

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has a broad contribution in society. Language enables people communicate in society. Language is an important means of self-identification. People can bound-up our ethnic society through language. Through language people can express their feeling to other people and understand with the other meant. Language is also an identity marker of the nation. Everyone wants to communicate with all people in the world but they may face some difficulties, one of them is different language. To solve the problem, it is necessary to make international language.

English is one of a contributed language all over the world. It has a very important role on world's economy development, politic, science, technology, education as well as on international relationship and so on. This reality makes English as a very well known language in the world. In some countries, governments construct English as a core subject in educational curriculum, like Indonesia itself. Even in non-English speaker country, people in the early age have leant English as well. Therefore, English has been used broadly from young learner up to adult.

There are four integrated skills in studying English, they are speaking, listening, reading and writing. But generally we find speaking is the hardest of the four skills. Unlike, reading, writing, listening, what makes speaking is the harder than other skills is that speaking happens in a real time and people's understanding is based on what we say. They claim someone knows a language, it doesn't mean that he can speak on that language. Scot Thornburry (2005:12), no wonder speaking represents a real challenge to most language learners. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. That is, you

learn the grammar and you learn some vocabularies and you make sentences which you pronounce properly, and you can speak. It means that speaking needs people's background knowledge before they speak.

Learning English in the classroom includes the language skill. Language skill divided into four skills namely speaking, listening, reading and writing. All skills are important. But in general, speaking is hardest. Nunan (2005:16) stated speaking is physically situated face to face interaction. According Harmer (2001:270) without speaking people do not understand and do not agree with speaker is saying. Speaking is very important to human communication. Speaking skill most used to express opinion, explanation, and make argument in daily life. Speaking is a skill that enable students to communicate in English. If student is able to pronounce well, it means that students have speaking skill. They will enjoy their study so they will get better result in learning English without causing a problem.

Speaking becomes one of the most important components to be mastered. Why that is important components? That is because our live can not be separated with communication and from communication it self we will use language both oral language or body language. Speaking skill serves the students to be able to communicate their opinion, feeling and expression, with no limitation of different native language, culture or country. Students can express themselves and learn how to follow social and cultural rules appropriate in any communicative circumstance. In addition, they can prepare themselves to gain more challenge for applying better job, enrolling competitive university, or participating in international communicates.

Based on writer's experience in PPL, the writer found that students have problems to learn English subject. Some factors of student's problems in learning English especially speaking

those are (1) The students were not attractive to learn English especially in speaking. (2) The students had difficulty to express vocabularies in English. (3) The students felt shy and afraid to speak English. (4) The students were bored when they learned English. (5) There are many of students did not enjoy to learn English was provided by teacher, the cause was the teacher's technique and activities of teaching learning were bored and less interesting. (6) Many of students preferred teacher to teach English with the interesting method or technique. Based explanation above, the student's speaking ability was low, it happened because the teacher did not use appropriate technique. Besides, the class condition was boring and the students did not enjoy learning English.

Seeing those conditions, there are many students of SMP Negeri 37 Medan, especially of the eight grade cannot speak English in daily activity. The writer gives solution by conducting a suitable technique called Chain Drill. Freeman (2000:46) state Chain Drill is one of technique from Audio-Lingual method. Chain Drill gets name from the chain conversation that forms around the room as students, one by one, ask and answer question of each other. Based on the theory above, Chain Drill is one teaching technique that focus on classroom instruction for teaching students in the classroom by using ask and answer.

Chain drill technique is one of technique that suitable for teaching speaking. Chain Drill is a good technique for teaching speaking because the students are easy to learn English by using ask and answer questions with each other. "Chain Drills is one of teaching technique. Chain Drill is a good format for practicing new patterns, especially questions and answer and they can improve their speaking ability in the classroom, Franca (2008:14). It is supported by Brooks, "It is easier to teach speaking by using Chain Drills and vocabulary than it is by teaching complex rules on the language."

Thus, Chain Drill is an alternative technique that teacher can use in the teaching speaking. The teacher not only tries to improve students' vocabulary and their pronunciation by using Chain Drill technique but also teacher makes them able for speaking with each other by using foreign language in confidently and fluently.

Based on the writer explanation above, the writer was conducted Chain Drill as an alternative technique for teaching English, especially for teaching students' speaking ability. Finally, the research entitled this research "The effect of Using Chain Drill Technique On Speaking Ability at the First Semester of the Eight Grade Students of SMP Negeri 37 Medan.

