

**MODIFYING DRAW LABEL CAPTION (DLC) STRATEGY BASED ON
THREE STEP INTERVIEW TO INCREASE STUDENTS'
WRITING ABILITY AT 7th GRADE OF
SMP NEGERI 1 GISTING**

(A Thesis)

By:

OLA RANJILITA DWI PURNAMA



**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2024**

ABSTRACT

MODIFYING DRAW LABEL CAPTION (DLC) STRATEGY BASED ON THREE STEP INTERVIEW TO INCREASE STUDENTS' WRITING ABILITY AT 7th GRADE OF SMP NEGERI 1 GISTING

By

Ola Ranjilita DwiPurnama

Writing is one of skills that should be learnt by the students, they can express their thoughts, ideas, and feelings. In short, writing is a tool of communication in written form. This study aimed to find out: 1) the significant difference of students' writing ability after using modifying DLC strategy based on TSI and the original of DLC strategy. 2) what is the most improved aspect of writing ability after using modifying DLC strategy based on TSI. This study used quantitative study, the two classes of junior high school students were taken by purposive sampling, control class taught by using DLC Strategy and experimental class taught by using modifying of DLC Strategy based on TSI. The instruments used in this study were writing tests given to the students before and after receiving the treatment. The students' writings were then assessed based on five aspects of writing to derive their scores. The data were analyzed by comparing the mean score of each class and running Independent Sample T-test to address the first question and Repeated Measure T-test for the second question. The analysis showed that there was a statistically significant difference of students' writing in modifying DLC strategy based on TSI got a higher mean score than the students in DLC strategy. The use of modifying DLC strategy based on TSI was applicable to increase students' writing ability. The result showed that the score of students' writing descriptive text of the pre-test in control class is 63.04 and the post test score in control class is 68.85 with gain score 5.81, while the score of pre-test in experimental class is 65.08 and post-test in experimental class is 72.81 with gain score 7.73. It means that the students' writing ability in descriptive text of post-test in the experimental class is higher than the control class. The highest improvement of writing aspect in control class was vocabulary that improved significantly as the value of sig. (2-tailed) is 0.000. Meanwhile, the highest aspect of writing in the experimental class was content that improved significantly since the value of sig. (2-tailed) is 0.000. It can be concluded that the modifying of DLC strategy based on TSI can be applied in teaching writing to make the teaching and learning process more interesting. It can improve students' writing ability significantly, especially in content.

Keywords: *Writing, Draw Label Caption strategy, Three-step Interview, descriptive text.*

**MODIFYING DRAW LABEL CAPTION (DLC) STRATEGY BASED ON
THREE STEP INTERVIEW TO INCREASE STUDENTS'
WRITING ABILITY AT 7th GRADE OF
SMP NEGERI 1 GISTING**

**By:
Ola Ranjilita Dwi Purnama**

**A Thesis
Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

In

**Language and Arts Education Department of
Teacher Training and Education Faculty**



**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2024**

Research Title : **MODIFYING OF DRAW LABEL CAPTION (DLC) STRATEGY BASED ON THREE-STEP INTERVIEW TO INCREASE STUDENTS' WRITING ABILITY AT 07TH GRADE OF SMP NEGERI 1 GISTING**

Student's Name : **Ola Ranjilita Dwi Purnama**

Student's Number : **2123042013**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

A handwritten signature in black ink, appearing to be "Ag. Bambang Setiyadi".

A handwritten signature in black ink, appearing to be "Hery Yufrizal".

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 19590528 198610 1 001

Hery Yufrizal, M.A., Ph.D.
NIP 19600719 198511 1 001

The Chairperson of Department
of Language and Arts Education

The Chairperson of Master
in English Language Teaching

A handwritten signature in blue ink, appearing to be "Dr. Sumarti".

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

A handwritten signature in black ink, appearing to be "Dr. Muhammad Sukirlan".

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

ADMITTED BY

1. Examination

Committee

Chairperson : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**



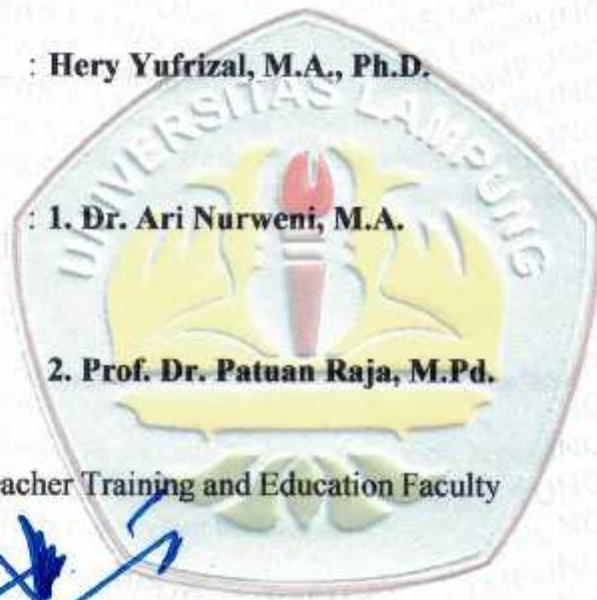
Secretary : **Hery Yufrizal, M.A., Ph.D.**



Examiners : **1. Dr. Ari Nurweni, M.A.**



2. Prof. Dr. Patuan Raja, M.Pd.



Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.
NIP. 19651230 199111 1 001

3. Director of Postgraduate Program



Prof. Dr. Ir. Murhadi, M.Si.
NIP. 19640326 198902 1 001

4. Graduated on: **March 22th, 2024**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "*Modifying Draw Label Caption (DLC) Strategy Based on Three Step Interview (TSI) to Increase Students' Writing Ability at 7th Grade of SMP Negeri 1 Gisting*" adalah benar hasil karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan cara tidak sesuai etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut *plagiarism*.
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya. Saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 17 March 2024

Yang membuat pernyataan,



Ola Ranjilita Dwi Purnama
NPM 2123042013

CURRICULUM VITAE

Ola Ranjilita Dwi Purnama was born on June 14th 1998 in Bengkulu Selatan. She is the second daughter from the affectionate couple of Munawar and Sukma Hayati. She has one brother, his name is Oza Noverza.

She started the study from elementary school at SD Negeri 1 Gisting Bawah, Tanggamus in 2005 to 2010. In the same year 2010, she pursued her education at MTs Negeri Model Talangpadang, Tanggamus and graduated in 2013. Then, she continued at SMA Negeri 1 Talangpadang, Tanggamus and graduated in 2016.

Having graduated from senior high school, she continued her study at the English Education Study Program, the Teacher Training and Education Faculty of Islamic University Raden Intan Bandar Lampung in 2016 and graduated in 2021.

In 2021, the writer continued her study to Master's Degree of English Education Study Program, Language and Arts Education Department Teacher Training and Education Faculty, Lampung University. At present, she is teaching at SMP Negeri 1 Gisting, Tanggamus.

MOTTO

“But those who are patient and forgive, verily (actions) like that are among the things that are prioritized”
(QS. Ash-Shura: 43)

“Do the best you can until you know better. Then when you know better, do better.”
(ORLDP)

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala, this thesis devoted to my dearest husband and family who showers me with love and support, my almamater-Lampung University, my lecturers and all of my beloved friends in Master's Degree in English Education Study Program. Especially to myself who remains resilient in any circumstances.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamiin, praise is merely to the mightiest Allah SWT for the gracious mercy and tremendous blessing that enabled the author to accomplish this graduate thesis entitled “Modifying Draw Label Caption (DLC) Strategy Based on Three Step Interview (TSI) to Increase Students’ Writing Ability At 7th Grade of SMP Negeri Gisting”. This work is submitted as one of the requirements to get her master’s degree at English Education Study Program, Teacher Training and Education Faculty, Lampung University.

Having completed this work, the author realized that there are many people who have whole-heartedly helped her by giving generous feedbacks for finishing this paper; therefore, the author would like to express her sincere gratitude and greatest honor to:

1. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the first advisor for his guidance, knowledge, and encouragement. It was a pleased privilege to be his disciple for the second time. He motivated her to bravely stand with her own stance and be original in a positive way.
2. Hery Yufrizal, M.A., Ph.D., as the second advisor who has given assistance, suggestion, and evaluation. He was delighted to have a thoughtful discussion with him.
3. Dr. Ari Nurweni, M.A., as the first examiner and academic advisor, for feedbacks and considerable contributions during the seminars and the examination.

