

## IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH DRAW LABEL CAPTION (DLC) TECHNIQUE TO THE SECOND YEAR STUDENTS OF SMPN 1 PEUDADA (A Collaborative Classroom Action Research)

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### ABSTRACT

*The title of this research is: improving students' ability in writing descriptive text through Draw Label Caption (DLC) technique to the second year students of SMPN 1 Peudada (A Collaborative Classroom Action Research). The researcher put two problems of this research with the question as follows: first, how does DLC technique improve the second year students' writing ability in SMPN 1 Peudada? Second, how do the second year students of SMPN 1 Peudada respond toward the implementation of DLC technique in writing descriptive text? The purposes of this research were: first, to improve the second year students' ability in writing descriptive text through DLC technique in SMPN 1 Peudada. Second, to know the responses of the second year students of SMPN 1 Peudada toward the implementation of DLC technique in writing descriptive text. This research was a collaborative classroom action research. The research subject was the second year students of SMPN 1 Peudada. The sample of this research was 25 students. The data was collected through the field note, writing test, students' observation sheet, teacher's observation sheet, and questionnaire. The data was analyzed through the descriptive qualitative research. After the researcher was done all the steps of action research (cycle I and cycle II) the students' mean score increased from 70 in cycle I and became 77 in cycle II. Besides, from the observation sheet to the students' activity, it was found that the percentage of the students' participation during the teaching-learning process in writing class increases gradually. It was proved by the result of the observation sheet where taken at the beginning of cycle I, the percentage of the students' participation was only 58,88% and it increased to 75,55% and became 85,5% in cycle II. And also, the list of questionnaire given to the students indicates that the student had positive responses toward the implementation of DLC technique in writing class. It was proved by overall mean score 3,31 that was categorized to the level of Agree.*

*Key Words: Writing, DLC technique*

### 1. INTRODUCTION

Writing is one of the productive skills that must be mastered by the students besides the other language skills. When the researcher found that the second year students of SMPN 1 Peudada were low ability in their writing skill, the researcher tried to find an idea that can improve the student ability in writing. The purpose of teaching writing is to improve students' ability to function effectively in such written context. Thus, writing skill is one of the media to communicate with the others in which through writing the students can convey some information, express their ideas, thoughts, feelings and opinions in writing form.

Based on the curriculum 2013 which is used by SMPN 1 Peudada, writing aimed to direct the students to orientate themselves to the center of learning process. It means that the students become more active than the teacher or it is called students' center. For writing skill of this curriculum, the teacher is expected to be able to make the students

have an ability to express their ideas with others in written form (paper). So, it is the most important skill for the students and also in teaching and learning English. It can be said because in writing skill involves some language components (spelling, grammar, vocabulary, and punctuation).

In teaching writing, there are some materials and various ways can be used to organize the sentences in a piece of writing. One of them is about descriptive text. In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them. In writing descriptive text the students need to think of the important details they want to put into their compositions. They should be informed as to which pieces of information are needed for their specific compositions. However, in reality, writing is difficult skill in language, since in writing the students have to produce and arrange their ideas to overcome the difficulties in writing. The second year students of SMPN 1 Peudada is one of classes

in which the students have problems in writing. The students are still difficult when they will start writing something.

Based on the observation that the researcher did when the researcher practiced teaching English in SMPN 1 Peudada, there are some problems found in the field when giving writing materials to the students, especially the descriptive text. The first problem is the students faced difficulties in exploring their ideas on a piece of paper. It relates to the ideas were not clearly stated, and the ideas and sentences were not well organized. The second problem is they had limitation of vocabularies and grammar. The third problem is the students used monotonous technique in teaching writing that made the students bored in learning. Besides, The teacher did in the second year of SMPN I Peudada were mostly lack of enthusiasm, interest and motivation in their writing process especially in writing descriptive text. The students just learned from a module and wrote based on topics given by the teacher. It made the students felt bored and sleepy when writing turn was on. Another problem is the teacher less noticed about the technique in teaching writing. The teacher did not explore the use of media that could help to create effective and fun learning of writing skill.

