THE EFFECT OF USING THE DRAW LABEL CAPTION STRATEGY IN TEACHING SHORT FUNCTIONAL TEXT

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
Study Program of English Department

By:

EFRIDAYANI
NPM. 1302050245

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATRA UTARA
MEDAN
2017

ABSTRACT

Efridayani, 1302050245. "The Effect of Using the Draw Label Caption Strategy in Teaching Short Functional Text". Skripsi: English Department, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.

The objective of this research was to find out the significant effect of using the draw label caption strategy in teaching short functional text to VIII grade students of SMP Swasta PAB 2 Helvetia of academic years 2016/2017, on Jalan Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang, Sumatera Utara, Indonesia. This research used the experimental research. The population of this research was 299 students of $VIII^1$, $VIII^2$, $VIII^3$, $VIII^4$, $VIII^5$, $VIII^6$, and $VIII^7$. The sample was taken two classes of applied cluster random sampling strategy. The total of sample was 82 students. The sample was divided into two groups namely experimental group that consist of 41 students and control group that consist 41 students. The experimental group was taught by using the draw label caption strategy, while the control group was taught by using lecture strategy. The instrument in collecting the data was using by pre-test and post-test. And the instrument in collecting the data was using written test about advertisement and poster and scoring the students' answer sheet based on five indicators; content, organization, vocabulary, language use, and mechanism. The data were analyzed by using t-test. The result showed that $t_o = 31.71$ was higher than $t_t = 1.667$. The level of significance was 0.05 for two t-test ($31.71 > 1.667$). Based on the result of the analysis, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. So, it proved that the Draw Label Caption Strategy significantly affected the students' in short functional text.

Keywords: Advertisement, Draw label caption strategy, short functional text, and experimental group.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahirabbil'alamin.

In the name of Allah the Most Gracious and the Most Merciful. First, the researcher would like to thanks to Allah SWT who had given chances, healthy, mercy, and leisure of thinking for the researcher, so that finally the researcher can finishing her research. Secondly, blessing and peace be upon our Prophet Muhammad SAW who had brought human beings from the darkness into the brightness in our life.

This skripsi is the one of requirements for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choose a good strategy in teaching English. In writing this study with the title *"The Effect of Using the Draw Label Caption Strategy in Teaching Short Functional Text"*, the researcher faced so many difficulties and problem but she did not end her effort to make it better, and it is impossible to finish without much help from the others.

The researcher would like to thanks a lot for her beloved parents, M.Yunus and Asmiati who always given her more supports both in moral and material for the researcher from the first education until now. May the most Almighty, Allah SWT always bless them. Thanks a lot for their beloved, supports, pray, and motivation. The researcher got many contribution and guidance from various parties therefore the researcher would like to thanks for:

9. All my beloved friends, Arma Nisar, Jumratul aini, Nur Janah, Nurmala Hayati, Rina Wati, Rabini, Retnovia Isasniaty, Risma, Sri Rezeki, S.Pd and Sulastri, who had given pray, supports, and motivation, thanks for all of our crazy moments.

10. The partner Supervisor with Sir Taslim, Ade, Annisa, Ara, Cindy, Elfina, Mila, Rika, Sri, and Yoan, who had given supports.

The researcher realized that her study was still far from being perfect. So, the researcher expected suggestion and comments from all of the readers or other writer who want to learn about this study. May Allah SWT the most Almighty always bless all of us.

Medan,   March 2017

The Writer

EFRIDAYANI

TABLE OF CONTENTS

CHAPTER III METHOD OF THE RESEARCH

CHAPTER IV THE DATA ANALYSIS

CHAPTER V CONCLUSION AND SUGGEGSTIONS

REFERENCES

APPENDICES

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. The Background of the Study

Using the draw label caption strategy in teaching short functional text was useful for the students eighth grade at SMP Swasta PAB 2 Helvetia of academic years 2016/2017, on Jalan Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang, Sumatera Utara, Indonesia. According to Peha (2003) on his journal, "states that draw label caption strategy is a strategy in writing that use a three-steps namely: draw, label and caption. It means in this strategy, 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, based on their label, they can make the sentence under their picture to tell about their writing, it is called as caption". Bumgardner (2003) also on his journal "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 do a sketch, and then give the name or label everything in the picture and the last, giving caption for their sketch, one sentence that tell what is happening. It is also helpful for the students in developing and change their ideas into paragraph".

Writing is one of the important skill of a language. According to Harmer (2006), writing is a basic language skill, as important as speaking, listening, and

reading. Writing has been characterized as written thinking. Students should be encouraged to express their idea, experience, thought, and feeling. So, writing is an ending of product from students thinking, feeling, and idea, even experience that is visualized in written form. Writing is a way of communication and an act to create communication between a writer and readers. Writing is an important skill that should be mastered by the students. This skill is use as medium of delivering the ideas, feeling and perceptions of the writer to the reader in written form.

According to Mendiknas (2006) emphasizes through this curriculum the second grade students of junior high school should be able to produce the language into oral and written forms. Based on school-based curriculum confirmed that second grade students of junior high school should be able to produce the language into oral and written in form the paragraph. And the researcher also expected that the students are able to write short functional text especially in advertisement and poster based on ideas of their own. It means the students in addition to the expected to speak is also expected to write in the form of paragraph or text from the advertisement and poster.

In reality, based on the while doing field teaching program (PPL) of the students eighth grade at SMP Swasta PAB 2 Helvetia in academic year 2016/2017. Therefore, the reseacher finds some problems to the students, such as: the students in that school are difficult to writing the short functional text in English, the students are less to attention when their teacher teach in front of the class, lack of interest the students learning when studying in the class, the

students were easily to get bored in learning writing, the students lack of understanding of vocabulary in the text.

Therefore, the researcher provided a solution to the students who were still facing a lot of problems in writing, that is by using the draw label caption strategy. According to Peha (2003), "states that draw label caption strategy is a strategy in writing that use a three-steps namely: draw, label and caption. It means in this strategy, 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, based on their label, they can make the sentence under their picture to tell about their writing, it is called as caption".

Based on the explanation previously, the researcher believes' that the draw label caption strategy can be helpful in teaching writing short functional text especially in advertisement and poster. Therefore, the researcher have found out ways to provide support such as strategy since the ability to write well in the target is an important goal of learning. So, the students need improvement in learning writing practice. Based on the reasons above, The researcher was made the title "The Effect of using the draw label caption strategy in teaching short functional text".

