

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Research

Language is the tool that was used by people to communicate one each other. By using language, human can express their idea, opinion, feelings and thought. Because human is social beings, every people needed to communicate one each other. There are many languages in the world. All those languages have different pronunciation, writing and grammar. Although every country had their national language but people from one to another country can speak by using international language which is English language.

English language becomes the largest language that was used in communication around the world. Harmer (2007:18) state that “English was spoken by at least a quarter of the world’s population” .It meant that English covers almost all the aspects of the daily activities of human in this planet. English language was also used by many other countries in this world. We can communicate with people in abroad by use English. For this reason, English language was one of the important languages that must be known by all the people. According to Michelle Maxom (2009:30) “These days English was viewed as a language which gives you access to the world”. It meant that English could help us to know and explore all around the world. English could deliver us to many other countries for may of our different purposes. Some people wanted a high career with international connection would be connected by English language. We could study abroad by using English. Even English Language could become money land for some profession. In brief, English could change our lifes. Because of it, English became one of the subjects that ought to be learned by the students from primary school to university. From the explanation

above we could conclude that English was very important to be mastered especially by all the students.

In learning English, there are four skills in English that have to be learned. The four skills are speaking, listening, writing and reading. All those skills were important to be mastered. But mastered speaking skill in English became the most important for all the learners. This was caused by mastering speaking skill, all the people in this world could communicate one each others.

Speaking was one of skill in English that encouraged the students to be good in pronunciation, grammar, vocabulary and fluency. In teaching speaking teacher not only taught how to speak, but the teacher also had to be focus in students' pronunciation, grammar, vocabulary and fluency. The best way to improve students' speaking skill was practice. They had to speak English a lot. In fact, students were rarely to practice their English which made them poor in English.

Teaching English in senior high school was not easy. Especially in the area where English was studied as foreign language. Occasionally, teacher still used conventional technique in teaching which made the students got bored and lost their focus in learning English. Moreover, the teachers did not provide many chances to the students in speaking practice where the class was dominated by teacher. Teaching is not only deliver the lessons by teacher to the students in classroom, but teaching had to be able to inspire the students and made the class enjoyable for the students. According to Pangaribuan and Sipayung (2019:), "pedagogy was the standart of good practice, did the enterprise that learners were enjoying learning". It means that, in teaching teachers had to be creative and ought to be able to make the class become enjoyable environment for students to study that will make the students be easy to get the lessons.

In SMKS YWKA Medan, students' speaking skill were poor. Many students still used mother tongue in answering the questions from English teacher. This was caused by the difficulties of the students to arrange the sentence in English, low vocabulary and less of practice. Beside of that, the students were low of motivation to practice in English class and they were ambarrast in doing mistakes. Because of that, many students were low in speaking skill.

Based on phenomenon above, the researcher was interested to teach speaking and motivated the students by conducted the interesting technique in teaching speaking. In this research, researcher would use Chain Drill technique to motivate the students in learning speaking. A chain drill was an alternative technique in teaching speaking. By used chain dril, all the students had the same opportunities to ask and answer the question from one each other. It was started by teacher. The teacher prepared the question to be asked to the students nearest the teacher. The teacher begun the chain by asking question to the students nearest with the teacher. The student responds, then his turn to ask the question to the student next to him and the chain continues untill all of the students got a chance to ask and asnwer the question. The last student directs to ask the question to the teacher. In this opportunity the teacher was able to evaluate students' pronunciation, grammar, vocabulary and fluency easily.

According to Larsen-Freeman (2000: 46), "Chain Drill Technique is one of the techniques that suitable for teaching speaking". This technique was very fun and made students enjoy the lesson. Teaching by used chain drill teachnnique will motivate the students and got the lesson easily. Moreover, this technique could improve students' speaking skill. In this research, researcher tried to identify the effecttiveness of Chain Drill Technique on speaking skill at tenth grade students in SMKS YWKA Medan of academic year 2020/2021

## **1.2 The Problem of the Research**

Based on the explanation of the background of the study above, the researcher formulated the problem on this research as:

“Does Chain Drill techniques significantly affect on speaking skill at tenth grade students in SMKS YWKA medan of academic year 2020/2021”?.