1.2 The Problem of the Study

In line with the background of the study, a study problem is formulated as the following: Does the use of chain drill technique effect on speaking ability of the eight grade students at SMP Negeri 37 Medan?

1.3 The Objective of the Study

In relation to the problem, the objective of this study is to find out whether the use of Chain Drill Technique affects speaking ability of the eight grade students at SMP Negeri 37 Medan

1.4 The Scope of the Study

This research will be focused on the teaching of speaking by using Chain Drill technique on student's speaking ability and will be apply for junior high school especially to the second grade at SMP Negeri 37 Medan and it consists of two classes .

1.5 The Significances of the Study

The significances of the study are :

1. Theoretically

This study hopefully will provide information about Chain Drill technique to teach speaking and as additional information for further research.

2. Practically

- a. It is expected to give a better solution in applying a better technique in teaching proses especially in speaking English teacher about the effect of using Chain Drill Technique towards students speaking ability.
- b. Giving description to English teacher about how to apply Chain Drill technique in teaching and learning process.
- c. Motivate students in learning English to improve their speaking ability.
- d. Other researcher, to provide conducting similar research study about speaking.

1.6 Hypothesis

H_0 : There is no significant the effect of using Chain Drill technique on student's speaking ability at the first semester of the eighth grade of SMP Negeri 37 Medan in academic year of 2019/2020.

H_a : There is a significant the effect of using Chain Drill technique on student's speaking ability at the first semester of the eighth grade of SMP Negeri 37 Medan in the academic year of 2019/2020.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explains the related materials in order to give more ideas and concepts of this study. These concepts and ideas will lead to a broader analysis of the variables selected by the writer in order not to raise confusion and misunderstanding in comprehending the ideas and concepts explained in this study.

2.2 Speaking

2.2.1 Concept of Speaking Ability

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form Thombully (2002:46). Moreover, Kushartanti (2005:32) defines speaking asset of voices uttered by one and understood by someone else.

Walter (2004:23) defines speaking as the development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological a physical rules should be applied in a given communication situation. It means that the main objective of speaking is for communication.

From the definitions about speaking above, it will be concluded that Speaking is a form to say or talk something to give information with expressing of ideas, opinions, views, and description to other for getting response or way of conveying a message in order to make understanding of wishes to other and to contribute to the other.

Based on Thornburry (2005:45) “Speaking is interactive and requires the ability to cooperate in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum”. It means that, speaking ability has been considered as activities by which the students try to express thought, feeling, opinion, and to

exchange information by using utterances in the form of communication. Therefore, the teacher has to give opportunity for students to speak and improve their speaking ability.

According to Fulcher (2003:16) "Speaking is the verbal use of language to communicate with others; the focus of its skill is to increase the students' ability to communicate in the language target". It means that, speaking skill is the ability to use language in an oral form. For most foreign language learners, speaking skill is somewhat difficult. This probably because they think that the language target is different with their native language. Sometimes they feel it affects the mastery of another language. Teaching students speak a foreign language is not easy. It needs a hard work and a long process. Just like other abilities, speaking is needed to practice. Thus, the students have to speak foreign language in their daily activity. It will be effective for students and they will know about components of language from those process. According to Haris (2004:33), there are five components must be fulfilled in speaking classroom which recognized in analysis of speech process, "Those are pronunciation, grammar, vocabulary, fluency and comprehension". The elaboration of each component is described below:

1. Pronunciation

Pronunciation is practiced to know how to pronounce of words same as native speakers. In the pronunciation, the people will know about accent, there are two common accents in English; those are British and America which related to use segmental features, vowel, consonants, stress and intonation.

2. Grammar

Grammar is structure and system of a language, grammar is very important in speech process because when people will say something they have to arrange some of words to be sentences that related in the situation. Actually they do not need to memorize all of pattern from grammar

because it will be difficult for them to speak English. They have to know about subject, predicate and form of word that related with the time and situation.

3. Vocabulary

Vocabulary is collection of words or a set of words which have meaning. It has function for building sentences. The people can not to communicate well if they do not have sufficient vocabulary. If the people have improved their speaking ability, it will be seen from vocabulary and the kind of word is used by them.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in a language means speaking easily, reasonably, quickly and without having to stop and pause alot.

5. Comprehension

Comprehension is the understanding idea. It means that the people can answer or express the sentence well correctly; it shows that he/she comprehends or understands well.

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. Students have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice inspeaking.

