

**THE EFFECT OF USING CHAIN DRILL TECHNIQUE
TOWARD STUDENTS' SPEAKING ABILITY**

THESIS



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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

1443 H / 2021 M

**THE EFFECT OF USING CHAIN DRILL TECHNIQUE
TOWARD STUDENTS' SPEAKING ABILITY**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *sarjana* in English Language Education



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STUDY PROGRAM OF ENGLISH EDUCATION
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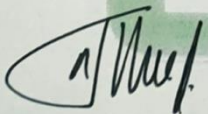

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Demikian atas perhatiannya di ucapkan terima kasih.

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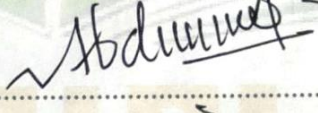

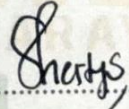
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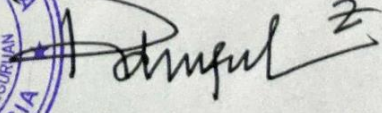
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MOTTO AND DEDICATION

“ ...Whoever meant it, actually was that sincerity to cry himself out “

(Q.S. Al-Ankabut: 6)



This Thesis is dedicated to:
My beloved Father Alm. Hartitie and
My Mother Yetrimie for giving me
the endless prayer, sacrifice. My
Sister Vitha Sinta Ayu Harmati, S.Pd
and Sonia Junita Susyantri, thank
you for your prayer. My beloved
friends, thank you for your support.

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, March 07th 2021

Yours Faith fully



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ABSTRACT

Juswanda Mochtar, M. Haris. 2021. *The Effect of Using Chain Drill Technique toward Students' Speaking Ability*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangkaraya. Advisors: (1) M. Zaini Miftah, M.Pd, (II) Hesty Widiastuty, M.Pd.

Keywords: Chain Drill Technique, Speaking, Quasi Experimental Design

This research departed from the problems that occurred in SMP N 1 Petak Bahandang, that is have difficulties faced by students in learning English, especially in speaking learning, the inaccurate learning method in learning was the cause of the difficulty of students understanding English.

This study aimed as finding out how to improve students speaking skill using Chain Drill technique method on the speaking ability of class IX students in the speaking class of SMP N 1 Petak Bahandang. This study was aimed to investigated “the effect of the using Chain Drill technique method on the speaking ability of class IX students in the speaking class of SMP N 1 Petak Bahandang”.

In this research, the reseracher conducted quantitative approach with quasi experimental design. The researcher designed lesson plans, gave treatment, and observed students' scores with pre-test and post-test. This study used an experimental class research using the control class and experimental class. The sample of this study was the second semester class students of SMP N 1 Petak Bahandang in the academic year 2019/2020 (class IXA and IXB). Class IXA consisted of 12 students as the experimental class, while class IXB consisted of 12 students as the control class. The instrument used was a test. The test consists of pre-test and post-test.

Based on the results of the data analysis of the test results, it was found that most students in the experimental class got a score of 72.08 higher than the score of the control class, namely 58.75. This shows that student achievement greatly improved after receiving the treatment.

ABSTRAK

Juswanda Mochtar, M. Haris. 2020. *Pengaruh Penggunaan Chain Drill teknik terhadap Kemampuan Berbicara Siswa*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangkaraya. Pembimbing: (I) M. Zaini Miftah, M.Pd, (II) Hesty Widiastuty, M.Pd.

Keywords: *Chain Drill teknik*, Berbicara, Desain Kuasi Eksperimental

Penelitian ini diangkat dari permasalahan yang terjadi di SMP N 1 Petak Bahandang, yaitu kesulitan yang dihadapi siswa dalam pembelajaran bahasa Inggris khususnya dalam pembelajaran speaking, metode pembelajaran yang tidak tepat menjadi penyebab sulitnya pemahaman siswa dalam pelajaran bahasa Inggris.

Penelitian ini bertujuan untuk mengetahui bagaimana cara meningkatkan kemampuan berbicara siswa dengan metode Chain Drill siswa kelas IX di kelas berbicara siswa SMP N 1 Petak Bahandang. Penelitian ini juga bertujuan untuk mengetahui pengaruh penggunaan metode teknik chain drill terhadap kemampuan berbicara siswa kelas IX berbicara di SMP N 1 Petak Bahandang.

Dalam penelitian ini peneliti melakukan pendekatan kuantitatif dengan desain kuasi eksperimental. Peneliti merancang RPP, memberikan perlakuan, dan mengamati nilai siswa dengan pre-test dan post-test. Penelitian ini menggunakan jenis penelitian kelas eksperimen dengan menggunakan kelas kontrol dan kelas eksperimen. Sampel penelitian ini adalah siswa kelas semester dua SMP N 1 Petak Bahandang tahun pelajaran 2019/2020 (kelas IXA dan IXB). Kelas IXA terdiri dari 12 siswa sebagai kelas eksperimen, sedangkan kelas IXB terdiri dari 12 siswa sebagai kelas kontrol. Instrumen yang digunakan adalah tes yang terdiri dari pre-test dan post-test.

Berdasarkan dari hasil analisis data tes diketahui bahwa siswa pada kelas eksperimen memperoleh nilai rata-rata 72,08, itu lebih tinggi dari pada skor kelas kontrol yaitu 58,75. Hal ini menunjukkan bahwa kemampuan berbicara siswa meningkat pesat setelah menerima perlakuan.

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Finally, the researcher realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the researcher really allows the readers to give critics and suggestions for this graduating paper in order to be better. The researcher hopes this paper will be useful for the readers in general.

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Palangka Raya, March 07th 2021
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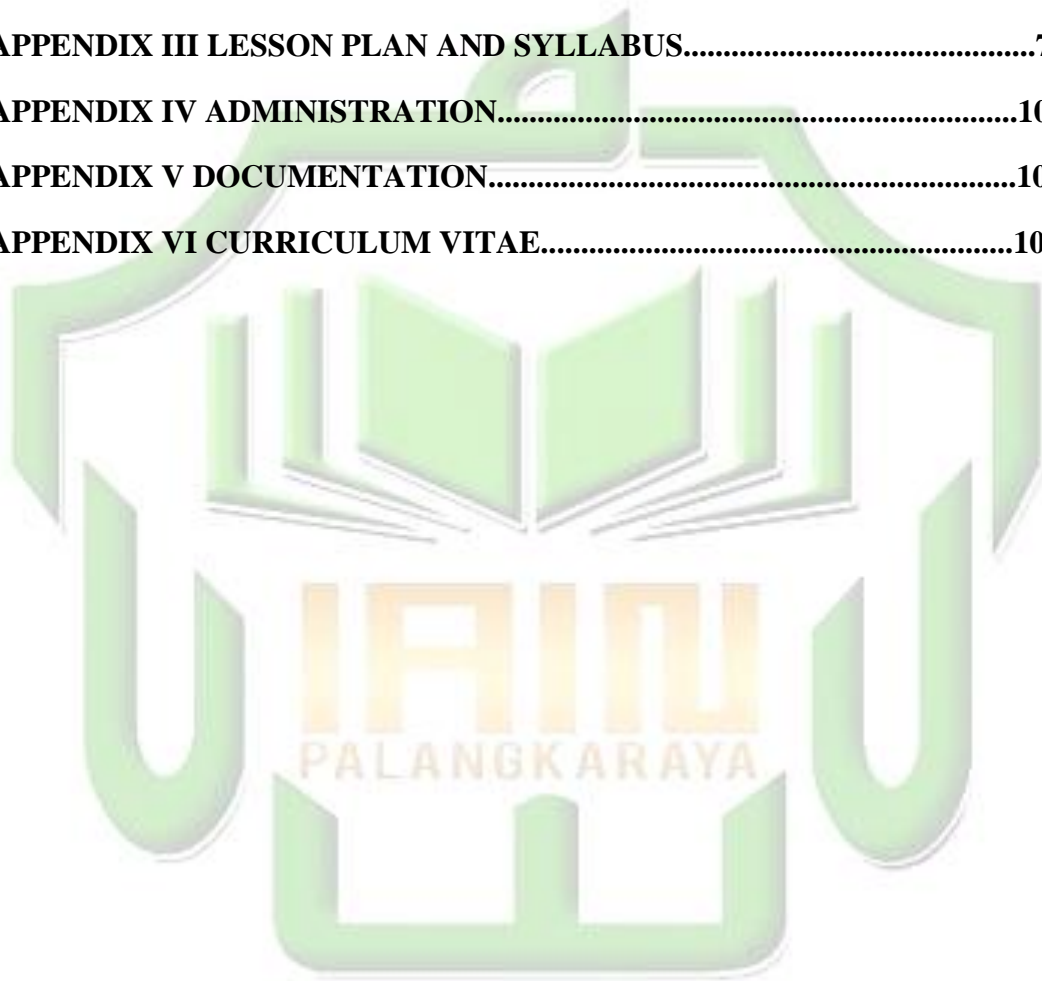
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CHAPTER I

