

**LOCUTIONARY AND ILLOCUTIONARY ACTS OF DAILY
TRANSACTIONAL COMMUNICATION BETWEEN
BUYERS AND SELLERS IN PULO BRAYAN'S
TRADITIONAL MARKET**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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Judul Skripsi : The Effect of Using CDT (Chain Drill Technique) Towards Students' Speaking Ability

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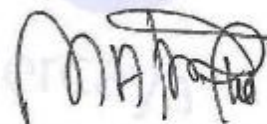
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
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	Chapter 2 } final revised		
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11/09 - 2019	Chapter 4		
	Data		
	Data analysis		
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	findings and discussion		
	writing system		
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	conclusion and suggestion		
24/09 - 2019	Abstract		
	Acknowledgement		
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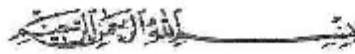
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SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

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Judul Proposal : The Effect of Using CDT (Chain Drill Technique) Towards Students' Speaking Ability

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
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Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

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Hormat saya
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Diketahui oleh Ketua Program Studi
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ABSTRACT

Jamiyarti, 1502050329 *The Effect of Using CDT (Chain Drill Technique) Towards Students' Speaking Ability*. Skripsi . English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2019.

This research was a quantitative research. The objective of this research was to find out the effect of using CDT (Chain Drill Technique) towards Students' Speaking Ability. This research was conducted at SMP Muhammadiyah 47 Sunggal Jl. Sei Mencirim No. 60. The population of this study was the students of seventh grade academic year 2019/2020. The Population was 67 which distributed in three classes there are VII-1, VII-2, and VII-3. The sample consisted of 42 students selected by using simple random sampling technique. The samples were divided into those 2 classes, the experimental group consisting of 21 students and taught by using chain drill technique and the control group consisting of 21 students taught using conventional method. The instrument of collecting the data in this research was oral test about descriptive text. The data was analyzed by using t-test formula. The result showed that t-test was greater than t-table ($16,66 > 2,021$) with the level of significant 0,05 and degree of freedom (df) = 40. It means that students were taught by using chain drill technique is higher than applying conventional method. Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Keywords: *chain drill technique, speaking, descriptive text.*

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Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study was still far from being perfect in spite of the fact she had done her best in completing this study. Therefore, construction criticism, comment, suggestion were welcomed for further improvement of this study.

Medan, September 2019
The Researcher

Jamiyarti
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is something that can not be separated from human life, speaking humans can be able to convey or express what they want to say. There are four skills in learning English those are listening, speaking, reading and writing. So According to Henry Guntur Tarigan (2008:3) in the book Speaking as a language skill states that, speaking is a language skill that develops in the life of a child that is only preceded by listening skills, and at that time the ability to speak or say is learned.

Therefore, speaking is an ability that students must have especially speaking in English. Speaking ability is used to express ideas in order to communicate with others especially foreigners. Speaking ability means the ability to think. Speaking facilitates the students to learn on how to organize ideas, express the language in spoken form with an acceptable way of pronunciations and stress use. Speaking is needed by the teacher and students to talk to one another for their lesson purposes .Teaching speaking of English as a foreign language to junior High School is not easy. Teachers do not only teach how to speak but also pay much attention to their student's pronunciation, grammar, vocabulary, fluency and the social and cultural rules.

Curriculum 2013 denotes that the student's English Speaking skills are expected to be able to speak fluently and clearly and they have to master a lot of

vocabularies. Therefore it is necessary for the students to practice speaking as well as possible to reach its goal. In practicing speaking, the concern of improving pronunciation has the main role so that the words produced are clearly heard by listeners. Then, the use of good grammar in speaking wraps its speaking so that the speaking sound professional.

Based on the researcher's observation conducted at SMP Muhammadiyah 47 Medan Sunggal, there some problems found in that researcher's practical teaching. First the students were still having difficulty in expressing their idea in English. They were totally using Bahasa than English. It was caused by their low vocabularies, ability and confidence to speak. Lack of confidence makes them difficult to convey their ideas or when their names were called to come to the front of their class they were immediately out of focus, nervous and did not know what they wanted to say or blank.