B. The Identification of the Study

Based on the background previously, the problems of this research were identified as the following aspect:

1. The students were difficult to writing the sentence or writing the short functional text in English.

2. The students less to attention when the teacher teach in front of the class.

3. Lack of interest the students learning when studying in the class.

4. The students were easily to get bored in learning writing.

5. The students lack of understanding of vocabulary in the text.

C. The Scope and Limitation

The scope of research was writing skill and the limitation was focused on writing advertisement and poster.

D. The Formulation of the Study

The problem of the research was formulated as follow: Is there any significant effect of using the draw label caption strategy in teaching short functional text ?

E. The Objective of the Study

In relation to the problem the objective of this research was to find out the significant effect of using the draw label caption strategy in teaching short functional text.

F. The Significance of the Study

Theoretically, the findings was expected to be useful to increase students' achievement in writing short functional text by using the draw label caption strategy. Additionally, it is useful for the other researchers as the references in doing the further research.

Practically, the headmaster, could be increase awareness of teacher and the headmaster performance to improve professionalism. The English teachers, to give them more information about another to used various strategy in teaching writing like using the draw label caption strategy. The students, could be improve their ability in writing. The readers, especially candidate of English Teacher as an input for them when someday they go to the field of teaching English in the classroom, they may use this strategy as their strategy in teaching. The writers, could be used as an information and reference material about this strategy and its application in teaching writing short functional text.

CHAPTER II

REVIEW OF LITERATURE

A.   The Theoretical Framework

1.   Writing

Writing is an important element of a student's education, and writing is an important form of communication, writing can be an important outlet, it means writing as a helpful way to express feeling that cannot be expressed so easily by speaking. Hyland (2004), explains that writing is a way to share personal meanings. It means with the writing can be to share personal meanings use the way. Additionally, Quy (2011) states that writing is as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning. Writing is process of deliberate decision. From the quotation above, it can be explained that writing to conduct a message and a meaning. And also Pardiyono (2007) state that writing is not just giving some information, messages, or idea in an appropriate arrangement of sentences grammatically. In fact, the information, message, or ideas need to be conveyed through a form of text which is conventionally agreed generally by the society of the language, some criteria which are bounded are: (1) purpose of the text, (2) rhetorical structure or the information, message, or ideas need to be conveyed through a form of the text, and (3) linguistic realization or grammatical pattern of the text.

1.1   The Purpose of Writing

Every activity has a purpose, so do writing. According to Harmer (2004) writing also has a purpose: (a) To inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is to convey information. (b) To amuse, when your purpose in writing is to amuse or entertain be funny if you can, but examine carefully the humor you plan to use. (c) To satirize, satire is often a form of humor, but it is always humor with a serious purpose-to effect reform. (d) To persuade, if your purpose in writing is to persuade you desire to influence your reader's thoughts or action. Writing has several other purposes for the students in writing or it also can be called several other purpose functions of writing for students they are: (a) writing can improve students' academic performance, (b) writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential current employers, (c) writing enhances personal and community relationships.

Based on explanation previously, it was concluded that there are many reasons why everyone need to write, and the students' also. It is important to know the purpose of writing skill.

1.2   The Process of Writing

Writing process is an approach to writing in which approach takes basic cognitive processes as its central. Students' metacognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have go to through to come to their final work. According to Carrol (2001) elaborates the stages of writing process are following: (a) Prewriting is freely choosing the topic and beginning to gather

and details before it is written, (b) Drafting is getting the ideas down on paper in roughly the format that the writer intends, (c) Revising is correcting any major errors and improving the writing form and content, (d) Editing and Proof Reading is polishing the writing, fixing errors in grammar, spelling, and mechanism, and (e) Publishing and Presenting is sharing the writing.

1.3 The Criteria of Writing Score

In scoring writing, there are some criteria considered based on Hughes (2003). He states that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The specific criteria is described detail in the following stages:

1.3.1 Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentence. The criteria of scoring are as follows:

Table 2.1
The Criteria of Scoring Content

27 – 30	Excellent to very good: knowledge able substantive through development of topic sentence relevant to assigned topic.
22 – 26	Good to average: some knowledge able of subject adequate range limited development of topic sentence mostly relevant to topic, but lack detail.
17 – 21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13 – 16	Very poor: does not show knowledge of subject - not substantive not pertinent or not enough to evaluate.

1.3.2 Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the some use a follow:

Table 2.2
The Criteria of Scoring Organization

18 – 20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14 – 17	Good to average: adequate range, occasional error of word, choice but meaning not obscured.
10 – 13	Fair to poor: limited range, frequent error of words, choice usage, meaning confused or obscured.
7 – 9	Very poor: essentially a translation knowledge of vocabulary, word from of not enough to evaluate.

1.3.3 Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability the use synonym, prefix, suffixes, exactly. The criteria of scoring vocabulary used are:

Table 2.3
The Criteria of Scoring Vocabulary

18 – 20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14 – 17	Good to average: adequate range, occasional error of word, choice but meaning not obscured.
10 – 13	Fair to poor: limited range, frequent error of words, choice usage, meaning confused or obscured.
7 – 9	Very poor: essentially a translation knowledge of vocabulary, word from of not enough to evaluate.

1.3.4 Language Use

The criteria of scoring language use as follow:

Table 2.4
The Criteria of Scoring Language Use

22 – 25	Excellent to very good: effective complex construction few error argument, test, word order / function, articles, pronouns, preposition.
18 – 21	Good average: effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order/function, articles, pronoun, preposition but meaning seldom obscured.
11 – 17	Fair to poor: major problems in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronoun, preposition, but meaning confused on obscured.
5 – 10	Very poor: virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

1.3.5 Mechanism

The criteria of scoring mechanism are gives below:

Table 2.5
The Criteria of Scoring Mechanism

5	Excellent to very good: demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average: occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor: frequent errors of spelling, function, capitalization, hand writing sentence poor, hand writing meaning confused or obscured.
2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

Based on these criteria, then the students' ability in writing using chronological order will be classified to quantitative and qualitative system. The scales are as follows:

Table 2.6
The Scales of Qualitative and Quantitative

Qualitative Form	Quantitative
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

2.   The Short Functional Text

Short Functional Text is a type of information/factual text that has particular meaning and purpose, and can be used in our daily life to give information or warning to the listener or reader that something is important to be known. This type of text is characterized by the use of simple, concise sentences, particular words, expressions, and symbols to make the information easily understood or remembered by the readers. Short functional texts are a short text containing the command, direction, something to be done which may be prohibition, advertisement, announcement, invitations, greeting cards, messaging, shopping list, warning (notice) and others that contain the meaning that are used in daily communication.

