AN UNDERGRADUATE THESIS

THE INFLUeNCE OF USING REPETITION DRILL TOWARD STUDENT

SPEAKING PERFORMANCE AT EIGHT GRADES OF SMP

MMT(MAKARTI MUKTI TAMA) KEBUN DALAM MESUJI

By:
Asnanudin
Student Number 13106647

English Education Departement
Tarbiyah And Teacher Training Faculty

STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd)
In English Education Study Program

By:
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Sponsor   : Dr. Widhiya Ninsiana ,M.Hum
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STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

Title : THE INFLUNCE OF USING REPETITION DRILL TOWARD STUDENT SPEAKING PERFORMANCE AT EIGHT GRADE OF SMP MMT KEBUN DALAM WAY SERDANG MESUJI IN ACADEMIC YEAR 2017/2018

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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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Saudara Asnanudin

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE INFLUNCE OF USING REPETITION DRILL TOWARD STUDENT SPEAKING PERFORMANCE AT EIGHT GRADE OF SMP MMT KEBUN DALAM WAY SERDANG MESUJI IN ACADEMIC YEAR 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro, Januari 2018

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             of Asnanudin

                        To: The Honorable the
                        Dean of Faculty of Tarbiyah and Teacher
                        Training
                        State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research thesis script which is written by:

Name   : Asnanudin

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Title   : THE INFLUNCE OF USING REPETITION DRILL TOWARD STUDENT SPEAKING PERFORMANCE AT EIGHT GRADE OF SMP MMT KEBUN DALAM WAY SERDANG MESUJI IN ACADEMIC YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

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An undergraduate thesis entittled: THE INFLUENCE OF USING REPETITION DRILL TOWARD STUDENT SPEAKING PERFORMANCE AT EIGHT GRADE OF SMP MMT (MAKARTI MUKTI TAMA) KEBUN DALAM MESUJI IN ACADEMIC YEAR 2017/2018

Written by Asnanudin student number. 13106647, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 15, 2018 at 13.00-15.00.

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ABSTRACT

THE INFLUENCE OF USING REPETITION DRILL TOWARD STUDENTS SPEAKING PERFORMANCE AT EIGHT GRADE OF SMP MMT KEBUN DALAM WAY SERDANG MESUJI IN ACADEMIC YEAR 2017/2018

By :

ASNANUDIN

This research goal is to know influence of using repetition drill toward student speaking performance at eight grader of SMP MMT Kebun Dalam

Way Serdang Mesuji in acdemic year 2017/2018

The kind of this research is quantitative research with true exprimental design with uses pre-test and post-test as the instrument of the research total population 61 . The researcher uses two classes , that is experimental class and control class, the reseracher applies pre-test and post-test to the experimental class. Furthemore ,the analysis of the data used t-test formula with the goals to know the positive influence that is find the diffrences from the control class and the experimental class. Besides that,the researcher analyzed the data used chi-square formula to know the significant influence of the treatment from the experimental class and to find out the diffrent significant treatment of the pre-test and post-test.

The Finding the research is of drilling technique which give influence to the way speaks and performance of the speaking at eight grade of SMP MMT(makarti mukti tama) Kebun Dalam Way Serdang . The result of the research was gotten from the result of the pre-test and post-test on the experimental class with the result pre-test 9,67% the student can fulfil minimum standard criteria with the value of the average , while the result of the post-test is 67,7% student can fulfil, and minimum standard criteria with the value of the average 74,58 . Based on the result of the data that have influence significant between using repetition as the technique toward the result from the learning English at eight grade of SMP MMT(makarti mukti tama)) Kebun Dalam Way Serdang Mesuji.

ABSTRAK

PENGARUH PENGGUNAAN TEHNIK LATIHAN PENGULANGAN TERHADAP KEMAMPUAN BERBICARA SISWA KELAS VIII DI SMP MMT KEBUN DALAM WAY SERDANG MESUJI TAHUN AJARAN 2017/2018

OLEH:

ASNANUDIN

Penelitian ini bertujuan utuk mengetahui pengaruh penggunan tehnik latihan pengulangan terhdap kemampua berbicara siswa kelas viii di SMP MMT(MAKARTI MUKTI TAMA) Kebun Dalam Way Serdang Mesuji tahun ajaran 2017/2018.

Jenis Penelitian ini adalah penelitiann kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen dengan jumlah populasi penelitian ini adalah 61 siswa dengan sampel 31 siswa . peneliti menggunakan 2 kelas ,yakni kelas experimental dan kelas kontrol. Peneliti menerapakan pre-test dan post- test .Sedangkan data analisis mengunakan rumust t-test yang bertujuan untuk mengetahui pengaruh positif dengan menemukan perbedaan antara kelas eksperimen yang mendapatkan perlakuan dan kelas kontrol yang tidak mendapakan perlakuan .Disamping itu, peneliti juga menganalisa data dengan menggunakan rumus *Chi-Square* untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Temuan penelitian ini adalah tehnik pengajaran latihan pengulangan yang dapat mempengaruhi cara berbicara dan kemampuan berbicara siswa kelas VIII B SMP MMT (MAKARTI MUKTI TAMA) Kebun Dalam Way Serdang Mesuji. Hasil penelitian ini didapatkan dari hasil pre-test dan post-test pada kelas eksperimen dengan hasil *pre-test* 9,67% siswa dapat memenuhi KKM dengan rata –rata nilai yang didapatkan 60,7 sedangkan hasil *post-test* 67,7% siswa dapat memenuhi KKM dengan nilai rata – rata 74,58. Berdasarkan data hasil dari penelitian bahwa ada pengaruh significant anatara penggunaan repetition drill sebagai suatu tehnik terhadap hasil dari pembelajaran bahasa Inggris kelas VIII B di SMP MMT KEBUN (MAKARTI MUKTI TAMA) Dalam Way Serdang Mesuji tahun ajaran 2017/20

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December, 2017

The writer,

ASNANUDIN
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ORISINALITAS PENELITIAN

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Nama   : Asnanudin

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Fakultas   : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Desember 2017

Yang menyatakan

ASNANUDIN

NPM. 13106647

DEDICATION

" I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Misairno and Siti Kurniasih ,Secondly, my beloved younger brothers and all younger sister also all my friends , the last to my beloved almamater IAIN Metro.

ACKNOWLEDGMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accompish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Dr.Widhiya Ninsiana and M.Hum Ahmad Subhan Roza, for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Miftahul Khoiri,SE and brother Fata ,S.E always gave spirit.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

<div align="right">

Metro,   December 2017
The Researcher

ASNANUDIN
St. ID. 13106647

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Language holds an important role in human being. It can be used to communicate, interact, and negotiate with others. Language is needed by all people in their life especially English language. It has become an international language that is almost used by all countries as the first, the second or the foreign language.

Meanwhile, English as a language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or written form.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. The environment in Indonesia provides less support for the learners, because English is not spoken in the community.