INTRODUCTION

A. Background of the Study

Rifa'at (2018) states that of the four skills in learning English (listening, reading, speaking, writing), and speaking seems to be the most important because people who understand the language leads to as 'speakers' of that language, as if speaking including all other types knew the language. This is the reason why they should be delivered in correctly, according to the situation where the interaction happens and the main ideas of speaker or writers in argue their conception that aims to the readers or audience (Simbolon, 2015).

According to (Bailey, 2005 p.270) writes that one learning style issue that influences learner's speaking in class is the contrast between reflectivity and impulsivity. Reflective learners prefer to think their answers or comments before speaking in class, while impulsive learners tend to be more impetuous and may take a gamble. As the function of language is to communicate with others, the teacher's challenge is to make students communicate with others in English. In fact, in teaching-learning process the teachers rarely use good techniques for teaching speaking, consequently there is only little improvement in student's speaking ability. This is the chance for the teacher to overcome this problem by providing some creative activities in the classroom.

Speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by many repetitions. It contains competence in sending and receiving messages. By this theory, drill technique is one of the techniques that can be used to improve students' speaking ability because repetition is central in this technique.

In the process of learning speaking English, there are many difficulties commonly encountered by Indonesian learners. Of these difficulties, pronouncing the accepted words referring to the phonemic symbols and patterns drives the learners difficult to produce good sound of utterance.

The difficulty to mention the words based on the original words with good spelling becomes a common problem for the learners. These difficulties are undeniably caused by interference of Indonesian and their mother tongue and to have in-depth understanding of the meaning of the utterances spoken also has made the learners to process the messages which makes the messages can't be well grasped by the interlocutors. These difficulties can be seen in every level of study beginning with elementary school level up to a high level of schools. These phenomena happen to almost secondary schools level including SMP N 1 Petak Bahandang.

Based on the observation, the researcher found some difficulties still faced by students in their process of learning speaking in the class. These difficulties are reflected in the students' difficulty in pronouncing the words, constructing utterances in which words composed into utterances to express

ideas to speak was ungrammatically correct, having low understanding towards the other students' utterances when processing the messages being transferred by any other students in the class.

The teaching technique used by the teacher in teaching students to learn to speak was still found not relevant to the students' ability and level of knowledge which influenced students difficult to well help students to learn speaking English. In this case, the teacher has to raise sensitivity to use what so-called old perspective of teaching technique which made students much dependent upon the teachers' activeness rather than on the students. In this condition of learning, the teacher ought to dominate the learning continuity before the students subsequently take the role. This is the learners need a drive from the teacher which forces the students to act before they come up to act and speak impulsively. To solve these problems, the researcher felt interested to teach the students to learn speaking English by using Chain Drill technique.

Based on information obtained in the observation on the English teaching and learning process conducted in SMP N 1 Petak Bahandang, the researcher found similar problems discussed previously also happen in this school. At the first semester of eighth grade of SMPN 1 Petak Bahandang in speaking ability is not satisfied yet. Hence in this study, the researcher using Chain Drill Technique to teach speaking and to improve students' speaking ability in the first semester of eighth grade of SMPN 1 Petak Bahandang in academic year of 2020/2021.

B. Problem of the Study

Is there any effect of using chain drill technique toward students' speaking ability ?

C. Objective of the Study

The object of this research is to know is there any effect of using Chain Drill Technique towards students' speaking ability.

D. Hypothesis

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are ; Alternative Hypotheses (H_a) and Null Hypotheses (H_0) as follows :

H_a : There is a significant effect of using chain drill technique to improve students' speaking ability in the first semester of ninth grade of SMPN 1 Petak Bahandang in academic year of 2020/2021.

H_0 : There is no significant effect of using chain drill technique to improve students' speaking ability in the first semester of ninth grade of SMPN 1 Petak Bahandang in academic year of 2020/2021.

E. Significance of Study

The end result of the study were anticipated to provide a contribution to the teaching and mastering procedure of writing in English as a foreign language.

1. For the Students

Through this study the researcher expect this method can be used to help the students in generating thoughts which may help them to

speak easily. Besides, it helps the students to enhance their speaking ability.

2. For the English Teacher

This research hopefully will provide information for English teacher that Chain Drill is an alternative technique to teach speaking and as additional information for further research. It is expected to the English teacher about the influence of using Chain Drill technique towards students speaking ability. Giving description to English teacher about how to apply Chain Drill technique in teaching and learning process.

3. For further Research

This reserach can be a reference in scientific writing, papers and theses.

F. Scope and Limitation of the Study

The study focus on investigating the use of Chain Drill technique in order to know the effect. In this study, researcher was focused only on speaking ability of the students.

G. Definition of Key Terms

1. Chain Drill Technique

Chain drill technique is a classroom teaching technique used to practice new language in a foreign language or second language learners, the idea is for learners to develop good pronunciation habits by first listening to a model from the teacher, and then repeating this

model several times while receiving positive and negative feedback for students effort.

2. Speaking

Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language features but also the ability to process information and language on the spot. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

3. Effect

Effect are changes that occur when something is used, in this study the effect is used to see how the effect of chain drill technique toward students speaking ability. Effect can be a yardstick in choosing a good method in a study.

4. Quasi Experimental Design

Quasi experiments are defined as experiments that have treatments, impact measurements, experimental units but do not use random assignments to create comparison in order to deduce changes caused by treatment. Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

First, A thesis by Cahyani (2017) “ The Influence Of Using Chain Drill Technique Towards Students’ Speaking Ability At The First Semester Of The Eighth Grade Of Smp N 4 Natar “. The objective of the study is to know that using Chain Drill Technique as an alternative material can bring some positive results, such as sharpening speaking skills, adding new vocabulary. Drill technique for high school students and relevant to the material, according to the school curriculum. Based on the finding of the research, it was found that the students who were taught by using Chain Drill technique have improved their speaking ability. It might due to in Chain Dill technique the students were highly involves in speaking process, since they had to explore their speaking ability in daily life.

In this current research, there are similarities with previous studies, which are the same as using the Chain Drill Technique learning method, Quasi Experimental Research and using the T-Test Formula to calculate and to analyze the data. And has some differences in the focus of the problem, objectives of the study and populations.

Second, Handayani (2011) “ Using A Chain Drill To Improve Students’ Fluency In Speaking English “. The objective of this study is to help students in improving their fluency in speaking English and

make them more interested in learning speaking. The subject of this study was 24 students of year seven of SMP N 5 Sragen in the academic year of 2010/2011. There were two cycles in this study. Each cycle consists of two treatments. Thus, there were seven meetings in this study including pre-test and cycle tests. Pre-test was conducted before the treatments. A chain drill was applied in teaching speaking as the treatments. A chain drill was implemented in each cycle with different theme. The cycle tests are conducted after the treatments in each cycle. The implementation of a chain drill in teaching and learning speaking successfully improved the students' behavior during the speaking activity getting better. The students did not show negatives behavior during speaking activity at the end of the cycle. Then, the improvement of the students' behavior during cycle one and cycle two significantly influenced their speaking score.

In this current research, it has several similarities with previous studies that also use Tehcnique Chain Drill teaching methods, and the research objectives are very similar. The difference is in the focus of research and research design, previous research uses a pre-test and cycle test system while the current research uses a pre-test and post-test system.

