) 0.297. the result, can be seen that 0.297 > 0.05 mean

that null hypothesis (H_o) was rejected, The null hypothesis stated there

is no significant difference who are taught using Draw Label Caption

Strategy and expository strategy and alternative hypothesis (Ha) was

accepted in order word there is an effective of using Draw Label Caption strategy for teaching descriptive writing.

B. Discussion

The result of the research shows that there is any significant difference between the students who are taught by using Draw Label Caption strategy and the students who are taught by using Expository strategy in teaching descriptive writing. The evidence above, it showed that alternative hypothesis (Ha) is accepted and the null hypothesis is rejected.

Based on the above results, it shows that the use of draw label caption strategy makes a valuable contribution to the teaching of descriptive writing. Furthermore, the researcher found the learning benefits of using this strategy. First, with Draw Label Caption strategy every student can do well. This strategy can help solve writing problems because students will focus on their own writing. Second Draw Label Caption also stimulates the brain to develop imaginatively in the learning field of how to observe. By using this strategy, it is easier for students to use their imagination, because the pictures that students have made make it easier for them to develop the topic of discussion that students will write about.

According Peha (2003:47) defines Draw Label Caption strategy as a way to achieve writing learning objectives. This means that the draw label caption strategy can help students' writing activities, as students draw different things they can remember different parts of the story and can write down more

things. While the expository strategy is a teacher-centered learning strategy, usually the teacher will use lecture and demonstration methods where most students feel bored with these methods.

The result of hypothesis testing, it can be concluded that there is a significance difference of student' achievement in teaching descriptive writing between those taught by using Draw Label Caption strategy and those taught by using Expository strategy. It can be proved from the result of Sig. (2tailed) 0.297. The mean score of the both classes are also different. The result of analysis shows that the mean score of the students who were using Draw Label Caption strategy (78.25) is higher than those are taught using Expository strategy (75.50). It means that the mean score of experiment class is higher than the mean score of control class.

Based on hypothesis testing which shows a significance value smaller than 0.05, the Null Hypothesis is accepted and the Alternative Hypothesis is rejected. The result of this study Sig (2tailed) is 0.297, then Sig (2tailed) 0.297 > 0.05 means H_0 is rejected and Ha is accepted. It means that there is a significant difference in students' achievement in teaching descriptive writing taught using Draw Label Caption strategy with students taught using expository strategy.

The explanation above recommends the result of this research that there is a significant different in descriptive writing achievement between the students who are taught using Draw Label Caption strategy and the students who are taught by using Expository strategy. Using Draw Label Caption

strategy is also more effective in teaching writing on descriptive writing than using expository strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to determine whether there is a significant effectiveness on students' descriptive writing achievement between students taught using Draw Label Caption strategy and students taught using other strategies in class VIII students of SMPN 1 Kartasura.

Based on the data analysis, the results of the calculation of the independent test post-test scores between the experimental and control classes of the study showed that there was a significant difference in students' achievement in descriptive writing between students taught using Draw Label Caption strategy and students taught using expository strategy. The result, tcount of the Equal variances assumed was 1.051 and the Equal variances not assumed was 1.051 with the Sig. (2tailed) 0.297. As a result, it can be seen that $0.297 > 0.05$ which means that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

The application of Draw Label Caption strategy in learning descriptive writing for students of grade VIII SMPN 1 Kartasura is more effective than learning using expository strategy. This can be seen from the average post-test score of the experimental class higher than the control class (78.25>75.50).

B. Suggestion

From the results of the research that has been conducted, to improve student learning achievement, especially in descriptive writing learning, there are the following suggestions.

1. For Teachers

   a. Teachers should use draw label caption strategy as an alternative in learning descriptive writing.

   b. Teachers should use and combine the right learning strategies, methods and techniques by looking at the availability of facilities at school. This is done so that learning can be fun and students feel happy to participate in learning, not monotonous, and students become more active and enthusiastic in teaching and learning activities.

   c. Teachers must prepare themselves well. This means that before entering the classroom, they should prepare the material that will be taught to students.

2. For Students

   a. Students should try to understand the use of draw label caption strategy in writing.

   b. Students should be creative in developing ideas in creating various stories in English, especially in descriptive writing.

   c. Students should learn to write more stories to get more inspiration.

3. For Other Researchers

        The results of this study can be used as an additional reference for similar research with different variables or different populations, especially research related to teaching writing in English.

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APPENDIX 1
STUDENTS' SCORE

Score Experimental Class (VIII A)			
No	Name Student	Score Pre-Test	Score Post-test
1	AHM	63	65
2	ASZT	72	77
3	AAM	73	78
4	AS	77	53
5	AQNA	83	86
6	BOA	76	91
7	BSH	85	90
8	DKS	68	89
9	FMA	53	60
10	FAM	62	62
11	FAE	42	77
12	HNZ	66	78
13	KAAR	88	93
14	KHA	79	85
15	KNF	70	62
16	LQF	77	68
17	MRKP	65	87
18	MRS	75	75
19	NIP	69	65
20	NAF	90	89
21	NPR	88	90

22	OS	66	80
23	PSDA	92	95
24	RGGP	73	75
25	RSP	75	61
26	RTF	65	80
27	RAS	80	78
28	RAP	73	78
29	SGM	90	95
30	SAFA	78	88
31	VPK	76	70
32	JLW	81	78

Score, Control		Class (VIII D)	
No	Name Student	Score Pre-Test	Score Post-test
1	AFA	60	68
2	APS	75	75
3	ARN	78	82
4	AJP	59	70
5	AW	60	85
6	ACP	76	82
7	BW	89	65
8	CDA	57	74
9	CHW	70	81
10	CSN	80	75
11	DDR	60	77
12	EM	76	80
13	FZMK	65	68
14	FRS	65	75
15	IABJ	80	75
16	KARC	72	83
17	MA	80	85
18	MZA	64	64
19	MAK	79	79