### **1.3 The Objective of the Research**

Based on the research problem above, the objective of this research was to find out:

“To know whether or not Chain Drill techniques significantly affect on speaking skill at tenth grade students in SMKS YWKA Medan of academic year 2020/2021”.

### **1.4 The Scope of the Research**

To reach the purpose of this research, the researcher limited this research only focus on knowing whether the Chain Drill technique affected students' speaking skill of Recount Text. The Researcher also limited his study to Larsen-Freeman' theory and this research will be conducted at tenth grade students in SMKS YWKA Medan of academic year 2020/2021. In addition, researcher also limited the time of this research to be carry out approximately three months.

### **1.5 The Significances of the Research**

The significances of this reseach are devided in to two, they are;

#### 1) Theoretically

Theoretically this research is expected to be used for the teaching speaking and can be used to give us evidence about implementation theory base on problem that faced above. And also the results of this research are expected to enrich theories and can be a reference for future studies is related to Chain Drill technique in improve students' speaking ability.

#### 2) Practically

Practically this study have benefit for the teachers, the students and the institution. The result will be help teachers especially for those who teaches student in improve their speaking skill. For the students it will be useful to get the opportunities to improve their speaking skill especially in Recount Text.

## **1.6 Hypothesis**

Hypothesis is from words hypo and thesis. Hypo is under or less or weak. And thesis is theory or proposition that show as a proof. So, hypothesis can be defined as weak truth statement towards problems on research and need to prove the truth. Base on those literature review and previous research, the researcher formulate the hypothesis in this research as the following:

**Ha:** there is a significant effect of chain drill technique to the students' speaking skill.

**Ho:** there is no significant effect of chain drill technique to the students' speaking skill.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a research, there are some theories that are needed to explain and clarify which has relation to the research design. This research also uses some concern terms that need to explain theoretically. The theoretical elaboration on the concepts and term will be presented in the following.

#### **2.2 Defenition of Speaking Ability**

Speaking is the ability to communicate with someone to express our ideas or opinion, feelings and thought. Speaking is also one of the language productive skills which is defined as the ability of using language orally. From the four of skills in language, speaking is the most important goal in learning a language. Murcia (2001:103) states that “for most people the ability to speak or communicate the language is the most basic means of human communication”. Most of people learn one language with hope they can communicate with the language that they have learned. It means that speaking is of the goal of someone to learn one language.

According to Richards (2008:19), “ the mastery of speaking skill in English is a priority for many second-language or foreign-language learners”. Beside of the four skills in English, speaking is the most reason for someone to learn one language. Learners hope that they can share or communicate their thought in the language that they have learned. Some of people also measure their achievement in learning English from how fluent they speak in that language. According to Pangaribuan and Sipayung (2018:8), “in *TEFL NNs*, communicative is the target learning outcomes”. It means that in learning English and *TEFL NNs* (Teaching English Foreign Language In *Non Native Setting*), to be able to communicate with the language that we have learnt is the goal of us learn it. That is why, some people always hope when they have learnt one other language, they can communicate that language. From all the explanation above, we can conclude that speaking skill is the priority skill that must be mastered by students or people who learns English language.

### **2.2.1 Importance of Speaking**

Speaking ability in English is useful in many situations and places in this Era. Such as in the school education, apply to get a job, or when someone goes to the other country, because English is international language. According to Telaumbenua, Sipayung and Lumbantoruan

(2019:2), “ in this modern era of students are required to be able to speak”. Because speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life. The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made knowing English in dispensable.

Guoqiang (2005) to be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Although speaking has been included in the educational plan for English teaching in colleges and universities in the past years, the percentage of time is devoted to activities in which students can communicate with each other in English remains small in the whole class. Speaking is the skill that the students will be judged upon most in real-life situation .It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.

### **2.2.2 Criteria of Good Speaking Performance**

Speaking is not just expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Speaking becomes important because speaking is a skill that can make people easily understand to what things is explained. Speaking assess the speaker to be able to transfer their idea through speech. There are some aspects of speaking performance:

#### 1. Fluency

In assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying and by subjects as they complete a task. It means that we can measure the fluency of students by see how long they become silent when they speak. However, we can also know how fluent someone speak to us by calculate the time that they have used to speak one topic to us.