Students need to be motivated by applying teaching technique which is able to make them enthusiastic and confident in expressing their mind in the target language. So based on the problems above, the researcher provides a solution about chain drill technique. Anggraini,(2018:52) states that chain drill technique is started by the teacher, the teacher prepares questions to be asked to the student nearest with the teacher. Then, teacher addresses some questions to the student nearest with the teacher. After that, the first student responds to the teacher's question. The first student understands through teacher's gestures then the first student turns to the student sitting beside the first student and asks question like teacher asked before. The second student, in turn, says the lines in replay to the

first student. When the second student has finished, the second student asks questions to the student on the other side of the second student. This chain continues until all of the students get a chance to ask and answer the questions. The last student directs greeting and asking questions to the teacher.

In teaching speaking using a chain drill, all students have the same opportunity to ask and answer questions with each other. Then, the students' grammar, pronunciation, intonation, and fluency are not only evaluated by the teacher but also by the other students and even by themselves. Chain drill gives students an opportunity to speak their idea individually; chain drill lets students use the expressions in communication with someone, even though the communication is very limited. Hopefully the students can learn speaking English effectively by using a chain drill technique. Then they can speak English fluently, not thinking of grammar right or wrong again, brave and confident to speak to convey his ideas in front of his classmates. Based on the description, the researcher feels interested to make a research entitled: "The Effect of Using CDT (Chain Drill Technique) Towards Students' Speaking Ability".

B. The Identification of the Problem

1. It is difficult for the students to speak English. In teaching speaking, most students cannot speak English very well and most students cannot speak English fluently.

2. The students feel bored in studying in their class because they are lack of vocabulary, They think the grammar is true or wrong so that they don't want to speak and they are afraid to make mistakes.
3. Teaching strategy of teacher is still conventional.
4. Vocabularies of students are still limited

C. The Scope and Limitation

The scope of this study is concerned about speaking of 7th grade students of SMP Muhammadiyah 47 Medan Sunggal at academic year 2019/2020, and limited at describing something like animal, thing or people.

D. The Formulation of the Problem

The formulation of the problem in this research is formulated as follows:
“Is there any effect of using CDT (chain drill technique) towards students' speaking ability?”

E. The Objective of the Study

In relations to the problems, the objective of this research is to find out the effect of using CDT (chain drill technique) towards students' speaking ability.

F. Significance of the Study

The researcher hopes that this research gives some benefits for teaching learning English both in theoretical and practical benefits.

1. Theoretically

Related to this research, the researcher hopes that this research can be used as reference for other researcher, reference for teaching speaking.

2. Practically

The researcher expects that the results of the study will be useful for:

- a. Teachers, to give the English teacher input how to make students motivated to speak English by using chain drill technique.
- b. Students, to motivate students to interested to speak English without making mistakes. This finding is also hoped to increase students' confidence in speaking English.
- c. c. Other researcher, to increase knowledge about how to motivate students 'to speaking well and help the next research get prior information.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To avoid misunderstanding between the researcher and the readers, some term in this study should be made clear.

1. Speaking

Speaking is very important for human life; with speaking we can convey what in our mind. So David Nunan (2003: 48) states that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

According to Richards and Renandya (2002: 201) states that a large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

In conclusion, according to Richards and Renandya (2002:210) states that speaking is one of the central elements of communication. It means that speaking is a tool which is used to put out something that is in the mind and speaking is one of the language productive skills, which is defined as the ability of using language orally.

Speaking skill, especially speaking in a second or foreign language is not easy to learn. It is because speaking is an oral language expression which involves other language elements, such as grammar, rhythm, fluency, pronunciation and intonation. Furthermore, a speaker also thinks about the way to deliver the message in order to convey the right meaning to someone or audience. Thus, the students regard speaking as the most important skill they should acquire, because knowing a language can be measured by their ability to speak.