Thus, students" speaking ability is their ability to express their ideas, opinions, feelings and experience with good pronunciation, grammar, vocabulary, fluency and comprehension. It is going to be indicated with score achieved by students from test given.

2.2.2 The Purpose of Speaking

Speaking is a process of interaction, Harmer (2001:40) states that communication occurs because there is communicative purpose between speaker and listener. The purposes of communication for the speaker are:

1. They want to say something
2. They have some communicative purposes, speaker say something because they want to something to happen as a result of what they say
3. They select from their language store. Speakers have an inventive capacity to create new sentence. To achieve this communicative purpose, they will select the language they think is appropriate for this purpose.

2.2.3 The Function of Speaking

Several languages have many functions in human interaction. According to Brown and Yule, as quoted by Richards (2008:21) “The function of speaking are classified in to three: they are talk as interaction, talks as interaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”. Below are the explanation of function of speaking.

2.2.4 Elements of Speaking

The ability to speak English presupposes the elements necessary for speak production. Jeremy Harmer (2001:269) states in his book *The Practice of English Language Teaching* that the speakers have to be competent in speaking skill, those are language features in which contains four points. They are:

1. Connected speech. It is the sound's modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).
2. Expressive devices. It is the stress and pitch variation in producing utterance in order to convey the truth of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices, people will be able to show what and how they feel to whom they are talking to.
3. Grammar and lexis. People live in different ways, places and environments which is causing a different mindset too. Therefore, teachers need to supply their students with various phrases for different function in their speaking classroom activity. For instance, students will know what expressions they have to use appropriately in different stages of interaction.
4. Negotiation language. This is the speech clarification. It is the use of language on how to clarify and to show what they means. Sometimes people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify in order to avoid misunderstanding between the speaker and the listener (Hammer,2001:267-270).

In addition, Harmer (2001:270) concerned with other elements of speaking that is necessary to be mastered by a successful speaker, those are mental/social processing and the rapid processing which involves language processing, interaction, and information processing.

1. Language processing. Effective speakers need to be able to process language in their own head and put it into a coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended.
2. Interaction. Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.
3. Information processing. Quite apart from our response to other's feelings, we also need to be able to process the information they take us the moment we get it.

Those elements mentioned above showed that the speakers must be communicatively competence in the language they use. As it is stated by Walter in her book, about communicative

competence that it defines as the ability to use language appropriately in a variety of context (Walter,2008:18) which involves:

1. Grammatical Competence. It is a competency that focuses on the accuracy and correctness of using language code such as vocabulary, spelling, grammar, pronunciation and so on in the language skill especially speaking and writing.
2. Sociolinguistics Competence. It is a competency that focuses on the use of appropriate language in the various social setting. Here, the target language speaker is demanded to know how, where and when the language will be uttered by them the inappropriate situation, such as how to invite, how to asking information, how to describe something and etc.
3. Discourse Competence. It is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.
4. Strategic Competence. It is a competency that focuses on manipulation of language in achieving the communication goals. This competency involves the use of both verbal and nonverbal, such as changing the voice tone, using the body language and emphasizing the specific word (Walter 2008:19)

2.2.5 Components of Speaking

The components of extra linguistic knowledge that effect speaking include such as things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. Thornbury (2000:26) state there are two important components of speaking; knowledge that is independent of language (extra linguistic knowledge) and knowledge as features of language (linguistic knowledge). The components of linguistic knowledge include:

1. Genre knowledge: it can be classified that speaking genres according to their general purposes, the kind of participation they involve, and the degree of planning.
2. Discourse knowledge: within the structure of a specific genre, its individual elements need to be connected so as to form coherent stretches of discourse. Discourse competence means

knowing how to organize and connect individual utterances, as well as how to map this knowledge on to the turn-taking structure of interactive talk.

3. Pragmatic knowledge: pragmatics describes the relation between language and its context of use, including the purposes for which language is being used. Pragmatic knowledge consists of speech act, the co-operative principle, politeness, and register.
4. Grammar: it is theoretically possible to have short conversation where each utterance merely consist of a single word or short phrase. So, in order to generate a much more sophisticated range of meanings, the resources of language's grammar need to be enlisted.
5. Vocabulary: speakers also employ a lot of words and expressions that express positive or negative appraisal. The number of words used in speaking is less than the number used in writing.
6. Phonology: the lowest level of knowledge a speaker draws on is that of pronunciation. Normally, the way we pronounce individual words, and the sounds that they are composed of, is not something that involves conscious choices. Phonology includes both pronunciation and intonation.

