

USING DRAW LABEL CAPTION (DLC) STRATEGY TO IMPROVE NARRATIVE WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN SAKATIGA INDRALAYA

INTIFADHAH, RITA INDERAWATI, & HARISWAN PUTERA JAYA

*Departement of English Education
Sriwijaya University*

*Palembang, e-mail: fadhomahdan@gmail.com, ritarudysaid@yahoo.com,
hariswan@yahoo.com*

Abstract

The objectives of this study were (1) to find out whether or not there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy and (2) to find out whether or not there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not. This study was experimental research design and used quasi experimental research method that applied pre-test and post-test control group design. The population was taken from the eleventh grade students of MAN SakatigaIndralaya in academic year 2015-2016 and the number of sample was 80 students. In taking the sample, purposive sampling technique was used. The experimental group was taught by using Draw Label Caption (DLC) strategy while the control group did not receive any treatment. The data of this research were obtained by means of writing test. The writing tests in this study consisted of the pre-test and the post-test. The results of test were analyzed by using t-test: paired sample t-test and independent sample t-test. By using SPSS v.22 for Windows program, the result showed that (1) there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy (mean diff=16.88, and $p.value=.000$) and (2) there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not (mean diff=8.19, and $p.value=.000$). Therefore, it can be concluded that Draw Label Caption (DLC) strategy was effective to improve students' writing achievement.

Keywords: Draw Label Caption (DLC), Writing Achievement

1. Introduction

Writing plays the important roles in learning English. Brown (2007, p. 396) states that in many academic contexts, writing is essential for the display of a student's knowledge. Therefore, in schools, writing is one of the ways to express the idea or comprehension. Writing also brings a lot of benefits for students. Huy (2015,

p.53), in her study on Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School says, “Good at writing will bring many benefits for students”. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar and increasing the ability of language. Secondly, writing is an essential tool to support other skills. Thirdly, writing is a way to approach modern information technology as well as the human knowledge.

Although writing is an essential skill, many students at high school are not interested in it. According to Carroll (1990), many students are never required to learn proper spelling or grammar. Besides, Huy (2015, p.54) in her study says, “These poor students come to think that “English” and “writing” are nothing but spelling and grammar”. This condition makes some students’ give up easily on writing. Those facts happen to most students in the world. When the students start their writing, sometimes they face some difficulties in doing it. They want to write something, but in the middle of their writing, they face some problems and perhaps they get stuck for a while. So, when teacher asks them to write in English, they get confused because it is hard for them to create the theme and put down their idea in a blank paper.

Some kinds of text can be used in teaching English writing in Senior High School level; such as recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Permendiknas, 2006, No.23). Among those kinds of texts, the writer focused on narrative text. Narrative text is chosen as the topic of this study because it was stated in *School Based Curriculum (KTSP) 2006* as the text that has to be taught in eleventh grade of senior high school, one of the standard competencies at senior high schools in writing is expressing the meaning in short functional text and simple essay in the form of *narrative, descriptive, and news item* in daily life context. It means that after learning English writing, students are expected to be able to write short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context.

However, to meet the objectives of teaching writing that are required by the curriculum was not easy to achieve. The previous study done by English

Education Study Program Student of Sriwijaya University, Arsita (2015) showed that the student's writing achievement was not very great. In her study, none of the students was in excellent category, one student (3.84%) who got scores between 71-85 were in "good" category, fifteen students (57.69%) who got scores between 56-70 were in "average" category, seven students (26.92%) who got scores 41-55 were in "low" category, three students (11.53%) who got scores 0-40 were in "poor" category. Another previous related study done by Aryani (2013) showed that, in the pretest, there was no one in both excellent and good category level, 12.5% were in average category level, 45% were in low category level, and 42.5% were in poor category level.