2. Factor Affecting the Speaking Ability

The students should learn how to be communicative in speaking English. They should learn so hard, so they can speak fluently and they also have to do a lot of practice anywhere at home at school even when they interact with their friends. In the process of learning speaking English, there are many difficulties commonly encountered by Indonesian learners. Of these difficulties, pronouncing the accepted words referring to the phonemic symbols and patterns drives the learners difficult to produce good sound of utterance. The difficulty to mention the words based on the original words with good spelling becomes a common problem for the learners.

In other hand, speaking is one of language skills which will be difficult to require by the students. Speaking also has basic types and basic types of speaking have six point. Brown, (2003:141) states that (1) Imitative, at one end of a continuum of types of speaking performance is the ability to simple parrot back (imitate) a word or phrase or possibly a sentence; (2) Intensive, a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture); (3) Responsive, include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like; (4) Interactive, the different between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and or multiple participants; (5) Extensive, include speeches, oral presentations, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

So factors above, affecting speaking ability students but according the researcher these factors will not inhibit our speaking ability if we want to try so hard to learn and practice a lot. (Julista, 2018 : 23)

3. Teaching Speaking

Teaching spoken language is not easy since it has some characteristics. In order to be fluent in speaking English, learners should have some practices in their

daily lives. Unfortunately, most learners only practice their speaking in a classroom with their friend. The lack of speaking practice makes the learners often get stuck in sharing idea with other people and sometimes learners feel bored and assume that speaking English is not important and for them it very difficult. They are afraid of making mistakes in their pronunciation, vocabulary used, and grammar. They also feel shame and lack of confidence when their speak in English.

Thus, as a teacher who teaches speaking English must understand about the kinds of learners he/she faces. The teacher should not assume that the students who are not active in class are not participating but sometimes the students who are not active in class more focus or more viable in doing the assignments given by the teacher. in teaching speaking ,teacher should give opportunity for all students to talk and teacher don't discrimination between students active and passive. Furthermore, teacher should use good technique which can make all students in the classroom participate actively, share what they think, and speak as much as they can and can increase their confidence when them speak.(Handayani, 2011 : 25)

4. Principle for Teaching Speaking

According to David Nunan (2003: 54) principles for teaching speaking have four point. They are:

a. Be aware of the differences between second language and foreign language learning context.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.

A second language (SL) context is one where the target language is the language of communication in the society. Second language learner includes refugees, international students, and immigrants. Some second language learners achieve notable speaking skills, but many others progress to certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, pattern errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons especially at the beginning and intermediate levels, learners must be given opportunities to develop both their fluency and their

accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher.

d. Plan speaking tasks that involve negotiation for meaning.

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood thus process is called negotiating meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5. Scoring System

In giving scores, the researcher follows rating scale developed by H.Douglas Brown (2001:406-407). It shows items that are important to be scored Vocabulary, Comprehension, Pronunciation, Fluency, Grammar. It can be seen in the following table :

Tabel 2.5
The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation
16-20	Very good : rarely has trouble
11-15	Good : sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary.
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. Comprehension (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or district himself to basic structure.

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

4. Fluency (20)

Level	Explanation
16-20	<i>Very Good: understand able</i>
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar(20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have through or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

6. General Concept of Chain Drill

It talks about drills and the use of a chain drill in teaching speaking.

a. Drills

Brown (2001: 272) claims that drill offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistics difficulty-either phonological or grammatical. Drills are commonly used in Audio-Lingual Method. The goal of this method is used 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 drill that 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 cue, 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 controlled communication, even though it is limited. 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 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. (7) Question and answer drill this drill gives students practice with answering questions. The students should 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 and students' ability.

In addition, J. Donald Bowen, (2000:106) states that in general outline, all drill procedures are similar. They have three elements: a model, a cue, and a response. The teacher (or sound recording in an audio laboratory) gives a model, then the cue, which is a kind of shorthand instruction that tells the student how to modify the model. The response is the students' attempt to follow the instruction. If he fails to do so, the teacher supplies him with the correct utterance and continues with the drill.

b. The Use of a Chain Drill in Teaching Speaking

Chain drill itself is a teaching technique that is created from the Audio-Lingual Method firstly applied by Charles Fries (1945) of the University of Michigan. And for this reason, it has sometimes been referred to as the "Michigan Method" (Larsen-Freeman, 2000:35). 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 (Larsen-Freeman, 2000:48).