#### 2. Pronunciation

Thornbury (2005) Pronunciation refers to the student ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001) provided more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involve in a conversation are offended.

#### 3. Grammar

Brown (2001) stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. From that statement, we know that grammar is used to arrange the words into appropriate sentence by considering all the use of each word and it's tense.

#### 4. Vocabulary



According to Thornbury (2005), suggest three usual things is used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

### **2.3 Audio Lingual Method**

The Audio-lingual Method (ALM) is one of the methods that commonly used in teaching utterance or dialog. This method is developed during the Second World War. Mora Kerper state that “The Audio-lingual method is the method which focuses in repetition some words to memorize. Audio-lingual method is a method which use drills and pattern practice in teaching language”. The language habits were formed by memorizing dialogues and practicing sentence patterns, sometimes this drills technique makes the students imitate the speaker.

In Audio Lingual Method there are 3 basic concepts, those are: (1) Language. As we can know that this method refers to the speaking or communicating. Grammar and vocabularies are the criteria that must be in the method; (2) Listening and speaking. Those skills must be followed by reading and writing. This process is inspired from the life of our childhood; (3) Learners is directed to speak the language in a different way. It means that the students are not forced to memorize the concept of that language but they will be taught how to use the language naturally.

### **2.4 General Concept of Chain Drill**

Brown (2001: 272) stated about drills as “an opportunity for students to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical”. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity.

Drills are commonly used in the Audio-Lingual Method. The goal of this method is to use the target language communicatively. Larsen-Freeman (2000: 45) states “the goal of teachers who use the Audio-Lingual method is they want their students to be able to use the target language communicatively”. Students need to over-learn the target language, to learn to use it automatically without stopping to think. As we know, to be communicative in using our target language is one of the primary reasons to study language. The kinds of drills that are commonly used for teaching speaking are stated by Larsen-Freeman (2000: 48- 49) as follows :

1. 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 teacher’s clue, the students expand what they are repeating part by part until they are able to repeat the entire line.

2. Repetition drill.

Students are asked to repeat the teacher’s model as accurately and as quickly as possible.

This drill is often used to teach the lines of the dialogue.

3. Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as

students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him questions. That student responds, and then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some control communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

#### 4. 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.

#### 5. 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.

#### 6. Transformational drill

The teacher gives students a certain kind 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 report speech.

#### 7. Question and answer drill

This drill gives students practice with answering questions. The students will answer the teacher's questions very quickly.

There are some kinds of drill in Audio-Lingual Method that English teacher can use in teaching speaking. Each drill has its own benefits. We can use it based on the students' need.

#### **2.4.1 Basic Concept of Chain Drill**

The teacher begins the chain by greeting a particular student, or asking him questions. That student responds, and then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some control communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech. Based on the seven types of "drill", teacher will adjust the level of difficulty of teaching materials that will be given to the students in every stage because not all of the drills technique can be applied in teaching and learning process.

#### **2.4.2 The Advantages of Using Chain Drill Technique**

There are some advantages of chain drill technique, such as;

1. Chain Drill technique as an alternative technique.
2. Chain Drill technique makes students more interested in learning speaking.
3. Chain Drill technique makes the teacher easier in checking and correcting the students' speaking aspects.
4. Chain Drill technique make students speaking English effectively.
5. Chain Drill technique makes students speak English Communicatively.

#### **2.4.3 The Disadvantage of Using Chain Drill Technique**

Besides the advantages, there are some disadvantages from the implementation of Chain Drill. The first is related with the times. Teacher who is applying chain drill will need more

times. It needs at least one hour to practice a Chain Drill in a medium classroom. The second disadvantage the technique actually is not really appropriate for the noisy class, it will make the teacher difficult to handle the noisy students. Then, teacher will be creative by modifying this technique with the other technique or using another media. So, the teaching and learning speaking process more conductive.