To solve those problems above the researcher used Draw Label Caption (DLC) technique. DLC technique is the technique that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture. This is a 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.

There are some previous studies dealing with DLC technique. First was conducted by Lina Setiawati under the title “The Effectiveness of Using Draw Label Caption (DLC) in Teaching Writing of Descriptive Text to The Eleventh Grade Students of SMA Muhammadiyah 1 Gombong in the Academic Year of 2012/2013 (2013)”. The findings indicate that DLC is effective to teach writing of descriptive text. The value of t-test was 4.313. For the 5% significance level and 38 degree of freedom the critical value of t-table was 2.024. The value of t-test is higher than t-table (4.313>2.024). Based on hypothesis tested above, it could be concluded that  $H_a$  was accepted.

Second was conducted by Della Triana Eka Putri under the title “The Effect Of Using Draw Label Caption Technique Toward writing Ability On Descriptive Paragraph Of The First Year Students At Mts Al-Huda Pekanbaru (2015).” Based on the data analysis and research findings, it

was found that there was a significant difference between using and without using Draw Label Caption Technique toward writing ability on descriptive paragraph of the first year students at MTs Al-Huda Pekanbaru, where the obtained compared to t table . To was 6.953 with df was 58 and the significance is 0.000. The finding of to was 6.953, while the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be read as  $2.00 < 6.953 > 2.65$ .

Third was conducted by Adenita Sipayung under the title “ The Effectiveness of Students’ Writing Ability Between Using Draw Label Caption (DLC) Technique And Presentation Practice Production (PPP) Technique at The Students of Senior High School 1 Kota Gajah Academic Year 2013/2014 (2014)”. The Researcher found that there is any difference result of students’ writing ability using draw label caption and presentation practice production technique. Draw label caption technique is more effective than presentation practice production technique toward students writing ability in hortatory exposition text at the students of Senior High School 1 Kota Gajah in academic year 2013/2014. The suggestions are to raise the students’ writing ability in hortatory exposition text, it uses Draw Label Caption technique in writing instruction. The students must be fun and enjoy in using Draw Label Caption technique.

The researcher was interested in conducting this research as an action research which the sample and population were the second year students of SMPN I Peudada. Based on the assumption that DLC is effective to teach writing of descriptive text, the researcher thought that it was necessary to conduct the research entitled “Improving Students’ Ability in Writing Descriptive Text Through Draw Label Caption (DLC) Technique to The Second Year Students of SMPN 1 Peudada.”

Based on the problem above, the researcher formulates the problem in this research as follows:

1. How does Draw Label Caption (DLC) technique improve the second year students’ writing ability in SMPN 1 Peudada?
2. How do the second year students of SMPN 1 Peudada respond toward writing descriptive text by using Draw Label Caption technique?

Based on the research problems, the purpose of this research can be drawn as follows:

1. To improve the second year students’ ability in writing descriptive text through Draw Label Caption (DLC) technique in SMPN 1 Peudada.
2. To know the responses of the second year students of SMPN 1 Peudada toward the

implementation of Draw Label Caption (DLC) technique in writing descriptive text.

Murcia & Olshtain (2000:142) says that writing is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place. Cohen (2001:1) states that writing can be defined as communicative act, a way of sharing observation, thought, or ideas with people and it can be used a too of thinking.

According to Hogue (2006: 265), writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions. It means that writing is a process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing. Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process. Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

In addition, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. It means that when you first write something down, you have already been thinking about what you are going to write and how you are going to write it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action. It is a process that has several steps.

According to Hogue (1981:3), there are four main stages in writing process: pre-writing, planning, writing and revising draft and writing the final copy to hand in.