According to Larsen-Freeman (2000: 37), “A chain drill gives students an opportunity to say the lines individually. The teacher listens and can tell which students are struggling and will need more practice. A chain drill also lets students use the expressions in communication with someone else, even though the communication is very limited”. By using a chain drill, the teaching and learning speaking is more effective. The teacher can immediately correct the students’ mistakes. He 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, the students are more interested in learning speaking. They can improve their speaking skill through the chain drill activity. Larsen Freeman (2000:48)also said, the steps of chain drill activity can be described as follow: 1). The activity is begun as the teacher greets and asks questions to a particular student. 2). the student will respond the question. 3). Then, he takes a turn to ask another student sitting next to him. 4). this activity will continue work until the last turn of the last student. 5). in the end, the last student directs greeting and asking questions back to the teacher.

A chain drill allows some controlled communication among the students while the teacher can check students' speech as well. Either teacher or students themselves can correct their friend's oral sentences whether they are well constructed or not. As the result, any mistakes that probably occur can be corrected directly as soon as possible. Besides, the use of peer student's correction

will prevent student's worrying in making the mistake that can improve their confidence to speak fluently although limited vocabulary.

Handayani (2011: 52) explain that there are at least advantages of chain drill technique in the teaching of speaking; those are chain drill technique makes the teacher easier in checking and correcting the students speaking aspect and chain drill technique make students practice speaking English effectively.

7. Advantages and Disadvantages of Chain Drill Technique

a. Advantages

(1) Chain drill gives students an opportunity to say the lines individually and they have to respond by using their own ideas. (2) Chain drill also gives the teacher an opportunity to check each student's speech. (3) Chain drill technique is used to measure the students' pronunciation. (4) Chain drill technique can increase students' vocabulary. (5) Chain drill technique train students' speak English fluency and clearly.

b. Disadvantages

(1) Chain drill technique takes a long time. (2) Chain drill allows some controlled communication, even though it is limited. (3) Chain drill can make students' boring caused drill patterns that are continuously used. (4) Chain drill needs hard focuses. (5) Chain drill can make class noisy and not conducive.

B. Related Research

In relation to the previous research, there are three research which have the same similarities they are : (a) wa ode shyerlin soni in her research on the journal

states that its study aims to find out whether there is a significant effect of chain drill technique on the first year of SMP Negeri 3 Raha. (b) dira permana, Heri Hidayatullah dan Nurul Hafizah in their research on the journal states that its study aims at finding out the effectiveness of Chain Drill technique in teaching speaking skill of eight grade in SMPN 4 Praya. (c) dewi angraini on her research on the journal states that the objective of the research is find out whether there is a significant difference between the students who are taught by using chain drill technique and the students who are taught by using conventional technique in teaching students speaking ability at the seventh – grade students of MTS Nurul Huda Sukaraja and as a conclusion using chain drill technique is effective.