Based on the explanation above, the researcher concludes that short functional texts are a short text that gives a specific purpose. This specialized text provides information and directions to help a reader. It contains the command, direction, something to be done or should not be done which may be instruction, shopping list, memo or short message, notices, invitation card, announcement, advertisement, label, brochure, e-mail, leaflet, graph, and greeting card. If the writer wants to write a short functional texts, they only need

to go to the object and take a note by using five sense. It also can be done by looking at a picture or watching a video. In writing short functional texts, to provide complete and clear information about certain events or occasion. According to Azis (2011) states that functional texts are a short texts that gives a specific purpose. This specialized text provides information and directions to help a reader.

2.1 Advertisement

The word 'advertisement' is derived from 'advertise' originated from Latin 'advertere', which means "informing somebody about something" or "drawing attention to something". The essential point is that it functions to inform and draw attention, and it can be stated that an advertisement is information which functions to persuade people. Thus, advertisement can be defined as typical information used to persuade audience (readers or listeners) to do something or to take some action. According to Richards and Curran (2002) states that advertisement is a paid, mediated form of communication from an identifiable source, designed to persuade the receiver to take some action, now or in the future. It means a form of communication from an identifiable source, who persuaded so that the recipients interested to the information. This type of short functional text usually contains the name of a product or service and the explanation of how the product or service benefits the audience.

2.1.1 Purpose of Advertisement

There are some purpose of advertisements. According to Terence A.Shimp (2000) states the purpose for advertisement as follows: a) Informing, advertising making consumers aware will be new brands, educating them about various features and benefits brand, as well as facilitating the creation of a positive brand image. b) Persuading, advertising effectively be able to persuade consumers to try the products and services advertised. c) Reminding, advertising to keep the company's brand remains fresh in the memory of consumer. d) Adding value, the advertising value added by way of improvement cauldron bags and innovation on the brand affect consumer perception. e) Assisting, the role of advertising is as a companion facilitating the efforts of other companies in the communication process marketing.

2.1.2 Kinds of Advertisement

There are some kinds of advertisement. According to Buchari Alma (2008) argues advertising have some kinds namely: a) Price advertising, which offers an attractive price. b) Brand advertising, giving impressions of names brand to readers or listeners. c) Quality advertising, try to create impressions that the products are advertising have high quality. d) Product advertising, trying to influence consumers to lock-in avail of the use of a product. e) Prestige advertising, tried to give fashion on a product or encourage people to associate that products with wealth or position. f) Institutional advertising, which includes

the name of the company with expectations consumers have a deep impression on name of company.

2.1.3 Steps of Advertisement

There are some of steps for designing advertisement. According to Dixone (2010) states the steps for designing advertisement: a) Open the word processing program, b) Concentrate on and plan to start writing immediately, c) Write the deep description and the whole things of the subject, d) Include photos if possible, and e) Put the advertisement at the appropriate category.

2.2   Poster

Posters are works of art belonging to the art of life that serves to support the promotion of goods or services, including for the propaganda of ideas. Poster-shaped two-dimensional, usually illustrated and printed as many as possible and usually wear a paper material, and anamel (Mikke Susanto, 2002) .According to Adi Kusrianto as quoted by Lasma Pardede in his encyclopedia Wikipedia: "poster is a picture on a large sheet of paper that is hung or attached to the wall or other surfaces as a means to convey various messages. Besides the poster also be used individually for the room decor and ornaments means ". (Lasma Pardede, 2008).

There are some types of posters. According to Adi Kusrianto (2007: 338) there are several types of posters, namely: a) Poster Propaganda, the appearance of posters calling on people to join the Army. b) Poster campaigns, always appearing on every occasion when they want to do a general election. c)

Affirmation posters feature inspiring or motivational sayings. They can feature Bible verses or beautiful pictures, plus some sort of affirming slogan to keep people motivated, cheered up or comforted. d) Poster Community Services or social company a kind of poster, non-commercial, or not traded because that type of poster is often contested by government agencies. e) Commercial poster, this poster is a kind of poster at most we have encountered anywhere. This types Poster is designed and manufactured as a means to promote a product and production with a specific budget within the budget sales promotion.

3.   The Draw Label Caption Strategy

Every teacher knows that by using the attractive and interesting strategy in teaching learning process is very important. Through the attractive and interesting strategy the teaching learning process can run well. It can also increase the students' interest in learning English. So, that is why the teacher should find the appropriate strategy in teaching English. One of the appropriate strategy in teaching English, especially in teaching writing is the draw label caption strategy. According to Peha (2003) states that draw label caption strategy is a strategy in writing that use a three-steps namely: draw, label and caption. It means in this strategy, 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, based on their label, they can make the sentence under their picture to tell about their writing, it is called as caption. In this the strategy the

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 technique that students can write descriptions of everything they have labeled the actions and help the students capture a scene and focus on important details.

Another definition according to William (2012) 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 an essay. Briefly, draw label caption strategy is strategy that can be used in writing teaching, that consist of three-steps like: draw, label and caption. On the other words, the first the students draw their ideas on the sketch or drawing the pictures, afterthat, they label it to make it more detail and the last, they write the captionunder the sketch, a sentence that tell what is happening or summary of it, and this strategy is not only how to draw, how to give label and caption, but it can be developed into some paragraphs to create.

Brown (2001) "Strategies are specific methods of a approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Nurgayah (2011) mentions that strategy is said as a general pattern of teacher-students' action in educational process which is aimed as the concept of understanding effectively in system of teaching-learning process. Based on the definitions, there are two things that should be concerned about. First, learning strategy is a plan action

(chain of action) including the application of method by using source of learning. Second, strategy is formed to gain some certain purposes.

3.1 The Steps of the Draw Label Caption Strategy

Burns (2011) mentions the procedure of draw label caption strategy includes into five steps: (a) Draw, have a students' draw a picture, (b) Label, have students label everything in the picture. They may need help with words and spelling, so be sure that the teacher circulate through the room, (c) Caption, have the students to write a sentence caption for their picture, (d) Description, have the students write description of everything in the picture and push them to be as detailed as possible. (e) Then, Complete Story, now students have more than enough material to write a complete scene or story.

3.2 The Advantages of the Draw Label Caption Strategy

Helping the students to write short functional text through the draw-label caption strategy that consist: (a) The draw-label-caption help student to more focus to the topic of writing. While the students drawing, they will spend several minutes to think about what they want to write, (b) Most of students think that writing is very difficult and boring to be learned. By using the draw-label-caption strategy, writing becomes easier and more interesting, (c) The draw-label-caption strategy can increase student's motivation, concentration and participation in learning process.