Problem in English writing was also faced by the students of MAN Sakatiga Indralaya. Based on the interview to the English teacher of MAN Sakatiga Indralaya, the teacher said that her students rarely used their dictionary to find out the new words and various words to develop their stories and ideas. They feel bored with the materials of the writing text that provided the same directions to write and then do the exercise. Students were just copying sentences when they did writing in the class. In addition, before doing the research, the writer came to the class while the English teacher taught narrative writing in order to observe the student's activity in learning writing. Based on observation, the writer found that the student's skill in writing was still low. When the teacher asked them to write, they did not use their own words to write sentences, they could not develop their ideas and they had limited vocabulary. Furthermore, the teacher said that the students' average scores for writing are still around 65 whereas the expected score based on Minimal Completeness Criteria (Kriteria Ketuntasan Minimal or KKM) MAN Sakatiga Indralaya is 75.

In this study, the writer focused on using Draw Label Caption (DLC) strategy to improve the students' writing achievement. Bumgardner (2003) defines that draw label caption strategy is simple strategy that consist of draw, label and caption. It can be seen that after picking a topic, the students are asked to make a sketch, give the name or label everything in the picture, and give caption for their sketch, one sentence that tells what is happening. In addition,

William (2011, p. 1) states that DLC is a process that helps the writer figure out what his/her ideas are. It means that draw label caption strategy will help the students in learning writing and the students will learn another way to take a prewriting idea and begin to develop it into a text.

Therefore, the writer interested in doing a research entitled “Using Draw Label Caption (DLC) Strategy to Improve Narrative Writing Achievement of the Eleventh Grade Students of MAN SakatigaIndralaya. “ Thus, the problems of this study were formulated in the following questions: 1) Was there any significant difference in students’ writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy? and 2) Was there any significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not?.

2. Theoretical Background

According to Oshima and Hogue (2006, p. 265), writing as a process of creating ideas, organizing them, writing a rough draft, and finally polishing the rough draft through editing and revisions. According to those statements, the students can expressed their feeling, ideas, and their wants in writing. Besides putting down the ideas to create coherence and continuity in the text, writing skill is also focus on the aspects of writing itself. Harmer (2004, p. 12) also notes that mechanic is an important component of writing that includes spelling, grammar, and punctuation. When the students write sentences to express their feeling or wants to be understood, they must write it in correct language structures. They must attend the aspects that influence sentences which can be understood such as content, grammatical function, vocabulary and lexical items, the mechanics like punctuation and capitalization, and organization.

Narrative text is one of the texts that should be learned by the students based on curriculum 2006. According to Pardiyono (2007, p. 67), narrative text is a kind of text which has function to amuse, entertain and to deal with actual or vicarious experience in different ways. He adds that narrative is a kind of text that is appropriate to recount past events or incidents that highlight the problematic

experience and a resolution for the purpose of entertaining (to amuse), and often intended to give moral lessons to the reader. In this research, the writer chooses fiction stories to teach narrative in writing skill because fiction stories can be developed by students. They can imagine while they are in the process of writing, it will make them more creative. Besides, narrative text gives the opportunity to the students to learn language more fun and imaginative

Draw label caption strategy is strategy that can be applied in teaching writing whereas this strategy can develop student's ability in writing their narrative text. William (2011, p.1) states that draw label caption is a process that helps the writer figure out what his/her idea are. It means that draw label caption strategy will help the students in learning of writing and the students will learn another way to take a prewriting idea and begin to develop it into a text. Moreover, this strategy will lead the students to convey their ideas easily because this strategy has some steps to help the students to create a good narrative text.

To apply this strategy, Burns (2011) mentions the procedure of draw label caption strategy includes into five steps:

- a. *Draw*: have a student's draw a picture.
- b. *Label*: have students label everything in the picture. They are allowed to label everything that is considered as important thing for them.
- c. *Caption*: have the students to write a sentence caption for their picture. They can make the sentence under their picture to tell about their writing.
- d. *Description*: have the students write description of everything in the picture and push them to be as detailed as possible.
- e. *Complete story*: now students have more enough material to write a complete scene or story.

During DLC, the students are divided into small group consists of 4-5 students each group, and perform a different role. In this technique, role is an important aspect of DLC strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned roles in DLC strategy lesson that they must fulfill together.