#### **2.4.4 The Procedure of Chain Drill Technique In Teaching Speaking**

Since Chain Drill is the series of drill to language teaching. It gives the student an opportunity to say the lines individually and let the students use the expression in communication with someone else, even though the communication is very limit. The focus of instruction is on immediate and accurate speech' the target language is used as the medium of instruction, and translation or use of the native language is discouraged. The steps of using Chain Drill are drawn as follows:

Teacher constructs the students' mind and knowledge from the basic knowledge by asking the students' experience that is relate to recount text.

1. Teacher gives opportunity to the students to find out knowledge, skill or information before the teacher explanation.
2. Teacher gives some questions to encourage students' thinking ability.
3. Teacher divides the students into groups of four.
4. Teacher gives a sample of story that will be continued by students.
5. Teacher explains and models to the students the process of chain story.
6. Teacher speaks the first sentence "when I was in the first year of elementary school, I have unforgettable experience".

7. Students by the teacher speak the next sentence in their own. Each student will be given one minute to give the contribution (more time is needed as the stories grow longer).
8. Students pass their own and give it to the next students beside him/her (this pattern continuous until the stories are complete).
9. Students correct the stories in pairs led by the teacher by providing an edit checklist on the board to aid students in focusing on particular errors (vocabulary or grammatical structure).

## **2.5 Previous Researches**

There are some previous research that related with this research. It will be the references for the writer to help in completed the topic of this research. The detail are explained as follow.

The first research which is relevant to this study is research was conducted by Kusuma Utami Handayani in thesis with the title *“Using A Chain Drill To Improves Students’ Fluency In Speaking English”*. The population of this research was the seventh grade students of SMPN 5 Sragen in academic year of 2010/2011 with a total number of 24 students. 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 were conducted after the treatments in each cycle. The method of the tests was interview. The students were asked some questions, and they had to answer them orally. Their speeches were recorded. The recordings were analyzed by using a speaking rubric modified from Weir and Harris to find the average score. From observing the mean score, it could be seen whether there was a progress in students’ fluency or not. After the treatments by using the chain drill, the students’ fluency in speaking English improved. It is

proved by the 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. Based on the result of filed notes, the students' behavior during the speaking activity improved to be more positive. It means that the implementation of this technique made the students more interested in learning speaking.