However, the techniques that are usually used by the teacher in teaching speaking is considered unnefective yet. It doesn't has positive and significant influence toward the students' speaking skill. The problems are the students still feel strange and face some difficulties in speaking especially in sharing their idea, because they do not have any motivation to speak.

Teaching by using a great technique is important to improve speaking skill in teaching and learning speaking process. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students will not be bored and will be more motivated during the lesson. Beside that, teacher also needs a technique is to knows student characters. The caracter, means is like can work in group, also the students can give contribution their ideas when they have a task group from the teacher . Besides, the students more easy to develop their ideas in speaking.

The solution of those problems is by the use of a repetition drill technique. Repetition drill technique is a cooperative learning technique that has principle purpose to ask students work in group, All of members in the group have take turn cotribution their ideas during their speaking. This technique brings two positive characters namely work in group and brainstorming. Repetition drill technique can be solve their problem, is like students' difficulties in developing their ideas and able to solve the problem students' motivation in speaking.

Below is the students' test result of speaking performance at the eigth grade of SMP MMT Kebun Dalam , Mesuji:

Table 1

The Students' Score pre-survey (VIII B), EIGHT GRADE OF SMP MMT KEBUN DALAM

NO	NAME	SCORE	CATEGORY
1.	AS	40	LOW
2.	AM	40	LOW
3.	AR	45	LOW
4.	AD	50	FAIR
5.	BRN	45	LOW
6.	BWR	40	LOW
7.	DAS	55	LOW
8.	DF	50	LOW
9.	EF	80	GOOD
10.	ESP	50	LOW
11.	FTH	50	LOW
12.	FNF	65	FAIR
13.	FC	50	LOW

14.	IS	40	LOW
15.	IR	45	LOW
16.	MF	78	GOOD
17.	MS	50	LOW
18.	NV	70	FAIR
19.	NS	40	LOW
20.	RF	65	FAIR
21.	RF	60	FAIR
22.	RA	60	FAIR
23.	SW	65	FAIR
24.	SMS	70	FAIR
25.	SWY	55	LOW
26.	TS	60	FAIR
27.	VAS	65	FAIR
28.	WA	50	FAIR
29.	WW	45	LOW
30.	YP	40	LOW
31.	FI	65	FAIR

Table 2

The Students' Test Result of Speaking Performance

Score	Category	Frequency	Percentage
71-100	Good	1	3,22%
65-70	Fair	6	19,35%
≤65	Low	24	77,41%
TOTAL		31	100%

Source: The Students' Test Result of Speaking Performance that was taken on Pre survey at June 17th, 2016.

Based on the result of pre-survey above, it can be seen that the students' Speaking Performance is still low; there are 23 from 32 students who passed from 70 and 25 students who failed from 70 as the Minimum Mastery Criteria (MMC). The problem above, students have low motivation in speaking. Therefore, the researcher tries to REPETITION DRILL technique to solve both of problems above especially and to develop the students' speaking performance.

Based on problem above, the research would conduct a research entitled: "THE INFLUENCE OF USING REPETITION DRIIL TOWARD THE STUDENTS' SPEAKING PERFORMNCE AT THE EIGTH GRADE OF SMP MMT KEBUN DALAM".

B. Problem Identification

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. The students have low score in speaking.

2. The students have difficulties to generate ideas in speaking.

3. The students have low motivation in speaking.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point problem that was analyzed. So, this reasearch would up to the students have dificulties to generate ideas in speaking . In this case, the researcher focuses on the third problem is the students have low motivation in speaking. So the solution by using repetition drill.

D. Problem Formulation

Based on the background of the research above, the researcher formulates the problem namely "Is there any positive and significant influence of using repetition drill technique toward the students' speaking performance at the eigth grade of SMP MMT KEBUN DALAM.

E. Objective and Benefits of Research

1. Objective of the Research

Related to the problem formulated above this research is intended to find out and know whether there is any positive and significant

influence of using repetition drill technique toward the students' speaking performance.

2. Benefits of Research

The benefits of the research in this research can be organized as follows:

a. Theoretical benefits

The result of the research can be a useful input in English teaching learning process especially speaking.

b. Practical benefits

There are four kinds of practical benefits in this research namely:

1) For the Teacher

The reseacher hopes that this research will be as positive inspiration for the teacher in teaching and learning process, especially in teaching speaking that can implementated repetition drill technique.

2) For the students

As the result of the students' learning, the students can more participate activelly in the class. So they will have more motivation in speaking.

3) For the other researchers

This result can be used as prior information for the other researcher .

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Speaking

1. The Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to speakers of that language. The major goal of all English language teaching should be given to learners, so the learners have ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately

because they lack necessary knowledge. [1] It can be concluded that in the speaking not only about pronouncing the words but it must be followed naturally from the teaching of grammar and vocabulary.

Meanwhile Scott Thornbury started, "Speaking is so much a part of daily life that we take it for granted".[2] Conciously, Speaking is one of the most important skill that should be mastered by the language learners beside reading, listening and writing.

In other words, Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. As we know that there are so many symbols of verbal communication, such as : speech volume, speech speed, language, grammar and vocabulary. Whereas, Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual.[3]

Speaking is difficult, especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, speaking is one of the elements of communication. Where communication is the

[1] Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, (British:Journal Publishing, 2011), p 8.

[2] Scott Thornbury, *How to Teach Speaking* Harlow, (United Kingdom : Pearson Education Limited, 2005), p.1.

[3] Arifa Bunglowala, "*Non Verbal Communication: An Integral Part Of Teaching Learning Process*",(Bandung:International Journal of Research in Advent Technology),No 2321-9637/08 March 2015, p. 371.

output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to students. Therefore, in formal environment between teachers and students have to always interact to make communication. Because, in fact most of our daily communication remain interactional.

Regarding to Burns and Joyce "speaking is defined as a interactive process of constructing meaning that involve producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking." [4] It can be concluded that, to make the successful communication is the speakers should have any purposes of speaking and understand the meaning based the context. Regarding to Nunan, the successful oral communication involves developing:

a. The ability to articulate phonological features of the language comprehensibly.

b. Mastery stress, rhythm, intonation patterns.

c. An acceptable and interpersonal skills.

d. Transactional and interpersonal skills.

e. Skills in taking short and long speaking turn.

f. Skills in the management of interaction.

g. Skills in negotiating meaning.

---

[4] Shiamaa Abd El Fattah Torky, "*The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students*", (Cairo:Ain Shams University),No. 1/2006, p. 30.

h.   Skills in knowing about the negotiating purposes for Conversations.

i.   Using appropriate conversational formulae and filters.[5]

2.   The Components of Speaking

The component are as follow !

a.   Pronounciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."[6] To make our communication by interlocutor it is better for us to produce the words clearly, because pronunciation affects the interlocutor understanding in receiving the meaning of massages.

b.   Grammar

Grammar is traditionally subdivided into two different but interrelated areas of study – morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.[7] In other words Grammar is the one of language components, grammar is the rules in a language for changing the form of words and combining them into sentences. Using

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[5] David Nunan, *Designing Task For Communicative Classroom*, (New York: Cambridge University Press, 1989), p.32.