1. Pre-writing  
Pre-writing is the first stage in the writing process.  
There are two steps namely choosing and narrowing a topic and brainstorming.
2. Planning  
It organize the ideas the learners generated by brainstorming into an outline. There are three steps on planning that is: making sublists, writing the topic sentence, and outlining.
3. Writing and Revising Draft  
In this stage, a writer does three steps: writing the first rough draft, revising content and organization, and proofreading the second draft

4. Writing final copy to Hand in  
As the final activity in a writing process, a writer has to rework the written drafts and polish them for the presentation or publication.

According to Harmer (2004:67), descriptive text is a text having aim to describe a particular person, place or thing. Beside that, Djuharie (2007) said that descriptive texts is a text which describes what a person, place, or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing.

In the other words, the description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Oshima and Hogue (2007:61) argue that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. In descriptive paragraph, the writer can describe an object, a place, a person, or event to the readers. It is usually written logically and vivid detail, so that the reader as if to see and feel for themselves what is written by the writer. Meanwhile, Savage and Shafiei (2007:30) state that in descriptive paragraph, the writer uses words that create an image and help the reader sees, touches, feels, smells or tastes the topic that the she or he is describing.

From the definition above, the researcher concludes that descriptive text gives a clear picture of a person, place, object, event, or idea. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It is used to describe the characteristics of a particular thing, an animal, a place, or a person in detail.

#### **The Procedure of Draw Label Caption (DLC) Technique in Teaching Writing Skill**

In a technique has process that is started from beginning until the last. The purpose of the processes is to get a good value. So, in DLC technique also has process that should be done for the students before they write a paragraph. The

students can follow the step process in this technique. Below is the explanation about the steps process of this technique. According to Steve Peha (2003: 47-48) to achieve the purpose in writing process there are three steps of process in DLC technique; draw, label, caption. The explanation is in the following:

**Step 1: Draw**

Make a pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can. In this research, students work in group to make drawing about thing.

**Step 2: Label**

Create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things. Here, students give some labels to the picture made

**Step 3: Caption**

Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it. In this research, students write a single sentence as the caption (Identification/ main idea). Then, students make at least one or two sentences for each label to describe them. Finally, students arrange the sentences to be a good descriptive text.

From the procedure of DLC, the researcher concludes that this technique has three steps, namely: first, draw a picture that will be the main idea of their story, second label as many words as possible around the picture, and then write a caption in the bottom of the picture to go along with the picture (start with a phrase), after that make a sentence from the label and the last each sentence can be included into a descriptive text.

## 2. METHODOLOGY

The research design of the present study was Classroom Action Research (CAR), which was a collaborative classroom action research through the implementation of DLC technique to improve the students' writing skill and the teacher quality in teaching process. In conducting the research, the researcher worked together with one of the English teachers of the school as her collaborator to solve students' problems in writing in order to improve their writing ability. This research was conducted by referring to the qualitative approach and using a descriptive approach for data collection. According

to Asrori (2008:45), collaborative classroom action research is kind of classroom action research that involves some people like the principal, teacher, lecture simultaneously. It aims to improve teaching practically quality, contribute teaching theoretical development or educational and teacher career progression.

This research designed was conducted by collaboration of the researcher and English teacher at the second year students of SMPN 1 Peudada. The researcher chose collaborative classroom action research because the researcher intended to improve students' ability in writing by using DLC technique. Some stages that did in another cycles. First, planning the action that was made based on the analysis of findings taken from the preliminary study. Second, implementing of the action was done by the researcher in teaching and learning process. The third, observing that conducted by the researcher to collect the data during the process. The fourth, reflecting and data analyzing that show the result of the action in each cycle. The researcher revised the plan and continued to the next cycle if the action had not met the proposed criteria.

## 3. RESEARCH FINDING AND DISCUSSION

At the first meeting, the focus was to communicate the indicators of learning and make students familiar with some concepts relating to DLC technique. The meeting was also used to assign students into teams as well as introduce them the procedures of DLC technique. The researcher and her collaborator entered the class and greeted the students. The researcher checked the attendance list and she started the lesson with the questions as perception. This was used to activate their background knowledge relating to descriptive texts. Then, she explained the indicators of learning and taught briefly about descriptive text. The researcher divided students into some groups. Those groups became their permanent group until the research was finished.