2.2.6 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. Based on Richards, "Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for

oral interaction through group work, task work, and other strategies".Therefore, students can learn to practice language they have learned orally. They will also automatically learn words and the sentences of language spontaneously in speaking English.

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 Jeremy (2007:221), there are three basic for teachers to give the students speaking task which provoke them to use all and any language at their command, they are:

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 away 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.

Based on the explanation above, learning of speaking needs the teaching technique which are contained the application of technique and task will be given to students. All those things must be corresponding with three basic of speaking task above. This assumption is made that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing for this ability will not be called for, informal observation providing diagnostic information that is needed.

2.2.7 Activities in Teaching Speaking

An activity in teaching speaking is promoting the speaking ability that can be used by teacher to make students speaking in learning activities. Good speaking activities can motivate students. According to Brown (2001:270) there are two activities in teaching speaking. They are as follows:

1. Monologue

Monologue is divided in two parts: planned and unplanned. Monologue means that when a speaker used spoken language as in speeches, lectures" readings, newbroadcast, and the like. The listener must process long stretches of speech without interrupting the stream of speech will go on whether or not listener comprehends.

2. Dialogue

Dialogue is divided into interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purposes of conveying or exchanging specific information is an extended out for from responsive language. For example may have more of negotiate nature to them than does responsive speech.

From the explanation above, the research comes to the consideration that dialogue is one of type of speaking that can be used in this research. The writer hopes that the students will improve their speaking ability and all of the students are participating fully in the classroom activity and make students more active in teaching and learning process and at the same time makes their learning more meaningful fun for them.

2.3. Concept of Chain Drill Technique

Speaking skill is preceded by listening. Through listening, people know vocabulary that they do not know before. Brown (2001:272) strengthened the idea above, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test". It means that, speaking skill is influenced by listening skill because for the first time people learn about language same as baby, the students will start to learn English from hear, speak, read and write. Thus, the students need some methods or techniques that will help them to learn English in improving their speaking skill in foreign language and they can improve all aspects from English.

Chain Drill technique is integrating both skills, speaking and listening in learning process. It is

supported Mary (2000:201), "Chain Drill also requires the students listen to each other, and attention is diverted from the fact that they are drilling and toward actual use of the language". Therefore, the teacher is modeling for students to pronounce of words with using good pronunciation. The students will hear and repeat from the teachers" pronunciation and gradually they will be building the sentence from those words up until complete.

Another definition about chain drill technique, According to David (2004:12), "Chaining is a technique by which the teacher adds new elements to gradually increase the length of the repeated phrase". Therefore, a Chain Drill technique also lets students use the expressions in communication with someone else. The teacher also will teach the students how to add some phrases or vocabularies for construct a complete sentence and then the teacher will be a model for students to practice in pronunciation some of words from sentences. It makes the teaching and learning speaking is more effective in learning process, because the students can improve their vocabulary, pronunciation, grammar, fluency and comprehension. The teacher also will give more knowledge and motivation in practicing speaking.

According to Franca (2000:89), "Chain Drills 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". It means that, 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 will 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. As a result, by using Chain Drill technique, the students are more interested in learning speaking and they can improve their speaking ability.

A drill is a classroom teaching technique used to practice new language in a foreign language or second language learners. According to Richards and Smith (2008:169) "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". Therefore, drill is brought from Audio lingual method that language is speech and sets of habits. Beside it, drill which practices some aspect of grammar or sentence formation is often known as pattern practice.

According to Brown (2003:269) "Drills offer students an opportunity to listen and to orally repeat certain sounds or sentence pattern of language that may contain linguistics difficulty, either about phonological or grammatical". It means that the teacher will focus on one element of language in a controlled activity. The teacher can help students to establish a good habit in target language and to associate selected form with their appropriate context.

From definition of drills above, the writer concludes that a drill is a teaching technique which used for practicing sound or sentence pattern of new language. There are many kinds of drill that commonly used in teaching speaking. Based on Larsen-Freeman (2000:46) there may be techniques described below that the teachers are already using or can adapt to their approach.

1. Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other.

2. Backward build-up drill

This is used when a long line of dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or line. Then, following the teachers cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

3. Repetition drill

Students are asked to repeat the teachers model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

4. Chain drill

Students ask and answer each other one by one in a circular chain around the classroom.

5. Single slot substitution drill

Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

6. Multiple-slot substitution drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least where it fits into the sentence, and make any other

changes, such as subject verb agreement.