Third, Hermanto (2016) “ The Effectiveness of Chain Drill Technique In Developing Students' Speaking Fluency Of Students Mts Darul Amanah Sukorejo “. This study aimed to determine the effect of drill technique in improving the speaking ability of MTs Darul Amanah students in the classroom. This type of research is a quasi-experimental mainly non-random

control group, pre-test post-test design and a quantitative approach is used in finding out answers to research problems. This research concluded that there was a significance difference between teaching speaking using chain drill technique and teaching speaking using conventional learning method for the eighth grade students of MTs Darul Amanah Sukjorejo. In this research, teaching speaking using chain drill technique was more effective in developing students' speaking fluency. It can be seen from the result of the test, where the experiment class got higher scores than the control class. It meant that H_a was accepted and H_o was rejected. The average score of experimental class better than average score of control class . Consequently based on the testing, learning using chain drill technique was effective when applied in the process of learning English especially in speaking.

In this current research, the same as using the Chain Drill Technique method as a tool in improving students' speaking skills and also using a quasi experimental, the difference is in choosing a sample and how ALM is included in previous research.

Fourth, Widyaningsih (2014) “ Improving Speaking Skill By Using Chain Drill Technique At The Eighth Grade Students Of Smp N I Amlapura “. This research study is expected to contribute theoretically, practically, and to research and development. This study present information that is useful to support theories relating to the use of chain drill techniques in teaching speaking. Practically, the results of this study will provide useful information and evaluation for teachers who want to use chain drill

techniques in the teaching process and based on the results of their research are expected to find better techniques that are appropriate to the level and condition of the students. They are expected to consider techniques that are accurate in teaching speaking.

In this current research, it has several similarities using the Chain Drill Technique method, and also the quasi experimental research design. The difference is the focus of research, where current research focuses on how Chain Drill Technique can improve students' speaking abilities in teaching speaking, whereas previous research only focused on how to use the chain drill technique method in teaching speaking.

Table 2.1 Similarity and Difference

Similarity	Difference
Previous studies conducted on speaking learning activities through the Chain Drill Technique where this technique improved students' speaking ability.	The researcher in this study specifically used the chain drill technique in learning in the speaking class to improve students' speaking ability. The previous study only focused on how to use the chain drill technique in speaking classes.

B. Chain Drill Technique

a. Definition

Chain drill is a classroom teaching technique used to practice new language in a foreign language or second language learners. According

to (Richards & Smith, 2016) “ Drill is a technique commonly used in older methods of language teaching particularly the Audio-Lingual Method and used for practicing sounds or sentence patterns in a language, based on guided repetition or practice

b. The Concept of Chain Drill Technique

According to (Franca, 2009), “ Chain Drill provide a through control of the teacher on students ” practice and enable students to exercise pronunciation as well as that new sentence pattern they had been introduced to through speaking ”.

Chain Drill technique can be applied in communication among the students by using ask and answer the questions. The teacher can correct the students’ pronunciation. Any mistakes that probably occur can be corrected directly as soon as possible by teacher. Therefore, using of Chain Drill technique can help them to add new vocabulary or phrase when the students ask or answers the question. It also creates a new habit to use English in communicating with others that improve their speaking ability as the result. Teaching By using a Chain Drill technique is more effective. The teacher can immediately correct the students’ mistakes. Teacher is able to give more attention and positive feedback to the students in order to give them more knowledge and motivation in practicing speaking.

c. The Advantages and Disadvantages of Chain Drill Technique

According to (Freeman, 2000), the advantages of using chain drill, they are is (1) Chain Drill technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas, and (2) It allows the teacher to check and to make corrections as necessary before errors become embedded in students. And, disadvantages when applying Chain Drill technique is a Chain Drill allows some controlled communication, even though it is limited. It means that, Chain Drill technique gives students an opportunity to say the lines individually. They have to respond by using their own ideas or repeat the phrase but for the large class it is not quite effective. Because the teacher has limited time to check one by one and making corrections for each student.

d. Procedure of Teaching Speaking using Chain Drill Technique

The procedure in teaching speaking through Chain Drill technique is by presenting the target language dialogue which involves asking and answering. According to (Freeman, 2000), there are procedure of teaching speaking using Chain Drill technique, (1) The teacher begins the chain by greeting a particular student, or asking him or her question, (2) The first student gives respond to the question, (3) The student takes turn to ask another student sitting next to him or her and (4) This activity will be continuously until the last turn of the last students.

Based on the theory above, the teacher begin by asking to the particular students or the first student which related about the theme being studied by students. After that, the first student answers the questions. Then, the first student asks the same question to student who is sitting next to him or her. The second student answers the question and the activity by using ask and answer will continue until the last students in the classroom.

C. Speaking Ability

a. The Nature of Speaking

1. Definition of Speaking

According to (Harmer, 2007,p.284), Speaking is the ability to speak fluently and presupposes not only knowloedge of language features, but also the ability to proses information and language features,but also the ability to process information and language on the spot.

Speaking is so much a part of daily life that we take it for granted. Speaking a foreign language is a very complex skill, including vocabulary; grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities. Speaking is draw upon a more detailed characterization of the construct of spoken language offered by Bygate, who breaks it down into (1) *the spoken repertoire*, (2) *the conditions of speech* and (3) *the processes of oral*

language production. Speaking relies on pronunciation of sound sequences. Learning to speak a language means learning how to pronounce words, just like learning to write a language means learning how to represent words with different letters or sign shape.

2. Function of Speaking

There have been numerous attempts made to classify the functions of speaking in human interaction. Richards (2002), distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Talk performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations,

public announcements, and speeches. This type of talk tends to be in the form of monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

a. Aspect of Speaking

Brown (2015) describes speaking aspects into two categories; accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear from feedback that accuracy is important.

Fluency, on the other side, can be thought of as “ the ability to keep going when speaking spontaneously.” Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favorably on any strategies the students used to increase their fluency.

In addition, Richards defines fluency as natural language use occurring when a speaker engages in meaningful interaction and

maintains comprehensible and ongoing communication despite limitations in their communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrasted with fluency practice, the focus of accuracy practice is on creating correct examples of language use.

b. Types of Classroom Speaking Performance

Speaking performances have different function in daily communication, as Brown (2016), states that there are six categories are applied to the oral production those students are expected to carry out in the classroom. They are is , (1) *Imitative*. A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder ” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form; (2) *Intensive*. Intensive speaking is one step beyond imitative since it includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going-over ” certain forms of

language; (3)*Responsive*. A good deal of student speech in the classroom is responsive. It is short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic; (4)*Transactional (dialogue)*. Transactional language is an expended form of responsive language. It is carried out for the purpose of conveying or exchanging specific information; (5)*Interpersonal (dialogue)*. Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information; (6)*Extensive (monologue)*. Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. Difficulties in Speaking

According to Brown (2015), there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication as follows, (1)*Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering; (2)*Redundancy*. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language; (3)*Reduced forms*. Contractions, elisions, reduced

vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them; (4)*Performance variables*. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like*, etc; (5)*Colloquial language*. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms; (6)*Rate of delivery*. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency; (7)*Stress, rhythm, and intonation*. They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students; (8)*Interaction*. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

b. Concept of Teaching Speaking

Speaking is the important English skill that comprehended by

students. It is very essential for language teachers to pay more attention to teach speaking, rather than leading students to only receive information given by the teacher. Since, it is productive skill, teaching speaking should give students opportunity to produce something by giving more practice to speak in the target language.

In teaching English as a foreign language, there are many students get less achievement in speaking because they are seldom to practice. The students feel afraid to speak English and making mistake in speaking English. Moreover, teacher does not motivate the students. It makes speaking learning process does not increase. Therefore, the students need to practice in speaking and interested in learning English.

According to Harmer (2002, p.269), there are three basic for teachers to give the students speaking task which provoke them to use all and any language at their command. The three basic reasons of it are stated below:

1. Rehearsal

It is getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life even in the safety of the classroom. This is not the same as a practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2. Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for “ boomerang “ lessons) students can also see how easy to find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them to the further study.

3. Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback they will get tremendous satisfaction from it. Many speaking tasks (role playing, discussion, problem solving etc.) are intrinsically enjoyable in themselves.

c. Speaking Assesment

The testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score. For this reason, many people do not even try to measure the speaking skill. They do not know where to begin the task of evaluating spoken language. One reason why speaking test seem so challenging is that the nature of the speaking skill itself is not usually well defined. Understandably then, there is some

disagreement on just what criteria to choose in evaluating oral communication. Grammar, vocabulary and pronunciation are often named as ingredients. But matters such as fluency and appropriateness of expression are usually regarded as equally important.

As stated on Cambridge Certificate in English Language Speaking Skills (CELS), there are four categories need to be considered, they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The students “ability to express ideas and opinions coherently and convey clear information deals with discourse management aspects. In the pronunciation aspect, the students have to produce the appropriate linking of words, the use of stress and intonation to convey intended meaning. Finally, interactive communication means the ability to maintain the coherence of the discussion and asking for clarification, if necessary. Those four elements are in line with what Brown states about the aspects of assessing speaking: Pronunciation, intonation, fluency, accuracy.

Table 2.2 Scoring Rubric of Speaking

No	Aspect	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes, but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with meaning	1
2	Intonation	Almost perfect	5
		There are some mistakes, but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with meaning	1
3	Fluency	Very smooth	5
		Smooth	4
		Quite smooth	3
		Less smooth	2
		Not smooth	1
4	Accuracy	Very appropriate	5
		Appropriate	4
		Quite appropriate	3
		Less appropriate	2
		Not appropriate	1

Source : Buku Guru Bahasa Inggris “ When English Rings a Bell “
SMP/MTS Kelas IX Revisi 2017.

Criteria for the score :

- 5 = Excellent
- 4 = Very Good
- 3 = Good
- 2 = Average
- 1 = Poor

However, there are five components usually used to analyze speech performance, they are pronunciation, grammar, vocabulary, fluency and comprehension. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The researcher used those speaking scoring rubric to collect the data.

D. Chain Drill Technique in Speaking Ability

The primary of the speaking problem is low motivation for students to speak English. Harmer (2002. P,51) states that motivation is accepted for most fields of learning that motivation is essential to success, without such motivation we will almost certainly fail to make the necessary effort. Students need to be motivated by applying teaching technique which is able to make them enthusiastic and confident in expressing their mind in the target language. Experts have totally given their mind in the study of developing techniques and methods to teach English as the second language in order to improve the motivation of the students in learning English. As the result, a variety of English teaching techniques and methods have been

found and applied in every level of education. One of them is chain drill, a teaching technique that is created from the Audio-Lingual Method (ALM) firstly applied by Charles Fries of the University of Michigan.

Chain drill technique is one of technique that suitable for teaching speaking Larsen-Freeman, (2000, p.46). Chain drill technique is started by the teacher, the teacher prepares questions to be asked to the student nearest with the teacher. Then, teacher addresses some questions to the student nearest with the teacher. After that, the first student responds to the teacher's question. The first student understands through teacher's gestures then the first student turns to the student sitting beside the first student and asks questions like teacher asked before. The second student, in turn, says the lines in replay to the first student. When the second student has finished, the second student asks questions to the student on the other side of the second student. This chain continues until all of the students get a chance to ask and answer the questions.

Larsen-Freeman (2000, p.46), suggests the teachers use chain drill if the teachers want the students to be able to speak English communicatively. Furthermore, Larsen-Freeman explained that chain drill has been used in teaching speaking. Chain drill gives students an opportunity to speak their idea individually, chain drill lets students use the expressions in communication with someone, even though the communication is very limited.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study apply quasi-experiment design which not based on the random assignment of the subjects to the experiment group and control group. This design chose based on the situation of the subject of the study. The researcher using nonrandomized control group pre-test post-test design. The design consist of two groups that chose without random, they are experimental group and control group. Both of groups give pre-test before having treatment. The experimental group give treatment (the class that use chain drill technique) and the control group not give treatment (without use chain drill technique). After give treatment, both groups (experiment and control group) were given post-test. Finally, the result of post-test compare used t-test.

This study aimed to know chain drill technique can improve speaking ability students of SMP N 1 Petak Bahandang. Therefore, the results from the experimental class (the class that using chain drill technique) and the control class (the class do not used chain drill technique) to analyses. The result of analyses will be showed by the data that have been analyzed.

The scheme of the research design can be seen in the following table :

Table 3.1 The scheme of quasi-experimental design

Non-randomized	Pre-test	Treatment	Post-test
Experiment	Y1	X1	Y2
Control	Y1	-	Y2

X1 = Treatment

Y1 = Pre-test

Y2= Post-test

B. Population

1. Population

Population is all individual that becomes the target in a research.

According to Arikunto (2010. p,102), “ Population is the total number of students’ research”. Based on the definition above, the researcher concluded that the population was every subject that would be researched in this research. The population in this research the second years student of SMP N 1 Petak Bahandang. The second years of SMP N 1 Petak Bahandang divided into two classes. The population of this research about two classes.

Table 3.2 Population of the study

No	Class	Number
1	IX A	12
2	IX B	12
Total		24

C. Research Instrument

1. Research Instrument

a. Test

Table 3.3 Speaking test grating

No	Variable	Indicator
1.	Prununciation (Pengucapan)	Students can understand a given conversation without experiencing difficulty.
2.	Intonation (Intonasi)	Students can speak loudly, clearly and not stuttering.
3.	Fluency (Kelancaran)	Students can speak the conversation precisely and smoothly.
4.	Accuracy (Akurasi)	Students are able to use vocabulary, grammar, use punctuation correctly, and use verbs correctly.

In this research, the instrument is a test. In order to discover how students were thinking and using the target language (English). According Cresswell (2012), “An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study”.

The reseacher conducted oral test in form of conversational performance. The students performed conversation in groups (1 group 3 people) in front of class to reading the text. The purpose of the oral test is to measure their ability in speaking. Test instruments were also used in previous research, in the research of Cahyani's (2017) and Handayani's (2011).

Table. 3.4 Pre-test and Post-test Instrument

No	Title	Topic
1	Congratulations !	Express hopes, prayers, and congratulations on a happiness and achievement and responds to it. (Congratulation and hope / wish)
2	Let's live a healthy life!	Giving and requesting information related to the purpose, objective, approval to carry out an action / activity. - Purpose / intention: to, in order to, so that - Agreement and Disagreement
3	Be healthy, be happy!	Special text in the form of labels related to food, drink and medicine.

2. Instrument Validity

The validity of a test is extent to which it measure what is supposed to measure and nothing else. According to (Heaton, 2000,p.153) An instrument is considered to be a good one if it meets some requirement. One of them is validity. Provide a true measure of a particular skill which it is intended to measure, to the extent that it measures external knowledge and other skills at the same time, and it will not be a valid test.

1. Content Validity

Focus on providing evidence on the elements that exist in measuring instruments and processed by rational analysis. The validity of the content is judged by experts. When the measuring instrument is described in detail, the assessment will be easier to do. Some examples of the elements being assessed in content validity are as follows.

- 1) Operational definition of a variable
- 2) Representation of questions according to variables which will be researched
- 3) Number of questions
- 4) Answer format
- 5) Scale on the instrument
- 6) Scoring

No	Aspect	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes, but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with meaning	1

2	Intonation	Almost perfect	5
		There are some mistakes, but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with meaning	1
3	Fluency	Very smooth	5
		Smooth	4
		Quite smooth	3
		Less smooth	2
		Not smooth	1
4	Accuracy	Very appropriate	5
		Appropriate	4
		Quite appropriate	3
		Less appropriate	2
		Not appropriate	1

Criteria for the score :

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

- 7) Instructions for charging the instrument
- 8) Processing time
- 9) Population

After testing the content validity to the expert, then the instrument was revised according to the advice / input from the expert. The instrument is declared valid in content depending on the expert. Experts are free to give an assessment whether this instrument is valid or not. An indicator that an instrument is valid is that the expert has received the instrument, both in content and in format, without any revision. After the revision the expert still asks for improvement, then the revision still needs to be made until the expert actually receives the instrument without further improvement (Fraenkel, Wallen, & Hyun, 2012).