20	NPU	79	80
21	NFAS	76	74
22	NR	48	52
23	NEL	82	92
24	PK	51	60
25	QWZ	60	60
26	RAIS	82	85
27	SIF	75	80
28	SL	74	78
29	SNR	60	72
30	SAP	77	80
31	MY	77	80
32	KAP	80	92

APPENDIX 2

LESSON PLAN OF EXPERIMENTAL CLASS

MODUL AJAR BAHASA INGGRIS FASE D KELAS VIII

Materi: Descriptive Text

Experimental Class (VIII A)

INFORMASI UMUM	
A. Identitas Sekolah	
Nama Penyusun	Herda Nur Sita Resmi
Satuan Pendidik	SMP N 1 Kartasura
Tahun Ajaran	2023/2024
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kelas	VIII
Fase	D
Elemen	Descriptive Text/ Menulis (Writing)
Capaian Pembelajaran	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat
Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit = 80 menit
B. Kompetensi Awal	
1. Definition of the text 2. Kinds of text genre 3. Social function of the text 4. Generic structure of the text 5. Language features of the text	

C. Profil Pelajar Pancasila	
• Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan • Berakhlak Mulia • Gotong Royong • Mandiri • Bernalar Kritis • Kreatif • Nasionalisme	
D. Sarana dan Prasarana	
Media	Lembar kerja peserta didik, Papan Tulis, Spidol
Sumber Belajar	Kertas Bacaan Descriptive Text, Kamus
E. Target Peserta Didik	
Siswa Reguler	
F. Model Pembelajaran	
• Pendekatan : Scientific Approach • Strategy : Draw Label Caption	

KOMPONEN INTI

A. Tujuan Pembelajaran
Siswa mampu menulis descriptive text sederhana berdasarkan pengalamannya menggunakan kalimat sendiri dengan struktur teks dan unsur kebahasaan yang benar
B. Pemahaman Bermakna
• Cara mendeskripsikan seseorang sesuai dengan karakter • Mengetahui adjective (kata sifat) untuk menjelaskan siri-ciri fisik orang • Memahami penggunaan dan membuat kalimat dalam bentuk simple present tense
C. Pertanyaan Pemantik
1. Who is your favourite idol? 2. Why do you like him/her? 3. How does he/she look like ?
D. Persiapan Pembelajaran

	• Guru menyusun LKPD
	• Guru menyusun instrument assesmen yang digunakan
	• Guru melakukan tes diagnostik

E. Kegiatan Pembelajaran

Pertemuan ke-1

Pendahuluan (20 Menit)	**Orientasi Kelas**
	1. Pendidik memberi salam (greeting).
	2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)
	3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME)
	4. Pendidik memeriksa kehadiran peserta didik
	Apersepsi
	5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya
	6. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis)
	Ruang Lingkup
	7. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari
	8. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	9. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan
	10. Pendidik dan Peserta didik membuat kesepakatan kelas
Kegiatan Inti (50 menit)	1. Peserta didik menyimak materi yang disampaikan tentang descriptive text
	2. Peserta didik membandingkan kepribadian seseorang dengan orang lain

	3. Peserta didik Menganalisa Text Descriptive (Social function, generic structure and language feature) **Mendesain Perencanaan Proyek** 1. Peserta didik diberikan LKPD oleh guru. 2. Peserta didik diberikan penjelasana tentang LKPD yang diberikan. 3. Peserta didik mulai belatih membuat teks Deskripsi.
Kegiatan Penutup (10 menit)	Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* Menyimpulkan apa yang dipelajari hari ini. Melakukan refleksi terhadap pembelajaran hari ini Menyampaikan agenda pertemuan berikutnya Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.
Pertemuan ke-2	
Pendahuluan (20 Menit)	**Orientasi Kelas** 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik **Apersepsi**

	5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis) **Ruang Lingkup** 7. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari 8. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 9. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan 10. Pendidik dan Peserta didik membuat kesepakatan kelas
Kegiatan Inti (50 menit)	1. Peserta didik menyimak materi yang disampaikan tentang descriptive text 2. Peserta didik diajari cara penerapan strategi draw label caption 3. Peserta didik menganalisis tempat-tempat sekolah dan wisata. 4. Peserta didik Menganalisa Text Descriptive (Social function, generic structure and language feature) **Mendesain Perencanaan Proyek** 1. Peserta didik diberikan LKPD oleh guru. 2. Peserta didik diberikan penjelasana tentang LKPD yang diberikan. 3. Peserta didik mulai belatih membuat teks Deskripsi menggunakan strategy *Draw Label Caption*, demgan steps: (1) Buatlah sketsa cepat dengan pensil mengenai pemandangan Anda. Ini adalah sketsa kasar: gunakan garis besar saja, sebaiknya gunakan tongkat. Cobalah untuk

	menyertakan sebanyak mungkin detail kecil yang Anda bisa. Jangan terlalu banyak detail. Jangan lupa menyertakan diri Anda dalam gambar, jika memang sesuai. (2) Buatlah label teks satu atau dua kata untuk setiap benda dalam gambar Anda. Beri label pada semua yang dapat Anda pikirkan, bahkan pada bagian benda yang berbeda (3) Tulislah satu kalimat di bawah gambar yang menceritakan apa yang sedang terjadi. Ini bisa berupa kalimat yang sangat sederhana atau sesuatu yang lebih rumit jika Anda sanggup.
Kegiatan Penutup (10 menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Melakukan refleksi terhadap pembelajaran hari ini 4. Menyampaikan agenda pertemuan berikutnya 5. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.
Pertemuan ke-3	
Kegiatan Awal (10 menit)	**Orientasi Kelas** 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik **Apersepsi** 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya

	Ruang Lingkup
	6. Mengingatkan pekerjaan pekan lalu tentang pembuatan Project Descriptive text dengan tema Describing Place, Describing people, Describing school and Describing friend.
	7. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
	8. Menjelaskan asesmen yang akan didapatkan peserta didik.
Kegiatan Inti (60 menit)	**Memonitor Keaktifan dan Perkembangan Proyek**
	-Peserta didik secara individu menyiapkan diri untuk membuat Draw Label Caption (DLC) yang dijadikan text deskripsi tentang tema yang tertulis di LKPD 2.
	-Guru mengamati aktifitas peserta didik -Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.
	Menguji Hasil
	Siswa memberikan LKPD yang telah dikerjakan kepada guru.
Kegiatan Penutup (10 menit)	Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* Menyimpulkan apa yang dipelajari hari ini. Menyampaikan agenda pertemuan berikutnya Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.
F. Asesmen	
Asesmen Kognitif	1. Peserta didik mampu menulis teks deskriptif berdasarkan pengalaman dan imajinasinya

| | | dengan menggunakan kosa kataa yang kreatif |
| | | **2.** Peserta didik mampu menuliskan unsur-unsur teks deskriptif yang ada didalam teks yang sudah dibuat siswa |

ASSESSMENT INSTRUMENT

FORMATIVE ASSESMENT

Tujuan : Peserta didik mampu **Menuliskan Teks Deskripsi sesuai tema**

dengan bahasa sendiri yang tepat.

Jenis : Unjuk Kerja

Rubrik :

Component	Scores	Decriptions
Content	30-27	Excellent to very good Knowledge, substantives, etc
	26-22	Good Average Some knowledge of subject, adequate range, etc
	21-17	Fair to poor Limited knowledge of subject, little substance, etc
	16-13	Very poor Does not show knowledge of subject
Organization	20-18	Excellent to very good Fluent expression, ideas clearly stated, etc
	17-14	Good to average Somewhat choppy, loosely organized but main ideas stand out, etc
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		Non fluent, ideas confused or disconnected, etc
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	13-10	Fair to poor Limited range, frequent errors of word/idiom form, choice, usage, etc
	9-7	Fair to poor Limited range, frequent errors of word/idiom form, choice, usage, etc
Language	25-22	Excellent to very good Effective complex, construction, etc
	21-19	Good to average Effective but simple construction, etc
	17-11	Fair to poor Major problems in simple/complex construction, etc
	10-5	Very poor Virtually no master of sentence construction rules, etc.
Mechanic	5	Excellent to very good Demonstrates mastery of convention, etc
	4	Good to average Occasional errors of spelling, punctuation, etc
	3	Fair to poor

	2	Very poor
		No mastery to conventions, dominate by errors of spelling, punctuation, capitalization

(above: Frequent errors of spelling punctuation, capitalization, etc)

MATERI DESCRIPTIVE TEXT

Descriptive text adalah sebuah teks yang menjelaskan tentang suatu hal. Misalnya, mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain.

Generic Structure of Descriptive Text

1. Identification
   Bagian identification berisi pendahuluan dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan.
2. Description
   Pada bagian description berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan.

Language Features of Descriptive Text

• Verb yang digunakan yaitu *attribute verb*, seperti *be* (*am*, *is*, *are*)

• *Tense* yang digunakan yaitu *simple present tense*

• Hanya fokus pada satu objek tersebut.

Noun : Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument, Selain itu, sering juga

menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *noun* atau kata benda, seperti *a big house, a smart student, an independence woman.*

Simple present tense : menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. **Rumus :** *S+To Be (Am, Is, Are) + Object / S+Verb1+Object.* Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain

Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance, dll.

Example Of Descriptive Text

My Lovely Cat

I have a stray cat as my pet.

He is really playful, He loved to play with me and the new things he found. He has orange and white fu, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

Penjelasan:

Kalimat pertama atau paragraf pertama adalah Identification: Dalam Kalimat ini menjelaskan bahwa si penulis memiliki kucing liar sebagai kucing peliharaannya.

Paragraf kedua berisi tentang Description: berisi penjelasan atau deskripsi tentang kucing si penulis dengan memaparkan sifat-sifat dan kebiasannya seperti: Kucingnya yang suka bermain, dia punya bulu berwarna orange dan putih yang lembut, dan dia suka bermain dengan buntutnya.

DRAW LABEL CAPTION STRATEGY

What is Draw Label Caption Strategy?

Drawing can really help you write. When you take a few minutes to sketch a quick picture, you give yourself a chance to focus on your topic and that can make your writing richer and more detailed.

(Menggambar bisa sangat membantu Anda dalam menulis. Ketika Anda meluangkan waktu beberapa menit untuk membuat sketsa gambar singkat, Anda memberi diri Anda kesempatan untuk fokus pada topik Anda dan hal ini dapat membuat tulisan Anda lebih kaya dan lebih detail.)

To achieve that purpose, we use a **three-step process** like this:

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. You can't have too many details. Don't forget to include yourself in the picture if it's appropriate.

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.

Caption. Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

Untuk mencapai tujuan itu, kita menggunakan proses tiga langkah seperti ini:

Draw. Buatlah sketsa cepat dengan pensil tentang pemandangan yang kamu lihat. Ini adalah sketsa kasar: gunakan garis besar saja, sebaiknya gunakan pensil. Cobalah untuk memasukkan sebanyak mungkin detail kecil yang kamu bisa. Jangan terlalu banyak detail.

Label. Buatlah label teks satu atau dua kata untuk setiap benda dalam gambarmu. Beri label apa pun yang dapat kamu pikirkan, bahkan bagian yang berbeda dari sesuatu.

Caption. Tulis satu kalimat di bawah gambar yang menjelaskan apa yang sedang terjadi. Ini bisa berupa kalimat yang sangat sederhana atau sesuatu yang lebih rumit jika sanggup.

WRITING INSTRUCTION

LKPD 2

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describing Place, Describing people, Describing school and Describing friend.