3.3 The Disadvantages of the Draw Label Caption Strategy

The draw-label-caption is a strategy that is expected to be able to help the students to write short functional text. However, this strategy still has weakness. Most of student is shy to drawing. 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 writing.

4. The Lecture Strategy

A lecture is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme. Lecture is a teaching strategy where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during a lecture. According to Martinis (2009) states "Lecture strategy which comes from word 'lecture' are meaning lecturer or teacher strategy". This strategy mostly is used by lecturer and teacher, because lecture gives the material and conveyed by speech and explanation by considering lecturer and teacher faced to many students who follow the class. This strategy forms of concept explanation, principle and fact. In the end of the class can be end by question-answer between lecturer and teacher.

4.1   The Advantages of the Lecture Strategy

Killer (2007) states that the lecture strategy gives the advantages in teaching and learning in the class. The advantages are: (a) Many facts can be presented in a short time in an impressive way, (b) The lecture can stimulate very good interest in the subject, (c) Greater attention could be secured and maintained, as interest leads to attention, (d) Spoken word has greater weight than mute appeal by books, (e) The language may be made suitable to all the members of the audience, (f) Lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topics, (g) The lecture presents little risk to students who are not very creative and innovative, and (h) The lectures appeal to those learners who learn by listening.

4.2   The Disadvantages of the Lecture Strategy

Killer (2007) states that the lecture strategy also have disadvantages. The disadvantages of lecture strategy are: (a) The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher, (b) The lecture strategy can stifle learner creativity, (c) Learners are often passive. Pure lecture fails to give feedback to both the teacher and the learners, (d) Lecture cannot keep students attention for a long time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture strategy, (e) Lectures assume that all learners have the same learning styles. Lectures cannot teach motor skills, influence attitudes and values, teach application, analysis, synthesis or evaluation, and (f) The teacher works harder than the learners. He learns more than the learners.

B. The Conceptual Framework

Writing is one of the language skills which is use to communicate indirectly, without having face to face with other people. Students should be encouraged to express their idea, experience, thought and feeling. It can be said that writing is an ending of product from students thinking, feeling, and idea, even experience that is visualized in written form. Writing short functional text is to write short text that has particular meaning and purpose, and can be used in our daily life. It may be in the form of prohibition, invitation, greeting cards, short message, shopping list, notice, announcement, etc.

The ability in writing short functional text is not same for all the students. There were many strategies that could be used by teacher in increasing the students' achievement in writing short functional text. One of them is draw label caption strategy. This strategy could be increase the students' achievement in writing short functional text. The students would be easier to express their ideas and opinion in writing short functional text.

C. The Hypothesis

The hypothesis of this study is formulated as follow:

Ha : There is a significant effect of using the draw label caption strategy in teaching short functional text.

CHAPTER III

METHOD OF THE RESEARCH

A.   The Location of the Study

This research was conducted at eighth grade students of SMP Swasta PAB 2 Helvetia, at Jl. Veteran Pasar IV Helvetia Lab. Deli Kab. Deli Serdang in academic year of 2016/2017. The reason for choosing this location because based on PPL program the researcher found the problem in this school that the students feel difficult to writing the sentence or writing the short functional text in English because they was less vocabulary and less practice writing in the class, they was difficult to their attention when their teacher teach in front of the class and the they was feel the bored, and because of that the researcher would like to measure their achievement in writing short functional text and delivered this strategy to solve that problem. Besides that, this research had never been conducted in this school.

B.   The Population and Sample

1.   Population

The population of this research was the eighth grade second semester of SMP swasta PAB 2 Helvetia. There were seven parallel classes. Those are $VIII^1$, $VIII^2$, $VIII^3$, $VIII^4$, $VIII^5$, $VIII^6$, and $VIII^7$ which in class $VIII^1$ consist of 43 students, $VIII^2$ consist of 44 students, $VIII^3$ consist of 43 students, $VIII^4$ consist

of 44 students, VIII[5] consist of 41 students, VIII[6] consist of 43 students, and VIII[7] consist of 41 students, and the total number of students were 299 students.

2. Sample

The researcher was applied cluster random sampling to find the sample. The sample in this research were 81 students from 2 classes, classes VIII[3] and VIII[4]. Those classes were cluster randomly by using cards to determine the experimental and control group.

In detail, the following table displays the population and sample of research.

Table 3.1
Population and Sample of Research

Class	Population	Sample
VIII[1]	43	-
VIII[2]	44	-
VIII[3]	43	-
VIII[4]	44	-
VIII[5]	41	**41**
VIII[6]	43	**-**
VIII[7]	41	**41**
Total	**301**	**82**

C. The Research Design

In this research was conducted in an experimental research, which consist of two groups, namely experimental group and control group. The experimental group was taught by using the draw label caption strategy, and the control group was taught by Lecture Strategy. Both of groups were given pre-test and post-test.

Table 3.2
The Table of Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	✓	The draw label caption strategy.	✓
Control Group	✓	The lecture strategy.	✓

In this research, there were three procedures was used to collect the data. They were given pre-test, treatment, and post-test to the experimental and control group.

1. Pre-test

Pre-test was conducted before treatment begins. The aim of the test was to find out the students writing ability. The pre-test and post-test were given to the experimental and control group with the same test. The pre-test useful to know the mean score of experimental and control group.

2. Treatment

The treatment was give after pre-test. The experimental group was teach by using the draw label caption strategy, while in the control group was teach by using the Expository Strategy.

3. Post- test

The post-test was given to both groups, experimental and control group after the treatment have completed. In order to know their mean score of experimental and control group after receiving treatment. The researcher used pos-test to know the effect of using the draw label caption strategy in teaching short functional text and to know level of students about lesson, especially writing ability in this research.

D. The Instrument of the Study

A written test was the instrument to get the data and to make the result of the study valid. This means that in order to be able to measure the effect of using the draw label caption strategy in teaching short functional text. The test was given to the students in the form of writing test. The teacher displays an advertising picture or poster to the students' and the teacher asks the students to describe an advertising picture or poster based on what they have known from the picture shown.