4. Prof. Dr. Patuan Raja, M.Pd., as the second examiner and the chairperson of Master of English Education who has been willing to provide constructive feedback and evaluation for the betterment of her work.
5. Dr. Muhammad Sukirlan, M.A., as the head of the Master of English Education Program, thank you for the help and for endless support and attention.
6. The lecturers and administration staff of the Master of English Education Department for their practical knowledge and technical help.
7. My beloved husband, Imawan Wahyudi. Thank you for being the greatest husband.
8. My precious parents (Munawar and Sukma Hayati) and siblings for their unlimited guidance, support, love, and prayers.
9. Big family of SMP Negeri 1 Gisting, Tanggamus especially Miss Amalinah and Miss Martha Giovani A.P. The students from VIIA and VIIC. A hearty appreciation for their participation and cooperation during the research process.
10. Tasha Indah Wijaya Putri, Siti Badriyatul, Dinna Fitriana, Intan Caria, Tri Optaria, Yenny Ratnasarie, Eliza Eka Pratiwi, Silfiya Maghda Tiara, Silfiya Magda Tiari, Dwi Sevti, Ahyatul Ula, Gita Amelia, Dek Dian Prawitri Ayu and Uswatun Khasanah. Thankyou for being supportive friends and the amazing moment we shared together.
11. MPBI 2021 fellows for the incredible moments, thoughtful discussions, generous support, and excellent cooperation in handling college stuff.

Finally, the author believes that her work is still far from perfection. There might be flaws in this research. Therefore, comments, suggestions, and constructive feedbacks are always acceptable for better research. The author hopes that this

research could give practical contribution to the educational development, to the readers and to those who want to conduct further study.

Bandar Lampung, 17 March 2024

The author,

Ola Ranjilita Dwi Purnama

TABLE OF CONTENTS

COVER	
ABSTRACT	i
APPROVAL	ii
ADMISSION	iii
LEMBAR PERNYATAAN	iv
CURRICULUM VITAE	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGMENTS	viii
LIST OF CONTENTS	xi
LIST OF APPENDICES	xiii
LIST OF TABLES	xiv
I. INTRODUCTION	1
1.1. Background of the Problem.....	1
1.2. Research Question.....	11
1.3. Objective of the research.....	11
1.4. Uses of the Research	12
1.5. Scopes of the Study	12
II. LITERATURE REVIEW	14
2.1. Writing	14
2.1.1 Aspect of Writing	16
2.1.2 Teaching Writing.....	18
2.1.3 Writing Assesment	19
2.2. Concept of Text	22
2.3. Descriptive Text.....	22
2.4. Draw Label Caption (DLC) Strategy	24
2.5. Three-Step Interview.....	27
2.6. The Procedure of Teaching Writing Descriptive Text Using Original DLC Strategy and Modified DLC Strategy Based on TSI.....	29
2.7. Theoretical Assumptions	32
2.8. Hypotheses	34
III. RESEARCH METHOD	35
3.1. Research Design	35
3.2. Population and Sample	36
3.3. Data Collecting Technique.....	37
3.4. Validity and Reliability of The Instrument	37
3.4.1 Validity.....	37

3.4.2 Reliability.....	38
3.5. Data Analysis	40
3.5.1 Normality Test	40
3.5.2 Homogeneity Test.....	41
3.5.3 Hypothetical Test.....	42
IV. RESULTS AND DISCUSSIONS	43
4.1 Result of Data Analysis.....	43
4.1.1 Result of the Implementation Process of Teaching Writing	44
4.1.1.1 The Process of Teaching Writing through Modified DLC based on TSI (Experimental Class)	44
4.1.1.2 The Process of Teaching Writing through Draw Label Caption (Control Class)	48
4.2 The Differences of Students' Writing ability through modified DLC based on TSI and original DLC strategy.....	52
4.3 The Most Improved Aspect of Writing after taught through modified DLC based on TSI and original DLC strategy.....	56
4.4 Discussion	62
4.4.1 The Difference between Students' Writing Ability in Descriptive Text by Using Modifying DLC based on TSI and Original DLC Strategy.....	62
4.4.2 The Most Improve Aspect of Writing after Using Modifying DLC based on TSI and Original DLC Strategy.....	67
V. CONCLUSION AND SUGGESSTION	74
5.1 Conclusion	74
5.2 Suggestion.....	76
REFERENCES.....	79
APPENDICES	83

LIST OF APPENDICES

Appendix 1 Writing Test (Pre-Test)	84
Appendix 2 Writing Test (Post-Test).....	85
Appendix 3 Example of Students' Worksheet (Treatment).....	86
Appendix 4 Validity Check Table.....	87
Appendix 5 Validity of Pre-test	88
Appendix 6 Validity of Post-test	91
Appendix 7 Lesson Plan (Experimental Class)	94
Appendix 8 Lesson Plan (Control Class)	105
Appendix 9 The Scoring Assessment of Writing	115
Appendix 10 Students' Score of Modified DLC with TSI Class.....	118
Appendix 11 Students' Score of Original DLC Class.....	119
Appendix 12 Normality Test	120
Appendix 13 The Homogeneity Test.....	122
Appendix 14 Paired Sample T-test in Experimental Class	123
Appendix 15 Paired Sample T-test in Control Class.....	124
Appendix 16 Paired Sample T-test Aspect of Writing Experimental Class...	125
Appendix 17 Paired Sample T-test Aspect of Writing Control Class	126
Appendix 18 The Reliability Test of Pre-test (Experimental Class)	127
Appendix 19 The Reliability Test of Post-test (Experimental Class)	128
Appendix 20 The Reliability Test of Pre-test (Control Class)	129
Appendix 21 The Reliability Test of Post-test (Control Class)	130
Appendix 22 Score Post-test Experiment Class	131
Appendix 23 Score Pre-test Experiment Class.....	133
Appendix 24 Score Pre-test Control Class	135
Appendix 25 Score Post-test Control Class	137
Appendix 26 Aspect of Writing in Experimental Class	139
Appendix 27 Aspect of Writing in Control Class	141

LIST OF TABLES

Table 4.1. Mean Score of Pre-test and Post-test of Modified DLC Strategy with TSI	52
Table 4.2. The Statistical Improvement of Writing Ability at Modified DLC based on TSI	53
Table 4.3. Mean Score of Pre-test and Post-test of Original DLC Strategy ...	53
Table 4.4. The Statistical Improvement of Writing Ability in Original DLC	54
Table 4.5. The Difference of Students' Writing Ability in Modified DLC based on TSI and Original DLC	54
Table 4.6. The Result of Independent Sample T-test	56
Table 4.7. Aspect of Writing in Experimental Class and Control Class.....	57
Table 4.8. The Most Improved Aspect of Writing After Taught Through Modified DLC based on TSI Class	60
Table 4.9. The Most Improved Aspect of Writing After Taught Through Original DLC Strategy	61

I. INTRODUCTION

This chapter discusses several points; introduction that deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms are clarified as follows.

1.1 Background of the Problem

In learning English, writing is one of skills that should be learnt by the students, they can express their thoughts, ideas and feelings. Writing is a kind of communication that involves writers and readers. According to Wingersky in Hidayati (2018), writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organizes, and communicates his or her thoughts to the reader. Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form (Farbrain & Whinch, 1996) as cited in (Hidayati, 2018). All in all, writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form.

Furthermore, Writing is progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over

what you have written and make changes and corrections. Therefore, Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say. · The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. (Oshima and Hogue, 2007:15). In addition, writing is an activity need by students in learning English because writing activity can improve their thinking skills and help them to develop other language skills. It is one of the productive language skills. As the productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate (Purnamasari, et all, 2021). It means that writing is important activity that must learnt by students because when they have ideas or knowledge in their minds, they can use writing to express their ideas, feelings, or share information with the others.

Writing is one of language skills as a necessity in school environment that students must learn. In school, writing is a way of life with which learners pass the course; “without some ability to express yourself in writing, you don’t pass the course” (Brown, 2000). In line with 2013 Curriculum, in syllabus of Junior High School there is a descriptive text as a subject in writing. It is one of the genres which the teacher teaches this subject at the seventh-grade students of JHS. As descriptive text is included in English curriculum in Indonesia (Kemendikbud, 2013), knowing how

the text should ideally be composed is essential for the teacher as the one who is responsible in delivering it in the classroom and for the students who are demanded to master it. In this research discusses about a descriptive text to know the students in writing ability. Descriptive text is a group sentences that explains or describes an object. Suminar and Putri (2018) reveal that descriptive text describing the person, animals, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described.

On the other side, Karim and Abu (2017:424) also states that despite learning English for many years, many of the students remain weak in the English language, especially in writing skill. It happens not only in Indonesia, but also in other countries. The proficiency in mastering English, especially writing skill, among high school and university students in Indonesia is generally low (Lie, 2007) as cited in (Abas and Aziz, 2018:2). Moreover, even though writing is an essential skill to acquire by students, they still have difficulties in mastering it.

In fact, the problems of learners in writing are surely influenced by some factors. Based on theory by Fareed, Ashraf, and Bilal (2016:83) states that poor writing skills originate from two factors: the teacher and the learner. Teachers' lack of medium to teach writing, including providing prompt and effective feedback to students, and most crucially students still have problems writing a good text in English. The students' score in writing are still low and only some students get good scores.

As well, the students often have difficulties dealing with writing aspects. Huy (2015:53) also states that students often have many basic mistakes in written works

such as spelling, grammar, punctuation and organization. The students might not have had the ability to develop within the writing area, to counterbalance within usage of the written language. It means that the students might face difficulties when forming the letters or when connecting their mind in writing because the students often perform many basic mistakes in writing aspects.