NAME :

CLASS :

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

DRAW **LABEL**

CAPTION

LKPD 1

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME :

CLASS :

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

APPENDIX 3
LESSON PLAN OF
CONTROL CLASS

MODUL AJAR BAHASA INGGRIS FASE D KELAS VIII

Materi: Descriptive Text

Control Class (VIII D)

INFORMASI UMUM	
A. Identitas Sekolah	
Nama Penyusun	Herda Nur Sita Resmi
Satuan Pendidik	SMP N 1 Kartasura
Tahun Ajaran	2023/2024
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kelas	VIII
Fase	D
Elemen	Descriptive Text/ Menulis (Writing)
Capaian Pembelajaran	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat
Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit = 80 menit
B. Kompetensi Awal	
1. Definition of the text 2. Kinds of text genre 3. Social function of the text 4. Generic structure of the text 5. Language features of the text	
C. Profil Pelajar Pancasila	
• Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan • Berakhlak Mulia • Gotong Royong • Mandiri	

- Bernalar Kritis
- Kreatif
- Nasionalisme

D. Sarana dan Prasarana	
Media	Lembar kerja peserta didik, Papan Tulis, Spidol
Sumber Belajar	Kertas Bacaan Descriptive Text, Kamus

E. Target Peserta Didik
Siswa Reguler

F. Model Pembelajaran
• Pendekatan : Scientific Approach
• Strategy : Expository

KOMPONEN INTI

A. Tujuan Pembelajaran
Siswa mampu menulis descriptive text sederhana berdasarkan pengalamannya menggunakan kalimat sendiri dengan struktur teks dan unsur kebahasaan yang benar

B. Pemahaman Bermakna
• Cara mendeskripsikan seseorang sesuai dengan karakter
• Mengetahui adjective (kata sifat) untuk menjelaskan siri-ciri fisik orang
• Memahami penggunaan dan membuat kalimat dalam bentuk simple present tense

C. Pertanyaan Pemantik
1. Who is your favourite idol?
2. Why do you like him/her?
3. How does he/she look like ?

D. Persiapan Pembelajaran
• Guru menyusun LKPD
• Guru menyusun instrument assesmen yang digunakan
• Guru melakukan tes diagnostik

E. Kegiatan Pembelajaran	
Pertemuan ke-1	
Pendahuluan (20 Menit)	**Orientasi Kelas** **1.** Pendidik memberi salam (greeting). **2.** Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) **3.** Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) **4.** Pendidik memeriksa kehadiran peserta didik

	Apersepsi **5.** Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya **6.** Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis) **Ruang Lingkup** **7.** Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari **8.** Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan **9.** Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan **10.** Pendidik dan Peserta didik membuat kesepakatan kelas
Kegiatan Inti (50 menit)	1. Peserta didik menyimak materi yang disampaikan tentang descriptive text 2. Peserta didik membandingkan kepribadian seseorang dengan orang lain 3. Peserta didik Menganalisa Text Descriptive (Social function, generic structure and language feature) **Mendesain Perencanaan Proyek** 1. Peserta didik diberikan LKPD 1 oleh guru. 2. Peserta didik diberikan penjelasana tentang LKPD yang diberikan. 3. Peserta didik mulai belatih membuat teks Deskripsi. 4. Peserta didik diberi instruksi bahwa rencana pertemuan berikutnya tentang pembuatan proyek teks deskripsi meliputi pemberian tugas, persiapan alat, bahan, media, sumber yang dibutuhkan
Kegiatan Penutup (10 menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do*

	you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini. 3. Melakukan refleksi terhadap pembelajaran hari ini 4. Menyampaikan agenda pertemuan berikutnya 5. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.
	6.
Pertemuan ke-2	
Pendahuluan (20 Menit)	**Orientasi Kelas** 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik **Apersepsi** 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya 6. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan(bernalar kritis) **Ruang Lingkup** 7. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari 8. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 9. Pendidik menyampaikan lingkup penilaian, pengetahuan , keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan

	10. Pendidik dan Peserta didik membuat kesepakatan kelas
Kegiatan Inti (50 menit)	Peserta didik menyimak materi yang disampaikan pendidik tentang descriptive text menggunakan ***Expository Strategy,*** dengan langkah-langkah sebagai berikut: 1. Pendidik akan menyampaikan pokok-pokok materi yang akan dibahas dan tujuan pembelajaran yang ingin dicapai, siswa menyimak dan mencatat poin-poin yang dianggap penting 2. Pendidik menyampaikan materi pembelajaran dengan ceramah dan tanya jawab, kemudian dilanjutkan dengan demonstrasi untuk memperjelas materi yang disampaikan dan diakhiri dengan pemberian latihan 3. Pendidik melaksanakan evaluasi dalam bentuk tes dan kegiatan tindak lanjut. Pendidik melakukan evaluasi dalam bentuk tes dan kegiatan tindak lanjut berupa pemberian tugas dalam rangka perbaikan dan pemantapan atau pendalaman materi **Mendesain Perencanaan Proyek** 1. Peserta didik diberikan LKPD 2 oleh guru. 2. Peserta didik diberikan penjelasana tentang LKPD 2 yang diberikan. 3. Peserta didik mulai belatih membuat teks Deskripsi
Kegiatan Penutup (10 menit)	4. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* 5. Menyimpulkan apa yang dipelajari hari ini. 6. Melakukan refleksi terhadap pembelajaran hari ini 7. Menyampaikan agenda pertemuan berikutnya 8. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.