7. Transformation drill

The teacher gives students a certain kinds of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into passive one, or direct speech into reported speech.

8. Question and answer drill

This drill gives students practice with answering questions. The students should answer the teachers questions very quickly.

9. Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, "ship/sheep" Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

10. Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

11. Grammar game

Games like the supermarket alphabet game described in this chapter are used in the Audio-Lingual Method. The games are designed to get students to practice grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

Those kinds of drills are useful to the teacher in improving students' speaking ability. In this

research the writer used chain drill technique to improve students' speaking ability in inside class moreover in outside class. The writer hopes the use of Chain Drill may improve students' speaking ability.

2.3.2 The Advantages and Disadvantages of Using Chain Drill Technique

2.3.2.1 The Advantages of Using Chain Drill Technique

There are the advantages of using chain drill, they are:

- a. Chain Drill technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas.
- b. It allows the teacher to check and to make corrections as necessary before errors become embedded in students.

Chain Drill is suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically increase students' speaking ability.

2.3.2.2 The Disadvantages of Using Chain Drill Technique

There is a disadvantage of using Chain Drill technique:

When applying chain Drill Technique, Based on Freeman, "A Chain Drill Allows Some Controlled Communication, even though it is limited". It means that, Chain Drill technique gave 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.

From the statement above, the writer concludes that this technique has some advantages and disadvantages that can influence in teaching speaking. But this a disadvantages can be solved by using group work. It supported by Pollard (1985:40), "Group work involves students working

together in groups of 3, 4, 5 etc. The advantages of using group, students can be using time more efficiently and they more actively involved in their work: no snoozing at the back of classroom”.

Thus, the students can practice in groups for responding to the previous question posed by teachers in Chain Drill technique process. Therefore, the teacher can save time and the teacher can control all of the students' speaking ability.

2.3.3 Procedure of Teaching Speaking Through 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 (2000:46) there are steps of a procedure in speaking they are:

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 first student takes turn to ask another student sitting next to him or her.
4. This activity will be continuously until the last turn of the last students.

Based on the theory above, the teacher will 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.

2.3.4 Teaching Speaking Through Chain Drill

Based on the preliminary research, it is obvious that students get difficult when they study speaking. The writer found some problem such as students are low in speaking because they

seldom practice and they have limited vocabulary in speaking English. The teacher focuses to achieve the target of student scores in the exam. Therefore, the teacher more focuses on writing and reading skill. Students did not get motivation and stimulation because the activity of speaking in the classroom is boring and monotonously. Beside that, the teacher has used dialog memorization technique that inappropriate to improve students "speaking ability.

In this research, the writer assumes that the use of Chain Drill as a technique in teaching speaking class which is effective to improve students "speaking ability. Chain Drill technique gives students opportunity to creative and to built up complete sentence without ignore the aspect of speech in speaking process because the research aims helps students to get a good speaking ability. In this opportunity, the teacher listens to the students" pronunciation and the students"mistake will be corrected by the teacher. It is possible to motivate students to speak English as well as to improve their speaking ability. In conclusion, Chain Drill technique is one of interesting teaching techniques that can be applied for English teaching learning.

2.4 Previous Research

The writer has some relevant researches that support this research. There are two previous researches:

The first, a thesis written by Kusuma Utami Handayani (2011). Her title is using a Chain Drill to Improve Students; Fluency in Speaking English (The Case of Seventh Grade Students of "SMP N 5 Sragen in the Academic Year of 2010/2011. In Kusuma'sresearch , she use classroom research , which subject of this study was 24 students of year seven of SMPN 5 Sragen in the academic year of 2010/2011. The method of the test was interview. The students were asked some questions and they had to answer them orally. The result after the treatments by using the

Chain Drill, the students fluency in speaking English improved. It is proved by improving mean score from the pre-test into the second cycle test. It improved from 1.3 to 3.5. it shows that this technique effectively help the students to improve their fluency in speaking English.

The differences between Kusuma's research and this research will be in the method of pre-test and the research method, Kusumah's research used classroom action research and this research uses experimental research. In addition, the method of test, she used interview and in this research the writer will use performance conversation test.