[6] Sari Luoma, *Assesing Speaking,* (New york: Cambridge University), 2004, p.11

[7] Andrew Radford, *An Introduction to English Sentence Structure*, (New York: Cambridge University Press, 2009),p. 1

the correct grammar makes someone knows the real meaning of the sentences.

c. Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Regarding to "Kamil and Heibert, vocabulary can be generically defined as knowladge of words or word meaning. They stated that vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words." [8]

d. Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. [9]

e. Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of language (written and spoken). It indicates that in comprehension the speaker and the listener have to

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[8] Mohammad Reza Ahmadi, "*Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy*", (Penang:International Journal of Learning & Development),No. 6/November 2012, p. 187

[9] Baiqun Isbahi Bai, *Techniques for teaching speaking skills*. https://www.scribd.com, downloaded on December 1th , 2016.

understand what intended meaning of the speaker when he or she says something. Comprehension is also the one of components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are five components of speaking that must to attention by the students if they want to speak well.

3. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework : *talk as interaction; talk as transaction; talk as performance.* Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.[10]

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

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[10] Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21.

The focus is more on the speakers and how they wish to present themselves to each other than on the message. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is thecentral focus, rather than the participants and how they interact socially with each other.

Examples of talk as transaction are:

1) Classroom group discussions and problem-solving activities

2) A class activity during which students design a poster

3) Discussing needed computer repairs with a technician

4) Discussing sightseeing plans with a hotel clerk or tour guide

5) Making a telephone call to obtain flight information

6) Asking someone for directions on the street

7) Buying something in a shop

8) Ordering food from a menu in a restaurant

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that

transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

1) Giving a class report about a school trip

2) Conducting a class debate

3) Giving a speech of welcome

4) Making a sales presentation

5) Giving a lecture [11]

4. The Purposes of Speaking

It is beneficial to understand about the purposes of speaking themselves. There are eight purposes of studying speaking:

a. To achieve and extend the learner's linguistic competence.

b. To increase their confidence in using spoken English.

c. To develop their ability to analyze and evaluate spoken Performance.

d. To sharpen their strategy competence in face-to-face interaction.

e. To convey their message to someone else.

---

[11] Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p.21-27.

f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.

g. There are plenty of opportunities to produce.

h. The learners talk about things that are largely familiar to them.

In the other hand, Basturkmen said that Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given. [12]

B. The Concept of Speaking Performance
1. The Definition of Speaking Performance

Speaking Performance is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. In other words they are required to show mastery of the following sub competencies/ skills:

a. Linguistic competence: This includes the following skills:

1) Using intelligible pronunciation.

2) Following grammatical rules accurately.

3) Using relevant, adequate and appropriate range of vocabulary.

---

[12]Jack C. Richards, *Teaching Listening.*, p. 37.

b. Discourse competence: This includes the following skills:

    1) Structuring discourse coherently and cohesively

    2) Managing conversation and interacting effectively to keep the conversation going.

c. Pragmatic competence: This includes the following skill:

    1) Expressing a range of functions effectively and appropriately according to the context and register.

d. Fluency: This means speaking fluently demonstrating a reasonable rate of speech.[13]

In order to to help student overcome student in learning speaking , it is necesary for teacher to figure out factor that afect their speaking performance . student speaking performance can be afected by factors that come from performance condition (time , pressure, planing and standard of performance also amount of suport)., the afective factor is like motivation, confidence , and axiety[14].

Based on the researcher opinion speaking included in one of difficult skill for students to learn. In addition, Speaking also is one of the most difficult aspects for students have to be mastered. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important components.

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[13] Shiamaa Abd El Fattah Torky, *The Effectiveness*., p.30-31
[14] *Asian joiurnal of e ducational resarch* ,vol 3 no 2, 2015

2. Types of Classroom Speaking Performance

Brown classified there are six types of classroom speaking performance, such as : [15]

a. Imitative

Learners practice an intonation contour ot try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies to teacher or students initiated question or comment.

d. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

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[15] H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco:Longman, 2001), p. 271-274

f. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

From the statement above, it can be concluded that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The students will try to perform oral monologues such as report, summary or short speak.

3. The Measurment of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

Table 3

Indicators of Speaking Measurement[16]

Aspect	Category	Indication
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronounciation require more careful listening, some erros of pronounciation which may occasiaonally lead to incomprehension.

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[16] Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), P. 195

	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(exellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples o;f inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(exellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(exellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal.[17]

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[17] David P.Haris.*Testing English as a Second Language*. (New Delhi : India Offset Press1974),, p.84

C. The Concept of Repetition Drill

1. Definition of Repetition Drill

Repetition as one kinds of Audio Lingual Method, that is efects by David Croos The most common purpose of drills is to involve the whole class together in the practice of grammar patterns. The Researcher also use drills to get students to learn useful phrases by heart. For this researcher use a repetition drill. Repetition drill can be used to practice pronunciation, stress and intonation patterns, too. [18] The researcher concludes that , drills is a technique to teaching speaking with the goal to practice in their daily activity also in the school .

Drilling is a technique that has been used in foreign language classroom for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice[19]. The main idea is commonly placed in the very beginning of paragraph though it could be inserted somewhere in the middle or in the last part of the paragraph. Although the main idea could be attached in the beginning, in the middle, and in the last part of paragraph, the principle remains the same. That is the main idea should be supported by the other sentences functioning as details, examples or explanations.

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[18] David Croos ,*Apractical Hand Book Of Language Teaching , (NEW YORK : PRANTICE HALL , 1992),P.48.*
[19] ibid

2. The Purpose of repetition drill

a) provide for a focus on accuracy. Increased accuracy is one of the ways in which a learner's language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.

b) Provide learners with intensive practice in hearing and saying particular word or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

c) Provide a safe environment for learners to experiment with producing the language.

d) Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.

e) Help memorization and atomisation of common language patterns and language chunks. This may be particularly true for aural learners.

f) Meet students expectation, i.e. they may think drilling is an essential feature of language classrooms.

3. The Prosedure of repetition drill.

   Speaking is the key of communication and interaction with other people. So, in speaking some students still have problem like error grammar, error pronunciations especially in Senior high school. They have lack vocabulary and not confidence in front their friend eventhough in theirselves. Repetition drill technique is able to generate ideas and speak in order moving from one student to the next. So, repetition drill are able to improve students speaking skill by using small group discussion.

   As for the explanation about the steps in teaching speaking through repetition drill are as following:

1. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structure that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book throughout this phase.

2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

3. Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.