E. The Technique of the Analyzing Data

After collecting the data from the post-test, the data was analyzed by using the following procedure:

1. Reading the students' answer sheet.

2. Identifying the students' answer sheet.

3. Scoring the students' answer.

4. Listing their score in two tables, first for experimental group scores and second for control group scores.

5. Calculating the total score pre-test and post-test in experimental and control group.

6. Finding the mean of the score of pre-test ad post-test in experimental and control group by using formula:

$$M = \frac{\sum x}{N}$$

Where :

M   : Mean

$\sum x$: Total student's score

N   : Total student's

a) Standard deviation of sample 1 (experimental group):

$$S1 = \sqrt{\frac{n\left(\sum x_1^{\ 2}\right) - \left(\sum x_1\right)^2}{n_1\ (n_1 - 1)}}$$

b) Standard deviation of sample 2 (control group):

$$S_2 = \sqrt{\frac{n\left(\sum x_2^{\ 2}\right) - \left(\sum x_2\right)^2}{n_2\ (n_2 - 1)}}$$

c) T-test for decide the data was Separated Variants (Heterogenic) or Polled

Variants (Homogeny):

$$Fc = \frac{S_1^{\ 2}}{S_2^{\ 2}} \quad \longrightarrow \quad \text{If } F_C < F_t, \text{ so the data is Polled Variants (Homogeny).}$$

7. The calculating correlation of Product Moment, according to Sogiyono:

$$rx_1x_2 = \frac{n\sum x_1x_2 - \left(\sum x_1\right)\left(\sum x_2\right)}{\sqrt{\left\{n\left(\sum x_1^{\ 2}\right) - \left(\sum x_1\right)^2\right\}\left\{n\sum x_2^{\ 2} - \left(\sum x_2\right)^2\right\}}}$$

8. The calculating testing hypothesis by using t-test

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1^{\ 2}}{n_1} + \frac{S_2^{\ 2}}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_1}{\sqrt{n_2}}\right)}}$$

9. Determining the percentage

D = R^2 X 100%

Notes:

t   : t-test

$\overline{X}_1$: Average of variable 1 (experimental group)

$\overline{X}_2$: Average of variable 2 (control group)

S_1 : Standard deviation of sample 1 (experimental group)

S_2 : Standard deviation of sample 2 (control group)

$S_1{}^2$: Standard deviation variable of sample 1 (experimental group) and sample 2 (control group)

n   : Total of sample

n_1 : Number of cases for variable 1 (experimental group)

n_2 : Number of cases for variable 2 (control group)

F_c : F_{count}

F_t : F_{table}

1   : Number constant

r   : The correlation between the two groups of data.

CHAPTER IV

THE DATA ANALYSIS

A. The Data Collection

The data were collected by using five indicators (content, organization, vocabulary, language use and mechanism) that refer to the rules of writing and the following tables were the calculating and the result of the data collected. Both of experimental and control groups were given a test in the form of writing short functional text. The data of the students' score on the pre-test and the post-test of experimental and control group were presented in the following tables.

Table 4.1
The Scores of Pre-Test in Experimental Group

No	Students Initial	Indicators					Total
		C	O	V	LU	M	
1	E1	13	9	12	8	2	44
2	E2	14	8	11	8	2	43
3	E3	13	10	11	7	3	44
4	E4	15	9	10	9	2	45
5	E5	13	10	12	9	2	46
6	E6	13	9	13	8	2	45
7	E7	14	10	12	7	2	45
8	E8	22	13	14	13	3	65
9	E9	21	12	13	11	3	60
10	E10	15	9	10	9	2	45
11	E11	20	12	14	11	3	60
12	E12	20	11	12	10	3	56
13	E13	21	13	14	11	3	62
14	E14	13	11	12	10	2	48
15	E15	19	13	13	10	3	58
16	E16	18	10	12	9	3	52
17	E17	21	13	13	13	3	63

18	E18	14	8	9	8	2	41
19	E19	19	14	13	11	3	60
20	E20	13	12	12	10	2	49
21	E21	19	13	14	11	3	60
22	E22	13	10	12	9	2	46
23	E23	14	11	9	7	2	43
24	E24	13	12	10	7	2	44
25	E25	15	9	10	9	2	45
26	E26	15	9	9	8	2	43
27	E27	15	9	9	8	2	43
28	E28	13	10	12	8	2	45
29	E29	15	9	11	7	2	44
30	E30	14	8	10	7	2	41
31	E31	15	8	9	8	2	42
32	E32	13	9	10	7	2	41
33	E33	14	8	11	8	2	43
34	E34	13	8	9	8	2	40
35	E35	13	9	10	7	2	41
36	E36	15	9	10	9	2	45
37	E37	14	9	10	9	2	44
38	E38	20	13	14	10	3	60
39	E39	22	13	14	13	3	65
40	E40	18	10	12	9	3	52
41	E41	19	13	13	9	2	56
Total							**2014**

The data on the Table 4.1 showed the result in experimental group that was all the students' of the score pre-test in experimental group were categorized fair to poor, their score were 30-69. The total score in pre-test experimental group was 2014.

Table 4.2
The Scores of Post-Test in Experimental Group

No	Students Initial	Indicators					Total
		C	O	V	LU	M	
1	E1	25	15	16	14	3	73
2	E2	24	14	15	13	3	69
3	E3	27	17	18	16	4	82
4	E4	27	17	18	16	4	82
5	E5	26	17	18	16	3	80
6	E6	26	16	17	16	3	78
7	E7	26	17	17	16	4	80
8	E8	25	17	18	17	4	81
9	E9	26	16	18	17	4	81
10	E10	27	15	18	18	4	82
11	E11	26	16	17	16	4	79
12	E12	26	16	17	16	4	79
13	E13	26	17	17	16	4	80
14	E14	24	16	17	15	3	75
15	E15	22	15	16	13	4	70
16	E16	22	15	16	14	3	70
17	E17	25	15	16	16	4	76
18	E18	22	12	14	11	3	62
19	E19	24	16	18	17	4	79
20	E20	22	13	17	16	3	71
21	E21	25	17	18	16	4	80
22	E22	17	15	16	15	3	66
23	E23	22	13	14	11	3	63
24	E24	22	14	15	12	3	66
25	E25	22	14	16	15	3	70
26	E26	21	13	14	13	3	64
27	E27	21	14	14	13	3	65
28	E28	24	15	15	13	3	70
29	E29	21	14	13	12	3	63
30	30	22	14	15	12	3	66
31	E31	21	13	14	12	3	63
32	E32	23	15	16	13	3	70
33	E33	24	16	17	15	4	76
34	E34	24	17	18	17	4	80
35	E35	24	17	18	17	4	80
36	E36	24	17	18	17	4	80

No	Students Initial	C	O	V	LU	M	Total
37	E37	24	16	18	17	4	79
38	E38	24	16	17	16	4	77
39	E39	24	17	18	16	4	79
40	E40	23	14	16	14	3	70
41	E41	22	15	16	14	3	70
Total							**3026**

The data on the Table 4.2 showed the result in experimental group that was 31 students of post-test in experimental group were categorized good to average, their score were 70-89, and 10 students of post-test in experimental group were categorized fair to poor, their score were 30-69. The total score of the post-test in experimental group was 3026.