The second, a thesis written by YuliSafriana , the student of English Education, Syiah Kuala University. Her title is The Impact of Chain Drill Technique in Students; Speaking Aspects (An experimental study at second grade of SMKN 2 Banda Aceh). In thus research, Yuli used experimental research. She took two classes as samples of the research, which are XI TGB as experimental class (EC). The experimental class has significant aspect was 42,80 and 62,50 on post-test. The mean of CC for speaking on pretest was 39,50 and 45,90,29

Based on the previous research above, it is found that the use of Chain Drill for students in order to facilitate students in learning English especially in speaking. Therefore, a teacher should give an interesting atmosphere in teaching and learning process. Those results motivated the writer to do the research with drilling technique in developing student speaking skill.

2.5 Conceptual Framework

Speaking is a communicative activity that involves more than one participant in order to gain information. By speaking activity, people share their ideas, feeling and intention in daily life. In order to speak, speaker has to have communicative competence (Grammatical competence, Sociolinguistic competence, Discourse competence and Strategic competence)

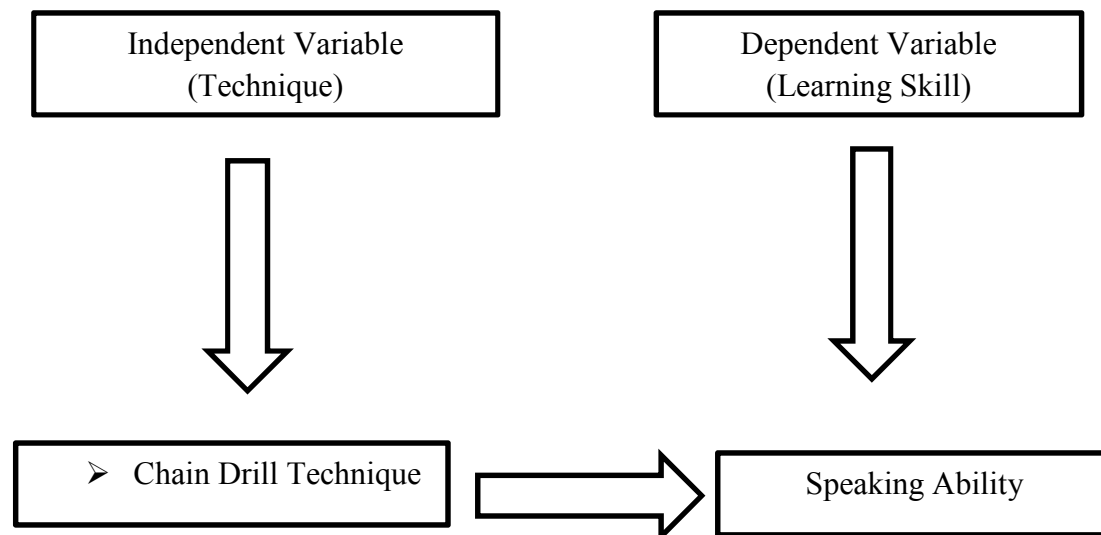
There are many different techniques in teaching speaking. Therefore, teacher should choose a suitable technique in teaching speaking. Teacher may choose Chain Drill is a technique that enable students success in speaking ability. However by applying Chain Drill technique students' speaking ability will be increased.

- The independent of variable

Chain Drill technique is giving opportunity for students to improve their speaking ability by using ask and answer questions of each other.

- The dependent of variable

The Students' speaking ability is their ability to express their ideas, opinions, and feelings experiences by showing good mastery of pronunciation, grammar, vocabulary, fluency, and comprehension. It is indicated by score achieved by students from the test given.



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by applying quantitative-experimental research. Creswell (2003:162) says that an experimental method discussion follows a standard form: participants, materials, procedures, and measures. These four topics generally are sufficient. Quantitative is broadly use to describe what can be counted or measured and can therefore be considered ‘objective’.

Based on the explanation above, qualitative research design is different with quantitative research. The researcher concludes that quantitative research is an objective research as the data collected in the form of numerical data.

In conducting the experimental research, the sample was divided into two groups, namely experimental group and control group. The experimental group is the group which receives treatment by applying Chain Drill Technique in teaching speaking.

The design can be figured out as follows:

Table 3.1
Research Design

NO	Group	Pre-Test	Treatment	Post-Test
1	Experimental Group	✓	Using Chain Drill Technique	✓
2	Control Group	✓	Using Conventional Method	✓

3.2 Population and Sample of the Research

3.2.1 Population

Population is all individual that becomes the target in a research. According to Arikunto (2002:40), "Population is the total number of students' research .Based on the definition above, the writer was concluded that the population in every subject that would be researched in the research. The population of this research was all of the students in the first semester of the eighth grade of SMP Negeri 37 Medan in the academic year of 2019/2020. The total numbers of population were 183 students that consist of five classes.