4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.[20]

D. **The advantages and disadvantages of Repetition Drill**

Repetition Drill Is one of Audio Lingual Method. As the lesson began, we saw the teacher presenting a dialogue to the class. The student just listened to the teacher at first. One of the ALM teacher's major roles is that of a model of the target language. It is the students' job to repeat as accurately as they can the teacher's model. Language learning is seen to be a process of habit formation. The more often the students repeat something, the stronger the habit and the greater the learning .[21]

1. The andvantages of using repetition drill :

a. Drilling help our learners memorises language by the teacher's control. And the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometimes.

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[20] Jhon Haycraft, *an Introduction To English Language Teaching* *(*England:Longman,1978), P.47.

[21] Dian larsen ,*how aplly audio lingual methode*,(england: freeman ,), p.1.

b. Drilling can help mthe student to be self confindence , because they memorised what are they want to say .

2. Dis Advantages of Using Repetition Drill

a. Drilling often make the students not creative. In all drills learners have no little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.[22]

Based on the advantages above, the researcher will apply this technique to find out the improvement of students' speaking performance by repetition drill technique or the first formulation and what are the factors will be influenced by repetition drill technique or the second formulation.

Repetition drill also has several weakness. First, it needs finance and long time for making and developing lesson media. Second, if the class is big enough, the teacher will get difficulties to lead a group who needs the leader. "Then this technique can cause some students become dominant in the classroom"[23]

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[22] International journal, *Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students.*(university malaysia sabah), p.76

[23] Syafryadin et al, *"Improving Grade X Students' Speaking Achievement under Round Robin Technique"*, (Bandung:English Language Education, School of Postgraduate Studies Universitas Pendidikan Indonesia), No.1/April 2013, p. 75, Vol. 1

E. Theoretical Framework and Paradigm

a. The Theoretical Framework

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables. They are independent variable (X) and dependent variable (Y). Independent variable (X) is repetition driill and dependent variable (Y) is students' speaking performance. Scott W. explains that "the independent variable is the variable that systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable the outcome the researchers are measuring is actually due to the effect of the independent variable".[24] It means that independent variable is a controlling variable that influences dependent variable in research.

Speaking is one of four basic skills that important that must be mastery by the students. Many students consider that speaking is difficult language skill to learn, this because speaking involves pronounciation, fluency, vocabulary, grammar, comprehension. Moreover, speaking is one of productive skills in English. Because of it is a productive skill, speaking is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build

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[24] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life,* (San Francisco: Jossey-Bass, 2009), p. 35

and develop their ideas. Also students has low motivation to speak because its complicated process. So, the teacher needed to used an appropriate technique to solve it.

Actually, there are so many techniques in teaching speaking. In this research, the researcher uses repetition drill to teach speaking that focus at the Eight Grade of SMP MMT Kebun Dalam Mesuji. The researcher assumes that if the teacher uses repetition drill in teaching speaking, the students will be easier in participate actively in the class through group work.

b. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm can see inthe picture bellow :

Figure 1

The Description of Research Paradigm
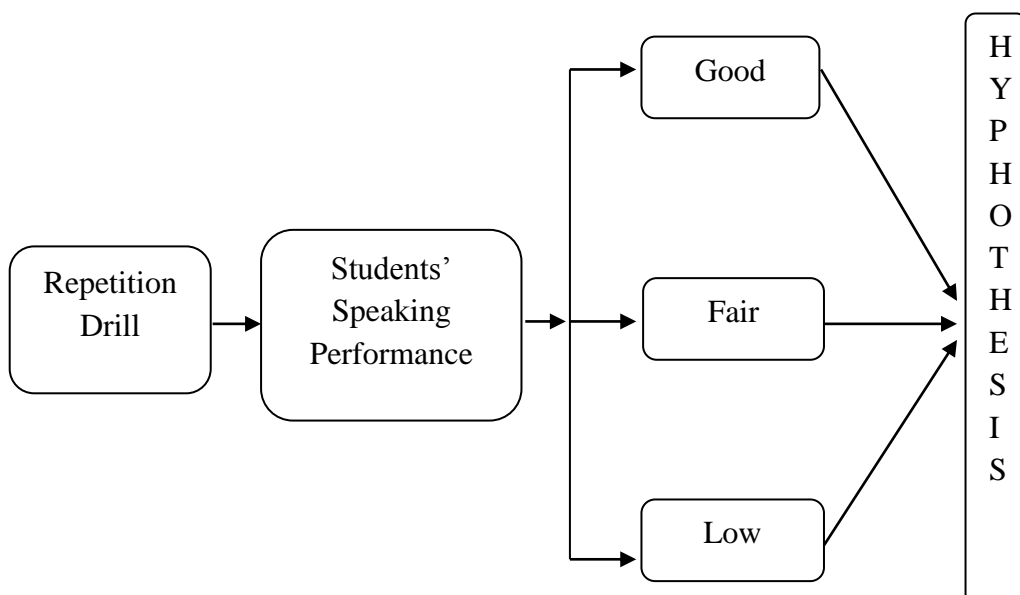
Based on the figure above, it can be seen that repetition drill is good and students' speaking performance is good, so there is a positive and significant influence of using repetition dri]l technique toward the students' speaking performance. Conversely, if the repetition drill is low and students' speaking performance is bad, so there is no a positive and significant influence of repetition driil toward the students' speaking performance.

F. Hypothesis

1. Hypothesis Formulation

The hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.[25] It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.[26] There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

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[25] Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cenggage Learning, 2010), p. 91, 8th Edition.
[26] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

There is a positive and significant influence of using round robin technique toward the students' speaking performance at The Eight grade of SMP MMT Kebun Dalam.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using round robin technique toward the students' speaking performance at the Eight Grade of SMP MMT Kebun Dalam.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis".[27] This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

a. If Ha = $t_o > t_{table}$ =Ha is Accepted, Ho is Rejected.

b. If Ho = $t_o < t_{table}$ = Ho is Rejected, Ha is Accepted.