In the main activity, the teacher followed the learning process of the curriculum in 2013. Those were 5M (Observing, Questioning, Collecting Information, Associating, and communicating). First, the teacher showed the students a picture of a school and a descriptive entitled "My School". Then the teacher asked the students to observe the picture and read the text. While the students were observing and reading the text, the teacher went around moved from one to others. The teacher observed the students' activeness. Furthermore, the students asked some questions about the picture and the text. The

teacher answered the students' questions and explained everything they did not understand about the text.

In the second meeting the researcher gave the students another material of descriptive text, "My Classroom". Generally, in the opening session the teacher always greeted the students and checked the students' attendance. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Have you ever heard about descriptive text?", "What is generic structure of descriptive text?" All these questions were answered by the students. After that, the teacher explained the instructional objectives clearly. The teacher asked the students to join their groups made in previous meeting.

In addition, the teacher distributed a picture of a classroom and the descriptive text of the picture. The teacher asked the students to observe the picture and read the text. Furthermore, the students asked some questions about the picture and the text. The teacher answered the students' questions and explained everything they did not understand about the text. The next activity, the students were asked to draw a picture of a thing around them. After that, the students gave some labels for the picture made. Then, the students made caption of the picture. The students described the labels by making some sentences and the sentences were arranged to make a good paragraph of descriptive text which consists of one or two sentences for identification and several sentences for description based on the labels described. The teacher went around to guide while the students working in group. Next, For the step of associating, the students compared the descriptive text they had made with another descriptive texts from another groups or another sources. Then, the students got feedback from the teacher and the friends.

Further, the teacher asked the groups to present their group work. It was conducted in order that the students could share each other about their work of writing a descriptive text by using DLC technique. After that, other groups were to give some responds, suggestions, or criticisms about the group presentation.

In the third meeting the researcher did an evaluation. She wanted to measure the students' writing ability after doing some writing instructions by implementing DLC technique. The evaluation material was a test of descriptive text writing. As usual, the teacher greeted the students, checked their attendance and gave them apperception and motivation. Then, the teacher told the students that in this meeting the teacher would give them the test which was held to evaluate whether their writing

ability was improved or not. The teacher passed them the work sheets and explained the direction of doing it. Individually, the students were asked to choose one of things: My Bag and My Coconut Tree. Then, they were ask to draw the picture of the thing and label the picture. At last, the students were to make a caption or a descriptive text. It was done in 60 minute. After finishing the test, the students handed their work to the teacher one by one. The teacher evaluated their work and then announced to the students that they had good job in this test. Their writing result was better than in the pre-test. But, most of the writings were still low due to their vocabulary and tenses mastery. So, the teacher suggested the students to study more and improve their abilities in mastering vocabularies and tenses so that they can write a good and coherence descriptive text on the future.

### **The Analysis of the Teaching and Learning Process of the Cycle I**

In addition, the researcher should improve her own performance in the process of teaching and learning reading comprehension. First, it was about the way in giving instruction of DLC technique. Because some steps were still new for the students, the instructions should have been clearly delivered in simple information. So, the researcher found that there were some students felt confused to follow the steps instructed to them. She also found that there were some students still tended to work individually. Second, it was about time management. The researcher could not manage the time well when the process of teaching and learning writing by using DLC technique. Third, the researcher should motivate the passive and un-in self confidence students to be more active and the researcher should find good ways to direct students in doing the tasks easily.

Referring to the result of observation of the teacher's performance sheet done by the collaborator as the observer, the percentage of the researcher performance in the first cycle was 61,9% or in the good criterion. Meanwhile, the success indicator for the researcher's performance should be achieved the good criterion or 75%. Therefore, the researcher needed to improve her performance by conducting the next cycle of the research.