Table 4.3
The Scores of Pre-Test in Control Group

No	Students Initial	Indicators					Total
		C	O	V	LU	M	
1	C1	13	7	7	5	2	34
2	C2	13	7	7	6	2	35
3	C3	13	7	7	6	2	35
4	C4	13	7	7	5	2	34
5	C5	13	7	7	5	2	34
6	C6	13	7	7	5	2	34
7	C7	13	7	7	5	2	34
8	C8	13	7	7	7	2	36
9	C9	13	7	7	5	2	34
10	C10	13	7	7	5	2	34
11	C11	14	7	7	6	2	36
12	C12	13	7	7	5	2	34
13	C13	13	7	7	5	2	34
14	C14	13	7	7	5	2	34
15	C15	13	7	7	5	2	34
16	C16	13	7	7	5	2	34
17	C17	13	7	7	5	2	34
18	C18	13	7	7	6	2	35

19	C19	14	7	7	6	2	36
20	C20	13	7	7	6	2	35
21	C21	14	7	7	6	2	36
22	C22	13	7	7	6	2	35
23	C23	13	7	7	5	2	34
24	C24	13	7	7	5	2	34
25	C25	13	7	7	5	2	34
26	C26	13	7	7	5	2	34
27	C27	13	7	7	6	2	35
28	C28	13	7	7	5	2	34
29	C29	13	7	7	5	2	34
30	C30	14	7	7	6	2	36
31	C31	13	7	7	6	2	35
32	C32	13	7	7	6	2	35
33	C33	13	7	7	5	2	34
34	C34	13	7	7	5	2	34
35	C35	13	7	7	5	2	34
36	C36	13	7	7	5	2	34
37	C37	13	7	7	5	2	34
38	C38	13	7	7	5	2	34
39	C39	13	7	7	5	2	34
40	C40	-	-	-	-	-	0
41	C41	13	7	7	5	2	34
Total							**1378**

The data on the Table 4.3 showed the result in control group that was all the students' of the score pre-test in experimental group were categorized fair to poor, their score were 30-69. The total score of pre-test in control group was 1378.

Table 4.4
The Scores of Post-Test in Control Group

No	Students Initial	Indicators					Total
		C	O	V	LU	M	
1	C1	19	12	13	12	3	59
2	C2	20	13	14	12	3	62
3	C3	19	13	13	12	3	60
4	C4	18	12	12	10	3	55
5	C5	19	12	13	11	3	58
6	C6	18	12	11	10	2	53
7	C7	22	14	15	13	3	67
8	C8	24	17	18	16	4	79
9	C9	24	17	18	16	4	79
10	C10	20	13	14	12	3	62
11	C11	20	13	14	12	3	62
12	C12	22	13	14	12	3	64
13	C13	19	12	12	10	2	55
14	C14	20	12	12	10	2	56
15	C15	18	10	12	10	2	52
16	C16	19	12	12	10	2	55
17	C17	21	13	14	12	3	63
18	C18	21	13	14	12	3	63
19	C19	22	13	13	11	3	62
20	C20	24	13	14	13	4	68
21	C21	23	13	14	12	4	66
22	C22	23	13	14	12	4	66
23	C23	21	12	13	11	3	60
24	C24	22	13	14	12	3	64
25	C25	24	13	14	13	4	68
426	C26	24	13	14	13	4	68
27	C27	24	13	14	13	4	68
28	C28	24	13	14	13	4	68
29	C29	23	13	14	12	3	65
30	C30	23	13	14	12	3	65
31	C31	24	13	14	13	4	68
32	C32	24	13	14	13	4	68
33	C33	19	12	12	10	2	55
34	C34	18	12	12	10	2	54
35	C35	17	10	11	10	2	50
36	C36	18	10	12	10	2	52

37	C37	23	13	14	10	3	63
38	C38	23	13	14	12	3	65
39	C39	21	12	13	11	3	60
40	C40	17	11	12	10	2	52
41	C41	18	12	11	10	2	53
Total							**2532**

The data on the Table 4.4 showed the result in control group that was 2 students of post-test in control group were categorized good to average, their score were 70-89, and 39 students of post-test in control group were categorized fair to poor, their score were 30-69. The total score of the post-test in control group was 2532.

Based on the data in the table previously, the name of the students (sample) and the students score in the pre-test and post-test of two groups can be seen in the table 4.5 and 4.6.

Table 4.5
The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-test	**Post-test**
1	E1	44	73
2	E2	43	69
3	E3	44	82
4	E4	45	82
5	E5	46	80
6	E6	45	78
7	E7	45	80
8	E8	65	81
9	E9	60	81
10	E10	45	82
11	E11	60	79
12	E12	56	79
13	E13	62	80
14	E14	48	75

15	E15	58	70
16	E16	52	70
17	E17	63	76
18	E18	41	62
19	E19	60	79
20	E20	49	71
21	E21	60	80
22	E22	46	66
23	E23	43	63
24	E24	44	66
25	E25	45	70
26	E26	43	64
27	E27	43	65
28	E28	45	70
29	E29	44	63
30	E30	41	66
31	E31	42	63
32	E32	41	70
33	E33	43	76
34	E34	40	80
35	E35	41	80
36	E36	45	80
37	E37	44	79
38	E38	60	77
39	E39	65	79
40	E40	52	70
41	E41	56	70
Total		**2014**	**3026**
Mean		**49.12**	**73.80**

Based on the Table 4.5 showed that the mean of pre-test in experimental group was 49.12 and the mean of post-test in experimental group was 73.80. The highest score of pre-test in experimental group was 65 and the lowest score was 41. While, the highest score of post-test in experimental group was 82 and the lowest score of post-test was 62.