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[27] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Ltd., Publishers, 2006), p.61

CHATER III

RESEARCH METHODOLOGY

A. Research Design

Research design is all of the proccess in this research , it is needed in planning when doing the research; it would be use the quantitative research;. According to Daniel Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).[28]

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.[29]

In this research, the researcher would conduct the experimental design and use two classes, namely Eight Grade as a control class. The control class do not receive the treatment and VIII B as an experimental class that will receive the treatment that teaching by using repetition driil. The design is follows:

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[28] Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1
[29] *Ibid,.* p.13

Figure 2

The Influence Of Using Repetition Drill

In Experimental and Control Group
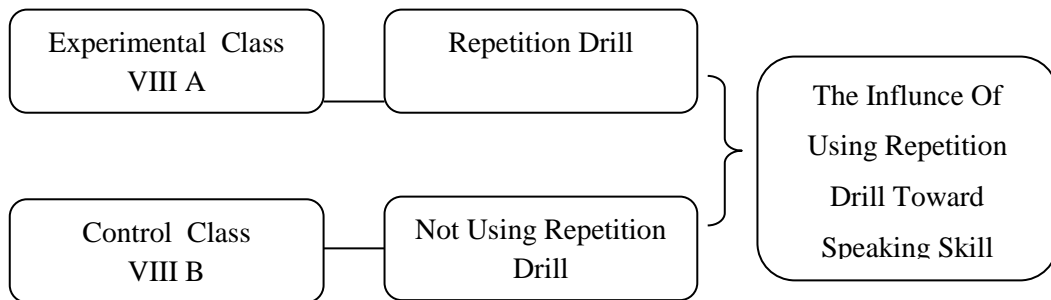
Firstly, both of groups would receive the pre-test before doing a treatment. Secondly, the experimental class (VIII A) will get a treatment using Repetition Driil technique and control class (VIII B) will not get a treatment. Thirdly, both groups will receive the post-test with the same instrument in the pre-test. Finally, it can be found the influence of using repetition drill technique toward the students' Speaking Performance. The description of sequence is:

Table 4

The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group. [30]

B. Population, Sample and Sampling Technique

1. Population

   Donal Ary assumes that "a population is all members of any well-defi ned class of people, events, or objects". [31] Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.[32] It means that population is all members of group such as people, objects, or events that is determined in a research.

   In this research, the population is all of eight Grade Smp Mmt Kebun Dalam Mesuji. There are 64 student of the eight grade of Smp Mmt Kebun Dalam.

2. Sample

   A sample is small group that is observed or portion of a population.[33] A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.

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[30] *Ibid.,* p. 18
[31] Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), p.148, 8th Edition.
[32] Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (New York: McGraw-Hill, 2009), p.105, 7th Edition.
[33] Donal Ary, et al., Introduction to, p.148

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the sample of this research that is the students at the eight grades which consists of nine classes. The researcher had took two classes at the eight grade of SMP MMT KEBUND DALAM as a sample. The researcher took from VIII A which consists of 28 and VII B which consists of 32 students. The speaking performace of the students in the VIII A is better than VIII B.

So that it can be a conclude that the students VIII B have lower ability than VIII A class. The researcher uses two classes in this research. The researcher would use class VIII B that consist of 31 students as the experimental class and VIII A class is consist of 30 students as the control class. So the member of all sample are 61 SMP MMT KEBUN DALAM.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who would participate in a research study.[34] In this research, the researcher would use a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher will choose VIII B as experimental class because their low score in Speaking.

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[34] Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (New York: McGraw-Hill, 2009), p.105, 7th Edition.

C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct. [35] In quantitative research, operational definitions are used to specify how variables will be measured in the reseacrh. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variables

Independent variables are those that (probably) cause, influence oe affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable. [36] Independent variable in this research repetition drill. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn cotributing their ideas.

The researcher would use oral test to know by using repitition drill. Students speaking performance, include in the high category (80-100). Futhermore, in the middle category (60-70), low category (30-50). To know Repetition Drill is influenced or not influenced use in the students speaking Skill, the researcher would use observation method to observe that repetition drill tehnique is effective or not effective, the research use 1 until 5 as a range scores.

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[35] Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), p.36, 8th Edition.
[36] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

Table 5

The Range of Score to Indicate The Using Of repetition drill.

Aspect	Category
Fluency	4 (exellent)
	3 (good)
	2 (fair)
	1 (bad)
Pronunciation	4 (exellent)
	3 (good)
	2(fair)
	1(bad)
Vocabulary	4 (exellent)
	3 (good)
	2 (fair)
	1 (bad)
Grammatical accuracy	4 (exellent)
	3 (good)
	2 (fair)
	1 (bad)
Interactional Strategies	4 (exellent)
	3 (good)
	2 (fair)
	1 (bad)

Then, the researcher determines some indicators that should be attained by students in repetition drill (independent variable) are as follows:

a. The students are able to do duty in group.

b. The students are able to communicate and interact to each others in group.

c. The students are able to contribute and share ideas in a group.

d. The students are able to be more confidence in participation.

2. Dependent Variable

In experimental studies, the independent variable and the outcome is the dependent variable.[37] It means that dependent variable is the outcomes or result of the influence of the independent variables. Speaking is the dependent variable in this reserach. It is one kinds of text that has purpose to present informations by describing factual data analysis of the object in general way.

The researcher would measure dependent variable by using oral test. The researcher was gave a test to the students by using atopic from the book . It will implemente to the students at the eleventh grade of SMP MMT KEBUN DALAM.

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[37] Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), p.37, 8th Edition

Dependent variable of this research is students' speaking performance. To measure students' speaking performance, the researcher gives the test in the form the explanation of the students.

FIGURE 3
The assesment guidelines in speaking performance by using oral Test

The total of student speaking score x 5

So, Maximal Score = 100

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in speaking (dependent variable) are:

a. The students are able to express and explore their background knowledge probing and ideas through speaking.

b. The students are able to respons the other students by speaking.

c. The students are able to speak up about the topic that given by the teacher.

D. Data Collecting Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault

decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[38]

Whereas, this research is a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used oral test as a data collecting method to measure students' speaking performance.

a. Pre-test

The pre-test conducted in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test conducted in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

2. **Observation**

Observation is used to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in the SMP MMT KEBUND DALAM in Academic year 2016/2017. Observation also will use to get information from relatively

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[38] Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

source of the students at the elevent grade of SMP MMT KEBUN DALAM in Academic year 2017/2018.

3. Documentation

Arikunto explained that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers , magazines , inscriptions , minutes of meetings, agenda, etc.

The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMP MMT KEBUN DALAM.

E. Research Instrument

The research instrument in this research would held the test which explained as follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class, here are the blueprint:

a. The instrument which was used in test in this research, it included the pre – test and post – test about speaking performance's result. The researcher uses the objective test that is oral tests. The reasearcher instructed the students to share their idea about the topics. The composition is analyzed and scored by this way, the criteria of speaking :

1) Pronounciation

2) Fluency

3) Vocabulary

4) Grammar accuracy

5) Interactional Strategies

The researcher compared the scores in order to measure whether there is any significant influence between using repetition drill technique toward the students' speaking performance.

b. The instrument used in documentation method is documentation guidance, as follow;

1) Documentation about condition of the teachers and officials in the SMP MMT KEBUN DALAM in the academic year 2017/2018.

2) Documentation about the students of the SMP MMT KEBUN DALAM in the academic year 2017/2018.

3) Documentation about the organization structure of the SMP MMT KEBUN DALAM in the academic year 2017/2018.

c. The instrument which used in observation method is observation guidance. In this technique, the data is taken from the observation list about everything will be happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use and how the process worked. The observation also is about students' responses and participation in teaching learning process.