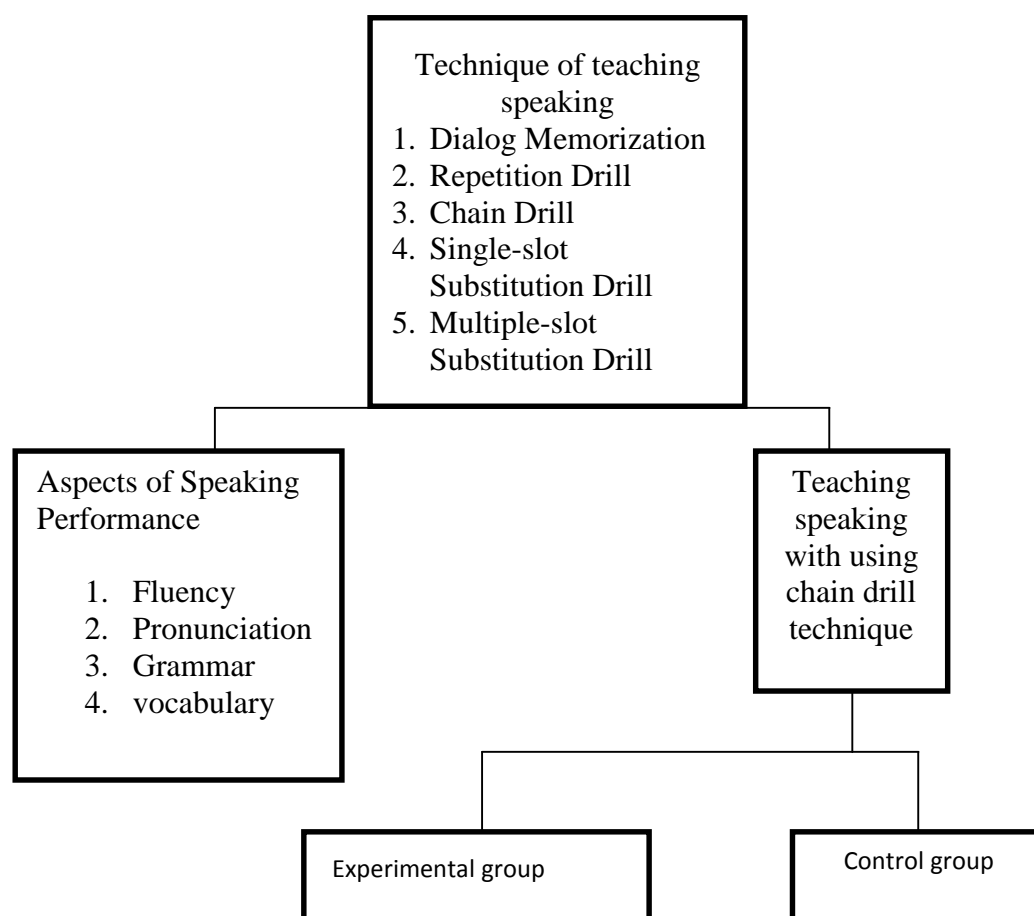
Another research relevant of this study is research conducted by Dani Hermanto with title of his thesis was "*The Effectiveness Of Chain Drill Technique In Developing Students' Speaking Fluency*". The statement of problem in this study was how is the effectiveness of chain drill technique in developing students' speaking fluency at eighth grade of MTs Darul Amanah in the academic year of 2015/2016. The objective of this study was to find out the effectiveness of chain drill technique in developing students' speaking fluency at eighth grade of MTs Darul Amanah in the academic year of 2015/2016. In this research, the researcher conducted experimental research. There were two classes; experiment class and control class as sample. The researcher used cluster random sampling to choose the sample. There were two classes that chosen as a sample, those are VIII C as experimental class and VIII A as control class. Experiment class consisted of 35 students and control class consisted of 38 students. The experiment class of was taught by chain drill technique, while the control class was taught without chain dril. To get the data, this research used test to collect the data. There were two tests in this research; they are pre-test and post-test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference between experiment class and control class. After collecting the data, it was found that the pre-test average score of experiment class was 62,857 and the control class was 61,894. Meanwhile, the post-test average score 75,2 and the control class was 69,473. It was obtained that t *count* was

2,08 and the *t* table was 1,66 for alpha ( ) 5%. The *t*-test was higher than *t*-table (2,08 > 1,66). It meant that  $H_0$  was rejected and  $H_a$  was accepted. So, it could be concluded that there was significant of difference between experiment and control class. It meant that the use of chain drill technique was effective in developing students speaking fluency.

## 2.6 Conceptual Framework

Speaking is the most important skill that must be mastered by students in learning so that they can express their thought, feeling, ideas and opinion. To be master in speaking easily, English teacher can use chain drill technique. This is caused of Chain Drill tehnique gives the student an opportunity to say the lines individually and let the students use the expression in communication with someone else. And this also makes students to be fluent in speaking. Base on the explanation above, it can be predicted that teaching speaking by using Chain Drill technique is mone of way that can be used in teaching speaking and giving effect to the students' speaking skill.

**The conceptual framework can be seen as follow:**







## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research design had an important role in a research because the quality of the research depend on the design of its research. In this research, the researcher would used quantitative to analyze the data. This research would use experimental research. According to Nunan (1992:47) “experimental is design to collect data in such a way that threats to the reliability and validity of the research is ministered”. An experimental was the way to find the casual relationship between two factors which were raised by the researcher in purpose by eliminating any distracting factors. The researcher would used experimental design (pretest-posttest control group design). This model consist of two classes, namely experimental class and control class. In this research, the researcher used cluster random sampling. It was a technique to choose each class randomly and it was based on lottery. The researcher decided to choose class X-Akuntansi as the experimental group and class X-Teknik Listrik as the control group. The experiment class would received a

new treatment. And would be taught by using chain drill technique. Meanwhile, the control class would be taught by using conventional learning method. The design could be seen in the following table:

R	O1	X	O2
R	O3	-	O4

In which:

R: random sample

O1: pretest value of experimental group

O2: post test value of experimental group

O3: pretest of control group

O4: posttest of control group

X: Treatment

Base on the table above the researcher concludes that there were two groups in this research, such as experimental group and control group. All the groups were given the same pretest and posttest to collect the data. But treatment was only given to experimental class after the researcher gave the pretest to experimental class. The treatment was chain drill technique for learning speaking. And control group would be taught by using conventional technique. The researcher would focused with this two classes in order to know the comparison of them. Whether, the control group and experimental group have the differences in speaking achievement.