The teachers also need to use various media that could motivate the students to be more active in the teaching and learning process. Inderawati (2011) explains that by making use of the sophisticated media, the learners will be more interested in writing since it is obvious that almost 60% of a day, most learners spend the time in front of the computer. In relation to teaching media, the writer chose Home Made book as teaching media during the treatment because Home Made book can increase the students' interest in writing class. Home-Made Books are divided into two types, teacher made materials, and students made books. In this case, the writer used both of them in teaching writing. Ramet (2007, p. 156) states, "Picture books present a whole new set of challenges. The pictures may perform a variety of functions, depending on the type of book." It means that every book has its own function based on the type of the books. Moreover writing activity by using pictures and made books was done by the students in the class. In this case, the students write the Home Made Books of narrative stories. Home-Made Books has a similarity with picture dictionary. Both of them use pictures to describe and tell an object. The students could make their own home made books using their own ideas. They can make it with their friends, so when they face problems in making homemade books they could help each other. Each group has been given a story and tried to draw some pictures of the story and write a narrative text. It was a fun and easy activity for the students.

3. Method

This study was experimental research design and used quasi experimental research method that applied pre-test and post-test control group design. There were two groups, the experimental group and the control group. Both the experimental group and the control group received pre-test and post-test in this study. Before having the post-test, the experimental group was given the treatment by using Draw Label Caption (DLC) strategy for sixteen meetings, while the control group was not given. The population of this study was 242 students from all the eleventh grade of MAN SakatigaIndralaya in academic year of 2015/2016. The writer used purposive sampling technique because the samples of this study

are selected based on the following criteria; the students getting lowest scores in the semester test, and the students were taught by the same English teacher. The two classes which in the average got lowest scores were taken as the samples. In order to know the scores of English subject of each class, the writer asked to the English teacher. Then, to decide which class that would be the experimental and control group, the writer chose them randomly by flipping a coin. The experimental group was 40 students from XI IPA 2, while the control group was 40 students from XI IPA 3.

To collect the data, both experimental and control groups were assigned a writing test in the form of pretest and posttest. To check the validity of the test, content validity was used in this study. According to Gipps (2003, p. 58), “Validity refers to the extent to which a test measures what was designed to measure.” It was very important for the writer to have valid test in order to obtain information based on her purposes. The test was constructed by the writer based on the syllabus which was used by the school and the test was checked by two expert judgments. To check the reliability of the test, the writer used inter-rater reliability. Creswell (2008, p. 164) states, “Inter rater reliability is a procedure used when making observations of behavior that made by two or more individuals of an individual’s or several individuals’ behavior.” The results of student’s writing test were checked by two raters. The first rater was a lecturer of Sriwijaya University and the second rater was a language instructor of Sriwijaya University Language Institute (SULI). Furthermore, the data were analyzed by using Cohen’s Kappa as a statistical measure of inter-rater reliability. Based on the calculation, the result of reliability of the experimental group pretest was 0.254 and the experimental group posttest was 0.258. Meanwhile, the result of reliability of the control group pretest was 0.310 and the control group posttest was 0.347. Based on the kappa scores obtained, it could be concluded that all of the reliability coefficients in pretest and posttest of both groups belong to “Fair agreement”. It could be stated that the results were reliable.

In analyzing the data, the writer used a standard formula *t*-test to compare the result of test between the two groups. The writer examined the data by using paired sample *t*-test to find out whether there was a significant difference in pre-test and post-test scores in the experimental group. Then, the writer used independent sample *t*-test to see the significance in the post-test scores between the experimental group and the control group. Before analyzing the data by using independent sample *t*-test and paired sample *t*-test, the writer checked the homogeneity and the normality firstly. The writer used SPSS 22 windows version to analyze the data.

4. Result And Discussion

Result

The Distribution of the Writing Achievement Score

The data were obtained from the result of pre-test and post-test done by experimental group and control group. The result of the tests was categorized in five categories: Excellent, Good, Average, Poor, and Failed (see Table 8).