Aside from writing aspects, if the students want to have a good final product in writing, they must follow the writing process in order to produce good writing. There are several writing processes, such as prewriting, drafting, revising and editing. Related to writing processes, in general students are taught vocabulary, sentence patterns and how to use conjunctive devices to connect sentences to form a paragraph and then to connect discourse between paragraphs (Abas and Aziz, 2018:3). It can be said that to have a good final product of writing, there are various needs focusing such as strategy, media, and technique in teaching writing.

Inordinate studies have revealed that students need strategy to learn easier and increase the students' writing ability. Setiyadi, Sukirlan, and Mahpul (2016) have investigated the implementation of learning strategy in language teaching. They assume that the use of certain strategy can increase the students in learning English. Additionally, Suriyanti and Yaacob (2016) discovered understanding on knowledge of writing strategies contributed to the writing problem.

Related to the problems above, to enhance student's ability in writing, one of strategies is Draw Label Caption (DLC) Strategy, when it can assist learners with writing skills. According to Mea (2013: 3) in Oktavianda (2020), the Draw Label Caption is a pre-designed strategy that can guide learners to concentrate on the

subject and add information to a piece of writing. To make the learners familiar with the subject they were allowed to draw pictures. For narrative and descriptive writing, this technique works well. Besides, William (2011: 1) notes that DLC is a tool that enables authors to figure out what their concepts. It implies that the draw label caption strategy will guide the learner to write and learn other ways to take ideas. Not only that, learners could discover new vocabulary when drawing and write it with good grammar in the text. This strategy might help students explore their creativity, interesting in learning process and useful to increase students' writing ability. As Peha (2003:47) states that Draw Label Caption (DLC) is a smart strategy for authors of all levels of skill and helps students acquire sequences and focus on important specifics. Thus, this strategy is effective to write summaries of all the decision and capture the scene and focus on the text making.

There have been several studies was conducted about DLC strategy to improve writing. First research by Syafruddin and Milawati (2018). The problem found in this study that students who learn English frequently found some difficulties in writing. Their writing was very poor in terms of grammar, diction, and ideas. The objective of this study is to find out whether or not there was any significant improvement in writing between the students who were taught by using DLC strategy and those who were not at the Eight Grade Students of SMPN 1 Sembawa. whether or not there was any significant difference in writing achievement between the students who were taught by using DLC strategy and those who were not at the Eight Grade Students of SMPN 1 Sembawa. The findings show that there was any significant difference in writing skill between the students who are taught by using DLC strategy and those who are not at SMPN 1 Sembawa.

Second research by Harahap, Hasibuan, and Pricillia (2021). The problems found that most of students at the 8th grade students of SMP N 7 Padang sidimpuan are not successful in writing. They are still difficult to arrange good sentence. They are also less in grammar mastery because they are lack of vocabulary. The purpose of this research, to find out the extent of the application of draw label caption strategy in teaching writing at the 8th students of SMP Negeri 7 Padang. The extent of the students' writing ability before and after using draw label caption strategy. The findings of this research that there is a significant effect of draw label caption strategy on students' writing ability. It means that even though the using of draw label caption strategy in writing ability gave the improvement.

Third research by Oktavianda Wisnu (2020:36-40). In this research found many problems with the students' writing ability. One of them, the students find it difficult to start and develop their ideas into the text. The purpose of this research was to determine whether there was a significant difference between students who were taught using the Draw Label Caption (DLC) Strategy and students who were not taught using the Draw Label Caption (DLC) Strategy to improve writing skill. The result show that there was a significant improved of students' writing skills. By using the Draw Label Caption (DLC) Strategy, it can overcome this writing problem because Strategy Draw Label Caption (DLC) is a good strategy to better understand the material. Peha (2003:47) says that Draw Label Caption (DLC) is a smart strategy enables the students to draw, label each detail in the image, and then provide an accurate overview or conclusion of what is going on in the image. This implies that it's a smart strategy for students to write summaries of all the decisions they label and help students capture the scene and focus on important specifics. So,

the teacher must have an attractive strategy to educate students to be more interested in the class.

From all previous studies above that have not given in-depth information in which of writing aspect it is most useful. Whereas, in DLC strategy, it can be said that it is beneficial to improve students' writing ability. In using a strategy there will always be advantages and disadvantages. According to Peha (2003: 12) in Oktavianda (2020), the draw label caption strategy has advantages and disadvantages. One of the advantages of this strategy is that every student can do it well. The act of choosing a focus for one's writing is essential and this strategy is ideal for assisting writers of all ages and problem-solving abilities. Also, drawing is very helpful for students in writing. While students are taking a few moments to draw a brief picture, they provide themselves the time to concentrate on a subject and make their writing stronger and much more informative. Then, Draw Label Caption also stimulates the brain to develop in areas that learn how to observe. And the drawback is that some students are embarrassed to draw. They can start to draw as pretty as they can, so that they spend enough time painting, although the concentration is not even on the picture but on the writing.

Furthermore, the newness of this research is the writer wants to cover the limitation of DLC strategy, because most of students are shy to draw and during the learning process, they did the activities by individual work (Ramadani:2013). It means that the students will be more active, attractive and feel confident to find and get the ideas for their writing into good paragraph if the students did with group work.

Considering of that case, the writer assumes that individual work in DLC strategy will be more effective if it can be modifying into group work. It calls as individual work and group work. Individual work here, as DLC strategy where the student only organizes his/her limited ideas writing by using three steps, namely: Drawing, Labelling, and Captions that uses to help student explore their ideas in writing. It means by individual work, the students will try to draw as beautiful as possible, so that they will spend much time in drawing, whereas the focus is not the drawing but the writing. Therefore, the most important point in writing is organization in development of ideas and information so that the written product can be communicated to the reader (Peha, 2003).

In consideration of all that, it will be very effective and attractive activities using group work. According to Harmer (2016:386) as cited in (Pratama et al, 2021:44), there are several ways, such as making students feel relaxed in the classroom, matching level and task or using pair work and group work. In addition, using pair work and group work is so effective, group work gives everyone chance to speak - even the shy student - but it is less pressurized for many people " and "The advantages of group work is it dramatically increases the talking opportunities for individual student". In writing during learning process, students do the same roles as others. They had the same opportunity to get ideas and information from their partners, share information to develop ideas and information and got feedback from their friends in groups (Kagan, 1990:147). Thus, when one member gets stuck, another or other fellow members could help him/her out (Flora, 2019). It means, in developing ideas, if one member gets stuck another or other members could help him/her out by asking some questions or sharing information in the group work.

From explained above, by using group work give chance the students to create their ideas in writing. It can be concluded, this modifying will help the students' activities in learning writing more active, attractive and easier to get the points when they want to write their ideas into paragraph. In consideration of all this, the researcher conducted a study on the integration between DLC strategy and work group.

In relation to work group, this research modified DLC strategy into three-step interview. Three Step Interview is one technique that can be used because it helps students to develop ideas from the sharing information session (Putri, 2017:146-147). As stated by Kagan (2009:424) as cited in (Pratama et al, 2021), Three-step Interview is one of the techniques in cooperative learning, cooperative learning works in different ways to produce positive results. Three-step Interview also has the same principle with cooperative learning, there is group work. It means that three-step interview is a good technique which might be applicable since the students can get the information from the others because with sharing information it can make it easier for students to express their ideas and also students feel more confident in any case, especially in their writing.

There are some previous researches was conducted dealing with Three-Step Interview. First by Pratama, Rosyid, and Sutisna (2021) talks the use of three-step interview technique on students' speaking ability. This research conducted to find out the effect of using three-step interview technique on students' speaking ability. The result shows that three-step interview affected on students' speaking ability around 90%. It means that three-step interview can help the students more active to

construct critical questions and answer them correctly. It makes them active and they can contribute in the speaking class.

The second research by Flora (2019), the research about integrating mind mapping (MM) and Three-step interview (TSI) in enhancing students' writing process in foreign language setting. TSI was used for group brainstorming which is considered more effective than individual. As the pedagogical implications, this present research implies that the English teachers can integrate MM and TSI, especially to solve students' problem in prewriting process so that the students can develop the content of their writing, as it is the main problem of the learners (Richards and Renandya, 2002). It is purposed to facilitate the students for practicing individual and group brainstorming at the same occasion. Moreover, it also remains that the modified of some technique concepts in teaching are essentially needed to maximize the teaching process since each technique and the situation of the learners are different so the learning objectives can optimally be achieved.

The third research by Putri (2017) investigates that three-step interview has a significant effect of using on students writing achievement at MTs Baitul Hikmah Jember.

From all previous studies above, it can be said that three-step interview (TSI) can make the students more effective in writing ability for group work than individual work. By modifying this DLC strategy based on TSI, it will provide the students another resource from his friends related to write the topic, and hopefully it will minimize the students' problem in writing.

The background above motivates the writer to support the learners' writing ability by modifying Draw Label Caption (DLC) into Three-Step Interview. The writer entitles this study with *Modifying Draw Label Caption (DLC) based on Three-Step Interview (TSI) to Increase Students' Writing Ability at 7th Grade of SMP Negeri 1 Gisting*.

