

IMPROVING STUDENTS' SPEAKING ABILITY BY USING CHAIN DRILL TECHNIQUE

A RESEARCH PAPER

**Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
in Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree**



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2017

ABSTRACT

The students' difficulties in speaking are caused by the lacked of related vocabularies, low ability in constructing sentences and utterances, and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake. As the result, a chain drill technique is a solution to solve the problem. The objective of this research paper entitled **improving students' speaking ability by using chain drill technique** is to find out whether a chain drill technique can improve students' speaking ability. This research used Classroom Action Research (CAR) design, which consist of 24 students of eight grade MTs in Batujajar as the subject, and the instrument is test. Data analysis shows that the mean score of pre-test is 47, the mean score of cycle test I is 68.5 and the mean score of cycle test II is 82, it is higher than the mean score of pre-test. It means that the implementation of chain drill technique can improve the students speaking ability.

Keywords: *Improving, Chain drill technique, Speaking ability*

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research question, objectives of the research, limitation of the problem, benefits, definition of the keys term and organization of the research.

A. BACKGROUND OF THE RESEARCH

There are four skills in learning English those are listening, speaking, reading and writing. In fact, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). Why it is become the priority? Because English is an international language which is used by all people around the world to communicate with others. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated (Brown, 2003:140). Both cannot be separated. By listening a correct model, students will be able to speak correctly. By creating English atmosphere in the classroom placed teacher as a model, students will be accustomed to use English orally to express their mind, feeling, communicate with their friends and teacher and etc., so they will be able to use English fluently in daily life.

The problems were found when the researcher did apprenticeship in MTs Al Bidayah Batujajar. Students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they were not accustomed to use English in the class. The students'

difficulties in speaking are caused by the lack of related vocabularies, low ability in constructing sentences and utterances, and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistakes. The situation was getting worse because of the teacher's fault in deciding the material and also teaching technique which made students feel bored and lost interest in the speaking class. Moreover, the teacher did not explore students' ability to speak as he did not provide many chances for students to speak because the class was teacher-centered, the teacher who talked a lot and dominated the class. This type of teaching technique made students lazy to speak. They also could not perform maximally in the speaking test where the Minimum Mastery Criteria (MMC) score is 70 points for English course but their mean score of daily test was below 65; consequently, the students must do remedial to pass the test. That was an unsatisfactory result for the students that is why they need to be motivated by applying teaching techniques which are able to make them enthusiastic and confident in expressing their mind in the target language.

For years, experts have totally given their mind in the research of developing techniques and methods to teach English as the second language in order to improve the motivation of the students in learning English. As the result, a variety of English teaching techniques and methods have been found and applied in every level of education. Such as backward build-up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformational drill, question and answer drill. One of them is chain drill, a teaching technique that is created from the Audio Lingual Method firstly applied

by Charles Fries (1945) of the University of Michigan (Larsen-Freeman, 2000:35).

Teaching speaking by using chain drill technique is started by the teacher. Teacher prepares questions to be asked to the student nearest with the teacher. Then, teacher addresses a question to the student nearest with her/him. After that, the first student responds to the teacher's question. The teacher asks another questions then the first student answers or responds the questions given. The first student understand through teacher's gestures then he turns to the student sitting beside him and ask questions like teacher asked before. The second student, in turn, says her lines in replay to him (first student). When the second student has finished, she greets and asks questions to the student on the other side of her. This chain continues until all of the students get a chance to ask and answer the questions. The last student respond the greeting and asking questions to the teacher. Chain drill gives students an opportunity to tell their idea 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 communicating with someone, even though the communication is very limited.

This kind of technique is really fun and makes students enjoy the lesson. That is why in this research, the researcher would use Chain drill Technique to improve speaking ability at the eighth grade students of MTs Al Bidayah Batujajar.

B. RESEARCH QUESTION

1. Can a chain drill technique improve students' speaking ability in speaking English?

C. OBJECTIVE OF THE RESEARCH

The objective of the research is to find out whether a chain drill technique can improve students' speaking ability.

D. LIMITATION OF THE PROBLEM

The problem is limited on the use of chain drill technique in improving student's speaking ability at the eighth grade students of MTs Al Bidayah Batujajar.

E. BENEFITS OF THE RESEARCH

This research is expected to:

1. Help the teachers in determining the methods and techniques of teaching.
2. Improve student's motivation and confidence in learning English.
3. Help the students in understanding more the material given by the teacher.

F. DEFINITION OF KEY TERMS

To avoid the misunderstanding of this investigation to the readers, the definition of key terms is used to make it clear in comprehending this research, such as: Improving Speaking ability, Chain Drill Technique.

1. Improving Speaking Ability

Speaking is the activities by which human beings try to express thought, feeling, opinion and to exchange information by using utterances in the form of communication. And speaking ability is skill to produce words, to express, to state, and to deliver thought, ideas and feeling. Speaking is a tool of communication that is why it is necessary for people to improve their speaking ability in order to have a good communication with others.

2. Chain Drill Technique

A chain drill is one of the techniques used in Audio-Lingual Method. The use of a chain drill in teaching speaking gives some advantages for the students and teacher. Larsen-Freeman (2000: 37) states, "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 and be able to give more attention and positive feedback to the students in order to give them more knowledge also motivation in practicing speaking. Besides of some advantages, there were also some disadvantages from the implementation of a chain drill. This technique consumed time. It needed at least one hour to practice a chain drill activity in a classroom which consists of 24 students and it was not effective to be practiced in a noisy classroom. Then, English teacher should be creative

in modifying the chain drill technique in order to make the teaching and learning speaking more conducive.

G. ORGANIZATION OF THE RESEARCH

In this research, the researcher present the research paper organization, they include:

Chapter I Introduction

This chapter consists of background of the research, research question, objective of the research, limitation of the problem, benefits, definition of the keys term and organization of the research.

Chapter II Literature Review

This chapter presents the nature of speaking, elements of speaking, assessing speaking, general concept of chain drill technique and previous studies.

Chapter III Research Methodology

This chapter presents method of investigation which is divided into seven subsections: research design, place and time of the research, subject of the research, procedures of the research, instruments, techniques of collecting data, and techniques of analyzing data.

Chapter IV Results and Discussion

In this research finding, the researcher presents the result.

Chapter V Conclusions and Suggestions

This chapter will present the conclusions and suggestions of the research.