THE EFFECT OF CHAIN DRILL TECHNIQUE ON STUDENTS’ SPEAKING
ACHIEVEMENT AT SMP NEGERI 3 RAHA

ABSTRACT

WA ODE SHYERLIN SONI

This study aims to find out whether there is a significant effect of chain drill technique on the first year of SMP Negeri 3 Raha. The research question formulated “is there any significant effect of chain drill technique on students’ speaking achievement at SMP Negeri 3 Raha?”. The design of study was pre-experimental research design that consisted of one group pre-test and post-test. The population of this study was all students on the first year of SMP Negeri 3 Raha who were registered in academic year 2017/2018. The sample of this study was one class namely VII which consisted of 22 students. The instrument of this study was oral test in dialogue based on the cue card about how to greet and respond. The research used Paired Sample T-test to analyze the result of the study of the effect of chain drill technique on students’ speaking achievement after analyzing the normality of the data in the experimental class. The result shows that students’ speaking ability in the post test is 2.806 higher than 1.647 is the post test. The hypothesis testing is found that the level of significant is 0.00, since the level of significance value is less than 0.05, i.e. 0.00<0.05, the null hypothesis (H0) is rejected and H1 is accepted. It means that the use of chain drill technique shows a significant difference on students’ speaking achievement on the first year of SMP Negeri 3 Raha based on the result of the post-test.

Keywords: Speaking, Teaching Speaking, Chain Drill Technique

A. Introduction
1. Background

Speaking is an important skill in students’ daily life. In learning English, there are four skills that must be mastered namely listening, speaking, reading and writing. Speaking is one of the four basic skills in learning foreign language. Bahadorfar (2014) stated that in learning a foreign language, speaking is considered as the most important of the four skills of any language. It means that speaking is one of the important skills for students and difficult skills learning English because in speaking
requires confidence. Indeed, the ability of students to speak English is still very less.

Speaking ability is used to express ideas in order to communicate with others especially foreigners. But in speaking ability, most students still find it difficult to be a good speaker. Without speaking, we cannot interact with each other. Nazara (2011) said that students' perceptions can motivate them to improve their English speaking skills related to their level of ability. It means that most students who have a good grasp of English can easily improve their speaking skills in English if they follow the learning process well. Thus, they can assume that speaking in English is not difficult if serious in living it. Decker (2004) states that greater fear of students or making mistakes than their desire to speak. He adds that in this problem, the students who are active in the learning process are only the smart students. It is caused by the lack of students' confidence in speaking English. For English subject, speaking holds an important part in education. It is so difficult because when students talk, they sometimes speak in accordance with what is on their minds so they use English as a second language. Speaking ability means the ability to think.

Many students are very difficult to speak English because it is caused by several factors. According to Hornby (1995), “five factors play an important role in the production of an appropriate speech,

(4) Pronunciation which includes the segmental features-vowels and consonants and the stress and intonation patterns, (2) Grammar, i.e., producing the correct form of sentences, (3) Vocabulary which has to do with appropriate word-choice with respect to its context, (4) Fluency which is the ease and speed of the flow of speech, and (5) self-confidence which is seen as a crucial affective factor in the speaking competence”. Based on the above theory, the researcher gets some problems at the seventh grade of SMP Negeri 3 Raha in academic year 2017/2018. At the seventh grade of SMP Negeri 3 Raha still difficult to speak English. It is caused by
several factors namely: (a) lack of confidence (b) lack of pronunciation, and (c) lack of vocabulary. It is so difficult for students to apply learning English in daily life. Lack of confidence in students, it is very difficult for students to speak in English in front of the class when called by the teacher. They can only talk by reading a text or a sentence in a book. Thus, the task of a teacher in teaching speaking should be able to provide individualized approaches to the students so that their speaking skills can improve slowly. So, naturally if the pronunciation of students in English, especially on the first year student is not maximal or less good. They only focus on how to know the English language and can speak English well. When it has been mastered by students, it is not difficult for teachers to improve the pronunciation of students in English. In teaching speaking, the students are not aware that indirectly they are also learning pronunciation. Most students already know a lot of vocabularies because they are attending additional courses or studying from elementary school. To learn the vocabulary does not really need to be memorized. Therefore, every English learning teacher should teach the vocabulary first and at the end of the lesson the teacher gives the task of vocabulary. It is an easy way to improve the vocabulary of students.

Based on the problems above, the researcher provides a solution about chain drill technique. Chain drill technique is a technique used in a foreign language for learning English. The learning model of chain drill technique is repetition occurs. It is learning based on advocacy of dialogue and expression of the situation. The expression is followed by the student and repeated to make a response. This technique can improve students’ speaking and listening achievement. Freeman (2000) argues that chain drill is a good technique for teaching speaking because the students are easy to learn English by using ask and answer question with each other and they can improve their speaking ability in the classroom. So with this
technique, students are more confident and do not feel ashamed to go ahead in dialogue asking and answering between one another using English. The researcher believes that chain drill technique can improve students' speaking achievement on the first year students of Negeri 3 Raha. So the researcher will conduct research and take the effect of chain drill technique on students’ speaking achievement at SMP Negeri 3 Raha.