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Fistly, to investigate whether there is any positive influence of using repetition drill technique toward the students' speaking performance at the eleventh grade of SMP MMT KEBUN DALAM, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test: [39]

$$t = \frac{M_X - M_Y}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_Y}\right)}}$$

Where:

M   : The Mean of score each group

N   : Subjects in the sample

X   : Deviation of each X2 and X1

Y   : Deviation of each grade Y2 and YI[1]

Secondly, to investigate whether there is any significant influence of using repetition drill technique toward the students' speaking performance at the eleventh grade of SMP MMT KEBUN DALAM, the researcher used the researcher used Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compared

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[39] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

observed frequencies and expected frequencies.[40] It is used to examine the

significant differences between observed frequencies and expected

frequencies in this research, the researcher uses Chi-Square formula. The

formula of Chi-Square:[41]

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

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[40] Donal Ary, *Introduction to Research*, p. 188
[41] *Ibid.*

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMP MMT Kebun Dalam

SMP MMT Kebun Dalamwas established based on The Minister of Education and Culture decision The Republic of Indonesia number 0363/1991 on June 20, 1991 was smp satu atap kebun dalam . After the date of June 20, 1993 based on The Minister of National Education the Republic of Indonesia number 02/1993 the name become smp mmt kebun dalam Mesuji. the school location is on pendidikan streets, Mesuji, Lampung.

Smp mmt kebun dalam have guided by 6 principles. On 1991 until 1996, drs. Tukirin., has guided as the principle. Then, on 1997 until 2000, sutrisno, s.pd has guided as the principle. Next, on 2000 until October 2004, ngatijan .s.pd, has guided as the principle. After that, on October 2004 until 2006, eko mahfudin,a.ma.pd ,has guided as the principle. Subsequently, on 2006 until February 2015, sunanrno.s.pd, has guided as the principleUntil now

The vision and mission of the SMP MMT Kebun Dalamare started as follow: the vision: "Realization of educational achievement,

have a certain character, insightful information technology and based environment."

The mission is the first is to cultivate the spirit of quality culture that is faithful, devoted and based environment. The second is to supply the standard school facilities and infrastructures are inadequate. The third is to improve the effectiveness of active learning, innovative, creative, effective and fun. The fourth is to improve guidance and counseling so as to encourage and help students to recognize their potential is developed in order to optimally. The fifth is to apply information technology as a means of improving the quality of education clung to the nobility and character. The sixth is to implicate a school-based management that involves the school community, parents, community and relevant agencies.

The orientation of SMP MMT Kebun Dalamis the official management. The school consists of twenty seven classes, teacher room, official employee room, library, computer laboratory, masque, canteen, toilet, and parking area.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP MMT Kebun Dalamis helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Each of the head vice has the duties. The principals that had been led this school are:

1. Drs. Tukirin   (1991 – 1996).
2. Sutrisno S.Pd   (1997 – 1999).
3. Ngatijan ,S.Pd   (1999 – 2004).
4. Eko MahfudinA.Ma.Pd   (2004 – 2006).
5. Sudarjo ,S.Pd   (2006 – 2015).
6. Sunarno ,S.Pd   (2015- Present).

b. Vision, Mission, and Purpose of SMP MMT Kebun Dalam

 1) Vision

 To creat a school that have good achievment, hold on a good characteristics, and have a conception about technology information.

 2) Mission

 - Creating the developing of curriculum

 - Increasing the effectivity of learning process

 - Creating human resources of good teacher

 - Fulfill the infrastructures

c. School Identity ofSMP MMT Kebun Dalam

 Number of School   :301.126.103.002

 Name of School   :SMP MMT Kebun Dalam

 Adress   :Jl.Pendidikan no 1, kebun dalam

                            way serdang

 Postal Code   : 34100

d. The Conditions of SMP MMT Kebun Dalam

1) Buildings of SMP MMT Kebun Dalam

   This school has following buildings: 1 Principal's room,1 Teacher's room, 1 Administration's room,8 Classroom, 1 Library, 3 Laboratory, 1 Mosque,2 Toilet, 1 Canteen, and 2 parking area.

2) Conditionsof Teachers and Official Employers in SMP MMT Kebun DalamConditions of teacher and official employers smp mmt kebun dalam have been good enough for learning process. The numbers of teacher and official employers inSMP MMT Kebun Dalamcan be identified as follows:

Table 6

The data of the teacher in SMP MMT KEBUN DALAM

NO	NAME	SEX	OCCUPATION
1.	Sunarno, S.Pd	Male	Teacher
2.	Rohmad , S.Pd	Male	Teacher
3.	Titik Anugrah Wati	Female	Oficial employe
4.	Marijan , S.Pd.i	Male	Teacher
5.	Sutrisno, S.Pd	Male	Teacher
6.	Suyono,A.Ma .Pd	Male	Teacher
7.	Jumari ,A.Ma .Pd	Male	Teacher
8.	Yani Wahyuningsih, S.Pd	Female	Teacher
9.	Agus Riyanto , S.Pd.i	Male	Teacher

10.	Dian Otana , S.Pd	Femae	Teacher
11.	Dia Nella Yunita, S.Pd	Female	Teacher
12.	Vella Novianti, S.Pd	Female	Teacher
13.	Hendra Wijaya , S.Pd	Male	Teacher
14.	Eko Wahyu Nugroho, S.Pd	Male	Teacher
15.	Sudarjo, S.Pd	Male	Teacher
16.	Dahirin	Male	Teacher

e. The quantities of students in smp MMT Kebun Dalam

The quantities of the studentssmp MMT Kebun Dalam are 132

students that can be identified as follows:

Table 7
The Quantity of Students in SMP MMT Kebun Dalam

No	Class	Male	Female	Amount
1	VII	20	38	58
2	VIII	23	41	64
3	IX	25	45	70
Total		68	I43	132

e. Organization structre ofSmp Mmt Kebun Dalam

a. Organizational Structure of smp MMT Kebu Dalam

The personnil of the organization In SMP MMT kebun dalam is as follows :

1. Headmaster: Sunarno S.Pd
2. Deputy Head of School:
   a. Deputy head of curriculum: Agus Riyanto S.Pd
   b. Deputy head of student: Sutrisno S.Pd
   c. Deputy head of infrastructure and facilities: Rosmawati S.H
3. Guardian class
4. Students

2. Research Instrument

This research was conducted on tenth grade of smp mmt kebun dalam which consist of two classes for about 26 students in control class ans 26 students in experiment class. This research was held from may 15th until may 22th 2017. The reseacher conducted her research by steps , the explanation as follow :

a. Pre-Test

 The pre-test was given to all of the students in the first meeting in order to find out students' speaking performance, although it was held on may 8[th]december 2017.

b. Treatment

The reseacher gave the same material with different treatment for both of the classes, which is the control class treated without

Repetition Drill Technique and the experimental class using Repetition Drill technique. Moreover the treatment held on May 10th and 11th 2017.

c. Post-test

The post-test was conducted to know the result of the students' speaking performance and it was held on May 22th and May 15th 2017.