Table 4.6
The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	C1	34	59
2	C2	35	62
3	C3	35	60
4	C4	34	55
5	C5	34	58
6	C6	34	53
7	C7	34	67
8	C8	36	79
9	C9	34	79
10	C10	34	62
11	C11	36	62
12	C12	34	64
13	C13	34	55
14	C14	34	56
15	C15	34	52
16	C16	34	55
17	C17	34	63
18	C18	35	63
19	C19	36	62
20	C20	35	68
21	C21	36	66
22	C22	35	66
23	C23	34	60
24	C24	34	64
25	C25	34	68
26	C26	34	68
27	C27	35	68
28	C28	34	68
29	C29	34	65
30	C30	36	65
31	C31	35	68
32	C32	35	68
33	C33	34	55
34	C34	34	54
35	C35	34	50
36	C36	34	52

37	C37	34	63
38	C38	34	65
39	C39	34	60
40	C40	0	52
41	C41	34	53
Total		**1378**	**2532**
Mean		**33.60**	**61.75**

Based on the Table 4.6 showed that the mean of pre-test in control group was 33.60 and the mean of post-test in experimental group was 61.75. The highest score of pre-test in experimental group was 36 and the lowest score was 0. While, the highest score of post-test in experimental group was 79 and the lowest score of post-test was 50.

B. The Data Analysis

After scoring and listing the students' score in experimental and control group in both of two groups, the next step was the data changed into the table of calculation of mean and standard deviation.

Mean:

$$M = \frac{\sum x}{N}$$

For experimental group:

$$S_1 = \sqrt{\frac{n\left(\sum X_1{}^2\right) - \left(\sum X_1\right)^2}{n1\left(n_1 - 1\right)}}$$

For control group:

$$S_2 = \sqrt{\frac{n\left(\sum X_2{}^2\right) - \left(\sum X2\right)^2}{n2\left(n_2 - 1\right)}}$$

In calculation standard deviation, the table of the score should be changed into the table of calculation of the standard deviation. It can be seen in table 4.7 below:

Table 4.7
The Calculation Table of Standard Deviation

No	X_1	X_2	$X1^2$	$X2^2$	$X_1.X_2$	X_1-X_2
1	73	59	5329	3481	4307	14
2	69	62	4761	3844	4278	7
3	82	60	6724	3600	4920	22
4	82	55	6724	3025	4510	27
5	80	58	6400	3364	4640	22
6	78	53	6084	2809	4134	25
7	80	67	6400	4489	5360	13
8	81	79	6561	6241	6399	2
9	81	79	6561	6241	6399	2
10	82	62	6724	3844	5084	20
11	79	62	6241	3844	4898	17
12	79	64	6241	4096	5056	15
13	80	55	6400	3025	4400	25
14	75	56	5625	3136	4200	19
15	70	52	4900	2704	3640	18
16	70	55	4900	3025	3850	15
17	76	63	5776	3969	4788	13
18	62	63	3844	3969	3906	-1
19	79	62	6241	3844	4898	17
20	71	68	5041	4624	4828	3
21	80	66	6400	4356	5280	14
22	66	66	4356	4356	4356	0
23	63	60	3969	3600	3780	3
24	66	64	4356	4096	4224	2
25	70	68	4900	4624	4760	2
26	64	68	4096	4624	4352	-4
27	65	68	4225	4624	4420	-3
28	70	68	4900	4624	4760	2

29	63	65	3969	4225	4095	-2
30	66	65	4356	4225	4290	1
31	63	68	3969	4624	4284	-5
32	70	68	4900	4624	4760	2
33	76	55	5776	3025	4180	21
34	80	54	6400	2916	4320	26
35	80	50	6400	2500	4000	30
36	80	52	6400	2704	4160	28
37	79	63	6241	3969	4977	16
38	77	65	5929	4225	5005	12
39	79	60	6241	3600	4740	19
40	70	52	4900	2704	3640	18
41	70	53	4900	2809	3710	17
Total	$\sum X_1 =$ **3026**	$\sum X_2 =$ **2532**	$\sum X1^2 =$ **225060**	$\sum X2^2 =$ **158228**	$\sum X_1.X_2 =$ **186588**	$\sum X_1 - X_2 =$ **494**

Based on the table 4.7 previously, the calculation of mean and standard deviation were as below:

Mean pre-test for experimental group:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2014}{41}$$

$$M = 49.12$$

Mean post-test for experimental group:

$$M = \frac{\sum x}{N}$$

$$M = \frac{3026}{41}$$

$$M = 73.80$$

Mean pre-test for control group:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1378}{41}$$

$$M = 33.60$$

Mean post-test for control group:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2532}{41}$$

$$M = 61.75$$

Standard deviation for experimental group:

$$S_1 = \sqrt{\frac{n\left(\sum X_1{}^2\right) - \left(\sum X_1\right)^2}{n1\left(n_1 - 1\right)}}$$

$$S_1 = \sqrt{\frac{41\left(225060\right) - \left(3026\right)^2}{41\left(41 - 1\right)}}$$

$$S_1 = \sqrt{\frac{9227460 - 9156676}{1640}}$$

$$S_1 = \sqrt{\frac{70784}{1640}}$$

$$S_1 = \sqrt{43{,}16}$$

$$S_1 = 6{,}56$$

Standard deviation for control group:

$$S_2 = \sqrt{\frac{n\left(\sum X_2{}^2\right) - \left(\sum X2\right)^2}{n2\left(n_2 - 1\right)}}$$

$$S_2 = \sqrt{\frac{41\,(158228) - (2532)^2}{41\,(41-1)}}$$

$$S_2 = \sqrt{\frac{6487348 - 6411024}{1640}}$$

$$S_2 = \sqrt{\frac{76324}{1640}}$$

$$S_2 = \sqrt{46,53}$$

$$S_2 = 6,82$$

After the score of standard deviation for experimental group and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeny) data by using the formula below:

$$FC = \frac{S_1{}^2}{S_2{}^2}$$

$S_1{}^2$ is standard deviation squared (variants) of sample 1 (experimental group) and $S_2{}^2$ Is the standard deviation squared (variants) of sample 2 (control group). Based on the data was calculated previously, it was found $S_1{}^2$ was 43.16 and $S_2{}^2$ was 46.53. Then, for F_C when $F_C < F_t$, so the data was Polled Variants (homogeny). So, F_C was calculated as below:

$$Fc = \frac{S_1^2}{S_2^2}$$

$$Fc = \frac{43.16}{46.53} = 0.92$$

Then, to find out value of F_t is getting by F distribution for probability $\alpha = $ 5 % = 0,05. Degree of freedom (df) for numerator df = n_1-1 = 41-1 = 40, and degree of freedom (df) for denominator df = n_2-1 = 41-1 = 40. From F table, it was found that F_t = 1.667 and F_C = 0.92. So, it means that $F_C < F_t$ = 0.92 < 1.667. It showed that the data was Polled Variants (homogeny).