2. Research question
Based on the background, the research question of this study is “is there any significant effect of chain drill technique on students’ speaking achievement at SMP Negeri 3 Raha?”

The objective of this study was to find out whether using learning chain drill technique gives a significant effect or not on students’ speaking achievement at SMP Negeri 3 Raha.

B. Methodology

The design of this study was Pre-Experimental design (one group pre-test and post-test). It design which applied one class that is given pre-test and post-test before and after treatment. The schema of this design is following:

Pre-test  post-test

O1 --------------> X --------------> O2

Where:

O1 : Pre-Test

X : Treatment (Chain Drill Technique)

O2 : Post-Test

(Arikunto, 2010)
There were two variables in the study, those are:

1. Independent variable which symbolized by X. Independent variable of this study was the Effect of chain drill technique.

2. Dependent variable which symbolized by Y. Dependent variable of this study was students’ speaking achievement. The population of the study was all the first year students of SMP 3 Raha who register in academic year 2017 / 2018. The total numbers of student at the first year students were 122 students from 5 classes. They were class VII\(^1\), class VII\(^2\) class VII\(^3\), class VII\(^4\)and VII\(^5\).

In this study, the researcher used test as the instrument. The test was an oral test where the students performed in front of the class and the researcher took the video of each student. The speaking test would use in post-test.

The researcher collected the data by giving a test to the students. The test is an oral test that the purpose was to assess the students’ speaking achievement. In collecting data, the researcher also used video to assess the students’ speaking performance. The test consists of post-test only.

C. Result and Discussion

In this part, there were four kinds of data will be analyzed.

They were the pre-post test of speaking, paired sample t-test on the pre-test and the post-test and descriptive statistics. Each part elaborates in the following explanation.

The findings and discussion of the results of data analysis of students' speaking achievement in terms of fluency and accuracy when doing dialogue before and after treatment by using the Chain Drill Technique.
1. Pre-Test Score Analysis

Pre-test was performed before applying teaching and learning process using Chain Drill Technique. This test was given to students' speaking skills before treatment. The results of students' speaking achievement on the pre-test of all samples of this study, where the frequency of student scores can be seen in table 4.1

The Distribution of Students’ Scores on Pre-Test in Experimental Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>5</td>
<td>22.72%</td>
</tr>
<tr>
<td>1</td>
<td>Very poor</td>
<td>17</td>
<td>77.27%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the above data shows that the students’ speaking achievement in the pre-test is still in “very poor” criteria because none of student gets a high score in the pre-test session based on the band score of Ur (1996). The researcher found that about 77.27% or 17 students who obtain “very poor” speaking score and 22.72% or 5 students who obtain “poor” speaking score.

2. The Post-Test Score Analysis

Post-test is given after treatment for the students. This test is used to know the students speaking achievement after teaching learning process by using Chain Drill Technique. In the post-test session, the result of the students’ speaking score can be seen in the table 4.2

The Distribution of Students’ Scores on Post-Test in Experimental Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>7</td>
<td>31.81%</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>12</td>
<td>54.54%</td>
</tr>
<tr>
<td>1</td>
<td>Very poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the above data, the researcher found that about 54.54% or 12 students who obtain "Poor" speaking score, 31.81% or 7 students who obtain “Moderate” speaking score, and 13.63% or 3 students who obtain “Good” speaking score. Therefore, the students’ speaking achievement in the post test is in poor criteria.

Distribution of students’ score on the Pre-Test in Experimental Class

Based on the above graph, the classification of students’ speaking achievement on pre-test is shown as follows: the researcher found that there are 17 students who obtain “very poor” and 5 students who obtain “poor” score.

Distribution of students’ score on the Post-Test in Experimental Class

Based on the above graph, the classification of students’ speaking achievement on the pre-test is shown as follows: the researcher found
that there are 12 students who obtain "poor", 7 students who perform "moderate" criteria and 3 students who obtain "good".

Comparison of Students’ Score on the Pre-test and Post-test in Experimental Class

Normality Test

The normality test aimed to find out whether the data of the scores shows a normal distribution. According to Sugiyono (2011, p. 182-183) said that the use of parametric statistics requires that the data of each variable to be analyzed should be a normal distribution. Therefore prior to testing the hypothesis done, then first will test the normality of data.

The Result of the Normality Test of the Students’ Speaking Achievement

Tests of Normality

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td>.198</td>
</tr>
<tr>
<td>Posttest</td>
<td>.205</td>
<td>22</td>
</tr>
</tbody>
</table>

Based on the table above, we can see the result of normality test by using Kolmogorov-Smirnov analysis on the pre-test score is 0.025 and post-test score is 0.017. Both of the pre-test and post-test are higher than
alpha. It could be concluded that the scores both of the pre-test and post-test are distributed normally. It means that the score of pre-test and post-test would be analyzed through parametric statistic in form of paired sample t-test to know whether there is or not a significant effect on students’ speaking achievement by using Chain Drill Technique.