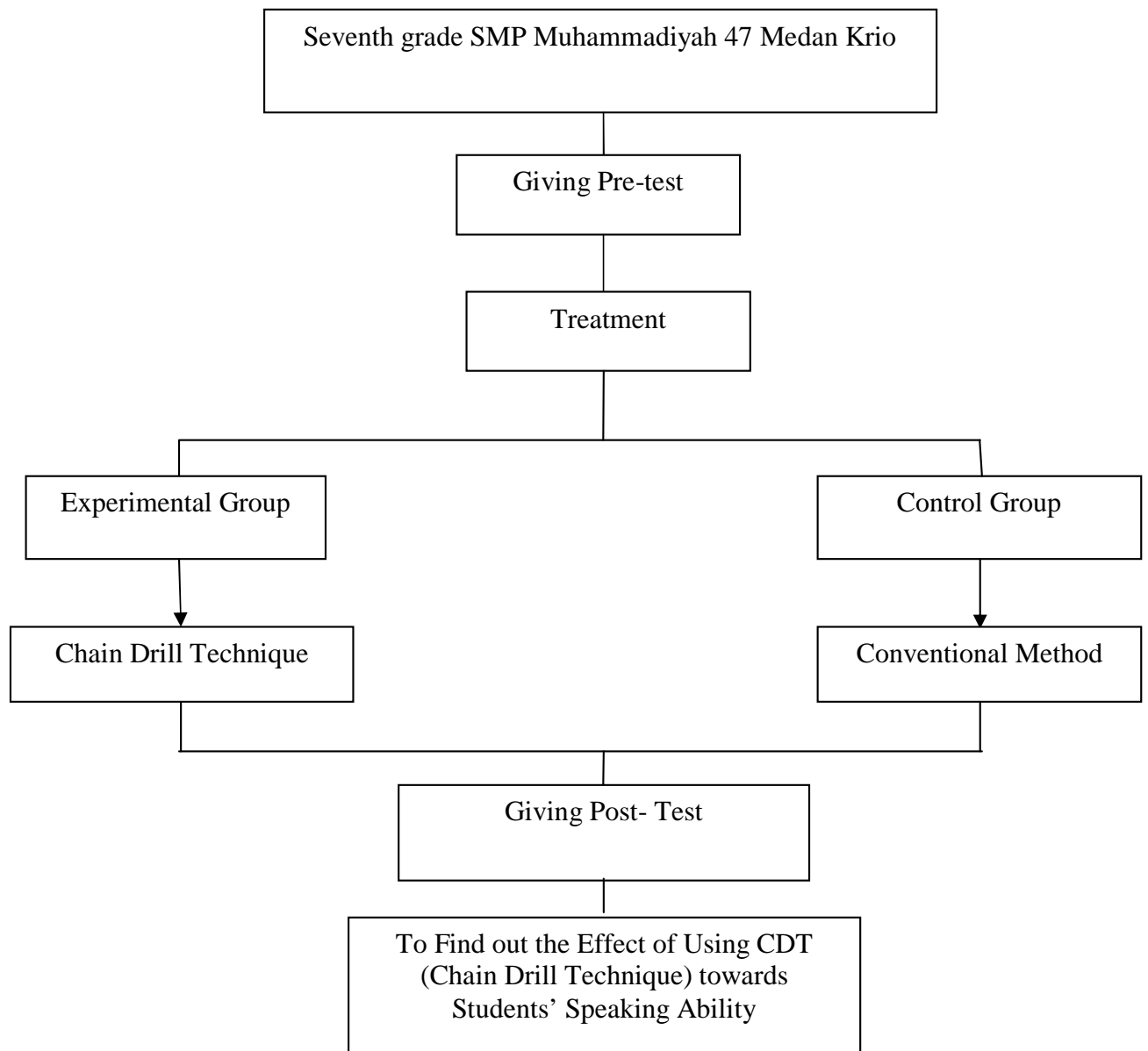
So based on the three research above the relationship with the title of this research is related to each other by using the same technique namely chain drill technique but the subject is very different.

C. Conceptual Framework

Contribution of chain drill technique helps students correct the words conveyed by their friends and they can learn from the other and not afraid making mistakes, they are also not shame when in delivering their ideas or what on their mind, With this chain drill technique they can increase their self- confidence each other in terms of speaking.

The use of chain drill can encourage the improvement of students' listening and speaking skills. They get listening skill from listening to their friends' questions. Therefore, they have to focus on what their friends asking

about. Once they can answer the question correctly, it means that they absolutely can understand the question. Moreover, the way they ask questions or answer the questions drives students to practice speaking. This activity makes students accustomed to express their ideas through oral speech. It also creates a new habit to use English in communicating with others that will improve their speaking ability as the result. Based on the explanation above, the researcher formulates the diagram



D. Hypothesis

Based on the conceptual framework above, the researcher formulate the hypothesis as follows:

Ha : there is a significant effect of using CDT (Chain Drill Technique) Towards Students' Speaking Ability

Ho : there is no a significant effect of using CDT (Chain Drill Technique) Towards Students' Speaking Ability.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah 47 Medan Sunggal, located on Jalan Sei Mencirim 60 Sunggal. The students were seventh grade of Junior High School of the academic 2019/2020. The reason to choose this school because the researcher found the students were still having difficulty in expressing their idea in English. They were totally using Bahasa than English. It was caused by their low vocabularies, ability and confidence to speak.