3. Instrument Reliability

According to Sugiyono (2016) Reliable instrument is an instrument when used several times to measure the same object, and produce the same data". The instrument is said to be reliable (reliable) if it provides consistent results or is consistent if tested many times. Reliability testing in this study involving rater or experts is called inter-rater reliability. This reliability test is to see the level of agreement (agreement) between master or rater in assessing each indicator on the instrument. Inter-Rater reliability (IRR) will provide an overview in the form of a score about the degree of agreement

given by the expert or rater. In this research Rater 1 is the Reseacher and Rater 2 is the Teacher. The reliability can analyze using SPSS application

D. Data Collection Procedure

This study was aimed to know the effect of using Chain Drill technique toward students' speaking ability especially in the experimental class. The method of collecting research data is by giving forward speaking tests in groups where 1 group has 3 students. This applies to the experimental class and the control class, tests are given to find out students' skills before being given a treatment. After the test is completed, at the next meeting, treatments are given for the Experiment class and the Control class with different methods, namely the experimental class is given treatments using the chain drill technique method and the control class is given treatments according to the method commonly used by teachers in the classroom.

In this research, the reseacher used test as a technique to collect the data. According to Donald (2010), a test is a set of stimuli presented to an individual in order to elicitresponses on the basis of which a numerical score can be assigned.

Based on the definition above, the writer used test to collect the data. To know whether there is any effect of using Chain Drill technique towards students speaking ability. Some tests had been conducted to collect the data. They are:

1. Pre – test

Data collection techniques conducted during the pre-test in this study are as follows:

1. On 9 and 10 September 2020, pre-test was given to students of experiment and control class,
2. The researcher give text conversation to students of SMP N 1 Petak Bahandang especially for experiment and control class,
3. Students read and understand the content of the text,
4. Students progress group by group to the front of the class to read the text,
5. The reseracher and the Teacher assesses students' speaking using scoring rubrics.

2. Post – test

Data collection techniques conducted during the post-test in this study are as follows:

1. On 30 September and 1 November 2020, post-test was given to students of experiment and control class,
2. The researcher give text converstion to students of SMP N 1 Petak Bahandang especially class experiment and control,
3. Students read and understand the content of the text,
4. Students progress group by group to the front of the class to read the text,
5. The reseracher and the Teacher assesses students' speaking using scoring rubrics.

E. Data Analysis Procedure

To analysis data the researcher used T-Test, statistical calculation was chosen because the study compares the mean of one group. The step of data analysis:

- a. First, The researcher give examination (pre-test and post-test)
- b. Next, The researcher calculating the result of speaking test use SPSS. In SPSS program, the researcher was looking for:
 - Descriptive statistics
 - Normality Test
 - Homogeneity Test
 - Testing Hypothesis (Independent Sample Test)
- c. And then, The researcher calculating the result of speaking test use EXCEL. In Excel program, the researcher was looking for:
 - Total score using Microsoft excel
 - Highest score using Microsoft excel
 - Lowest score using Microsoft excel
 - Calculating the Average using Microsoft excel, and make comparison between the result of Experiment and Control Clas
 - And the last, from the calculation above can know that the hypothesis accept or rejected.

F. Techniques of Analysis Data

Before analyzing data used T Test, the researcher fulfills the requirements of T-Test. They were Normality test and homogeneity test.

a. Normality Test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. In this study to Test the normality used applied SPSS.

b. Homogeneity Test

Homogeneity test was conducted to know whether data were homogeneous or not. . It tests the null hypothesis that the population variances are equal (called homogeneity of variance). To know whether experimental and control group, come from population that have relatively same variant or not. The researcher applied SPSS program. Based on the relationship between populations, the t test can be classified into two types of tests, namely dependent sample t-test, and independent sample t-test.

a. Dependent sample t-test, often termed Paired Sample t-Test, is a type of statistical test that aims to compare the average of two groups that were in pairs. Paired samples can be interpreted as a sample with the same subject but experience 2 different treatments or measurements, namely measurements before and after a treatment. The requirements for this type of test were: (a) normally distributed data; (b) the two data groups were dependent (interrelated / paired); and (c) the types of data used were numeric and categorical (two groups).

The t-test formula used for paired samples is:

$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$	<p>KETERANGAN :</p> <p>\bar{x}_1 = Rata-rata sampel 1</p> <p>\bar{x}_2 = Rata-rata sampel 2</p> <p>s_1 = Simpangan baku sampel 1</p> <p>s_2 = Simpangan baku sampel 2</p>
<p>s_1^2 = Varians sampel 1</p> <p>s_2^2 = Varians sampel 2</p> <p>r = Korelasi antara dua sampel</p>	

- b. Independent sample t-test is a type of statistical test that aims to compare the average of two groups there are not paired with or related to each other. Non-pairing can mean that research was conducted for two different sample subjects. The principle of this test was to see the differences between the two groups of data, so before testing was conducted, it must first be known whether the variance was the same (equal variance) or the variance was different (unequal variance).

Homogeneity of variants was tested according to the formula:

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

Where:

F = Value Calculate

S_1^2 = Greatest Variant Value

S_2^2 = Smallest Variant Value

Data was stated to have the same variance (equal variance) if F-Calculate < F-Table, and vice versa, data variants are declared unequal variance if F-Calculate > F-Table. The shape of the variants of the two groups of data will affect the standard error value which will eventually

differentiate the test formula.

a. T test for equal variance used the Polled Variance formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

b. T test for different variants (unequal variance) used the Separated Variance formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

To analysis data the researcher used T-Test, statistical calculation was chosen because the study compares the mean of one group. The conclusion the study shown the rejection or acceptance of the hypothesis, the researcher used T-Test the formula as follow:

$$T_0 = \frac{MX1 - MX2}{Semx1 - Semx2}$$

This score based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured (Ary, 2010, p.201). The data needed to prove and support this study. By this collecting data, the Researcher can measure the effect of using Chain Drill technique toward students' speaking ability. The types of the test wastet, especially perform in front of the class. Since the research design of this study was counterbalanced design, the researcher was given pre-test and post-test to the students.

1. Pre test

Pre-Test as conducted before treatment. The test had been done orally by asking the students work in pair to make a dialogue according to the topic and perform it in front of the class, and The reseacher and Teacher give a score from the performance.

1. Post – test

Post- test was given after the samples of the research being trained the system and the difficulty of post-test is was same as a pre test, it was used to measure the students' speaking ability after the treatment. The test had been conducted orally by asking the students work in pair to make a dialogue according to the topic and perform in front of the class, and The reseacher and Teacher give a score from the performance.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the research finding and the discussion of this research based on the data gathered during the investigation. Before presenting the findings of the study, in this part the description of subjects' profile are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English.

The researcher presented the data which was collected from the research in the field of study. The data presentation, data analysis, interpretation and discussion.

A. Data Presentation

In this chapter, data on improving speaking skills be presented after and before being taught using the chain drill technique method.

Table. 4.1 The result of pretest the experiment class from Rater 1

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	E01	3	2	3	2	10	50
2	E02	2	2	2	2	8	40
3	E03	2	2	2	2	8	40
4	E04	2	2	2	2	8	40
5	E05	3	2	2	2	9	45
6	E06	3	2	3	2	10	50
7	E07	3	3	2	2	10	50
8	E08	2	2	2	2	8	40
9	E09	2	2	3	3	10	50
10	E10	3	3	3	3	12	60
11	E11	2	2	3	3	10	50
12	E12	2	2	2	2	8	40

SUM	29	26	29	27		555
Max Score	3	3	3	3		60
Min Score	2	2	2	2		40
Average	2.42	2.17	2.42	2.25		46.25

Based on the table above obtained from rater 1, there are five students got a score 50, one student got a score 45, five other students got a score 40, and one student got a score 60, and five other students got a score 40. The highest score of students in the pretest was 60, the lowest value was 40, and the mean is 46.25.