Pertemuan ke-3	
Kegiatan Awal (10 menit)	**Orientasi Kelas** 1. Pendidik memberi salam (greeting). 2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan) 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik **Apersepsi** 5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya **Ruang Lingkup** 6. Mengingatkan pekerjaan pekan lalu tentang pembuatan Project Descriptive text dengan tema Describing Place, Describing people, Describing school and Describing friend. 7. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 8. Menjelaskan asesmen yang akan didapatkan peserta didik.
Kegiatan Inti (60 menit)	**Memonitor Keaktifan dan Perkembangan Proyek** -Peserta didik secara individu menyiapkan diri untuk membuat text deskripsi tentang tema yang tertulis di LKPD 2. 1.　　-Guru mengamati aktifitas peserta didik 2.　　-Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, 　memantau realisasi perkembangan 　dan 　membimbing jika peserta didik mengalami kesulitan. **Menguji Hasil** Siswa memberikan LKPD yang telah dikerjakan kepada guru.
Kegiatan Penutup (10 menit)	1.　　Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very*

	good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya 4. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.
F. Asesmen	
Asesmen Kognitif	1. Peserta didik mampu menulis teks deskriptif berdasarkan pengalaman dan imajinasinya dengan menggunakan kosa kataa yang kreatif **2.** Peserta didik mampu menuliskan unsur-unsur teks deskriptif yang ada didalam teks yang sudah dibuat siswa

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MATERI DESCRIPTIVE TEXT

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   Bagian identification berisi pendahuluan dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan.

2. Description

   Pada bagian description berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan.

Language Features of Descriptive Text

• Verb yang digunakan yaitu *attribute verb*, seperti *be* (*am*, *is*, *are*)

• *Tense* yang digunakan yaitu *simple present tense*

• Hanya fokus pada satu objek tersebut.

Noun : Menggunakan kata benda yang spesifik, seperti misalnya *my cat, my boyfriend, National Monument,* Selain itu, sering juga menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *noun* atau kata benda, seperti *a big house, a smart student, an independence woman.*

Simple present tense : menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive*

text menceritakan sebuah fakta dari objek yang dideskripsikan. **Rumus : *S+To Be (Am, Is, Are) + Object / S+Verb1+Object.*** Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain

Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance, dll.

Example Of Descriptive Text

My Lovely Cat

I have a stray cat as my pet.

He is really playful, He loved to play with me and the new things he found. He has orange and white fu, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

Penjelasan:

Kalimat pertama atau paragraf pertama adalah Identification: Dalam Kalimat ini menjelaskan bahwa si penulis memiliki kucing liar sebagai kucing peliharaannya.

Paragraf kedua berisi tentang Description: berisi penjelasan atau deskripsi tentang kucing si penulis dengan memaparkan sifat-sifat dan kebiasannya seperti: Kucingnya yang suka bermain, dia punya bulu berwarna orange dan putih yang lembut, dan dia suka bermain dengan buntutnya.

WRITING INSTRUCTION

LKPD 2

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing place, Describing School, Describing Idol, Describing Friend

NAME :

CLASS :

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

LKPD 1

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME :

CLASS :

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

APPENDIX 4
STUDENTS'
WORKSHEET

PRE-TEST EXPERIMENT

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : Aira Salwa Zahra . T.

CLASS : VIII - A

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

This is my seatmate, her name is Safa. She likes to waching the sunset and she also like eating seblak. Safa likes one of teachers at my school, every time he comes home from school She is alway waiting for her.

C : 23
O : 19
U : 12
L : 19
M : 9
___
72

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : DIANDRA KANSA SAUQIA LUBNA

CLASS : VIII A

"Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

Her name is Almira shakira, Almira is my class mate, she has tall body, she is 159 cm, she has wavy black hair, she has oval face, she has big eyes, she has sharp nose, she has thin lip, she dark brown skin, she has sexy body, she always famous, she is kind, she's helpful, generous, and she is charming girl.

C : 21
O : 13
V : 10
L : 20
M : 4
───────
68

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : Ferlita Army E

CLASS : 8A

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

Bulan Syfa Hanifa

She hobby Skincare. She like k-pop. and she have dream PAMA. She soo beautyfull, She hairs a long.

C = 15
O = 9
V = 7
L = 9
M = ~
———
42

POST-TEST EXPERIMENT

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : Safa Gira Maylani

CLASS : VIII - A

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER
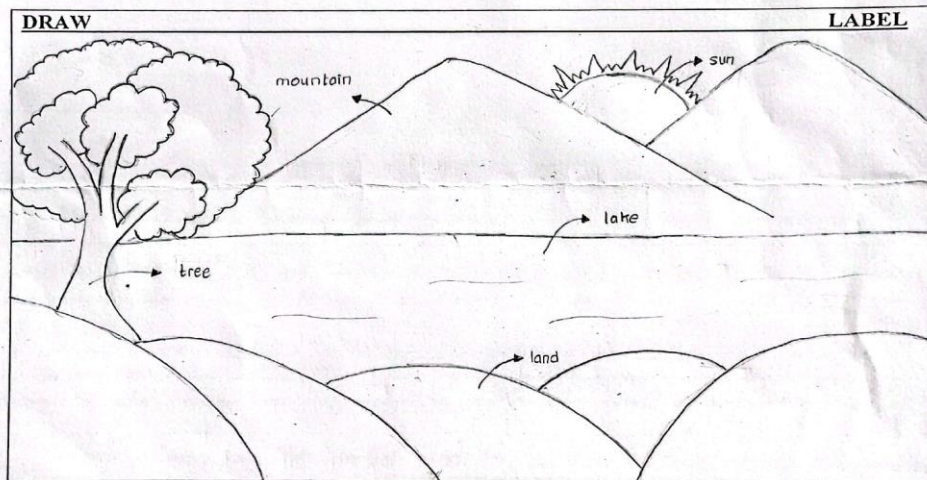
CAPTION

Beautiful   Natural   Scenery

Majestic Mountains Towering peaks shrouded in mist dominate the horizon, their rugged slopes a haven for hikers and adventurers. The crisp mountain air fills the lungs, invigorating both body and soul. Alpine meadows burst forth with vibrant wildflowers, adding a splash of color to the breathtaking landscape.

Beach Sunset The Beach is bathed in a warm, golden hue as the sun begins its descent below the horizon. The waves gently kiss the shore, creating a soothing melody. Seagulls dot the sky, silhouetted by the radiant colors of the setting sun.

Tranquil forest lake The tranquil forest lake mirrors the lush green canopy of trees that surrounds it. The water's surface is a canvas of serenity, occasionally disrupted by the graceful glide of a swan or the playful leop of a fish. The symphony of nature's sounds provides a soothing backdrop to this idyllic scene.