3. Research Data

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-testin this research in speaking test. The Result Pre-Test can be identified as follows:

Table 8
The Result of Students' Experimental Class Pre-Test at theEght Grade of Mmt Kebun Dalam

NO	NAME	FL	PR	VO	GR	IS	SCORE
1.	AS	2	2	2	1	3	50
2.	AM	2	2	3	3	2	65
3.	AR	3	3	2	2	2	60
4.	AD	1	2	2	3	2	55
5.	BRN	2	2	2	3	3	64
6.	BWR	2	2	2	3	1	55
7.	DAS	2	3	3	2	2	60
8.	DF	2	2	2	2	2	55
9.	EF	2	2	4	4	2	76
10.	ESP	3	3	2	2	2	60

No.		Fl	Pr	Vo	Gr	In	Score
11.	FT	2	2	2	3	3	60
12.	FN	2	2	2	2	2	55
13.	FC	2	3	2	3	2	60
14.	IS	2	3	3	2	2	65
15.	IR	2	2	3	2	1	52
16.	MF	2	3	2	3	2	65
17.	MS	2	2	2	2	2	50
18.	NVS	2	2	4	3	3	70
19.	NS	3	2	3	2	2	60
20.	WR	3	3	4	3	1	70
21.	RF	2	2	2	2	2	55
22.	RF	2	3	3	2	2	65
23.	RA	2	3	3	2	2	65
24.	SW	3	3	2	2	2	65
25.	SM	3	4	2	3	2	70
26.	TS	1	1	1	1	2	55
27.	SW	2	3	3	2	1	60
28.	VAS	2	3	3	2	2	60
29.	YP	2	2	2	2	2	55
30.	VI	2	3	3	2	2	60
31	WA	3	2	3	2	2	65
Total							1882
Average							60,7
High scor							70
Lowest score							50

Note :

Fl = Fluency

Pr = Pronounciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher measured the class interval as follows:

R = the highest score – the lowest score

= 76-50

=26

K = 1+3.3 log n

= 1+3.3 log 31

= 1 + 4.92

$$= 5{,}92$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{26}{6}$$

$$= 4.3$$

After knowing the interval class, thenthe data is taken from interval above was put on the table of frequency distributionas follows:

Table 9

Frequency Distribution as the Result of Experimental Class Pre-Test at the Eight Grade of SMP MMT Kebun Dalam

Interval	Frequency	Categories	Percentages %
70-76	1	Good	3,2%
66-69	4	Fair	12,90%
62-65	0	Fair	0%
58-61	16	Low	51,61%
54-57	0	Low	0%
50-53	10	Low	32,2%
	31		100%

Based on the table of frequency distribution above, it can be inferred thatmost of students got score under 70.

IN A GRAPH
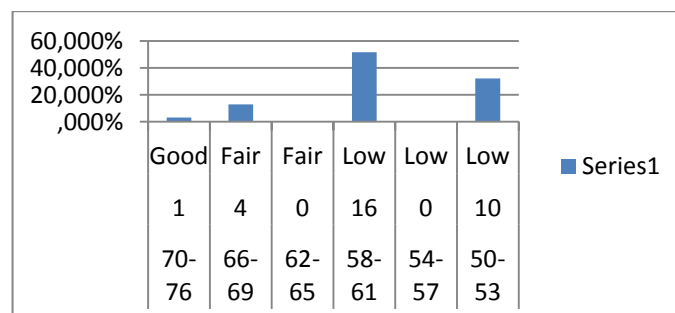
Table 10The Result of Students' Control Class Pre-Test at the EIGHT GRADE
Grade SMP MMT Kebun Dalam

NO	NAME	FL	PR	VO	GR	IS	SCORE
1.	AJ	2	2	2	3	3	60
2.	AM	2	2	2	2,5	2	55
3.	AS	2	2,6	3	2	2	58
4.	AGA	2	2	2	2	2	50
5.	DY	2	3	2,4	2,3	2	58
6.	DYS	3	3	4	2	2	70
7.	FM	3	3	2	1	3	60
8.	FD	2	2	4	2	2	60
9.	FM	2	3	2	3	2	60
10.	IS	3	4	3	2	2	70
11.	IHY	4	2	3	2	3	70
12.	I	3	2	2	3	2	60
13.	LS	2	3	2	3	3	65
14.	LW	9	1	1	1	1	60
15.	MDR	1	1	1	1	1	65
16.	MO	2	2	2	2	2	50
17.	MKA	3	3	4	2	2	70
18.	MKH	3	2	2	3	3	65
19.	N	2	2	4	2	2	60
20.	RW	2	2	3	3	3	60
21.	RA	3	3	4	2	3	75
22.	RH	2	3	2	2	2	55
23.	SS	2	3	3	2	2	60
24.	S	2	2	2	3	2	55
25.	S	3	3	3	2	1	60
26.	TIW	3	3	3	3	2	70
27.	WH	2	3,1	3	2,1	2	61
28.	WW	2	2	3	3	2	60`
29.	YS	3	3	2	2	2	60
30.	MK	2	2	3	2	2	55
Total							1850
Average							62
High score							75
Lowest score							55

Note :

    Fl = Fluency

Pr = Pronounciation
Vo = Vocabulary
Gr = Grammatical Accuracy
In = Interactional Strategies

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score − the lowest score

= 75-55

= 20

K = 1+3.3 log n

= 1+3.3 log30

= 1+ 4,87

= 5,87

= 6

P = $\frac{R}{K}$

= $\frac{20}{6}$

=3,3

= 3

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distributionas follows.

Table 11
Frequency Distribution as the Result of Control Class Pre-Test at
eight grade of smp mmt kebun dalam

Interval	Frequency	Categories	Percentages %
70-73	7	Good	23,33%
67-69	0	Fair	0%
64-66	2	Low	6,66%
61-63	1	Low	3,33%

58-60	13	Low	43.33%
55-57	7	Low	23,33%
	30		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 70.