Table 4.2 The result of pretest the control class from Rater 1

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	C1	2	2	3	2	9	45
2	C2	2	1	2	2	7	35
3	C3	2	2	1	3	8	40
4	C4	2	2	2	2	8	40
5	C5	3	2	2	2	9	45
6	C6	2	2	2	2	8	40
7	C7	2	2	2	2	8	40
8	C8	2	2	2	2	8	40
9	C9	2	2	3	2	9	45
10	C10	2	2	2	2	8	40
11	C11	2	2	3	2	9	45
12	C12	2	3	2	2	9	45
SUM		25	24	26	25		500
Max Score		3	3	3	3		45
Min Score		2	1	1	2		35
Average		2.09	1.91	2.18	2.09		41.67

Based on the table above obtained from rater 1, there is one student who got a score 35, six students got a score 40, and five students got a

score 45. The highest score of students in control class was 45, the lowest score was 35, and the mean is 41.67.

Table 4.3 The result of posttest the experiment class from Rater 1

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	E01	5	4	4	5	18	90
2	E02	4	3	3	4	14	70
3	E03	4	3	2	4	13	65
4	E04	3	3	5	3	14	70
5	E05	3	5	3	3	14	70
6	E06	3	4	3	2	12	60
7	E07	4	4	4	3	15	75
8	E08	3	3	4	4	14	70
9	E09	4	4	5	4	17	85
10	E10	4	4	4	3	15	75
11	E11	3	3	3	4	13	65
12	E12	4	3	4	3	14	70
SUM		44	43	44	42		865
Max Score		5	5	5	5		90
Min Score		3	3	2	2		60
Average		3.67	3.58	3.67	3.50		72.08

Based on the table above obtained from rater 1, there is one student who gets a score of 60, two students get a score of 65, five students get a score 70, two students get a score of 75, one student got a score 85, and one student got a score 90. The highest score of students in control class was 90, the lowest score was 60, and the mean is 72.08.

Table 4.4 The result of posttest the control class from Rater 1

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	S01	3	3	3	3	12	60
2	S02	3	2	3	4	12	60
3	S03	2	3	4	3	12	60

4	S04	3	3	3	2	11	55
5	S05	3	3	3	3	12	60
6	S06	2	3	3	3	11	55
7	S07	3	3	3	3	12	60
8	S08	3	3	3	2	11	55
9	S09	3	4	3	3	13	65
10	S10	3	3	2	3	11	55
11	S11	3	3	3	4	13	65
12	S12	2	3	4	2	11	55
SUM		33	36	37	35		705
Max Score		3	4	4	4		65
Min Score		2	2	2	2		55
Average		2.82	3.00	3.00	3.00		58.75

Based on the table above obtained from Rater 1, there are five students who get a score of 55, five students get a score of 60, and two students get a score of 65. The highest score of students in control class was 65, the lowest score was 55, and the mean is 58.75.

Table 4.5 The result of pretest the experiment class from Rater 2

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	E01	3	2	3	2	10	50
2	E02	2	2	2	2	8	40
3	E03	2	2	2	2	8	40
4	E04	2	2	2	2	8	40
5	E05	3	2	2	2	9	45
6	E06	3	2	3	2	10	50
7	E07	3	3	2	2	10	50
8	E08	2	2	2	2	8	40
9	E09	2	2	3	3	10	50
10	E10	3	3	3	3	12	60
11	E11	2	2	3	3	10	50
12	E12	2	2	2	2	8	40
SUM		29	26	29	27		555
Max Score		3	3	3	3		60

Min Score	2	2	2	2		40
Average	2.42	2.17	2.42	2.25		46.25

Based on the table above obtained from rater 1, there are five students got a score 50, one student got a score 45, five other students got a score 40, and one student got a score 60, and five other students got a score 40. The highest score of students in the pretest was 60, the lowest value was 40, and the mean is 46.25.

Table 4.6 The result of pretest the control class from Rater 2

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	C1	2	2	3	2	9	45
2	C2	2	1	2	2	7	35
3	C3	2	2	1	3	8	40
4	C4	2	2	2	2	8	40
5	C5	3	2	2	2	9	45
6	C6	2	2	2	2	8	40
7	C7	2	2	2	2	8	40
8	C8	2	2	2	2	8	40
9	C9	2	2	3	2	9	45
10	C10	2	2	2	2	8	40
11	C11	2	2	3	2	9	45
12	C12	2	3	2	2	9	45
SUM		25	24	26	25		500
Max Score		3	3	3	3		45
Min Score		2	1	1	2		35
Average		2.09	1.91	2.18	2.09		41.67

Based on the table above obtained from rater 1, there is one student who got a score 35, six students got a score 40, and five students got a score 45. The highest score of students in control class was 45, the lowest score was 35, and the mean is 41.67.

Table 4.7 The result of posttest the experiment class from Rater 2

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	E01	5	4	4	5	18	90
2	E02	4	3	3	4	14	70
3	E03	4	3	2	4	13	65
4	E04	3	3	5	3	14	70
5	E05	3	5	3	3	14	70
6	E06	3	4	3	2	12	60
7	E07	4	4	4	3	15	75
8	E08	3	3	4	4	14	70
9	E09	4	4	5	4	17	85
10	E10	4	4	4	3	15	75
11	E11	3	3	3	4	13	65
12	E12	4	3	4	3	14	70
SUM		44	43	44	42		865
Max Score		5	5	5	5		90
Min Score		3	3	2	2		60
Average		3.67	3.58	3.67	3.50		72.08

Based on the table above obtained from rater 1, there is one student who gets a score of 60, two students get a score of 65, five students get a score 70, two students get a score of 75, one student got a score 85, and one student got a score 90. The highest score of students in control class was 90, the lowest score was 60, and the mean is 72.08.

Table. 4.8 The result of posttest the control class from Rater 2

No	Students Code	Score				SUM	Score
		Pronunciation	Intonation	Fluency	Accuracy		
1	S01	3	3	3	3	12	60
2	S02	3	2	3	4	12	60
3	S03	2	3	4	3	12	60
4	S04	3	3	3	2	11	55
5	S05	3	3	3	3	12	60
6	S06	2	3	3	3	11	55

7	S07	3	3	3	3	12	60
8	S08	3	3	3	2	11	55
9	S09	3	4	3	3	13	65
10	S10	3	3	2	3	11	55
11	S11	3	3	3	4	13	65
12	S12	2	3	4	2	11	55
SUM		33	36	37	35		705
Max Score		3	4	4	4		65
Min Score		2	2	2	2		55
Average		2.82	3.00	3.00	3.00		58.75

Based on the table above obtained from Rater 1, there are five students who get a score of 55, five students get a score of 60, and two students get a score of 65. The highest score of students in control class was 65, the lowest score was 55, and the mean is 58.75.

Table 4.9 The result of Pretest and post-test of Experiment Group

No	Students Code	Pretest Score	Posttest Score
1	E01	50	90
2	E02	40	70
3	E03	40	65
4	E04	40	70
5	E05	45	70
6	E06	50	60
7	E07	50	75
8	E08	40	70
9	E09	50	85
10	E10	60	75
11	E11	50	65
12	E12	40	70
Total		555	865
Highest		60	90
Lowest		40	60
Mean		46.25	72.08

Based on the table above, it can be seen that the students pre-test score of experiment group. There were five students who got a score of 40, there was one student who got a score of 45, there were five students who got a score of 50, and one student who got a score of 60.

Based on the calculation above, the highest score pre-test of the experiment group was 60 and the lowest score was 40. The result of the mean was 46.25 and the total score (pre-test) of the experiment group was 555.

Based on the table above, it can be seen that the students post-test experiment group. There was one student who got a score 60, there were two students who got a score 65, there were five students who got a score 70, there were two students who got a score 75, there was one student who got a score 85, there was one student who got a score 90.

Based on the calculation above, the highest score pretest of the experiment group was 95 and the lowest score was 60. The result of the mean was 72.08 and the total score (post-test) of the experiment group was 865.

Table 4.10 The result of Pretest and post-test of Control Group

No	Students Code	Pretest Score	Postest Score
1	C01	45	60
2	C02	35	60
3	C03	40	60
4	C04	40	55
5	C05	45	60
6	C06	40	55
7	C07	40	60

8	C08	40	55
9	C09	45	55
10	C10	40	65
11	C11	45	55
12	C12	45	65
Total		500	705
Highest		45	65
Lowest		35	55
Mean		41.67	58.75

Based on the table above, it can be seen that the students pre-test scores of the control group. There was one student who got a score of 35, six students who got a score of 40, there were five students who got a score of 45.