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : Vlona Putri k.

CLASS : VIII- A

"Choose one of the sub themes above and create a description text.!" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

DRAW	Describe Idol	LABEL

His hair
His eye
His ear
His nose
His interesting
His sweet lips
His hand

110

[faded Indonesian handwriting, partly illegible] ... Jungwoon Jang berasal dari Soul korea ... grup enhypen. Ia lahir pada tanggal ... lahir ... menjadi kenyataan.

C = 21
O = 14
V = 13
L = 18
M = 4
___
70

CAPTION

My Idol's Husband

His name is jungwoon who comes from soul, shouth korea he is a member of the group enhy pen. He was born on February 9, 2009 and he will be 20 years old this year. He has black hair, narrow eyes with black eyeballs, thin is my my future husband and I hope that really comes true. ^^

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : ANNISA QUROTA N·A

CLASS : VIII – A

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

DRAW	LABEL

C = 27
O = 17
V = 17
L = 20
M = 5
_____
86

CAPTION

    my mother's is my idol, she is a housewife and her hobbies are reading novels and holidays. my mother's is kind but sometis likes to get angry.

    my mother's favorite food is seblak and her favorit drink is iced tea and my mother shops at online store sach as shoppe, an other online store, but my mother rarely cooks. even if her cooking is a little delisious, I still eat it.

LKPD

(Lembar Kerja Peserta Didik)

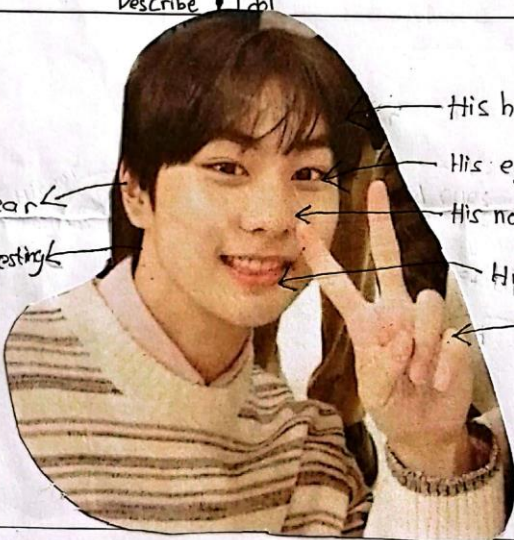Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME: Ririn Tika F

CLASS : VIII - A

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

DRAW	LABEL

114
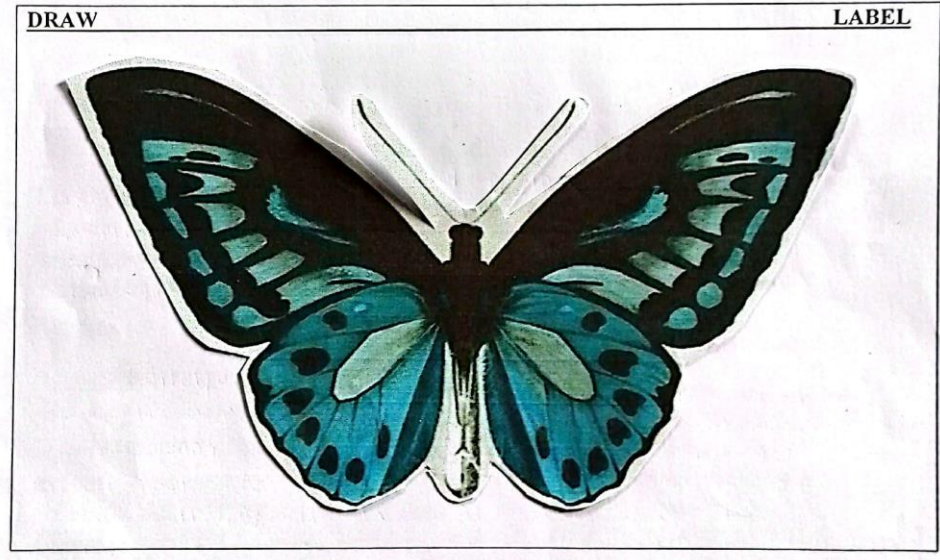
C = 26
O = 17
V = 15
L = 17
M = 5
―――――
80

CAPTION

Butterflies are beautiful, flying insects with scaly wings. Like all insects, they have six jointed legs, 3 body parts, a pair of antennae, compound eyes and an exorkeleton. The three body parts are the head, thorax (the chest), and abdomen (the tail end).

Butterflies are very good fliers. They have two pairs of large wings covered with colorful, iridescent scales in overlapping rows. Butterflies and moths are the only insect that have scaly wings. The wings are attached to the butterfly's thorax (mind-section). Veins support the delicate wings and nourish them with blood

115

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : Maydina Rizky K.P.

CLASS : VIII-A/ 17

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

DRAW	LABEL

♡ Heeseung's animal emoji (EN-ZOO)

C = 21
O = 17
V = 19
L = 18
M = 5
———
86

My Idol's Boyfriend
(Heeseung from Enhypen.)

I have favorite idol (bias).

His name is Lee Hee-Seung. His stage name is Heeseung. He's member from korean boy group called ENHYPEN. He has the nickname "All-Rounded Center" and "The Ace of Enhypen". He was born on October 15, 2001, making him 22 years old now. He was born in Namgyangju, Gyeonggi-do, South Korea. His height is 183 cm. Heeseung's positions in ENHYPEN include main vocalist, main dancer, and center. His favorite food and drink are Ramen and Rainbow sorbet ice cream, but he doesn't like mint chocolate. His favorite sport is basketball.

I love him very much ^___^.

PRE-TEST CONTROL

65

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : Salsabila Nur R.