1.2. Research Questions

Based on the background above, the writer formulates the research questions:

1. Is there any significant difference on students' writing ability after using Modifying DLC strategy into Three-Step Interview and the original of DLC strategy?
2. What is the most improved aspect of writing ability after using Modifying DLC strategy based on Three-Step Interview?

1.3 Objective of the Reseach

In relation to the statement of the problem above, the objectives of this research are:

1. To find out the significant difference of students' writing ability after using Modifying DLC strategy based on Three-Step Interview and the original of DLC strategy.
2. To find out the most improved aspect of writing after using Modifying DLC strategy based on Three-Step Interview.

1.4 Uses of the Research

The finding of this research will be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the previous theory about Modifying DLC strategy based on Three-Step Interview for optimizing writing ability.
2. Practically, the result of this research is expected to provide the teachers with a new insight that might be taken a guideline in teaching writing so that students are able to comprehend English text well and optimize their writing ability.

1.5 Scope of the Research

The subject this research is limited in teaching and learning process of writing in the 7th grade of SMP Negeri 1 Gisting. There are many strategies that can help the teachers in teaching and learning process to achieve the goal of it. In this case, this research is concerned on investigating students' writing ability of applying the Modifying Draw Label Caption (DLC) based on Three-Step Interview. Based on 2013 curriculum of JHS, the researcher finds many kinds of writing forms which are supposed to be learned and mastered by the students.

However, this research is limited to the investigation of Modifying Draw Label Caption (DLC) strategy based on Three-Step Interview (TSI) in teaching descriptive text. DLC and TSI are applied by grouping the students to make a discussion about a topic in order to create the students' will be more confident with their drawing, to develop conceptual understanding of a topic, develop the ability

to filter information and write the text. Even, in DLC and TSI will be more effective to make writing product based on interaction and sharing with their groups.

The original technique and strategy provide the opportunity for the students to elaborate their understanding of a topic and generate the ideas in group. While, the modifying technique and strategy make the students process the provide written input by connecting the ideas in previous paragraphs by combining the idea from the students in a group. It also would support their cognitive process which would help them to produce text writing as the final product. Besides, the writer would evaluate students' writing ability in accordance with some aspect of writing by Terrible (1996, p.130), such as content, organization, vocabulary, language use, and mechanics.

This chapter has discussed about background of the problem, research problem, objective of the research, uses of the research, and scope of the research.

II. LITERATURE REVIEW

This chapter discuss the theories which are used in this research including theory of writing, aspect of writing, teaching writing, assessment of writing, descriptive text, draw label caption (DLC) strategy, three-step interview (TSI), the procedure of teaching writing using original DLC and modifying DLC strategy based on TSI, and theoretical assumption.

2.1 Writing

Writing has become a valuable tool in the high school classroom for engaging students in thinking, understanding, creating, communicating, and learning. Writing is an activity need by the students in learning English. In relation to that, the students need to express the ideas and need a process by writing. In line with that, writing is a process through which people communicate thoughts and ideas. It is a highly complex, cognitive, self-directed activity, driven by the goals writers set for what they want to do and say and the audience(s) for whom they are writing (Graham, et.al (2012).

Exemplified by Sakolik in Nunan (2005:98), writing is combination of process and product. The process refers to the of gathering ideas and working until they are presenting in a manner that is polished and comprehensible to readers. In addition, Westwood (2008:70) says that, the actual process of writing is made explicit to students, starting the planning and gathering of ideas, through the various stages of

drafting and revising to the final finished product. Students are able to see that any piece of writing does not have to be perfect from the start but can be polished and improved many times.

Additionally, writing is a process of exploration that offers benefits to students and content area teachers alike (Urquhart and McIver, 2005). Also, Olson in Nunan (2003:98) states that writing is a process that is very useful to young writers. It means, writing is a process, where the students can provide an opportunity to develop their ideas in writing it can help the students to generate good content and discovery purpose. Additionally, the students also need the purpose for writing, if the students do not have a purpose, they cannot focus on their writing and feel bored. While, if the students have a purpose, they can easy to use the strategies or ways to achievement in good writing. Langer and Applebee's in Urquhart (2005) theory, there were several purposes of writing, they were to foster new learning, to draw on relevant knowledge and experience as preparation for a new activity, to consolidate and review ideas and experiences, to reformulate, extend knowledge, and to evaluate and skills. It means, the students must know the purpose of writing because with the purpose of writing it can make their writing be better and the reader more easily to understand the content in writing.

Writing is very important to learn. Writing helps the students to express their ideas, feelings, and thoughts in a written form. Moreover, writing becomes the most important to learn in the context of education. Writing is one of the language skills in communication and thinking. In line with that, Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organizes,

and communicates his or her thoughts to the reader (Wingersky, 1999) as cited in (Hidayati, 2018).

Writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form. Perhaps, the learners can express their ideas effectively, convey their thoughts into good sentences, and put them in a writing form. Furthermore, the learners can improve their thinking skills and thoughts through writing (A. D. Jayanti, 2019). It means that, writing is one of the language skills in communication and thinking, they can express the ideas, feelings, and thoughts in written form.

Based on the statements above, it can be inferred that writing is an activity in process of expressing ideas, thoughts, and feelings. It offers benefits to the students to send the message to the reader. Moreover, writing becomes a tool in the school for the students in thinking, writing, creating, and communicating.

2.1.1 Aspect of Writing

Conceivably, there are principles in writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what is said (language use and vocabulary). it can be said that a writer is success if this writing contains the aspect of writing.

According to Terrible (1996:130), there are five aspects of writing needed taking into serious attention as follows:

1. Content

Content refers to the substance of writing. It is about the ideas that used by the students to elaborate the topic. This aspect considers whether the ideas is relevant to the topic or not, the ideas is detail or not, and the students use much varieties of ideas or not.

2. Organization

Organization refers to the logical organization of the content (coherence). This aspect considers how the students can organize their ideas, it is related to coherence and cohesion.

3. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. This aspect describes that how the students choose the word/idiom and whether the students use many vocabularies or not.

4. Language use

Language use refers to the use of correct grammatical. This aspect describes about grammar and structure such as: agreement, tense, number, word order, articles, pronoun, and prepositions.

5. Mechanic

Mechanic refers to the use of particular conventions in written language. This aspect is related to use spelling, punctuations, capitalization, and layout correctly. Mechanic can determine whether or not writing is good. Improper application of mechanics can make readers misunderstand about the message of the text.

Thus, there are five aspects in writing: content, organization, vocabulary, language use, and mechanic. All of those aspects should be covered so the intended readers can understand the message or information shared by the writer.

2.1.2 Teaching Writing

In learning writing, students not only learn about how to make a good writing, but also the students should know how to make their writing better than before based on the rule of putting the positions of their words. Teaching writing is the activity to teach students how to communicate their ideas in the form of written text. In teaching writing, the teacher should be able to control the class activities in order to make the students able to master the material. In teaching writing, teachers should direct students' attention to how of text construction rather than what text is about (Najogi and Adnan, 2019).

Furthermore, Harmer (1998) says that teaching writing is focus on product and writing process. In focusing of product, it is focus on the material that is taught in the syllabus of the school, that is descriptive text. Then, for writing process divided into some stages; planning, drafting, editing, and final version. In teaching writing there are three processes, they are as follow: pre-writing activity, while-writing activity, and post-writing activity. Teaching writing to students is important than the other language skill. Its teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.

Coffin et., al (2003:21) note that teaching writing focuses on text and process. In teaching writing that focus on text, it explains about text type. For example, this section in this study discusses about descriptive text. Following that, there are several cases included in teaching writing that focus on process, and they are as

follows: prewriting, drafting, reflection, and proof reading, Coffin et., al (2003:32-34).

From the explanation above, it can be inferred that in teaching writing, the teacher is only focus on the product/text and the writing process. In this research, the teacher only focuses on descriptive text and the way of writing process. In the writing process, there are some stages of writing such as planning/prewriting, drafting, editing/reflection and proof reading. Moreover, this teaching writing (focus on the product and the writing process to teach the student well.

2.1.3 Writing Assessment

In students' writing ability, the teacher needs an assessment. Terrible (1996:130) states that there is the assessment scale for written work on Table 2.1:

Table 2.1
The Assessment of Writing

Area	Score
Content	
Excellent to very good: Excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail.	20-17
Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.	16-12
Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.	11-8
Very poor: Inadequate treatment of topic, no variety of ideas or argument;	7-5

content irrelevant, or very restricted; almost no useful detail.	
Inadequate: Fails to address the task with any effectiveness.	4-0
Organization	
Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).	20-17
Good to average: Uneven expression, but main ideas stand out; paragraphing or sections evident; logically sequenced (coherence); some connectives used (cohesion).	16-12
Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).	11-8
Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).	7-5
Inadequate: Fails to address this aspect of the task with any effectiveness	4-0
Vocabulary	
Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.	20-17
Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.	16-12
Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.	11-8
Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.	7-5

Inadequate: Fails to address this aspect of the task with any effectiveness.	4-0
Language	
Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured	30-24
Good to average: Acceptable grammar-but problems with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.	23-18
Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.	17-10
Very poor: Major problems with structure - even simple ones; frequent errors of negation, agreement, tense, number word order/function, articles, pronouns, prepositions; meaning often obscured.	9-6
Inadequate: Fails to address this aspect of the task with any effectiveness.	5-0
Mechanics	
Excellent to very good: Demonstrates full command of spelling, punctuation, capitalisation, layout.	10-8
Good to average: Occasional errors in spelling, punctuation, capitalisation, layout.	7-5
Fair to poor: Frequent errors in spelling, punctuation, capitalisation, layout.	4-2
Inadequate: Fails to address this aspect of the task with any effectiveness.	1-0

Based on statements above, it can be inferred that in writing ability we need assessment to know how far the students' writing ability is. Every teacher who wants to know students' writing ability she/he must make a good assessment. The

assessment in this research had a function to measure students' writing ability that consist of content, organization, vocabulary, language, and mechanics.