Based on the calculation above, the highest score pre-test of the control group was 45 and the lowest score was 35. The result of the mean was 41.67, and the total score (pre-test) of the control group was 500.

Based on the table above, it can be seen that the students post-test scores of the control group. There were five students who got a score of 55, two students who got a score of 60, and there were two students who got a score of 65.

Based on the calculation above, the highest score post-test of the control group was 65 and the lowest score was 45. The result of the mean was 58.75, and the total score (post-test) of the control group was 705.

Table 4.11 The Calculation Using SPSS Program**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	12	40	60	46,25	6,440
PosttestExperiment	12	60	90	72,08	8,382
PretestControl	12	35	45	41,67	3,257
PosttestControl	12	55	65	58,75	3,769
Valid N (listwise)	12				

1. The Comparison Result of Experiment and Control Group**Table 4.12 The Comparison Result of Pre-test and Post-test of Experiment Group**

No	Students Code	Pretest Score	Posttest Score	Improvement
1	E01	50	90	+ 40
2	E02	40	70	+ 30
3	E03	40	65	+ 25
4	E04	40	70	+ 30
5	E05	45	70	+ 25
6	E06	50	60	+ 10
7	E07	50	75	+ 25
8	E08	40	70	+ 30
9	E09	50	85	+ 35
10	E10	60	75	+ 15
11	E11	50	65	+ 15
12	E12	40	70	+ 30
Total		555	865	

Table 4.13 The Comparison Result of Pre-test and Post-test of Control Group

No	Students Code	Pretest Score	Posttest Score	Improvement
1	C01	45	60	+15
2	C02	35	60	+25
3	C03	40	60	+20
4	C04	40	55	+15

5	C05	45	60	+15
6	C06	40	55	+15
7	C07	40	60	+20
8	C08	40	55	+15
9	C09	45	55	+10
10	C10	40	65	+25
11	C11	45	55	+10
12	C12	45	65	+20

B. Data Analysis

1. Testing the Normality and Homogeneity

a. Normality Test

The writer used SPSS program to measure the normality of the data.

Table 4.14 Testing Normality of Pre-test and Post-test of Experiment and Control Group

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Speaking Ability	Pretest Experiment	,251	12	,036	,815	12	,014
	Posttest Experiment	,265	12	,020	,889	12	,115
	Pretest Control	,279	12	,011	,784	12	,006
	Posttest Control	,257	12	,028	,807	12	,011

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the calculation used SPSS program, the asymptotic significance normality of the Post-test Control Group was 0.011, and Post-test Experiment Group was 0.015. Then the Normality both of class was consulted with table Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$) because the asymptotic significance of the control group $0.011 \geq 0.05$ and the asymptotic significance of the

experiment group $0.015 \geq 0.05$. It could be concluded that the data was a normal distribution.

b. Homogeneity Test

The researcher used SPSS program to measure the homogeneity of the data.

Table 4.15 Testing Homogeneity of Post-test of Experiment and Control Group

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Speaking Ability	Based on Mean	3,235	1	22	,086
	Based on Median	1,511	1	22	,232
	Based on Median and with adjusted df	1,511	1	14,313	,239
	Based on trimmed mean	2,837	1	22	,106

Based on the calculation used SPSS program, the result of Homogeneity of Post-test Experiment dan Control Grup have significant in mean ,086 median ,232, Median with adjusted df ,239, and Trimmed mean is ,106.

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Speaking Ability	Posttest Experiment	12	100,0%	0	,0%	12	100,0%
	Posttest Control	12	100,0%	0	,0%	12	100,0%

2. Testing Hypothesis

a. Testing Hypothesis using SPSS Program

The researcher applied SPSS Program to calculate t-test in

testing hypothesis of the study. The result of t-test using SPSS Program could be seen as follows:

**Table 4.16 The Calculation of T-test Using SPSS Program
(Independent Samples Test)**

Independent Samples Test										
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	3,235	,086	5,025	22	,000	13,333	2,653	7,831	18,836
	Equal variances not assumed			5,025	15,273	,000	13,333	2,653	7,687	18,980

Group Statistics

Teaching Method		N	Mean	Std. Deviation	Std. Error Mean
Speaking	Chaind Drill Technique	12	72,08	8,382	2,420
Ability	Discovery Learning	12	58,75	3,769	1,088

Based on the calculation used SPSS program, students speaking ability of the post-test Experiment and post-test Control Standar Deviation of the Post-test Experiment Group was 8.382, and the Post-test Control Group was 3.769. Then Standar Error Mean of the post-test Experiment Group was 2.420 and the post-test Control Group was 1.088.

The table showed that the result of t-test calculation using SPSS Program. To know the variances score of data, the formula can be seen as followed:

If $\alpha = 0.05 < \text{Sig}$, H_0 accepted and H_a rejected

If $\alpha = 0.05 > \text{Sig}$, H_a accepted and H_0 rejected

Since the result of post-test between experimental and control group had difference score of variance, it found that $\alpha = 0.05$ was higher than Sig. (2-tailed) or ($0.05 > 0.000$) so that H_a was accepted and H_0 was rejected.

C. Discussion

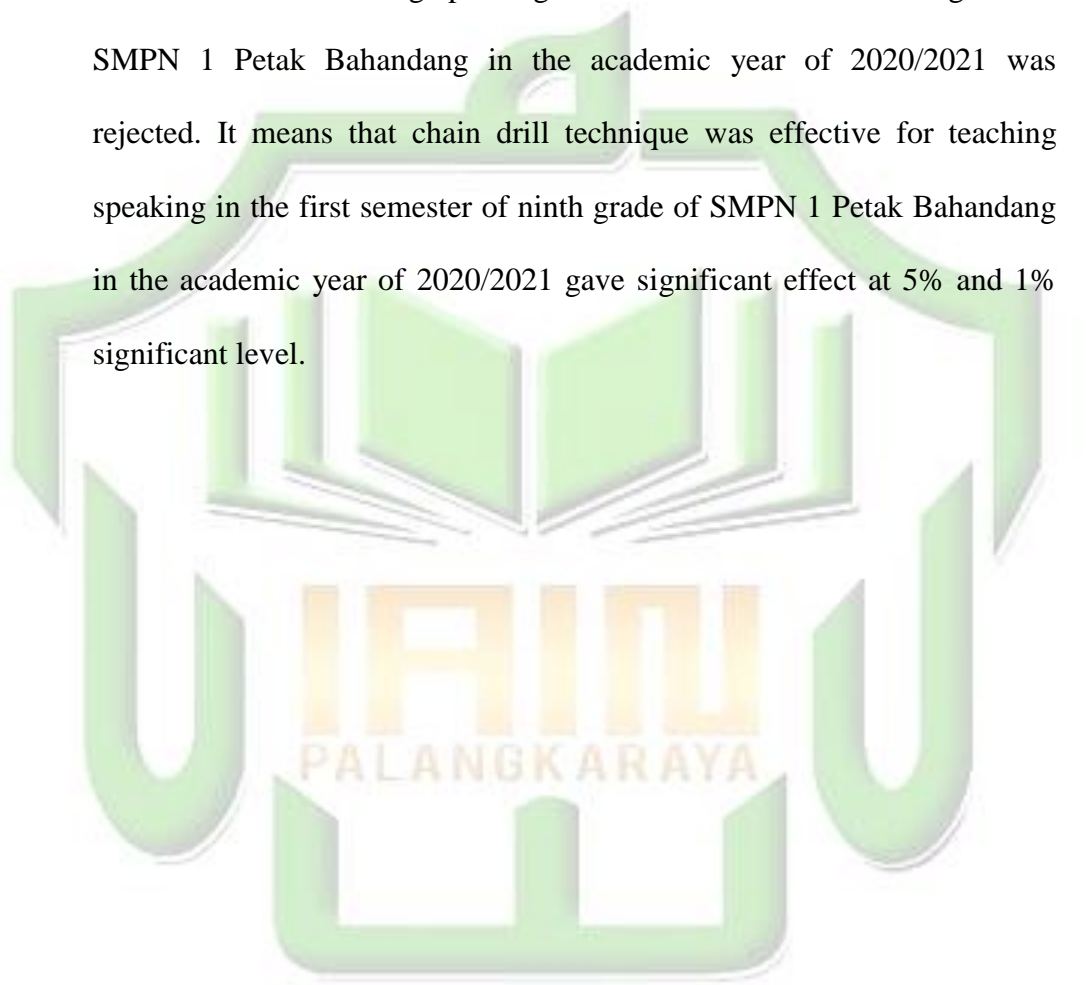
The researcher aimed to measure the effect of using chain drill technique toward students speaking ability in SMPN 1 Petak Bahandang. Based on the calculation of the Independent Sample T-test using the SPSS Statistic program, the results show that the two-sided t-test of significance is lower than alpha 0.05. This is prove it that the results of the treatment were successful. To find out that the experimental group that was treated with the chain drill technique had more effect on the students' speaking ability, compared to the control group that was not treated with the chain drill technique, this can be seen from the average score of the two groups, the average score of the experimental group who was given treatment with the technique chain drill is (72.08) higher than the average score of the untreated control group (58.75).