In this research there were two variables, they were speaking skill and chain drill technique. Speaking skill was the dependent variable, it is the outcome of learning speaking. However, chain drill technique will be the independent variable because it will give the outcome of

learning speaking. The researcher expect that the students in experimental group would be able to spaek English fluently because of the treatment. And for control group, the researcher was also expected to know the phenomenon which affected the outcome of learning speaking.

### **3.2 Population and Sample**

#### **3.2.1 Population**

According to Sugiyono (2011:80) “population is the generalization areas which consist of subject or object that have certain characteristic and quality”. The population of this research was the students of tenth grade of SMKS YWKA Medan with the number of population are 120 students.

#### **3.2.2 Sample**

According to Arikuto (1998:130) ” a sample is a group in r esearch study in which information is obtained”. After determine the population, the researcher also decided class X-Akuntansi as experimental group and class X-Teknik Listrik as control group to be the saple of this research. Because the population of this rsearch was big and could make researcher lost the focus of the resarch, the researcher only take two classess to be the sample of this research. By take only two classess became the sample of this resarch, the researcher can be more focus to get the valid data.

### **3.3 Instrument of Collecting Data**

There were some kinds of instrument that could be used by researcher to collect the data. In this reearch to collect the data, researcher would used speaking test as the instrument . According to Arikunto (1998:150) “a test is sequences of question of exercise often used to measure skill, knowledge, intelligent, or talent of individual group.” It means that, test can measure the outcome ot the students in learning speaking.

The researcher would give speaking test to the students. This test would be kind of test that asked the students to continue the story that was given by teacher. This story will be spoken orally. Before giving the test, the teacher would explained how the test will be running. The students would be given a chance and time to prepare the sentence or paragraph that they would speak when the test was running. In addition, the kind of speaking test would be consisted of two tests, such as pretest and post-test. The explanation of pre-test and post-test could be seen below.

#### 1 Pre-test

The pretest would be given to know the the phenonemon that face by the students before teach them. This test would showed the teacher what the factor that made the students get the trouble.

#### 2 Pos-test

This test was the test of evaluating the outcome of the students after teaching and get the treatment.

As long as doing the test, the researcher would took documentation to support the researcher that the research was real done by the researcher and make the research be objective.

### **3.4 The Technique of Collecting Data**

The data of this research would be gathered from the oral test of students in pre-test – post-test and some school documentation. In order to discovery how students were thinking and used the target language (English). The researcher will do the test. The writer will conduct oral test in form of conversational performance.

#### 1. Pre-test

Before the teacher taught new material by used Chain Drill technique, the teacher gave pre-test to the students. Pre-test was given to the experiment class

and the control class in same way.

## 2. Post test

Post-test would be given to the experimental class and the control class. It would be given in order to know the development of students' achievement in speaking from the experiment class and control class. This test would be given by the teacher after taught all the students in control class by used conventional technique and experimental class with using treatment (Chain Drill). The test in the control class and experimental class was the same test.

Another data was needed to help the researcher could continue the research. The researcher would use documentation to collect some students' information, such as: students' name list and their English result. In this research documentation only used to support the data about the students' condition reflected on the activity in the class. Documentation of students' speaking test recording was used to evaluate students' speaking.

### **3.5 Scoring Technique**

In each test, the students asked to continue the story that made by reseacher orally. The researcher would gave oral test to the students to analyze their score on pronunciation, grammar, vocabulary, fluency and comprehension.