2.2 Concept of Text

In general, text is divided into two kinds. A text is meaningful linguistic unit in a context, both of them are spoken and written text. As well, text can be used as a communication by the writer with the organized structure of the text (Siahaan and Shinoda, 2008).

In English Syllabus for Junior High School, many types of text are taught. Based on Hammond et. al (1992) as cited in (Paltridge, 1996), types of text in English are divided some groups such as procedure, anecdote, descriptive, exposition, recount, procedure, recount, report, etc. Those variations are known as a genre. It means, there are many types of text in English especially in writing for the students of Junior High School. In this study, the researcher focused on descriptive text.

2.3 Descriptive Text

Descriptive text is a group of sentences that explains or describes an object. That is same as Siahaan and Shinoda (2008:89) state description is a written English text in which the writer describes an object. They declare that the object can be a concrete or abstract object. It can be person/people, an animal, a place, and things.

The text organization or generic structure of descriptive text, explained by Siahaan and Shinoda (2008:89-90).

- a) Text function: to describe a particular person, place, or thing.

b) Text structure:

1. Identification: identify the object to describe.
2. Description: to describe the parts, qualities, and characteristics of the parts of the object.

c) Dominant grammatical aspects

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.

The example of descriptive text:

My Favourite Singer

I like one singer from Indonesia, his name is Tulus. He is a singer who is unique and many people likes him. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter.

Tulus is also an architect graduated from the Catholic Parahyangan University in Bandung. Tulus start his career by singing jazz music. Through several events such as community events and campus events, Tulus further honed his talents. Through Sikuai Band, Tulus further developed his musical ability with other band members.

Tulus has the first album made by a famous producer, Ari Renaldi. The Tulus album release by its own company, Tulus Record. Many of Tulus' songs become the top pop songs on many Indonesian radios. Even well-known magazines such as "Rolling Stone Indonesia" also named him Rookie Editor of the Year 2013.

Source: Internet

From the example of descriptive text above, the reader imagined or get clear description about the topic above that want to explain. Description is a text containing two components, identification and description by which a writer describes a person, or an animal, or place, or thing. It can about love, hate or belief.

In this case, as a product of writing the text function to reflect what is being describe to the readers.

2.4 Draw Label Caption (DLC) Strategy

Draw label caption is a strategy in writing that uses a three step namely: draw, label and caption. In addition, draw label caption (DLC) strategy is the strategy that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture. This is a great strategy that students can write descriptions of everything they have label the actions and help the students capture a scene and focus on important details. This means that in this strategy students are asked to draw something to get the idea. Then, students are asked to name the picture; they are allowed to label everything important to them. Finally, based on the label they can make a sentence under their picture to tell about their writing called a caption (Peha, 2003: 47). Meanwhile, Ramadhani and Saun (2013: 255) states that DLC, which is drawing before writing, allows for focus and time to think in more detail which can be converted into writing. That is, DLC as described by several previous experts, the authors conclude that DLC is a strategy that can be used at any level.

According to Peha (2003:47) in Zainab Harahap (2021:110), Draw Label Caption strategy is the way to achieve the purpose of writing. In addition, Peha (2012) in Oktavianda (20220) states that the Draw Label Caption is a process that helps writers find out the idea. This means that the Draw Label Caption strategy will help students in learning to write and students will learn other ways to take prewriting ideas and start developing them into an essay. This strategy is not only how to draw,

how to label and caption, but can be developed into paragraphs to make a good essay. To achieve the purpose in writing process there are three steps process in Draw Label Caption strategy (DLC) strategy, those are:

1. Draw

make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.

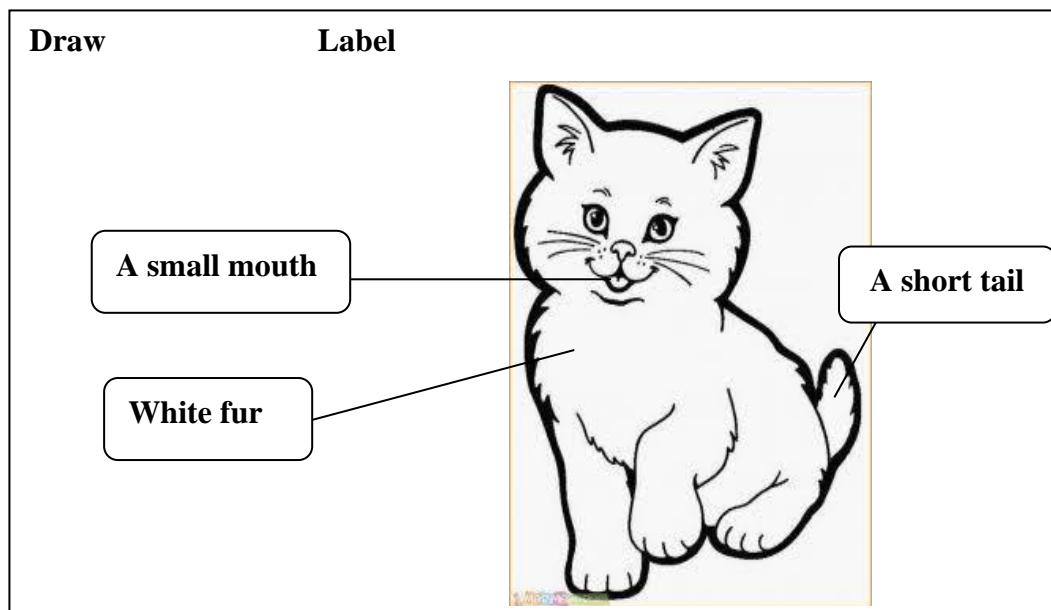
2. Label

create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.

3. Caption

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

The Example Scheme of Draw-Label-Caption (DLC) Strategy



Caption

My Pet

I have a pet, which is a cute cat. It is a male cat. I usually call it by Roci. He has red eyes, a short tail, a small mouth and white fur. Every day I give some foods and drinks. Rocci really like eating. My family and I really love Roci.

A. The Procedures of Draw Label Caption (DLC) Strategy

According to Burns in Oktavianda (2020) the procedure of DLC strategy includes five steps:

- a. Draw. Learners make a draw that the teacher gives the topic.
- b. Label: Learners label each part of the picture. They were permitted to mark anything essential to them.
- c. Caption: Learners write words title for their picture they should create a phrase on their picture to say of their writing.
- d. Description: Learners compose a summary of anything in the picture and enable them to be as specific as possible.
- e. The story is complete. Learners get more content to compose a whole sequence or story.

In using a strategy there will always be advantages and disadvantages. According to Peha (2003: 12) in Oktavianda, the caption draw label strategy has advantages and disadvantages. One of the advantages of this strategy is that every student can do it well. The act of choosing a focus for one's writing is essential and this strategy

is ideal for assisting writers of all ages and problem-solving abilities. Also, drawing is very helpful for students in writing. While students are taking a few moments to draw a brief picture, they provide themselves the time to concentrate on a subject and make their writing stronger and much more informative. Then, Draw Label Caption also stimulates the brain to develop in areas that learn how to observe. And the drawback is that some students are embarrassed to draw. They can start to draw as pretty as they can, so that they spend enough time painting, although the concentration is not even on the picture but on the writing.

From the descriptions, the researcher concludes that the Draw Label Caption (DLC) strategy has three strategies, namely draw, label, and a caption. The draw-label-caption is a strategy that is expected to be able to help the students to write. However, this strategy still has weakness. The students still need the ideas to improve their writing ability because in using DLC strategy, most of students are embarrassed to draw. They will try to draw as beautiful as possible, so that they will spend much time in drawing, whereas the focus is not the drawing but the students need ideas in their writing. Knowing this statement, the researcher is interested in modifying DLC based on TSI. It can be inferred in modifying DLC based on TSI is one of the techniques that will help the students to improve their writing ability.

2.5 Three-Step Interview

Three-Step Interview is one of the cooperative learning strategies that was developed by Spencer Kagan in (1989) which provides the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the

teacher. In this case, the students interview about article that they have read and share what they learned in the interview in the team. The students have to pay attention to the response given by their teammates. Here, the students could listen to the response expressed by their teammates that could get multiple perspectives and may be more open to alternative explanation. In Three-Step Interview technique, the students take turn to interview each other and then report what they have learnt to one another pair.