Hypothesis Testing

The hypothesis testing used to investigate whether there is or not a significant effect of using chain drill technique on students’ speaking achievement on the first year of SMP Negeri 3 Raha by using t-test with significant 0.05. before testing the hypothesis, the researcher used SPSS 16.0 to test the normality of the data.

Descriptive Statistic of Paired Sample T-Test

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Std. Deviation</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Posttest</td>
<td>2.8068</td>
<td>.63119</td>
</tr>
<tr>
<td>Pretest</td>
<td>1.6477</td>
<td>.28514</td>
</tr>
</tbody>
</table>

Statistical Analysis of Paired Sample T-Test

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>T</td>
</tr>
<tr>
<td>Posttest - Pretest</td>
<td>1.15909</td>
<td>.55391</td>
<td>.11809</td>
</tr>
</tbody>
</table>
Based on the above table, shows that the mean score of the pre-test is 1.6477 with standard deviation is 0.28514 and the mean score of post test about 2.8068 with standard deviation is 0.63119. And the probability value (sig. 2-tailed) is 0.000. In this case, researcher used directional hypothesis that there is a significant effect of chain drill technique on students’ speaking achievement.

In testing the hypothesis, H0 would be accepted if the probability value was higher than alpha or the level significance (P>0.05) and rejected if the probability value was lower than or equal to the level significant (P<0.05). Based on the result of this study, the probability value was less than the level of significance so it could be concluded that H0 was rejected and H1 was accepted. It could be said that there is a significant effect of using chain drill technique on students’ speaking achievement on the first year of SMP Negeri 3 Raha.

Briefly, the result of hypothesis testing could be seen in the following table below:

**Summary of Hypothesis Testing**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Df</td>
<td>Alfa</td>
</tr>
<tr>
<td>21</td>
<td>0.05</td>
</tr>
</tbody>
</table>

The table shows that tcount is 9.815 and ttable is 2.07. It means that tcount is higher than ttable. So, the hypothesis is accepted. It means that there is a significant effect on students’ speaking achievement that taught by using chain drill technique on the first year of SMP Negeri 3 Raha.
Descriptive statistic

The descriptive statistic of pre-test and post-test was analyzed in SPSS 16.0 for windows. The result can be seen in the following table.

Analysis Result of Descriptive Statistic

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>22</td>
<td>1.25</td>
<td>2.25</td>
<td>1.6477</td>
</tr>
<tr>
<td>Posttest</td>
<td>22</td>
<td>2.00</td>
<td>4.00</td>
<td>2.8068</td>
</tr>
</tbody>
</table>

The above data is the description of minimum and maximum score, means, standard Deviation of pre-test and post-test. Comparing between the minimum scores in pre-test and post-test. The minimum score on pre-test is 1.25. While on the post-test, the minimum score was 2.00. There was an improvement of the obtained score. This improving score indicated the improvement students’ speaking achievement when their speaking in oral test of the pre-test and post-test, and the maximum score on the pre-test about 2.25 and maximum score on the post-test about 4.00.

Furthermore, the effect of chain drill technique on students speaking achievement can be seen on the mean score of the pre-test and post-test. It is clearly seen that the mean score of the pre-test is 1.6477 and the mean of post test is 2.8068. The mean score of the post-test has improve which is obtained from the difference between post-test and pre-test. This difference assumes that the treatment gives a positive significant effect on students’ speaking ability.
D. Conclusion and Recommendation

Conclusion

Based on the finding of the study, it can be seen that there is a significant effect of chain drill technique on students’ speaking achievement. The students’ score of speaking who are taught using chain drill technique is higher than those who are taught using chain drill technique on the first year of SMP Negeri 3 Raha. It can be seen that the mean score is 2.806 higher than 1.647. Therefore, H0 is rejected and H1 is accepted.

The result of analysis in findings and discussion can be concluded that there is a significant effect of Chain Drill Technique on students’ speaking achievement of SMP Negeri 3 Raha. The result of Paired Sample T-test is there is a significance difference in students’ speaking achievement before and after the implementation of Chain Drill Technique on the first year of SMP Negeri 3 Raha.

Recommendation

Based on the result of this research, the researcher recommended as follows:
1. The Chain Drill technique could be used to improve students’ speaking ability.
2. The teacher can apply the Chain Drill technique, to improve students’ interest in teaching and learning process especially in speaking.
3. By using the Chain Drill technique, the teacher can build the students self confidence in speaking or in presenting, and also can build students self motivation in learning. Because by using this technique, the students is more active

REFERENCES


Scientific journal is abstracted and developed further from the thesis written by the authors for the guidance supervisor thesis is Dr. Aderlaepe, S.S., M.Hum. and co-supervisor of thesis Siam, S.Pd., M.Ed. TESOL.