In giving scores to the students, the reseacher used analytic scale which categorized by some categories and the writer follows these scoring criteria for each category. This analytic score had five items and each item was scored five. So, the maximum score is 25. But it would be multiplied with 4, so the final maximum score would be 100. Based on Haris (1969:84), Analytic scoring of speaking could be seen on the following table:

**Table 3.5**

**Rubric of Speaking**

<b>Aspects</b>	<b>Score</b>	<b>Description</b>
Pronunciation	20	Have few traces of foreign accent.
	16	Always intelligible, though one is conscious of a definite accent.
	12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	8	Very hard to understand because of pronunciation problems.
	4	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	20	Makes few (if any) noticeable errors of grammar and word order.
	16	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	12	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	8	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	4	Errors in grammar and word order as severe as to make speech virtually unintelligible
Vocabulary	20	Use of vocabulary and idioms is virtually that of a native speaker.
	16	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequacy
	12	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	8	Misuse of word and very limited vocabulary make comprehension quite difficult.
	4	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	20	Speed as fluent and effortless as that of a native speaker.
	16	Speed of the speech seems to be slightly affected by language problem.
	12	Speed and fluency are rather strongly affected by language problems.

	8	Usually hesitant; often forced into silent by language limitations
	4	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	20	Appears to understand everything without difficulty.
	16	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	12	Understand most of what is said at slower than normal speed with repetition.
	8	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.
	4	Can’t be said to understand even simple conversation virtually impossible.

### 3.6 Validity

Wiersma, William (2000; 299) stated that validity refers to the appropriateness of the interpretation of the result of a test or inventory, and if is specific to the intend use. Djiwandono, (in Lilik Is Siam Maryanti, 2016: 44) state that validity is suitability interpretation of the test result as evaluation instrument. In other words, validity was suitability test, as the measure of instrument with the main target would be measured.

There were several kinds of validity, the first was content validity, content validity reffers to the extent to which the instrument to represents the content of interest. Second was criterion related validity, this validity refers to the relationship between scores on measuring and an independent external variable to measure the characteristic in question. The third was construct validity, this validity was concerned with the extent to which a test measure a specific trait or construct.

In this research the researcher would use content validity. Brown’s theories state that be indicator of speaking test such as fluency, grammar, vocabulary, pronunciation and

comprehension must be based on the syllabus, it means that content validity in this research more appropriate and valid. In the other words, the content of the skill in speaking skill in test can measure accurately the students' skill in speaking.

Content	Test Item	Kind of Test	Skor	
Aspects	Fluency	1	Oral test	20
	Grammar	1	Oral test	20
	Vocabulary	1	Oral test	20
	Pronunciation	1	Oral test	20
	Comprehension	1	Oral test	20
	Total	5		100

### 3.7 Reliability

Reliability refers to consistency and authenticity in responses. Reliability is the degree of consistency with which it measures whatever it is measuring (Arikunto,2010). A test was reliable if te test measures whatever it was measured eventhough the test is used in the different time and sample. To get the realibility of the test, the researcher will use Kuder-Richardson method formula 21 (K-R 21) as following:

$$R = \frac{K}{K-1} \left[ 1 - \frac{M-(K-M)}{KS^2} \right]$$

Where:

K = Number of test item

M = The means of the score

KS<sup>2</sup> = The square of standart deviation of the test score

The realibility of the test can be categorized as follows:

0.00-0.20 = The reability is veri low.

0.21-0.40 = The reability is low.

0.41-0.60 = The reability is fair.

0.61-0.80 = The reability is high.



0.81-above = The reliability is very high.

### 3.8 Technique of Analyzing Data

The techniques of analyzing the data would be done as the following:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control class.
2. Tabulating the score of the students in pre-test and post-test of experimental and control class.
3. Comparing the mean of the two classes.
4. Testing hypothesis by using the formula of t-test.
5. Concluding the research finding.

Arikunto (2010:354) stated that to test the hypothesis, the T-test formula are used. This formula is used to answer the problem of this research. By using this formula the researcher will know whether teaching speaking through Chain Drill technique is affecting the students' speaking skill or not. This formula can be seen as following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

$t$  : The effect

$Mx$  : The mean of the experimental class

$My$  : The mean of the control class

$dx$  : The standard deviation of experimental class

$dy$  : The standard deviation of control class

$Nx$  : The total number of the experimental class

$N_y$  : The total number of the control class