Furthermore, Putri (2017:146-147) stated that three-step interview is one technique that can be used because it helps students get ideas from the sharing information session. Three-step interview is one kind of cooperative learning. This technique is different from group discussion, particularly in member participation, in group discussion, each member may participate little or not at all, whereas in three-step interview all members will encourage to have equal participation (Putri, 2017:146-147).

According to Candraloka (2016:44) the followings are the procedures of three-step interview:

1. The first stage is building groups of students into working in team, or divided into pairs.
2. After dividing the groups, the teacher gives the topic.
3. After the students have a group and the topic, in this activity mentioned above belong to the warm-up exploit before the more serious cooperative tasks in the second stage.
4. After having dialogue with their group, they could be endowed more teaching and learning responsibilities by sharing the information in their writing product.

From the statements above, it can be inferred that three-step interview technique may help students to find and get ideas. During the learning process, student ask some question and sharing information learn in the interview by each other. It means that from the questions, the students need ideas and can get information required for developing idea then the students are asked to write down the results of the interview groups in sentences. After that, the sentences are organized into a text. When the groups start to assume more teaching and learning responsibilities, the teacher is not left alone. Instead, the teacher will begin to assume roles like feedback givers, encourager, and facilitator.

2.6 The Procedure of Teaching Writing Descriptive Text Using Original Procedure DLC Strategy and the Modifying DLC Strategy based on Three-Step Interview.

The steps in teaching descriptive text using DLC based on three-step interview (TSI) are combination of Burns (2012), and Candraloka (2016). The integrated procedures can be described as follows:

Original DLC Strategy	Modified DLC Strategy based on Three-Step Interview
1. Draw: the students draw a picture.	1) The teacher forms groups of students into working in team. (TSI)
2. Label: the students label everything in the picture. They are allowed to label everything that is considered as important thing for them.	2) After dividing into groups, the teacher starts to deliver the topic to the students; showing and provides the sample about DLC strategy. (TSI)
3. The students have to write a caption for their picture. They are asked to write the sentence under the picture.	3) After the students have a group and the topic, the students discuss their topic by asking questions or interviewing their groups (TSI);

	clarify how they will draw based on the topic, create one or more text label for each item in picture, write the caption under the picture, and talk about the content of the topic in the activity.
4. Description: the students write descriptions of everything in the picture and push them to be as detail as possible.	4) After having discussion with the groups, they could be endowed more teaching and learning responsibilities by sharing the information. (TSI)
5. Complete story: in this step, the students have more material to write a complete scene or story.	<p>5) The students in group start to draw a picture based on the topic. (DLC)</p> <p>6) The students in group label everything in the picture. They are allowed to label everything that is considered as important thing for them. (DLC)</p> <p>7) The students in group have to write a sentence under the picture to explain their writing. (DLC)</p> <p>8) The students in group write description of everything in the picture and push them to be as detailed as possible. (DLC)</p> <p>9) In this section, the students in group have more enough material to write a complete scene or story. (DLC)</p>

From those steps and cycles, the researcher modified the steps of modifying DLC strategy based on Three-Step Interview. The steps are:

1. Planning

- The teacher forms groups of students into working in team.
- After dividing into groups, the teacher starts to deliver the topic to the students; provides some samples of descriptive texts and shows them to the students. Then let them to read the text.

- The teacher explains the definition, generic structure and language feature of descriptive text.
- The students are asked the question related to the text. The teacher and students may have questions and answer session.
- The teacher showing and provides the sample about DLC strategy.
- Then, the teacher gives the students a piece of paper of DLC strategy which is distributed for each student.

2. Drafting

- In drafting, the teacher gives the new topic about descriptive text to students.
- The students discuss their topic by asking questions or interviewing their groups; clarify how they will draw based on the topic, create one or more text label for each item in picture, write the caption under the picture, and talk about the content of the topic in the activity.
- After having discussion with the groups, they could be endowed more teaching and learning responsibilities by sharing the information.
- The students are asked to produce the text, which is reconstructing the text. They are asked to reconstruct the text by considering some related questions they have answered before. Each student in every group reconstructs the writing text with the idea they have discussed in a group. This text become their draft.

3. Editing (Reflecting and Revising)

- The students are given the aspect of writing; such as content, organization, vocabulary, language and mechanics as checklists for them. It will help them to check their draft and improve the quality of their writing.
- Every student is asked to check back their based on the aspect of writing ability.

4. Final Version

- The students submit the final draft.
- Some students are asked to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it gives the opportunity for the students to improve their knowledge and confidence.
- After sharing, the teacher evaluates student's works.

Based on the procedure above, the researcher expects thinks that working in team it can help the teacher and the students more active, creative, and also enjoyable in delivering and accepting the material by using modifying DLC strategy based on Three-Step Interview.

2.7 Theoretical Assumptions

The statements tell that writing is the ability to express the ideas in writing. The students need to consider the five aspects of writing namely content, grammar, organization, vocabulary, and mechanics. The teacher should have the ability to choose an appropriate way and implement in the teaching and learning process to obtain the goal.

DLC strategy can optimize the students' writing ability. DLC strategy gives the opportunity for the students to represent words, ideas, tasks, or other items linked to and arrange round a central key word or idea. Then they create DLC strategy in the classroom to solve the problems, consider creative ideas, because during the learning process, the students are asked to draw something to get their ideas. Then, the students are asked to give the names of their drawing; they are allowed to label everything that is considered as important thing for them. The last, they give label. Based on their label, so they can write the sentence under their picture to tell about their writing. It is called the caption. On the other side, in this strategy the students work individually. In addition, the students need the ideas to arrange the sentence into good writing. From this Three-step interview, the students can get information required in need idea then the students are asked to write down the result of the sharing or interview their work group in sentences. Then, the sentences will organize into a text. As the result, it will provide more opportunities to students' understanding to make the ideas concrete. It also will make the students easier to write and this will prompt their fluency and accuracy in writing.

The objective of teaching writing is students will be able to produce written form of their ideas and thoughts correctly based on writing aspects. The researcher believes that this DLC strategy into three-step interview will be able to give the effect students' aspect of writing in terms of the content, organization, vocabulary, language use, and mechanics. It will be done since the students are asked to process the comprehensible input and debating what they have done in the stage of thinking, pairing, and sharing which they will pay attention to the content and the organization of the text in general and to vocabulary, language use, and mechanics in particular.

The researcher believes that teaching writing using DLC strategy into three-step interview will create good effect in the classroom, so the students will not get bored in the teaching learning process and this condition is expect to help the students improve their writing ability in descriptive text.

2.8 Hypotheses

The following hypothesis are proposed in order to answer the stated research question as follows:

Research Question 1:

H_{i1}: There is a significant difference of student's writing after using Modifying Draw Label Caption (DLC) strategy based on Three-Step Interview and the original of DLC strategy.

H₀₁: There is no a significant difference of student's writing after using Modifying Draw Label Caption (DLC) strategy based on Three-Step Interview and the original of DLC strategy.

Research Question 2:

H_{i2}: There is improvement of students' aspect of writing after using Modifying Draw Label Caption (DLC) strategy based on Three-Step Interview.

H₀₂: There is no improvement of students' aspect of writing after using Modifying Draw Label Caption (DLC) strategy based on Three-Step Interview.

III. RESEARCH METHOD

This chapter describes the methods of this research that cover research design, population and sample, data collecting techniques, validity, reliability, and data analysis.

3.1 Research Design

This research used quantitative study, in this research focused on two classes, one as control class and another as experimental class. Furthermore, this research consisted of pre-test, treatment, and post-test. The students in each class was given the pretest in the first meeting; the pre test is writing test. After doing the pre-test, the students in control class would be taught by using DLC Strategy, while the students in experimental class would be taught by using Modifying of Draw Label Caption (DLC) Strategy based on Three-Step Interview. In the last meeting, the researcher gave post-test for the students in both control and experimental groups. The students taught by using a modifying DLC strategy into three-step interview in order to improve students' writing ability. Based on the statement above, the research design was as follows:

G1	T1 - X1 - T2
G2	T1 - O - T2

G1 = Experimental Group.

G2 = Control Group.

T1 = Pre-test measurement of the student's writing ability

X = Treatment by using modifying DLC strategy into three steps interview

O = Treatment by using DLC strategy

T2 = Post-test measurement of the students' writing ability.

(Setiyadi, 2018)

This research conducted in five meetings in each group with the presentation as follow:

1. The first meeting for pretest
2. The second to fourth for the treatments
3. The fifth meeting for the posttest.

The pretest (T1) was done to measure the students' writing ability in the first meeting. In the beginning, the students gave a standardized test that appeared to be a good measure of their score before being given treatments. After conducting the pretest, the researcher gave the treatments (X) to the students. Eventually, at the end of the treatment, the researcher gave a post-test (T2) to measure the difference score before and after treatment.