CLASS : VIII-D

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

Her name is eryna, she is a good friend. what I like about him is that he thinks very maturely and always gives me advice and encourgement. and if i have learning difficulties and ask him he will definitely answer and if I want to cheat he warns and gives me a solution. He as a quit person, but if he's on the same page as the person he's talking to, he can also joke. he is 14 years old and he likes social studies and he dreams of becoming a tailor.

C = 19
O = 14
V = 13
L = 11
M = 3
———
60

118

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : DIESTA DINA RAMADANI

CLASS : VIII- D

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

Eryna is a beatiful and sweet woman. Not only beatiful, she is also very smart and intelligent. he can do almost all subjects, especially mathematics, he is very good at calculating and finding answer. he is very quiet and calm when he is at school. he rarely plays with others, he most often plays with cenota and salsa. Yesterday's exam he was ranked in the top 5, no wonder because he is very smart. eryna has a mature mind, she is also very creative and intelligent in working on a project. he has a firm and disciplined nature, he is always on time in submitting assignments. he dreams of becoming a fashion designer. and that's what eryna's personality is like. I really idolize him, and dream of being like him who is smart and intelligent.

C = 19
O = 14
V = 9
L = 15.
M = 3
———————
60

LKPD

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Discribing a Friend

NAME : Khansa Alaiha Riga Callysta

CLASS : VIII - D

"*Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!*" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

I have a friend named Mano. Her full name is Mano veyra Yuniar. She is very kind and also very beautiful. Her hobby is playing games, she also wants to become a psychologist. Her favorite food are shrimp and chicken wings.

$$C = 21$$
$$O = 14$$
$$V = 13$$
$$L = 20$$
$$M = 4$$
$$72$$

POST-TEST CONTROL

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : GYIKA ANINDITA PUTRI

CLASS : VIII -D / 30

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

I have a favorite idol from enhyapen, Enhypen is a boy grub from South Korea Formed by Hybe Enterlaiment. Enhypen consists of 7 member's and I idolize Nishimura Riki and have the stage name Ni-ki.

He comes from Japan. Niki is now 18 years old and ni-ki is one of the youngest member's in Enhypen. Ni-ki graduated from Hanlim Multi Art High school and has a height of 183 cm. Ni-ki has also participated in SHINee group concerts In Japan. And he's in Enhypen position of maknae, Vocalist, and Dancer.

C = 27
O = 17
V = 15
L = 14
M = 4
___
80

121

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : Salsabila Nur R.

CLASS : VIII-D

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

Muhammad is my role model

Muhammad was a noble and great human being. he is light above light. he was born on 12 Rabiul awal monday the son of siti aminah and sayyid abdullah. his body is neither tall not short, he walks fast, is the most trust worthy person, his black eyes are very black and the white ones are very white. his beard is regulary long, he has a prophetic mark on his black.

C = 20
O = 13
V = 16
L = 20
M = 3
———
72

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : DIESTA DINA RAMADANI

CLASS : VIII-D

"*Choose one of the sub themes above and create a description text.!*" (pilih salah satu sub tema diatas dan buatlah teks deskripsi!)

ANSWER

Jaemin is my favorite idol. he is a member of a boy band from Korea. his full name is na jaemin. jaemin is a member of the Korean boyband called nct. in her group, she is one of the members who has a motherly soul. he is an only child. he has a very lively nature towards those closest to him and acts calmly towards people he has just met. he's the closest to jeno, because they knew each other before the group debuted and unexpectedly they went to the same school, that's why they're so close now. jaemin really likes coffe. but he doesn't like strawberries. his favorite indonesian food is soto ayam.

C : 21
O : 15
V : 17
L : 21
M : 3
———
77

LKPD

(Lembar Kerja Peserta Didik)

Mata Pelajaran : Bahasa Inggris

Tema : Descriptive Text

Sub-Tema : Describe Place, Describe School, Describe Idol, Describe Friend

NAME : Nuraini Eryna Latifah

CLASS : VIII -D

"Create a descriptive text according to the sub-themes based on the generic structure of the descriptive text!" (Buatlah teks deskripsi sesuai dengan sub-tema berdasarkan generic structure dari descriptive text!"

ANSWER

I have a classmate named Cenota Dwi Ariyanti, she is usually called Cenota. I sat next to her in class. I first met her when I was in 7th grade of middle school.

Cenota is a beautiful and intelligent person, with white skin and she wears a headscarf. Her weight is 50 kg and her height is 155 cm. She is always friendly, cheerful, and fun-loving. Cenota is very diligent in studying and also likes Islamic Religious Education lesseons, she even likes to teach me when I having problems in studying. She likes listening to music and sometimes she also likes to cook. Her favorite food is padang food and her drink is iced tea. Now she is 13 years old, Cenota was born on March 8, 2010. She is the second of three children.

C = 28
O = 19
V = 19
L = 21
M = 5
———
92

APPENDIX 5
PHOTOGRAPH

Experiment Class

Menyimak Materi

Pre-Test Experiment

Post-Test Experiment

Latihan DLC Strategy

Control Class

Diskusi Materi

Pemberian Materi

Pre-Test Control

Post-Test Control

APPENDIX 6
CALCULATION DATA

Calculation Data

1. DATA DESCRIPTION

Frequencies

Statistics

		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		74.44	78.25	70.91	75.50
Median		75.50	78.00	75.00	76.50
Mode		73	78	60	80
Std. Deviation		10.898	11.548	10.265	9.249
Minimum		42	53	48	52
Maximum		92	95	89	92
Sum		2382	2504	2269	2416

Frequency Table

Pre-Test Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	3.1	3.1	3.1
	53	1	3.1	3.1	6.3
	62	1	3.1	3.1	9.4
	63	1	3.1	3.1	12.5
	65	2	6.3	6.3	18.8
	66	2	6.3	6.3	25.0