Correlation of Product Moment between X_1 and X_2:

$$rx_1x_2 = \frac{n \sum x_1 x_2 - \left(\sum x_1\right)\left(\sum x_2\right)}{\sqrt{\left\{n\left(x\sum{}_1{}^2\right) - \left(\sum x_1\right)^2\right\}\left\{n\sum x_2{}^2 - \left(\sum x_2\right)^2\right\}}}$$

$$rx_1x_2 = \frac{82.186588 - (3026)\,(2532)}{\sqrt{\left\{82(225060) - (3026)^2\right\}\left\{82(158228) - (2532)^2\right\}}}$$

$$rx_1x_2 = \frac{15300216 - 7661832}{\sqrt{\left\{18454920 - 9156676\right\}\left\{12974696 - 6411024\right\}}}$$

$$rx_1x_2 = \frac{7638384}{\sqrt{(9298244)(6563672)}}$$

$$rx_1x_2 = \frac{7638384}{\sqrt{6.103062313}}$$

$$rx_1x_2 = \frac{7638384}{7812209.917}$$

$$rx_1x_2 = 0.97$$

C. The Testing Hypothesis

The formula of t-test and t-table were used to test the hypothesis. The calculation of t-test can be seen as follow:

For $\overline{x_1}$ (average of variable 1 or experimental group):

$$\overline{x_1} = \frac{\sum x_1}{n_1}$$

$$\overline{x_1} = \frac{3026}{41}$$

$$\overline{x_1} = 73.80$$

For $\overline{x_2}$ (average of variable 2 or control group):

$$\overline{x_2} = \frac{\sum x_2}{n_2}$$

$$\overline{x_2} = \frac{2532}{41}$$

$$\overline{x_2} = 61.75$$

T_C between X_1 and X_2

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_1}{\sqrt{n_2}}\right)}}$$

$$t = \frac{7380 - 61.75}{\sqrt{\frac{43.16}{41} + \frac{46.53}{41} - 2.0.93\left(\frac{6.56}{\sqrt{41}}\right)\left(\frac{6.82}{\sqrt{41}}\right)}}$$

$$t = \frac{12.05}{\sqrt{1.05 + 1.13 - 1.86\left(\dfrac{6.56}{6.40}\right)\left(\dfrac{6.82}{6.40}\right)}}$$

$$t = \frac{12.05}{\sqrt{2.18 + 1.86\,(1.025)(1.065)}}$$

$$t = \frac{12.05}{\sqrt{2.18 - 2.03}}$$

$$t = \frac{12.05}{\sqrt{0.15}}$$

$$t = \frac{12.05}{0.38}$$

$$t = 31.71$$

T_o is compared with t_t The value of t_t got by t distribution critical value table with significant rate $\alpha = 0{,}05$ with $df = n_1 + n_2 - 2 = 41 + 41 - 2 = 80$. So, t_t was 1.667. It showed that t-test > t-table = 31.71 > 1.667. It means that H_a was accepted and H_o was rejected. So, it can be concluded that there was any significant effect of using the draw label caption strategy in teaching short functional text.

Determining the percentage of the effect of X_1 towards X_2 :

$D = (\ rx_1\,x_2\ )^2$ x 100%

$\quad = (0.97)^2$ x 100%

$\quad = 0.9409$ x 100%

$\quad = 94.09\%$

It means that the effect of X_1 towards X_2 of the effect of using the draw label caption strategy in teaching short functional text was 94.09%.

D. Findings

After the pre-test and post-test were conducted, than the findings could be reported as follow:

1. The t_o value was higher than t_t or t-observed > t-table = 31.71 > 1.667.

2. The null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was any significant effect of using the draw label caption strategy in teaching short functional text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis, the conclusion was drawn as "it was found that there was any significant effect of using the draw label caption strategy in teaching short functional text which was proven from the result of the test. ($t_o >$ t_t) from significant 5 % (31.71 > 1.667). It means that null hypothesis is rejected and alternative hypothesis is accepted".

B. Suggestions

The researcher would like to give some suggestions to people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and process. (1) Headmaster, it could be used to increased awareness of teacher and the headmaster performance to improve professionalism, (2) The teachers can be use the draw label caption strategy in teaching short functional text in the classroom as a strategy which helps the students to be more active in the class and it can add their writing skill, (3) The students are expected to use the draw label caption strategy can be improve their ability in writing because it can stimulate their prior acknowledge so that they can be easier to write a text in order to increase their knowledge in writing skill, (4) The readers especially candidate of English Teacher as an input for them

when someday they go to the field of teaching English in the classroom, they may use this strategy as their strategy in teaching, and (5) For the writers the results of the research could be used as an information and reference material about this strategy and its application in teaching writing short functional text.

REFERENCES

Brown, H. 2001. *Language Assesment Principle and Classroom Practice*. London: Longman Group.

_____ . *Teaching By Principles: An Interactive Approach to Language Pedagogy. 2nd Edition*. San Fransisco: Longman.

Bumgardner, J. 2003. *Using the draw label caption strategy.*

Burn, W. 2011. *Draw Label Caption: English Advantage*.

Carrol, J. A. 2001. *Writing and Grammar*. New Jersey: Prentice Hall Inc.

Harmer, J. 2004. *How to Teach English*. Kuala Lumpur: Longman.

Hughes, Arthur. 2003. *Testing for Language Teachers*. Australia: Cambridge University Press.

Nurgayah. 2011. *Theory of Strategy In Education of English Grammar*. Bandung: Rajawali Press.

Hyland, K. 2004. *Second Language Writing*. New York: Cambridge University Press.

Mendiknas, 2006. *http://www Student Ability in Descriptive Text*. University of Padang. Accessed on Tuesday, January 10th 2017.

Pardiyono. 2007. *Pasti Bias! Teaching Genre Based Writing*. Yogyakarta: CV. Andi Offset.

Peha. 2003. *Journal of English Language Teaching*, Vol. 1 No. 2, Maret 2013, Serie C.

Quy. 2011. *Integrating Reading and Writing Teaching to Improve VNUH-ULIS First Year English Major Students Writing Skill*. Academic Journal, 3-20.

Salam, A. 2012. http://www.ttms.org/julie_bumgardner/julie_bumgardner.htm. University of Padang. Accessed on Tuesday, January 10th 2017.

Slamento. 2010. *Didaktik Metodik*, Jakarta: Pustaka Raya.

APPENDIX IX

DOCUMENTATION OF RESEARCH

Documentation pre-test for experimental group

Documentation treatment for experimental group

Documentation post-test for experimental group

Documentation pre-test for control group

Documentation post-test for control group

APPENDIX III

INSTRUMENTS OF THE RESEARCH

EXPERIMENTAL AND CONTROL GROUP

Please write down the advertisement and poster based on the picture given below.