3.2 Population and Sample

Population was all of the subjects that have same characteristics to become the object in the research. Frankel and Wallen (2009:90) state that a sample in a research study was the group on which information is obtained. The population of this research was all the students at the first semester of the seventh grade students of SMP Negeri 1 Gisting in 2022/2023 Academic Year. There were 7 classes; VIIA-VIIG for the seventh grade. In this study, the researcher took two classes as sample. The researcher used purposive sampling to choose the sampling because in purposive sampling the researcher took two classes with non-random sampling, which had almost similar characteristic & background. They were class VII A as the experimental class and VII C as the control class. The similar characteristics of both classes are they active in learning English. The total of students of both classes are 26 students.

3.3 Data Collecting Technique

In conducting this research, the researcher needed a technique to collect the data. In this research, the researcher got the data which came from test. The test; pre-test and post-test was done to find out the students' writing ability after they were taught by using modifying DLC strategy based on three steps interview.

3.4 Validity and Reliability of The Instrument

3.4.1 Validity

A good test was the test that has validity. The validity test was conducted to check whether the test measures what is intended to be measured. In line with that, Williams (2003) states that validity is the question of what teachers are measuring when they assess writing is at the heart of assessment validity, which may be thought of as the match between what is being taught and what is being measured. An instrument was said to be valid if it measures accurately what it was intended to measure. In this research, the researcher would use the content and construct validity.

- **Content Validity**

In content validity, the items of a test were validated based on the content of the instrument. The content validity of test items would be conducted by including writing materials which were arranged based on materials already given and suitable based on recent curriculum English syllabus of the first semester of the seventh grade of SMP Negeri 1 Gisting in 2023/2024 Academic Year. The material was arranged based on the syllabus in seven grades of SMP Negeri 1 Gisting. This research was used descriptive text that is intended to be comprehend by junior high school.

3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan	4.7 teks deskriptif
----------------------------------------------------------------------	---------------------

<p>beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- **Construct Validity**

Construct validity is concerned with whether the test is actually line with the theory of what it means to know the language (Setiyadi, 2006). In writing test, the researcher made some items of writing that can be used to measure students' writing ability based on some criteria of writing aspects. According to the theory of Terrible (1996): content, organization, vocabulary, language use, and mechanics. Before the pre-test and post- test conducted by the researcher, the instrument of writing test checked by using inter-rater validity in which the researcher consulted the instrument to the expert of writing. After the instrument of the writing test was checked, the researcher got the result that the instrument of the writing test was valid based on the construct validity.

3.4.2 Reliability

The next important part that should be tested is instruments' reliability. Reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test score is (Setiyadi, 2006). A test was called reliable if the score

gained by the examiners was constant whenever and whomever the test was conducted. A test does not be a good parameter unless the test was suitable or constant.

In this research, to get the reliability of the test, the researcher used inter-rater. This inter-rater reliability counted level of the reliability based on two series of the score that were gotten by two raters simultaneously. The first rater is the English teacher and the second rater is the researcher. Then the result was consulted to scoring criteria proposed by Setiyadi as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is medium

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low

The Result of Reliability pretest-posttest in Experimental and Control Class.

- The Reliability Test of Pretest in Experimental Class

Reliability Statistics

Cronbach's Alpha	N of Items
.949	10

- The Reliability test of Posttest in Experimental Class

Reliability Statistics

Cronbach's Alpha	N of Items
.935	10

- The Reliability test of Pretest in Control Class

Reliability Statistics

Cronbach's Alpha	N of Items
.944	10

- The Reliability of Posttest in Control Class

Reliability Statistics

Cronbach's Alpha	N of Items
.963	10

From the explanation of reliability pretest-posttest in experimental and control class, it can be seen that reliability of the test shows the all results above 0.60. It means that the results of the test were reliable.

3.5 Data Analysis

As stated in the previous discussion, the steps in data analysis are connected with the research question. This researcher organized the data of Gain of pre-test and post-test result from experimental and control class then calculates them by using Paired Sample T-test. Then, mean of Gain score of experimental and control class compared through Independent Sample T-test by using SPSS statistics 24.0 to find out whether DLC strategy based on three-step interview to improve the students' writing ability than original DLC strategy which can used to answer the first research question.

Moreover, to answer the second research question, the researcher was used Repeated measure t-test to analyze the data. It was to find out which the most improved aspect of writing after being taught through Modifying DLC strategy based on Three-Step Interview.

The significant level (α) which was used was 0.05. But to get more accurate result, the researcher would do some tests such as normality test and homogeneity test.

3.5.1 Normality test

The normality would use to know whether the data, in experimental and control class, has the normally distribution or not. In this research, the researcher used

statistical computation by using SPSS (*Statistical Package for Social Science*). The hypotheses for the normality test were formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed

While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

After the data was computed by using SPSS, it is found that the data was normal. (*The data in appendix 12*).

3.5.2 Homogeneity test

After getting the data was normally distributed, the researcher would do the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher would use statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

The hypotheses for the homogeneity test were formulated as follows:

H_0 = The variances of the data are homogeneous

H_a = The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test were as follows:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

After the data was computed by using SPSS, it was found that the data was homogeneous. (*The data in appendix 13*).

3.5.3 Hypothetical Test

In hypothetical test, after the data was normally distributed and the variance of the data was homogeneous, the data would be analyzed by using independent sample t-test in order to know the significance of the treatment effect. The hypotheses were:

H_0 : There is no significant difference of the student's writing ability after being taught through original DLC Strategy and Modifying DLC Strategy based on Three-Step Interview.

H_a : There is a significant difference of the student's writing ability after being taught through original DLC Strategy and Modifying DLC Strategy based on Three-Step Interview.

While the criteria acceptance or rejection of hypotheses test were:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

V. CONCLUSION AND SUGGESSTION

This chapter describes the conclusion of the research result and the suggestion to English teachers or the further researcher who want to conduct research related to original DLC and modifying DLC strategy based on TSI and the writing ability.

5.1. Conclusion

Based on the result and discussion of the data analysis in this research, the researcher concluded as follows:

1) Based on the first research question, the researcher found the differences of students' writing ability after being taught by using original DLC and modified DLC based on TSI. Students in VII A class got higher scores after being taught using the modified DLC strategy with TSI than those in VII C class using original DLC strategy. Modifying DLC based on TSI makes students engage in meaningful conversations about a topic, they are exposed to different perspectives and ideas. This can lead to a deeper understanding of the subject matter, which may positively impact their ability to describe it accurately in descriptive writing. Also, each student has a role, whether as an interviewer or interviewee. This active participation helps students engage with the material more deeply. When they later write about the topic, they may draw on the insights gained during the interview process, leading to more detailed and thoughtful descriptions, so that, by practicing communication skills within the group, students can become more adept at

expressing ideas clearly and vividly in their writing. Thus, the interview process assists their ability in creating, developing, and sharing their ideas to other student, so that, it built the classroom activities and increased their ability in composing a good paragraph. Besides, in original DLC class, the students are allowed to focus on their individual activity to get the ideas on writing by drawing and labelling their subject. This helped them to be less difficult in pre writing activity. However, they are unable to manage how they develop their writing, which result in their ideas being written randomly that in reverse. Furthermore, the students that employ the modifying DLC based on TSI had more ideas and improvement on making a well descriptive text, they also had more chance to learn and complete their writing in interactive ways. It can be concluded that applying Modified DLC with TSI is better than the original DLC in the teaching and learning process to increase the students' writing ability.

2) In the second research question, the researcher found the difference improvement of the writing aspect in two classes. In the experimental class, it was found that Content was the most improve aspect after using modified DLC strategy with TSI. It is because the implementation of DLC with TSI enlarged their ideas as the result of interview. During the interview, students also could get new ideas related to the topic being discussed. Also, the steps of TSI involves students in gathering information and requiring relevant questions, actively listen to the responses, and extract key details. This mirrors the research phase of writing, where collecting accurate and pertinent information is crucial for creating well-informed and substantive content. Content refers to the information, ideas, and substance of a piece of writing, relevant content can convey meaning clearly and engage readers,

and it is because of the implementation of TSI in applying DLC in writing. Thus, content was the most improve aspect compared to other writing aspect such as vocabulary, organization, language and mechanics. Besides, in the control class, it was found that Vocabulary is the most improve aspect of writing after the implementation of original DLC. It was because this strategy enabled students to draw, label each detail in the picture, and then provide an accurate overview or conclusion of the picture. Drawing allows for creative expression, and this creativity can help students make connections between words and their meanings in unique and memorable ways. This creativity can also make the learning process more enjoyable, fostering a positive attitude toward vocabulary development. Labeling requires them to associate written words with the visual representation. Also, students can be focused on the specific detailed before they write in the descriptive form. Thus, activities in DLC class supported the students to enrich their vocabulary.