127

	Frequency	Percent	Valid Percent	Cumulative Percent
69	1	3.1	3.1	28.1
70	1	3.1	3.1	31.3
72	1	3.1	3.1	34.4
73	3	9.4	9.4	43.8
75	2	6.3	6.3	50.0
76	2	6.3	6.3	56.3
77	2	6.3	6.3	62.5
78	1	3.1	3.1	65.6
79	1	3.1	3.1	68.8
80	2	6.3	6.3	75.0
81	1	3.1	3.1	78.1
83	1	3.1	3.1	81.3
85	1	3.1	3.1	84.4
88	2	6.3	6.3	90.6
90	2	6.3	6.3	96.9
92	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Post-Test Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
	53	1	3.1	3.1	3.1
	60	1	3.1	3.1	6.3
	61	1	3.1	3.1	9.4
Valid	62	2	6.3	6.3	15.6
	65	2	6.3	6.3	21.9
	68	1	3.1	3.1	25.0
	70	1	3.1	3.1	28.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	75	2	6.3	6.3	34.4
	77	2	6.3	6.3	40.6
	78	5	15.6	15.6	56.3
	80	1	3.1	3.1	59.4
	85	1	3.1	3.1	62.5
	86	2	6.3	6.3	68.8
	87	1	3.1	3.1	71.9
	88	1	3.1	3.1	75.0
	89	2	6.3	6.3	81.3
	90	2	6.3	6.3	87.5
	91	1	3.1	3.1	90.6
	93	1	3.1	3.1	93.8
	95	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Pre-Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.1	3.1	3.1
	51	1	3.1	3.1	6.3
	57	1	3.1	3.1	9.4
	59	1	3.1	3.1	12.5
	60	5	15.6	15.6	28.1
	64	1	3.1	3.1	31.3
	65	2	6.3	6.3	37.5
	70	1	3.1	3.1	40.6
	74	1	3.1	3.1	43.8
	75	3	9.4	9.4	53.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	76	3	9.4	9.4	62.5
	77	2	6.3	6.3	68.8
	78	1	3.1	3.1	71.9
	79	2	6.3	6.3	78.1
	80	4	12.5	12.5	90.6
	82	2	6.3	6.3	96.9
	89	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Post-Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
	52	1	3.1	3.1	3.1
	60	2	6.3	6.3	9.4
	64	1	3.1	3.1	12.5
	65	2	6.3	6.3	18.8
	68	2	6.3	6.3	25.0
	70	1	3.1	3.1	28.1
	72	1	3.1	3.1	31.3
	74	2	6.3	6.3	37.5
Valid	75	4	12.5	12.5	50.0
	78	1	3.1	3.1	53.1
	79	1	3.1	3.1	56.3
	80	5	15.6	15.6	71.9
	81	1	3.1	3.1	75.0
	82	2	6.3	6.3	81.3
	83	1	3.1	3.1	84.4
	85	3	9.4	9.4	93.8

92	2	6.3	6.3	100.0	
Total	32	100.0	100.0		

2. PRE—REQUISITE ANALYSIS

A. Normality

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Student Results	Post-Test Experiment (DLC Strategy)	32	100.0%	0	0.0%	32	100.0%
	Post-Test Control (Expository Strategy)	32	100.0%	0	0.0%	32	100.0%

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Results	Post-Test Experiment (DLC Strategy)	.104	32	.200[*]	.953	32	.175
	Post-Test Control (Expository Strategy)	.124	32	.200[*]	.963	32	.341

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

131

Student Results Stem-and-Leaf Plot for Class= Post-Test Experiment (*DLC Strategy*)

Frequency   Stem & Leaf

 1.00 Extremes   (=<42)

 1.00   5 . 3

  .00   5 .

 2.00   6 . 23

 5.00   6 . 55669

 5.00   7 . 02333

 8.00   7 . 55667789

 4.00   8 . 0013

 3.00   8 . 588

 3.00   9 . 002

Stem width: 10
Each leaf: 1 case(s)

Student Results Stem-and-Leaf Plot for Class= Post-Test Control (*Expository Strategy*)

Frequency   Stem & Leaf

 1.00   5 . 2

  .00   5 .

 3.00   6 . 004

 4.00   6 . 5588

 4.00   7 . 0244

 6.00   7 . 555589

 9.00   8 . 000001223

 3.00   8 . 555

 2.00   9 . 22

Stem width: 10

Each leaf: 1 case(s)

    B. Homogeneity

Test of Homogeneity of Variance (Pre-Test Exp&Con)

		Levene Statistic	df1	df2	Sig.
Students Results Pre-Test Exp&Con	Based on Mean	.272	1	62	.604
	Based on Median	.007	1	62	.932
	Based on Median and with adjusted df	.007	1	62.000	.932
	Based on trimmed mean	.264	1	62	.609

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students results Post-Test Exp&Con	Based on Mean	1.744	1	62	.192
	Based on Median	1.653	1	62	.203
	Based on Median and with adjusted df	1.653	1	60.357	.203
	Based on trimmed mean	1.829	1	62	.181

3. Hypothesis

ANOVA

Hasil Pengerjaan siswa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	121.000	1	121.000	1.106	.297
Within Groups	6786.000	62	109.452		

Total	6907.000	63		

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil Pengerjaan siswa	Post-Test Experiment Class	32	78.25	11.548	2.041
	Post-Test Control Class	32	75.50	9.249	1.635

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Pengerjaan siswa	Equal variances assumed	1.744	.192	1.051	62	.297	2.750	2.615	-2.478	7.978
	Equal variances not assumed			1.051	59.178	.297	2.750	2.615	-2.483	7.983

APPENDIX 7
IZIN PENELITIAN

8 Desember 2023

Nomor : B-5776/Un.20/F.V/PP.00.9/12/2023
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala SMPN 1 Kartasura
di
    Tempat

Assalamu'alaikum Wr. Wb.
Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama	:	HERDA NUR SITA RESMI
NIM	:	206121190
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	7
Judul Skripsi	:	The Effectiveness of Draw Label Caption Strategy on Student's Descriptive Writing at Eight Grade of SMPN 1 Kartasura

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 15 Januari 2024 sampai tanggal 20 Februari 2024.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
NIP. 19710801 199903 1 003

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