

The effect of using draw label caption (DLC) strategy on students' speaking skills

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ABSTRACT

In this modern era, there are many ways for us to learn and master English because many reliable researchers have discovered how fast and interesting the way to learn English supports speaking performance, with the methods used that are no less varied and interesting. The Draw Label Caption strategy) will be used to make it easier for students to speak English. Some preparations will be made in this research as a data collection strategy which will then be analyzed using quantitative data analysis which will be carried out with a descriptive analysis strategy or one-way analysis of variance. In this study, researchers will use two groups, namely pre-test and post-test. This is intended to determine the effectiveness or results of strategy implementation in the teaching and learning process. This research strategy was used to investigate the data using a test object in the form of research and to find out whether the Draw Label Caption strategy of the population in this study were 50 students who were the selected population in this study, with a sample size of 30 students. Researchers took a sample of 15 students in the experimental class and 15 students in the control class, namely PAUD 4A and 4B.

Keywords: *image, label, description, talk.*

INTRODUCTION

English is the language of international communication which plays a very important role in today's era as a means of transferring knowledge, arts and culture. In English, there are integrated skills that must be mastered such as: speaking, listening, reading, and writing. Of the various skills that must be mastered which are usually difficult to learn is speaking. To overcome this problem, lecturers must have a good strategy so that students want to speak English. In teaching English, it is required to always be creative and innovative in finding and creating new techniques or materials according to the needs of students to be more attractive and become a source of inspiration for students in improving their English speaking skills.

The focus of this research is on the speaking ability of PAUD students using the draw-label-caption strategy which is generally used in writing skills. The purpose of this study was to determine whether this strategy can be used in other abilities such as speaking. So that the researcher intends to apply the draw-label-caption strategy in helping the

speaking process, the steps or the process of the draw-label-caption strategy, namely: (1) At the drawing stage, students draw what they want to say. (2) At the labeling stage, students label each detail of the image. (3) In the caption stage, students change labels into sentences. Based on the above definition, the researcher wants to know the effect of the Draw Label Caption (DLC) Strategy when used in speaking classes. Because of the definition of the Draw Label Caption (DLC) Strategy, students really enjoy the imaginary process so that it can be applied in speaking classes. In speaking class, students can speak more easily because they have their own media as conversation topics to speak. So the researchers assume that the Draw Label Caption (DLC) Strategy can be used to improve English language skills.

METHOD

This research is an experimental study to determine the effect of the strategy used by researchers, namely the Draw Label Caption (DLC) Strategy which is used to improve students' speaking skills. This research was conducted at STKIP Kumala Lampung Metro Early Childhood Education Study Program (PAUD) 4th Semester. When the research was conducted in the 4th semester of the 2019/2020 school year.

The simple steps for implementing the Draw Label Caption (DLC) strategy in a class are:

1. The teacher uses cardboard as a medium in the Draw Label Caption (DLC) strategy
2. Students follow the instructions given by the researcher using the Draw Label Caption (DLC) strategy.
3. Students practice with their groups and draw something according to the theme given.
4. Students give several word text labels for each item in the picture, and then label all vocabulary that the students have.
5. Then students make a sentence from the words from the labeling process.
6. After all parts of the Draw Label Caption (DLC) strategy run, student representatives are asked to come to the front of the class and tell the theme that has just been drawn, labeled and given a caption.
7. With the available media, it is hoped that students can speak in front of the class using the cardboard pictures they are working on.

The data collection technique was carried out through speaking tests using media that they made themselves using the DLC strategy. In implementing this strategy, the researchers previously conducted a survey of the readiness of the samples to be tested. Then carried out several steps of data collection by pre-test, several treatments and posttest.

A. Pretest

In connection with the pre-test to find out the student's score before being given treatment. First, the researcher will prepare a pretest and ask students to describe something. Then, the researcher gave an oral test and analyzed the score to measure the improvement in speaking when not and using the media, some of the assessments taken were the scores on speaking grammatically, speaking vocabulary, speaking pronunciation

skills, speaking fluency, and the quality of comprehension in speaking efforts. This type of test is an oral test with a conversation by asking students to speak in front of the class without any media and the result is that students still have difficulty expressing what they really want to say.

B. Posttest

The post-test will be given after giving the treatment to determine the effect of the strategy. After giving the treatment, the researcher presented the post test and asked students to answer questions based on the treatment given by the researcher. After collecting the data the researchers conducted data analysis, Data analysis is the process of organizing data to obtain patterns and forms of research regularly. After all the data was collected, the researcher analyzed the data in the following steps

1) Normality test

The normality test was carried out three times. Normality is used to determine whether the try out data is normally distributed or not. According to Arikunto (2006, 314) states that "to get better research results, a sample normality test must be carried out". The trial normality test is assumed if the significance is greater than 0.05 and is at the lower limit of the true significance of the Lilliefors correction formula used. The highest value of $F(Z_i) - S(Z_i)$ in the normal distribution is taken as the Lilliefors ratio.