Table 8

The Score Distribution in the Experimental Group and Control Group (N=40)

Score Interval	Category	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		N	%	N	%	N	%	N	%
86 -100	Excellent	0	0	4	10	0	0	0	0
71 -85	Good	5	12.5	22	55	4	10	11	27.5
56 -70	Average	15	37.5	12	30	24	60	23	57.5
41 -55	Poor	20	50	2	5	12	30	6	15
0-40	Failed	0	0	0	0	0	0	0	0
Total		40	100	40	100	40	100	40	100

As shown in Table 8, based on the result of pre-test experimental group, none of the students (0%) were in the excellent category, five students (12.5%) were in the good category, fifteen students (37.5%) were in the average category, twenty students (50%) were in the poor category, and none of the student (0%) was in the failed category. Meanwhile, in the post-test, four students (10%) were in the excellent category, twenty two students (55%) were in the good category, twelve students (30%) were in the average category, two students (5%) were in the poor category, and none of the students (0%) was in the failed category. Furthermore, the mean score significantly increased from 57.37 to 74.25. Therefore, it can be concluded that there was a progress occurred in experimental group.

While in the control group, the result of pre-test showed that, none of the students (0%) was in the excellent category, four students (10%) were in the good category, twenty four students (60%) were in the average category, twelve students (30%) were in the poor category, and none of the student (0%) was in the failed category. Then, in the post-test, none of the students (0%) was in the excellent category, eleven students (27.5%) were in the good category, twenty three students (57.5%) were in the average category, six students (15%) were in the poor category, and none of the students (0%) was in the failed category. There was also improvement in the control group's mean score. It was 61.37 to 66.06. It could happen because at the same time the English teacher taught English to the students in control group. In other words, the students in control group also got input from their teacher.

The Results of the Statistical Analyses

Normality test was conducted to determine whether the data were normally distributed or not. In determining the normality of the data, one sample of Kolmogorov-Smirnov Z test in SPSS version 22 was used. In one sample of Kolmogorov-Smirnov Z test, if the significance (2-tailed) ≥ 0.05 , the distribution

of the sample in the population is normal. The result of normality test of the data in this study was presented in the following table.

Table 9
The Result of Normality Test

Group	Pretest				Posttest			
	Mean	Std. dev	Sig.	KSZ	Mean	Std. dev	Sig.	KSZ
Exp Group	57.37	8.71	.157	.119	74.25	8.99	.200	.109
Control Group	61.37	7.72	.059	.136	66.06	8.63	.064	.135

In one sample Kolmogorov-Smirnov Z test, if the significance (2-tailed) >0.05 , the distribution of the sample in the population is normal. The significance (2-tailed) of pretest and posttest of the experimental group were 0.157 and 0.200, while the significance (2-tailed) of pretest and posttest of the control group were 0.059 and 0.064. Since all of the significance values was higher than 0.05, it was concluded that the data were normally distributed.

Homogeneity tests were done to know whether the sample groups from the population had similar variances. The writer used Levene's test to know the homogeneity in groups (experimental and control groups). The data were homogeneous if significance > 0.05 , the results of the significance of the pre-test and post-test in the experimental group was (.992 >0.05) and the results of the significance of the pre-test and post-test in the control group was (.232 >0.05), the results of the significance of the pre-test and pre-test in the experimental and control groups was (.684 >0.05), and the results of the significance of the post-test and post-test in the experimental and control groups was (.539 >0.05). Therefore, it could be stated that data in experimental and control groups were homogeneous.

Paired sample *t*-test was used to check whether or not there was a significant difference in students' writing achievement before and after they were

taught by using Draw Label Caption Strategy. The result of the test could be seen in the following table:

Table 10
The Result of Paired Sample t-test for Students' Narrative Writing Achievement in Experimental and Control Groups (N=40)

Groups	Test	Mean	Mean Difference	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
Experimental Group	Pretest	57.37	16.88	7.819	1.236	13.650	39	.000
	Posttest	74.25						
Control Group	Pretest	61.37	4.69	8.645	1.366	1.922	39	.001
	Posttest	66.06						

Based on the result of paired sample t-test in the experimental group, the mean score of the posttest (74.25) was higher than the meanscore of the pretest (57.37) with the mean difference 16.88. Since the significance (2-tailed) was lower than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Therefore, it could be stated that there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy.