3.2.2 Sample

According to Arikunto (2000:46) "Sample is the part of population which will be investigated". It means that, a sample was a group in research study on which information is obtained. Therefore, the writer was not take all the subjects of the population. The sample of this research were two classes, VIII C as experimental class and VIII D as control class consist 70 students.

3.3 The Instrument of Collecting Data

To collect the data, the researcher gave a speaking test. Both control group and experimental group were given pre-test and post-test. The treatment was conducted after the administration of pre-test. The experimental group was taught by using Chain Drill technique, while control group was taught by using conventional method. The writer recorded the students' speaking in pre-test and post-test.

3.4 The Procedure of Test Research

The research procedure was conducted in the first semester 2019, before conducting the research; the writer asked the permissions to the headmaster and the English teacher at the school. Then, the writer conducted through the following steps:

1. Determining the subject

The writer chose the first semester of the eighth grade of SMP Negeri 37 Medan as the subject of the research.

2. Determining the sample

In taking the sample of the research, the writer used random sampling. The writer chose two classes as the sample of the research; one class as the experimental class and other one as the control class.

3. Selecting the material

The writer determined the material was taught to the students, the material was given about the expression of asking and giving for opinions. This material based on syllabus at the first semester of the eighth grade.

4. Doing a pre-test to get the data

It was done for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.

5. Conducting the treatments

The writer gave the treatment in four meetings for experimental and control classes each. In the treatment, the writer as the teacher taught the students by using Chain Drill technique in the experimental class. Meanwhile, in the control class, the students was taught by using conventional method

6. Doing the post - test to get the data

The writer conducted the post test after the treatments. By giving the post-test, to know students' ability in speaking, the writer gave oral test to the students.

7. Analyzing the result of the posttest

In analyzing the result, the writer was done to compared the result of post test between experimental class and control class. To know whether the post - test score of experimental class be higher than control class.

The researcher was conducted the study in three meetings for each group (control and experimental group)

EXPERIMENTAL GROUP	CONTROL GROUP
The First Meeting	The First Meeting
Researcher gives Pre-test/ Speaking Test <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher gave some topics that was chose by the students - Researcher asked the students to create a short dialog based on the topic - Researcher asked the students to deliver the dialog in front of the class - Researcher recorded the students' voice - Researcher transcribed the students' voice in to written text. - Researcher scored the students 	Researcher gives Pre-test/ Speaking Test <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher gave some topics that was chose by the students - Researcher asked the students to create a short dialog based on the topic - Researcher asked the students to deliver the dialog in front of the class - Researcher recorded the students' voice - Researcher transcribed the students' voice in to written text. - Researcher scores the students
The Second Meeting	The Second Meeting
Researcher gives the treatment (using Chain Drill technique) <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher introduced and explained the concept of the chain of conversation that forms around the room as students one by one , ask and answer question of each other 	Researcher teach the students in the conventional way of teaching speaking <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher gave some topics that will be chosen by the students - Researcher discuss the topic with the students

<p>(using Chain Drill technique)</p> <ul style="list-style-type: none"> - Researcher explained the role of each speaker exactly making conversation in dialog - Researcher gave motions/topics - Researcher asked the students to make conversation in dialog - The students chose a motion/topic to let them to have a researcher about the evidence of the motion. 	
The Third Meeting	The Third Meeting
<p>Researcher gave Post-Test / Speaking Test</p> <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher gave warm-up to the students - Researcher asked the students to deliver the speech in front of the class with the conversation in dialog motion in the previous meeting. - Researcher recorded the students voice - Researcher transcribed the students' voice in to written text - Researchers scored the students - Researcher asked students to deliver a speech in front of the class based on what conversation dialog in the previous meeting - Researcher gave score to the students 	<p>Researcher gave Post-Test / Speaking Test</p> <ul style="list-style-type: none"> - Researcher greeted and check the students' attendance - Researcher asked students to deliver a speech in front of the class based on what conversation dialog in the previous meeting - Researcher recorded the students voice in to written text. - Researcher gave score the students

3.5 The Scoring System

There are five criterias of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the writer used the oral English rating sheet that proposed by Harris. The Table showed the fifth criterias of the ranting sheet score. It can be seen on the tables below:

Table 3.3
Criteria for Evaluating Students' Speaking Ability

No	Criteria	Rating Score	Comment
1	Pronunciation	5	Has few traces foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and/ or word - order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and / or restrict himself to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
		4	Sometime use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words; conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speeds of speech seem to be slightly affected by language problem.