In the first meeting, the researcher had to work hard to apply the new learning technique for the students as well as assigning them into teams. The researcher also taught them the theory of descriptive text. It took long time to make students familiar with the technique and the theory. Besides, there were some students who studied usuriously, were passive, and faced the difficulties in drawing

and writing descriptive text. (2) In the second and the third meeting, the students had understood well every steps of DLC technique. Nevertheless, they still got problem in vocabulary and grammar. She should find other ways of helping the students with vocabulary problem in the next cycle by giving them the difficult vocabularies first prior to the teaching and learning process and helping guiding them in looking at the vocabularies meaning in the dictionary because some of them were not familiar with dictionaries. While in grammar, the researcher should try to show them some basic grammar related to descriptive text. So that, the students should reduce their mistakes in writing sentences in the next cycle.

Besides observing the researcher's activity, the collaborator also addressed observation sheet to observe the students' activity while the process of learning writing through DLC technique was going on. It was aimed to know the students' participation in the implementation of DLC technique in teaching writing especially descriptive text in the first cycle. The result of observation sheet of students' activity and the field notes taken when the process of teaching and learning was running, noted that there were some positive and negative points presented by the students in the first cycle.

The positive points are the students were interested and enthusiastic in learning process that makes the class atmosphere active and alive. Besides, the students had good social relationship with others. While the negative points are the class was noisy, some students still looked very passive and did not want to join their friends well in working cooperatively, It took time to draw, so the researcher needed to manage the time well, many students did not know many vocabularies and grammar, so, most students could not write the text well.

Considering to the fact above, the researcher and her collaborator considered to continue the implementation of the action to the second cycle, the lesson plan, the effectiveness in using learning technique, preparation and steps of conducting research would be improved based on the criteria that had not met yet in the first cycle.

Based on the analysis of the observation sheet for students in Cycle 1 (see appendix 10), in the first meeting, the percentage of students' participation was 58,88%. In the second meeting, the percentage of students' participation was 71,11%. In the third meeting, the percentage of students' participation was 75,55%. Whereas the average percentage of the students' active participation of all meetings was 68,51%. While the success indicator for the students' participation should reach the good criterion or 75%. It means

that, the students had not met the success indicator yet. So that, the researcher needed to conduct the second cycle of this research to achieve the success indicator stated.

### **The Analysis of the Teaching and Learning Process of the Cycle II**

Based on the result of the observation sheet for the researcher's performance, there were some points that showed the improvement. The first progress was that the researcher did not have to introduce the concept of writing by using DLC technique as the students were familiar with it. She could manage the time well and could finish the teaching-learning process on time. The second, the students could write the better descriptive text as they had been guided by the teacher with basic grammar and vocabularies. Besides, they were familiar with the dictionary and could find the vocabularies quickly. Next, the researcher was successful in creating active classroom environment with DLC technique that the students draw, label and caption creatively. The researcher could control some passive students to become more active. Finally, it was found that there was a good atmosphere in the classroom during teaching-learning process.

For that, as long as the researcher applied DLC technique, the teaching learning process became more impressing than before. The classroom atmosphere was more alive and pleasing. Every single minute was very useful for all students to finish their work. The students struggled to do the best for their team and themselves. The researcher could manage the students' activity easily and without feeling tired in talking and explaining the lesson like what she did before in her class. So, by applying such the DLC technique, teaching process will be easier.

Referring to the result of observation sheet of the teacher's performance was done by the collaborator; the percentage of the researcher's performance in the second cycle was 80.47% or in the good criterion. Thus, the success indicator for the researcher's performance in this cycle had been reached.

The analysis of the students' activity during the teaching and learning process of writing was done based on the result of the students' observation sheet and the field notes. From the implementation of DLC technique in the second cycle contributed several positive factors in improving the students' ability in writing descriptive texts. They were; first, the students got many ideas from the picture. Second, they could write a good descriptive text because they were guided by some basic grammar related to the texts

and were helped in finding vocabularies in dictionary. The third, they could complete the task effectively because they corrected each other. Since, in the session of associating, the students had chance to complete their works together, tried to share their works and got feedback from other groups. Those activities were very useful to increase and motivate students to write descriptive text well. All students became more active in writing class since they learnt writing by using DLC technique.