B. Population and Sample

1. Population

The population of this research was taken from seventh grade students of SMP Muhammadiyah 47 Medan Sunggal of the academic year 2019/2020, which consist of three classes. VII-1, VII-2, VII-3. So, the total of population was 67 students.. And the sample of this study was selected by using simple random sampling technique. The researcher used simple random sampling caused taking sampling from population members were done randomly and each sample had the right to be chosen.

Table 3.1 The Population of Research

Class	Population
VII-1	21
VII-2	21
VII-3	25
Total	67

2. Sample

According to the definition above, the researcher chose VII-1 class and VII-2 class .VII-1 which consisted of 21 students treated as the control group and VII-2 class consisting of 21 students as the experimental group. Thus, the total of sample was 42 students.

Table 3.2 The Sample of Research

Class	Sample
VII-1 Control	21
VII-2 Experimental	21
Total	42

C. Design of Research

In this study, the researcher used experimental quantitative design. According to Donald Ary *et al.* (2010:26) states that quantitative research may be further classify ad as either experimental or non-experimental. Researchers study variables, which are characteristics that take on different values across people or things. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called dependent variable.

The experimental group was taught with Chain Drill Technique. The control group was taught Conventional method. The design of this research was illustrated as follow:

Table 3.3 The Research Design

No.	Group	Pre-test	Treatment	Post-test
1	Experimental (x)	√	Chain Drill Technique	√
2	Control group (y)	√	Conventional method	√

Based on the table 3.3, experimental (X) was the class which used chain drill technique learning in speaking, and control (Y) was the class which used conventional method in teaching speaking.

D. The Instrument of Research

The instrument of this research used test as the instrument in collecting the data. The data of this research was collected by giving an oral test, in which students were tested individually after discussing about the topic that was about descriptive text and when the students were tested individually teacher gave the scores directly.

1. Validity

The validity of each test will calculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text score,

XY = the multiplication of the X and Y scores,

$\sum X$ = the sum of total X score in each group,

$\sum Y$ = the sum of total score from each students,

$\sum XY$ = the sum of multiple of score from each student with the total score,

$\sum X^2$ = the sum of the square score in each text , and

$\sum Y^2$ = the sum of all texts' square

2. Reliability

The reliability of each test will calculated by using person's product moment formula as follows:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\}\{N(\sum y^2) - (\sum y)^2\}}}$$

Where:

r = the reliability of the test

$\sum X$ = sum of the X scores

$\sum Y$ = sum of the Y scores

$\sum x^2$ = sum of the squared X scores

$\sum y^2$ = sum of the squared Y scores

$\sum XY$ = sum of the products of paired X and Y scores

N = Number of paired scores

3. Difficulty Level

The difficulty level of a test is indicated by the percentage of the students who gets the item right. The more difficult an item is the fewer will be the students who select to correct opinion. To know the difficulty level, the researcher used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = the difficulty of the index

B = the number of the students who answer the item correctly

JS = the total number of the students.

E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data:

1. Giving Pre-test to Experimental and Control Group.

Pre-test was given to the sample before conducting the treatment. Pre-test was given to experimental and control group. It was used to measured students ability in speaking before applying the treatment. Pre-test consisted of oral test, in oral test the students were commanded to make a descriptive text.