Based on the result, the researcher would like to present a discussion. Concerning students' problems in speaking above, the researcher relates to the previous studies that have been discussed in Cahyani's (2017) and Handayani's (2011). The first study found that many students still got problems with their speaking ability and in previous study same using chain drill technique and instrument test to improving students' speaking ability.

The differences between this research and previous research is in research objective where this research is focused on how chain drill technique can improve students' speaking ability in the speaking class, whereas previous research only focuses on how to apply or how to using chain drill technique in speaking class measured not only speaking ability but also student learning motivation. The similarity between this reeseach and previous research is in the use of chain drill technique in learning in the speaking class.

Teaching using the chain drill technique method has been shown to be able to improve students 'speaking abilities as seen from the results of previous research from Cahyani's (2017) and Handayani's (2011) which also examined how the chain drill technique method was able to improve students' speaking skills. In this research that has been implemented. In class IX SMP N 1 Petak Bahandang it can be concluded that the chain drill technique is suitable for teaching the speaking class according to the results of the pre-test and post-test which have a significant difference.

It could be interpreted based on the result of calculation that H_a was stating chain drill technique was effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 was accepted and H_o stating that Chain Drill Technique was not effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 was rejected. It means that chain drill technique was effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 gave significant effect at 5% and 1% significant level.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present conclusions and suggestions on the basis of study results and discussions. The conclusion deal with the result of description of teacher' on teaching Communicative Language Teaching in teaching speaking, the teaching-learning procedure, media used on teaching-learning, the teacher's problem. Meanwhile, the suggestion addressed to the teachers, the school, and the future researchers, and those who are interested in researching the teaching communicative language teaching in teaching speaking to follow up the research finding of the study.

A. Conclusion

The result of analysis showed that there was significant effect of using chain drill tehnikue on Speaking Skill in the first semester of ninth grade of SMPN 1 Petak Bahandang. It can be seen from the mean score between pre-test and post-test. The mean score of post-test reached higher score than the mean score of pre-test. Chain Drill Technique for teaching effectively enhanced the students' speaking ability in the first semester of ninth grade of SMPN 1 Petak Bahandang. Based on the result of calculation that H_a was stating chain drill technique was effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 was accepted and H_o stating that Chain Drill Technique was not effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 was rejected. It means

that chain drill technique was effective for teaching speaking in the first semester of ninth grade of SMPN 1 Petak Bahandang in the academic year of 2020/2021 gave significant effect at 5% and 1% significant level.

B. Suggestion

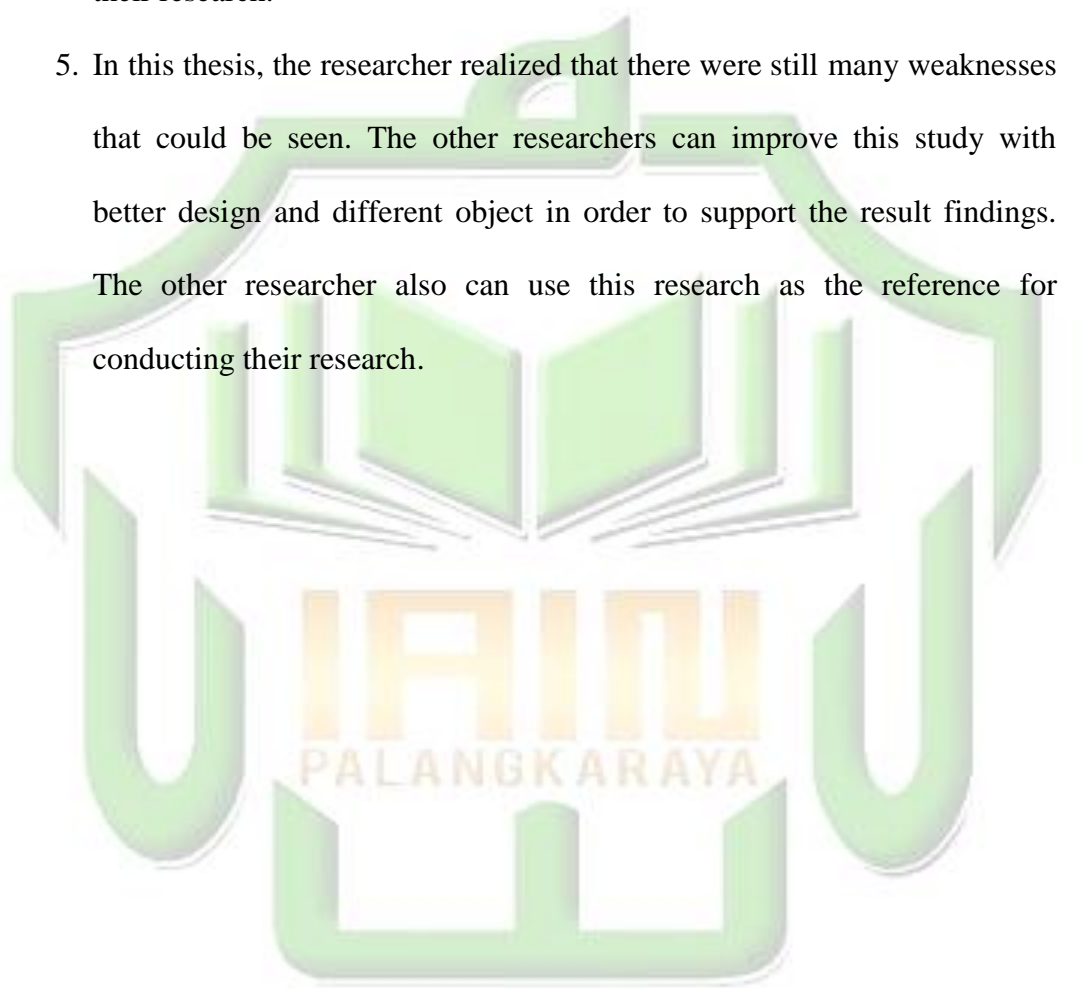
The suggestions were given to the teacher, the school, the students and the future researcher.

Based on the research finding, the writer would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using chain drill technique can give significant difference toward students' speaking ability in speaking class. The suggestions are below:

1. For English teachers at SMPN 1 Petak Bahandang, this research is capable of being a new discovery in terms of teaching methods in the classroom and must be utilized properly by the teacher. Using learning methods is not boring to invite students to learn and use different learning media so that students are curious about the methods presented by the teacher. Even if possible make the classroom as attractive as possible so that students can learn and get the essence of the lessons taught well.
2. For the students, this method in this study is effective to improve their speaking ability, and the students have to learn english follow the step in this study to get more skill and ability in learning english language.
3. For the school, this learning methon can be new style to teach students in class, and school have to strive to facilities that support students learning

so as to direct students in the learning process and if the facilities support in the learning process will make it easier for teacher to deliver the learning materials that will be teaching.

4. For the other researcher this thesis can use to be reference for conducting their research.
5. In this thesis, the researcher realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result findings. The other researcher also can use this research as the reference for conducting their research.



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