Based on the result of observation sheet and the field notes, it was also found that after being treated with the same strategy, the teaching-learning process become well and has the improvement of the learning result of the students. This can be seen from the result of the observation sheet. The total point of three meetings of cycle 2 given by collaborator is 83.33 % which means that the students had good participation and were interested in this technique. In conclusion, the success indicator for the students' participation in cycle 2 was Good criterion. So, it had reached the criteria of success.

The findings of this research became evidence that the students' ability in writing descriptive text trough DLC technique was improved. The researcher should follow a particular procedure. The concept of DLC technique must be introduced to the students clearly in order to make the students understand well about the technique applied. In implementing the action, it was found that the average of the teacher's performance was about 61.9 % in the cycle 1 and increased to 80.47 % in the cycle 2.

In accordance with the result of the analysis of the teaching learning process, the students' motivation in learning writing trough DLC technique was very good. Most of the students felt interested in learning writing by using DLC technique. From the observation sheet, it was found that the average of the students' activity was 68.51 % in the cycle 1 and 63.33 % in the cycle 2. It means that the criteria of success for the teaching and learning process had already been achieved. The findings of the students' post-test result also showed that the students' mean score on writing descriptive text significantly increased from 70.8 in the cycle 1 and became 77.2 in the cycle 2. It means that the criteria of success for the product had already been achieved.

#### 4. CONCLUSION AND SUGGESTION

##### Conclusion

Based on the research, the researcher drawn the following conclusions:

- (1) By implementing DLC technique, the students' ability in writing descriptive text improved. This can be proved by the result of the tests given to the students where there was the improvement in their score in each cycle. The students' mean score of the post-test in the cycle 1 was 70.8 and it increases to 77.2 in the cycle 2. It fulfils the criteria of success which is determined 7.00 or more.
- (2) The teacher's performance in teaching writing through DLC technique in her class also increased. The result of observation sheet to the teacher's activity showed that the percentage of the teacher's performance in the first cycle was 61.9 % or in the middle criterion. In the second cycle, the researcher's performance was 80.47 % or in the good criterion. It means that the teacher could increase her teaching quality by implementing DLC technique in her writing class.
- (3) By the implementation of DLC technique, the students' participation during writing class increased gradually. They were more active and enthusiastic. This can be analyzed from the result of observation sheet taken where at the beginning of cycle 1, the students' participation only 58.88 % (good). Their participation, however, increased to 75.55 % (Good) at the end of cycle 1 and reached the level Good (85.55 %) at the end of cycle 2.
- (4) The list of questionnaire given to the students indicates that the students had positive responses toward the implementation of DLC technique in writing class. It was proved by the mean score of three categories of the questionnaire; Interested to the technique, Easy to comprehend the lesson, and Brave to give opinion. The students' interest toward the implementation of DLC technique reached the mean score of 3.24. The students easy to comprehending the lesson through DLC technique reached the mean score of 3.27. The students' responses toward the implementation of DLC technique in their courage to give opinion reached the mean score of 3.42.

##### Suggestions

To follow up the findings of this study, the researcher delivers some suggestions for students, teachers and for another researchers.

- 1) For students  
The researcher suggested to use DLC technique in learning English, especially in writing descriptive text.
- 2) For English teachers  
It is suggested that the English teacher of junior high school uses DLC technique as one

of the alternative media for teaching English, especially, in the teaching of writing descriptive text.

3) For another researchers

The result of the study can be used as reference to conduct further study about the effectiveness of using DLC technique.

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### Penulis:

#### Misnawati

Memperoleh gelar Sarjana dan Magister dari Universitas Syiah Kuala. Saat ini bekerja sebagai dosen pada Universitas Almuslim Bireuen-Aceh