Meanwhile, the result of paired sample t-test in the control group showed that the mean score of the posttest (66.06) was higher than the mean score of the pretest (61.37) with the mean difference was 4.69. Since the significance (2-tailed) was lower than 0.05, it could be stated that there was a significant difference in the mean score of pretest and posttest of the control group.

Independent sample t-test was used to check whether or not there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not. The result of the test could be seen in the following table:

Table 11
The Result of Independent Sample t-test

Group	N	Mean	Mean Diff.	t	Df	Sig. (2-tailed)
Experimental	40	74.25	8.19	4.153	78	.000
Control	40	66.06		4.153	77.877	.000

The result of independent sample *t*-test showed that the mean difference of the post-test scores of the control group and the experimental group (8.19) was significantly different since the significance (2-tailed) was less than 0.05 ($0.000 < 0.05$). It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was confirmed. In other words, there was a significant difference in writing achievement between the students who were taught by using Draw Label Caption (DLC) strategy and those who were not.

Discussion

Based on the findings of this study, some discussions were drawn. The findings showed that (1) there was a significant difference in narrative writing achievement of experimental group before and after they are taught by using Draw Label Caption Strategy, and (2) there was a significant difference in students' narrative writing achievement between experimental and control group.

The first finding showed that there was significant difference in narrative writing achievement of experimental group before and after they were given the treatment. It can be seen from the mean difference of student's narrative writing test in pretest and posttest. The significant difference of the mean score also increased 16.88, from 57.37 to 74.25 at the significance level of ($p < 0.05$). It could happen because during the treatment the students were very interested with the strategy that the writer used. Every student involved in the learning process and enjoyed the activity because they are divided into several groups, so they are able

to study in interactive way. In addition, the use of Home-Made book as the media during the treatment gave a great impact to the students, the writer found out the students were more enthusiastic when they were taught by making home made book because they were never taught by using those media before. They were motivated because they directly could make the book by themselves while they were writing the narrative text. As Wright (1989, p. 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with. When students write stories by using picture sequences, the line of their writing was clear and well directed. It means that pictures can attract students' interest and translate abstract ideas into more realistic form.

It was supported by previous related study that was done by Dhesi (2010). The title of her study is "The Effectiveness of Home-Made Books to Improve Students Mastery of Vocabulary the Case of the 4th Grade Students of MI Roudlotul Huda Semarang in the Academic Year of 2010/2011." The writer applied Home-Made Books as the media to improve student's vocabulary achievement. The result of the study showed that there was a significant improvement in students' vocabulary before and after get the treatment using homemade books, in which the scores gained by the students in the posttest was higher than in the pretest. Besides that, the students enjoyed the learning process because the media that the writer used was very colorful and contains a lot of attractive pictures.

Meanwhile, there was also improvement in control group although it was not really significant. The mean of the post-test (66.06) was also higher than the mean of the pre-test (61.37) with the mean difference 4.69. Therefore, it could be stated that the control group also got a significant improvement, but it was not as high as the improvement obtained by the experimental group. It could happen because at the same time the English teacher taught the control group while the writer taught the experimental group. However, the experimental group showed much better improvement than the control group. Thus, it can be stated that the

use of DLC strategy in the experimental group gave significance contribution in improving students' narrative writing achievement.

The second finding confirmed that there was significant difference in narrative writing achievement between experimental and control groups. The post-test results of both groups were compared to know whether the groups performed significantly different on writing achievement or not. The mean difference of the post-test of the groups was 8.19. Then the statistical analysis showed that the t -obtained was 4.153 in two-tailed testing and degree of freedom (df) was 78. Since the significant value was lower than 0.05, there was a significant difference in writing achievement in the post-test between the experimental group and the control group. It could be happen because before the posttest, the experimental group received a treatment by using Draw label Caption (DLC) strategy. It could be assumed that Draw Label Caption (DLC) can be an alternative strategy to improve writing achievement of the students at MAN Sakatiga Indralaya because Draw Label Caption (DLC) helped the students to improve their writing achievement especially in narrative writing. As William (2011, p.1) states that draw label caption is a process that helps the writer figure out what his/her idea are. It means that draw label caption strategy could help the students in improving their writing and the students could learn another way to take a prewriting idea and begin to develop it into an essay.