The criteria for the normal distribution test are:

- Ho : Accepted if T - Ratio is smaller than T - Table
(data distribution is normal)
- Ha : Accepted if T - Ratio is greater than T - Table
(data distribution is not normal)

2) Homogeneity test

The homogeneity test is intended to test whether the variance trial. This test is given to determine whether the data in the two groups are homogeneous. To determine the homogeneity of the data used the F-test. The test formula is:

The homogeneity test is a measurement used to determine the type of data (Basrowi: 2007). This kind of test is intended to test whether the variance of data in the Experiment class and in the Control class is the same or not.

Ho = Ho is accepted if F_{ratio} is less or equal to F_{table} , it means that the data variance is homogeneous.

Ha = Ha is accepted if F_{ratio} is greater than F_{table} , it means that the data variance is not homogeneous

RESULTS AND DISCUSSION

Based on the results of the analysis of research data obtained from observations and documentation about the use of the DLC strategy on the speaking ability of the PAUD study program students, they have the motivation to speak English gradually so that they have confidence in speaking. . In learning to speak English using the DLC strategy, it is obtained data that students have a high interest in learning. At first it was still common and confused because there were 3 stages with 3 different English terms, namely Draw, Label,

Caption. However, after being explained and practiced, they began to be enthusiastic, even though some felt it was difficult because not all PAUD students, who are actually early childhood teachers, do not have the ability to draw so the difficulty at first. After several treatments, students began to know the methods and stages that had to be done, after they understood, they were finally enthusiastic about the steps they had to take to make speaking English easier. This can be seen from the enthusiasm of students for learning activities, as well as the full attention they give.

In this study the researcher will use two classes of respondents, namely the control class and the experimental class. This is intended to determine the effectiveness or results of implementation strategies in teaching and learning using the DLC strategy. The following is an overview of the design of this study used to investigate the data using a test object form of research and find out whether the Draw Label Caption strategy affects speaking skills.

The research design is represented as follows:

$$R = \frac{G1 T1 X1 T2}{G2 T1 T2}$$

- G1 = Experiment class
- G2 = Control class
- X1 = Treatment of Draw Label Caption
- T1 = Pre Test
- T2 = Post test

There are two variables in this study, namely the independent variable and the dependent variable. The independent variable is the variable that is selected, manipulated and measured by the study. The dependent variable is the variable that the researcher observes and measures to determine the effect of the independent variable.

The descriptions are as follows:

1. The dependent variable in this study is speaking performance (Y).
2. The independent variable in this study is the DLC (Draw Label Caption) strategy (X).

The populations in this study were 140 students who were the selected population in this study, with a total sample of 30 students. Researchers took a sample of 15 students in the experimental class and 15 students in the control class, namely PAUD 4a and 4b.

Pretest results

The pre-test was conducted to determine the student's score before being given treatment. First, the researcher will prepare a pretest and ask students to describe something without media with provides oral tests and analyzes scores to measure speaking skills, gives scores for grammar, vocabulary, pronunciation, fluency, and quality of speech comprehension. The purpose of giving the pre-test is to determine the speaking performance of students. The oral test which consists of 2 items is used by researchers in the pre-test.

The pretest was given in the experimental class and the control class. It consists of 15 students in each class. The pre-test results of the experimental class got the highest

score of 64 and the lowest score of 52, which means the average value, was 58.4. Whereas in the control class the highest score was 56 and the lowest score were 44 with a mean of 50.4. This proves that 57% of students given DLC treatment have a higher percentage than the control class, namely 43%.

Treatment Results

In this occasion, the researcher had done the treatments in experiment class. The treatments used draw label caption strategy. In the first treatment the highest score is 68 and the lowest score is 56 which have a mean 61.87. In second treatment the highest score is 72 and the lowest score is 60 which have a mean 65.06. And in the third treatment the highest score is 80 and the lowest score is 60 which have a mean 69.06.

Post-Test Results

After the researcher was delivering the material in which experimental class. The researcher was given test to the students. The students draw in a paper label and caption the word after that presentation in front of the class with the picture students draw, it was done to know the students in speaking performance. The highest score is 80 and the lowest score is 68 which have a mean 74.67 in experiment class. In control class the highest score is 72 and the lowest score is 60 which have a mean 66.13. The purpose of the post-test was to know the significant result between the experimental and control class.

Below is a table of pre-test and post-test data acquisition analysis. From this table, it will be known the differences in the pre-test and post-test data that have been obtained.

Table1. Analysis of Pre-test and Post-test Data

Data Description	Score	
	Pre-Test	Post Test
Number of Subjects (N)	15	15
Mean	58.4	74.67
Standard Deviation	4.22	4.18
Distance	16	12
Maximum Score	64	80
Minimum Score	52	68

From the table above, it can be seen that students have increased their speaking ability, even though the increase experienced by these students is not too significant. However, students' motivation in speaking English using the Draw Label Caption (DLC) strategy can be said to be very positive.

CONCLUSION

Basically, this research was conducted based on the experience of researchers in learning activities, where researchers had difficulty teaching English at the PG.AUD Study Program level so that they were looking for the right and fun strategy for them to learn English and make them enthusiastic about speaking English. . With this strategy, it combines the basic skills of PAUD teachers such as drawing, painting and pasting into a strategy that they

consider easy in the steps and descriptions of the job tasks they have to do. Regarding this strategy, it is hoped that further research will be carried out related to the development of learning strategies by making strategies that are made by them, so that they can be better understood in improving the English speaking skills of PAUD teachers.

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