5.2. Suggestion

Following the findings and conclusion, some suggestions are proposed as follow:

1) Suggestions to Teachers

Based on the research had been conducted by the researcher, the current data showed that using DLC strategy into TSI provided better result on students' achievement in writing, both classes showed significant improvement on statistical data of their score. However, it also showed that those strategy more focused on the Content and Vocabulary used, so that, it is suggested that the teacher should also pay attention on students' ability in other aspect of writing. Further, it is suggested

for the English teacher to pay attention on students' activity while learning writing because there are several students still had difficulties in interviewing section, they tend to be shy or reminded to silent because they fear of making mistake or being corrected by their friends. Also, the procedure in DLC strategy consumes a lot of time only for drawing the person; they are too focused on making a good drawing than a good paragraph. Then, because there are limitations of students' ability in draw the subject, it would be more interested if there were any specific media could be used to assist them in enriching label and caption of picture. It is also suggested to apply Modified DLC with TSI in teaching speaking, especially for young learners, to lead students to create and develop their ideas, and practice their writing as well. DLC with TSI helped the students to develop their ability in the text making. The learning activity helps the teacher to be more interactive with the students and provide the learning more structured by implementing the TSI in DLC section. However, it is expected that the teacher can apply those strategy by focused on the step of activities such as guide students to provide the appropriated question to be asked to their friends as a group to produce appropriated result of writing related the DLC process; and give the appropriate learning media and good classroom atmosphere so that all students can be engaged in learning classroom activities. Since, not all students can perform in front of class, it should be considered to have the volunteers as the sample in teaching learning.

2) Suggestions to Further Researchers

This study discussed the students' writing ability after being taught through DLC with TSI and the original DLC strategy. Based on the instruments used, it is suggested the further researcher can provide more instruments related to their

perception or tendency such as motivation or anxiety because it is related to their problems while using TSI, to explore more about students' ways of learning because in this current research there were several students still got difficulties in sharing their own ideas related to the fear of making mistake and being corrected by their friend in group work, and the classroom atmosphere that also influence their motivation in learning writing. Further, by adding other instruments such as interviews can give more knowledge to strengthen the result of the strategies implemented.

Based on the data collecting, this research only focused on students' improvement on the implementation of DLC and TSI, it is suggested that the further researcher can provided other measuring data to explore the related research with more sample and more data. Thus, it is expected the further researchers could explore more to enrich the research related to the current research. Also, the solution for the students' problem with the learning activities that involve group activities because sharing session took more time in learning. Also, it is suggested that further researcher can provide the strategy or instrument of anxiety or motivation

Those are some conclusions in agreement with the formulations of the problem in this research. There are also some suggestions for the English teacher and further researchers related to the use of original DLC and modified DLC with TSI on students' writing descriptive ability.

References

- Abas, Imelda and Aziz, Noor Hashima Abd. (2018). Model of the Writing Process and Strategies of EFL. Proficient Student Writers: A Case Study of Indonesian Learners. *Research Gate: Pertanika Journal, Social Sciences and Humanities*, 03(26), 1-28.
- Bennett, Barrie, and Carol Rolheiser. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation.
- Brown, H. D. (2000). *Teaching by Principles (2nd Edition ed.)*. San Francisco: Longman.
- Brown, J. D. (1991). A Comprehensive Criterion-Referenced Language Testing Project, *University of Hawai'i Working Papers in E:SL*, 10(1).
- Candraloka, Olyvia Revalita 2016. Implementing Three Step Interview in Teaching Speaking, *JurnalEdulingual*. 3(1), 39-46.
- Coffin, Caroline, Curry, Marry Jane, and Swan, Joan. 2003. *Teaching Academic Writing*. Routhedge: London.
- Fareed, M., Ashraf, A., Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education and Social Sciences*, 4(2), 83-94.
- Flora. (2019). Integrating Mind Mapping (MM) and Three-Step-Interview (TSI) in Enhancing Students' Writing Process in Foreign Language Setting. *International Journal of Language and Linguistics*, 6(4), 145-150.
- Fitriani, F., Nur, R. H., Bustamin, B., Ali, S. M., & Nurisman, N. (2019). Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School. *International Journal for Educational and Vocational Studies*, 1(6), 632–636.
- Fraenkel, Jack. R., Wallen, Norman. E., and Hellen Hyun. A. 2012. *Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Goctu, R. (2017). *Metacognitive Strategies in Academic Writing*. Black Sea Region.
- Graham S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., and Olinghouse, N. (2012). *Teaching Elementary School Students to Be Effective Writers: A practice guide* (NCEE 2012-4058).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. U.S. Department of Education.

- Harmer, J. (2004). *How to teach English*. Essex: Pearson Education Limited.
- Harahap Zainab, Hasibuan Asriani, and Pricillia Gabby M. (2021). The Effect of Draw Label Caption Strategy on Students' Writing Descriptive Text Ability At The Eight Grade of SMP Negeri 7 Padangsidempuan in 2020/2021 ACADEMIC YEAR. *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, 4(1), 106-120.
- Hidayati, K.H., (2018). Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers. *LANGKAWI Journal of The Association for Arabic and English*, 4(1), 23.
- Huy, Nguten Thanh. (2015). Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian Journal of Education Research*, 3(2), 53-69.
- Izumi, G.C., Setiyadi, Ag. B., Supriyadi, D., (2017). The Study between Students' Anxiety and Speaking Ability at SMAN 1 Kabupaten Tangerang. *Lampung: Universitas Lampung*.
- Jayanti, Ade Dwi. (2019). Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. *Journal of English Language and Education*, 3(1), 71–94.
- Karim, Rafidah Abd, and Abu, Abdul Ghani. (2017). Brainstorming Approach and Mind Mapping in Writing Activity. *Research Gate: Proceedings of the 1st EEIC in Conjunction with the 2nd RGRS-CAPEU between Sultan Idris Education University and Syiah Kuala University*, 1(1), 423-429.
- Kagan, S. (1989). *The Structural Approach to Cooperative Learning*. Educational Leadership.
- Kemendikbud. (2013). *Lampiran Permendikbud Nomor 37 Tahun 2018 tentang Perubahan Atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah*. Jakarta: Kemendikbud.
- Najagi Jonggoria, and Adnan Aryuliva. (2019). Using Peer Correction Towards Students Writing Ability in Writing Analytical Exposition Text at Senior High School. *Journal of English Language Teaching*, 8(1), 129-130.
- Nunan D. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.

- Oktavianda, Wisnu. (2020). Draw Label Caption (DLC) Strategy to Improve Students' Writing Descriptive Text. *English Language Education and Literature*, 5(1), 36-40.
- Oshima, Alice., and Hogue, Ann. (2007). *Introduction to Academic Writing, Third Edition*. Pearson Education: New York.
- Paltridge, Brian. (1996). Genre, text type, and the language learning classroom. *ELT Journal: Oxford University Press*, 50/3, 238-239.
- Peha, S. (2003). *The Writing Teacher's Strategy Guide*. Retrieved from www.ttms.org.
- Pratama, Ricky Aditya, Rosyid Abdul, and Sutisna Entis. (2021). The Use of Three-Step Interview Technique on Students' Speaking Ability. *Pedagogia: Jurnal Ilmiah Pendidikan*, 13(01), 43-46.
- Putri, Kiki Aprilia A. (2017). The Effect of Using Three Step Interview on Students' Writing Achievement. *Journal of English Language, Literature, and Teaching*, 02(2), 146-150.
- Purnamasari Dewi, Hidayat Didin Nuruddin, Kurniawati Lia. (2021). An Analysis of Students' Writing Skill on English Descriptive Text. *Journal of English Education: Jurnal Tadris Bahasa Inggris*, 14(1), 101-114.
- Ramadani, Vivi., and Saun Saunir. (2013). Helping Junior High School Students to Write a Descriptive Text Through Draw Label Caption (DLC) Strategy. *Journal of Language Teaching*, 1(2).
- Safitri, Yayah. (2012). The Comparison of Students' Writing Ability in Descriptive Text Instruction Between Using Draw-Label-Caption (DLC) and Jigsaw Technique. *Teacher Training and Education Faculty, Muhammadiyah University of Metro, Metro Indonesia*, 1(2).
- Siahaan, Sanggam, and KisnoShinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu Alam.
- Setiyadi, Ag. B. 2018. *Metode Penelitian untuk Pengajaran Bahasa Asing*, Yogyakarta: Graha Ilmu.
- Setiyadi, Ag. B., Sukirlan, and Mahpul. (2016). How Successful Learners Employ Learning Strategies in an EFL Setting in the Indonesian Context. *Cabadian Center of Science and Education*, 9(8), 28-38.
- Suminar, R. P., & Putri, G. (2018). The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text. *Academic Journal Perspective: Education, Language, and Literature*, 2(2), 300.

- Syafruddin, and Milawati. (2018). Using DLC Strategy to Improve The Eighth Graders' Writing Skill. *Jurnal Didascein Bahasa*, 3(2), 63-71.
- Tribble, C. (1996). *Language Teaching Writing*. Oxford: University Press.
- Urquhart, Vicki & Monette McIver. 2005. *Teaching Writing in the Content Areas*. Aurora: McRELL.
- Utami, I.G.A. Lokita, P. 2010. *Character Education throughy Peer Assessment*. *Unpublished thesis*. Ganesha University of Education.
- Westwood, Peter. (2008). What Teachers Need to Know About: *Reading and Writing Difficulties*. ACER Press: Victoria, 3124, Australia.
- Williams, James D. 2003. *Preparing to Teach Writing Research, Theory, and Practice*. 3rd ed. United States of America.
- Yacoob, A, and Suriyanti, S. 2016. Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia. *Malaysian Journal of Learning and Instruction*, 13(2), 71-95.