It was supported by previous related study that was done by Salam (2013) entitled *The Effect of Draw-Label-Caption Strategy Toward Student's Ability in Narrative Writing for Eleventh Grade Students of SMAN 14 Padang*. In the study, the writer found that there was a significant improvement in students' writing achievement by using Draw-Label-Caption as the strategy. In the beginning, students' scores were low, but after applying the strategy, their scores increased and students' motivation in studying became higher. Thus, it could be assumed that there was a significant difference in students' writing achievement before and after they were taught by using Draw Label Caption (DLC) strategy. The improvement itself could happen because after the experimental group was

assigned pretest, the writer gave them the treatment by using DLC strategy for more than one month.

The improvement could also be seen from the score distribution of the pre-test and the post-test. Before the treatment, in the experimental group, there were three categories: good, average and poor. After the treatment, their writing achievement was in excellent, good, average, and also poor categories. In the post-test, there were still two students who got the poor categories, but both of the students' score were significantly increased. Besides that, the total number of the students who got the poor category in the post-test was totally decreased from the pre-test. It was from twenty students to two students. While in the pre-test of the control group, the students' performances were in good, average, and poor categories. Then, in the post-test of the control group, the students were also in good, average, and poor categories. It means that even there were some students in experimental group which were in poor categories, but they could improve their score in post-test result after they were taught through DLC strategy. Meanwhile, in the control group there was no significant improvement in each category. It meant there was a significant difference between the students who were taught by using DLC strategy and those who were not.

Based on the result of the study, the writer also found some weaknesses in conducting this study. Firstly, there was still poor category in the posttest of the experimental group. It happened because the student's ability in writing narrative text was very low and they did not focus on following the teaching and learning process. Secondly, based on the result from the rater, the students still have a low score in structure and convention. It means that they still developed a structure that was confusing, the organization of detail and chronology was unclear, provided a limited sense of closure, dialogue was punctuated incorrectly, and point of view and verb tense are inconsistent. Thirdly, the process of making a Home-Made book needed a lot of time. To overcome this, the writer divided them into some groups and each group should make one book.

In conclusion, the use of strategy and media in this study could help the students to improve their writing achievement.

4. Conclusion and Remark

From the analysis of the data, it can be concluded that using Draw Label Caption strategy in teaching writing narrative text could improve the students' writing achievement. Most of the students in the experimental group showed better improvement in writing. The result of the study showed that there was significant difference between the students in experimental group who were taught by using draw label caption and those in the control group who were not. The result also showed that there was significant improvement in narrative writing achievement of the students in the experimental group after they were taught by using draw label caption strategy. The statistical analysis in paired sample t-test showed that there was significant difference in mean score between students' pretest and posttest both in the experimental and control groups. However, the experimental group showed much better improvement than the control group. It was proved by the independent sample t-test that there was a significant difference between posttest experimental and control group. The mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group. It means that draw label caption strategy was helpful to improve students' narrative writing achievement.

Based on the conclusion above, there are some suggestions that the writer would like to address to the teacher and students. Firstly, In teaching writing especially narrative text, English teacher should more focus on the structure and convention because the students were still confused about how to develop a good structure and make a consistent point of view and verb tense. Second, when the English teacher decided to asked the students to produce a Home Made book, she/he had to mind the time because it took a lot of time to make it. To overcome this, the writer suggests to divide them into some groups and each group should make one book. Third, the students also have to be active and creative in the classroom. The writer suggests that the students should practice their writing skill frequently because the effective way to improve writing skill is by keep

practicing. In addition, the students should learn more about structure and enrich their vocabulary.

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