2. Treatment

The first meeting in the experimental group teacher greeted the students to open the class, teacher gave pre-test, teacher collected the answer sheets of the students, and teacher calculated the answer. In control group teacher greeted the students to open the class. Teacher gave pre-test, teacher collects the answer

sheets of the students, and teacher calculated the score. The second meeting in the experimental group teacher asked the students work in pairs and made groups with their seatmates. distributed the material about descriptive text. Teacher asked the students to make descriptive text about place, thing, animal or people. Teacher asked the students to do the exercise and stimulated the students to make some question about what they wanted to know from the descriptive text. For examples: what do you think about panda .Teacher asked the students to find out the answer of their questions. It could be directly answer by the other students or they could discuss before. After that, the teacher asked the students to issue a piece of paper to every group and doing the experiment. Students would do the experiment describing that was given by the teacher, for example about independence day. teacher asked the students to come forward and then they were describing the question which given by the teacher . In the control teacher distributed the material about descriptive text. Teacher gave the examples about descriptive text Teacher asked students whether they already understood or not. Teacher asked the students to make descriptive about animal, thing or people. Teacher asked the students to come in front of the class to read their descriptive text. Teacher made the data analysis. The third meeting in the experimental group same as the second meeting makes a descriptive text. In the control group same as the second meeting make same exercises about descriptive text. The fourth meeting in the experimental group teacher was given the post- test, teacher collected the answer sheet of the students and then teacher calculated the score. In the control group teacher doing same treatment like in the experimental group before

3. Giving Post - Test to Experimental Group and Control Group

After having the treatment, the post-test was given the students. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it meant to know whether the treatment give the effect or not on the students' achievement in speaking. Also, in the experimental and control group, a post-test was given. The administrating of the post-test was mean to find out the differences scores of both experimental and control group before and after the treatment.

F. Technique of Data Analysis

After collecting the data from the test, the data was analyzed by using the following procedure:

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2017):
4. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2017)}$$

Note :

$$\bar{x} = \text{Mean}$$

$\sum xi$ = The total of students' value

n = The number of students

5. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \text{ (Sugiyono, 2017)}$$

6. Calculating correlation Product Moment between X1 and X2

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \text{ (Sugiyono, 2017 : 255)}$$

7. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

8. Hypothesis test (t-test)

$$t = \frac{x_1 - x_2 - \bar{\bar{}}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{n_2} \right)}} \text{ (Sugiyono, 2017 : 275)}$$

In which :

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

s_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between and .

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research showed that there was difference between both of classes. The students who were taught with Chain drill Technique got higher score than the students who were taught by using Conventional Method. Total of significant effect was 90%. It was proved by the result of t-test which was 2,02 and t-table which was 16,66 ($t\text{-test} > t\text{-table}$, $2,02 > 16,66$). It means that the alternative hypothesis was accepted or students' Speaking ability with using Chain Drill Technique was significant than using Conventional Method.

B. Discussion

In this research, the researcher found that there was any significant effect of using chain drill technique towards students' speaking ability. This technique can succeed if the students one by one, ask and answer questions of each other. It can also be used for students learning foreign languages. Chain drill technique gave students an opportunity to say what on their mind and gave students chance to speak individually. The students were also active to describe about something and speak up in front of the class. A chain drill allows some controlled communication, even though it is limited. A chain drill make students speak anything without scared make a mistakes and scared about the grammar. Chain drill also gave the teacher an opportunity to check each students speaking. This

technique also makes the process of learning enjoy, not boring and make the situation alive. Meanwhile, the conventional method is not effective in teaching speaking, because the conventional method is only focused on the teacher who is the centre and the teacher's role is more as a source of learning so it gives students less opportunity to participate fully and make students not interested to study.

When the research was conducted, chain drill technique was applied in experimental class, while control group was taught by using conventional method. The research was started on 18th July 2019 and ended 20th September 2019. The description of the result gotten was explained below:

1. The Score of Pre-Test and Post- Test in Experimental Group

a. Pre-Test

From the result of pre-test, the total score of students was 1608 and the number of students who took the test was 21 students. The mean score of the pretest was after the researcher gave the treatment by using chain drill technique towards students' speaking ability 76.57 from 21 students. It showed that the highest score was 85 and the lowest score was 70 of the samples score of pre-test of experimental group (see appendix 7).

b. Post- Test

After the researcher gave the treatment by using chain drill technique towards students' speaking ability, a post-test was given to the students in experimental group. Based on the result of post- test, the total score of students was 1859. The mean score of post- test was 88.52 from 21 students. It showed that

the highest score was 95 and the lowest score was 80 of the samples score post-test of experimental group (see appendix 8).