		3	Speed and fluency are farther strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without Difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is said at slower-than-normal speed with repetition.
		2	Has great difficulty following what is said. Can comprehend only "social comprehension" spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation English.

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 writer used those speaking scoring rubric to collect the data.

3.6 Validity and Reliability

3.6.1 Validity

An instrument can call valid when it can measure what is want. In other words, an instrument can call valid if it can show the data of variables that are being research correctly. According to

Arikunto (2002:48), he says that validity is measurement which shows the degree of instrument. To know the validity of the test, the writer will use content and construct validity.

1. Content validity

Content validity concerns whether the test are good reflection of the materials that needs to be tested. Content validity refers to instruments that are parallel with matter that will be measured. Because in this research the test had been intended to measure students' speaking ability of the eighth grade of junior high school, the test had been given to the students was the test that can measure students' ability about speaking which based on what they have learnt before on the curriculum.

In this case, the instrument had agreement with the objective of the learning in the school which was based on the syllabus because the test was to measure the students' speaking ability at the eighth grade of junior high school. To make sure the writer consulted the instrument had of the test to the English teacher at SMP Negeri 37 Medan . It was done to make sure that the instrument was valid. The teacher said the instrument was valid and agreed with the writer to conduct the instruments to the students.

2. Construct validity

According to Mujis (2004:27), "Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. Once again, this is related to our theoretical knowledge of the concept we are wanting to measure". It means that, Construct validity refresh to assumption, showing the measurement was used contains correct operational definition, which was based on the theoretical concept. In other words, Construct validity was focused on the kind of the test that was used to measure the ability. In this research, the writer administered a speaking test. The scoring covers five aspects of speaking that

are adapted from Haris. They are pronunciation, grammar, vocabulary fluency, comprehension. The writer will consult the instrument to the English teacher at SMP Negeri 37 Medan to make sure the instrument had been valid or not. As the result, teacher said that the instrument of the data was valid.

3.6.2 Reliability

Arikunto (2010:178) say that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If thr data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement.order to find out whether the test reliable or not, the researcher used the formula of Kuder Richardson (KR_{21}) in Arikunto (2010 : 233-240) as following :

$$R_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{n S^2 t} \right)$$

Where :

R : Reliability of Instrument.

n : The number of items in the test.

M : The mean of the test score.

T : Total of variance

S : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was R=

0.0-0.20 : The reliability is very low

0.20-0.40 : The reliability is low

0.40-0.60 : The reliability is fair

0.60-0.80 : The reliability is high

0.80-1.0 : The reliability is very high

3.7 Technique of Collecting Data

In the research, the writer used test as a technique to collect the data. According to Donald (2002:54), “A test is a set of stimuli presented to an individual in order to elicit responses 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 influence of using Chain Drill technique towards students speaking ability. Some tests will be conducted to collect the data. They are:

1. Pre - test, it had been done to know the research the students’ speaking ability before the treatment. The test had been done orally by asking the students to come forward in groups to practice dialogue. The scoring was used on the pronunciation, grammar, vocabulary, fluency and comprehension.
2. Post test, it had been conducted to know the students’ speaking ability after the treatment. The system and the difficulty of post test was the same as the pre - test, because both of them were used to measure the students’ speaking ability in order to know the development of students’ speaking ability after the treatment.

3.7 The Technique Analyzing Data

To analyze the data, the researcher used score of post-test of the experimental and control groups. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (pair sample t-test).

To know the effect of result of this research, the test was calculated using-test formula as follow that developed by Arikunto :

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_X + N_Y) - 2} \right] \left[\frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

The T-table will be employed to see whether or not there is significant different between the mean score in both experimental and control groups.

The writer used parametric statistic. In parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by writer in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are

normally distributed or not. In this study, the writer used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normality employed are Kolmogorov - Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

While the criteria for acceptance of hypotheses of the normality test is as follows:

H_0 is accepted if Sig (P value) $> \alpha = 0.05$

H_a is accepted if Sig (P value) $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not.

The hypothesis are :

H_0 : the variances of the data is homogenous

H_a : the variances of the data is homogenous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if Sig (P value) $> \alpha = 0.05$

H_a is accepted if Sig (P value) $< \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer will use t-test. In this case,

While criteria of acceptance for the hypothesis is as follows:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$