From the result of pre-test and post-test, it was concluded that most of students that were taught by using chain drill technique got a better result than those were not taught by chain drill technique towards students' speaking ability. It could be said that there was a significant difference between the students' scores. From the data, there were 21 students had their score increased and no one of them had their score decreased and constant. Their increasing score showed that chain drill technique increased the students' speaking ability.

2. The score of Pre-test and Post-test in control group

a. Pre-Test

Based on the result of pre-test, the total score of students in control group was 1417 and the number of the students' who took the test was 21 students. The mean score of pre-test in control group was 67.47. It showed that the highest score was 77 and the lowest score was 55 of the samples score of pre-test of control group (see appendix 9).

b. Post-Test

After researcher gave pre-test to the students' in control group, the students' were given the post-test. Based on the result of post-test, the total score was 1684 and the number of students who took the test was 21 students. The mean score of post-test in control group was 80.19. It showed that the highest score was 89 and the

lowest score was 70 of the samples score of post-test of control group (see appendix 10).

Table the result of Experimental Group and Control Group

Category	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
N	21	21	21	21
M	76.57	88.52	67.47	80.19
Highest	80	95	55	89
Lowest	70	80	77	70

After conducting the research, the data was collected by giving an oral test. The sample in this research was 42. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1608 with the lowest score of pre-test was 70 and the highest score was 80, while the total score of post-test was 1859 with the lowest score of post-test was 80 and the highest score was 95. Meanwhile in control group, the students' total score of pre-test was 1417 with the lowest score of pre-test was 55 and the highest score was 77, while the total score of post-test was 1684 with the lowest score of post-test was 70 and the highest score was 89.

After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in speaking after receiving the treatment.

3. The Difference Score of Experimental Group and Control Group

a. The Differences Score Between Pre-Test and Post-Test of Experimental Group

Based on the data (see appendix 11) above it can be seen that there was differences between pre-test and post-test experimental class. After calculated the data for the experimental group score for pre-test was 1608 and the total score post-test was 1859. It means the score for post-test is higher than pre-test. The standard derivation of x variable was 4.85.

b. The Differences score between pre-test and post-test of the control group.

Based on the data (see appendix 12) it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group the score for pre-test was 1417 and the total score for post-test was 1684. It means the score for the post-test is higher than pre-test. The standard derivation of y variable was 4.8

C. Statistical Hypothesis Test

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of valuate Speaking Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was ($2n-2=42-2=40$) in line 42 that t-table is 16,66 for 0,05. It could concluded $t\text{-test} > t\text{-table}$ or $2,02 > 16,66$. So H_0 was rejected and H_a was accepted or there was the effect of using chain drill technique towards students' speaking ability in learning

which used descriptive text at seventh grade in SMP Muhammadiyah 47 Medan Sunggal.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis, the researcher could make the conclusion as follow: There was significant effect of using chain drill technique towards students' speaking ability is proven by the result of the test $t\text{-test} > t\text{-table}$ or $2,02 > 16,66$. It means that the result of analysis showed that $t\text{-test}$ was higher than $t\text{-table}$ with the level significant 0,05 and the Degree of Freedom (DF) = 40. Chain drill technique gave students an opportunity to say what on their mind and gave students chance to speak individually. The students were also active to describe about something and speak up in front of the class.

B. Suggestion

In addition the researcher, would like to give some suggestion, the suggestion was put forward as follows:

1. The English teachers, the teacher must be able to make students motivated to speak English by using chain drill technique on the learning process. The teacher should gives students chance to interact with other in English

without afraid of making mistakes. The teacher should make the students enjoy in learning proses.

2. The students, they should improve their speaking skills by increasing vocabulary. Don't be afraid to making mistake in speaking. Practice speaking with someone is very important. The students should practice

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3. The other researchers, it is suggested to conduct further research related to the topic of the study.

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