In a graph

FREQUENCY OF STUDENT'S SCORE IN PRE-TEST
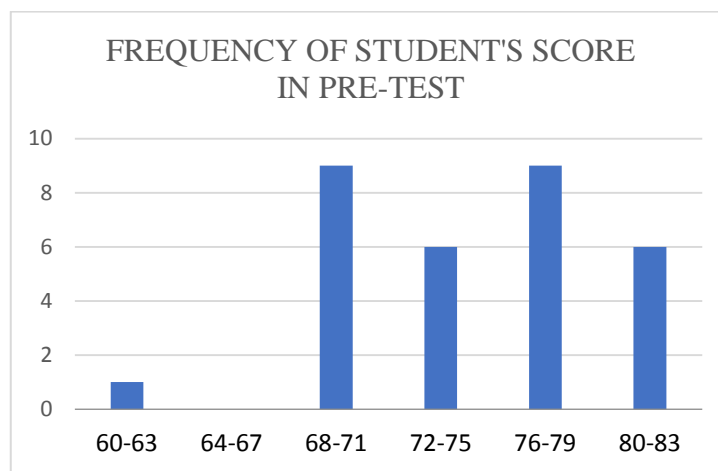
Therefore, it be concluded that students speaking performance in the pre-test was unsatisfied.The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking performance before and after a treatment was given. And the data of post-test score at the control class as follows;

Table 12
The Result of Students' Experimental Class Post-Test at the eight grade
of SMP MMT Kebun Dalam

NO	NAME	FL	PR	VO	GR	IS	SCORE
1.	AS	4	3,2	3,3	3,1	2	78
2.	AM	3,3	4	4	2	2.3	78
3.	AR	3	3	3	3	3.2	76
4.	AD	3,2	3	3,2	2,2	2	73
5.	BRN	3	3	3	3	3	75
6.	BWR	3	4	2	3	2	70
7.	DAS	4	3,2	2,1	4	2,3	78
8.	DF	3	4	3	3	1	70
9.	EF	3,2	4	3,2	3	3	82
10.	ESP	3	3	3	3	3,2	76
11.	FT	4	2	4	3	2	75
12.	FN	3	3	2,2	3,2	2	69
13.	FC	4	3	3	3,2	3.2	82
14.	IS	3	3.2	3	3.2	4	82
15.	IR	4	2	2	3	3	70
16.	MF	4	4	3,3	2,3	2	78
17.	MS	3	4	3	3	3	76
18.	NVS	4	3	3	4	4	82
19.	NS	3	2	4	3	2	74
20.	WA	4	3	3	3	3	78
21.	RF	3	4	2	3	2	70
22.	RF	4	3	3	3	3	76
23.	RA	2	2	3	3	4	72
24.	SW	2	4	4	2	2	70
25.	SM	4	4	3	3	4	82
26.	TS	2	2	2	3	3	60
27.	SW	2	3	3	2,3	3	68
28.	VAS	4	3	4	3	3	70
29.	YP	3	4	3	3	3	70
30.	VI	4	4	3	3	3	70
31.	WW	3	3	4	4	3	82
Total							2312
Average							74,5806
Hight score							82
Lowest score							60

Based on the table above, the researcher then measured the class interval as follows:

R   = the highest score − the lowest score

     = 82-60

     = 22

K   = 1+3.3 log n

     = 1+3.3 log31

     = 1+ 4,92

     = 5,92

     = 6

P $= \dfrac{R}{K}$

     $= \dfrac{22}{6}$

     = 4

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 13
Frequency Distribution as the Result of Experimental Class Post-Test at the eight Grade of smp mmt kebun dalam

Interval	Frequency	Categories	Percentages %
80-83	6	High	19,35%
76-79	9	High	29,03%
72-75	6	High	19,35%
68-71	9	Fair	29,03%
64-67	0	Low	0%
60-63	1	Low	3,22%

	31		100%

Based on the table of frequency distribution above, it can be inferred that 18 (67,19%) students got more that 70 which was the minimum mastery criteria (MMC). Therefore, it can be inffered that the students speaking performance was increased or easy to say was good.

FREQUENCY OF STUDENT'S SCORE IN PRE-TEST
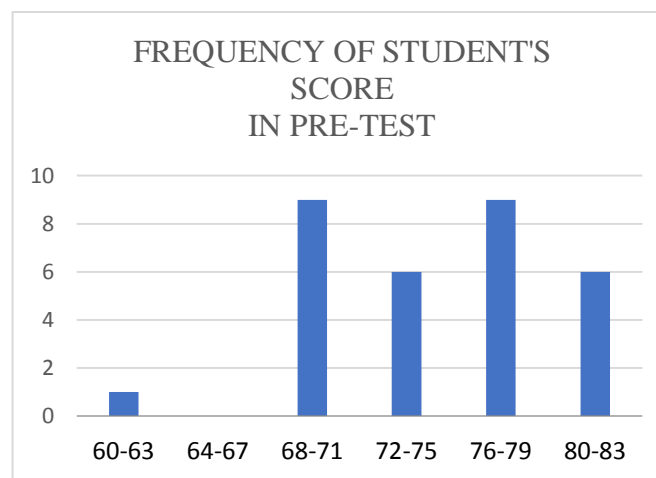
The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow :

Table 14
The Result of Students' Control Class Post-Test at the eight grade of Smp Mmt Kebun Dalam

NO	NAME	FL	PR	VO	GR	IS	SCORE
1.	AJ	3	3	3	2	2	61
2.	AM	2	2	2	3	2	55
3.	AS	2	2	3	2	3	56
4.	AGA	3	2	2	2	2	56
5.	DY	3	2	2	2	2	58
6.	DYS	3	4	2	2	3	71
7.	FM	3	3	2	2	3	65

8.	FD	2	4	2	2	2	60
9.	FM	3	3	2	2	2	60
10.	IS	3	3	4	2	2	70
11.	IHY	3	3	4	2	3	76
12.	I	2	3	2'3	3.3	3	68
13.	LS	3	3	3	2	2	68
14.	LW	2	2	3	3	3	68
15.	MDR	3	3	3	2	2	68
16.	MO	2	2	2	2	2	50
17.	MKA	3	3	4	3	2	72
18.	MKH	3	3	2	2	3	65
19.	N	2	3	3	2	2	60
20.	RW	3	2	3	2	3	65
21.	RA	3	3	4	3	3	78
22.	RH	2	2	3	2	2	58
23.	SS	2	2	3	3	2	60
24.	S	3	2	3	3	2	60
25.	S	2	3	2	3	3	62
26.	TIW	4	3	4	2	2	70
27.	WH	2	2	3	3	3	61
28.	WW	2	3	2	3	2	60
29.	YS	3	3	2	3	2	60
30.	MK	2	2	2	2	3	55
Total							1896
Average							63
High score							78
Lowest score							50

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

= 78-50

= 28

K = 1+3.3 log n

= 1+3.4 log 30

= 1+4,87

= 5,87

$$= 6$$

P $= \dfrac{R}{K}$

$$= \dfrac{28}{6}$$

$$= 4{,}6$$

$$= 5$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distributionas follows:

Table 15
Frequency Distribution as the Result of Control Class Post-Test at the Eight Grade Of SMP MMT Kebun Dalam

Interval	Frequency	Categories	Percentages %
75– 79	2	High	6,6%
70–74	4	Fair	13,33%
65– 69	7	Low	23,33%
60– 64	10	Low	33,33%
55– 59	6	Low	20%
50 – 54	1	Low	3,3%
Total	30		100%

Based on the table of frequency distribution above, it can be inferred that there is no students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptivewriting skill is still low.

In A Graph
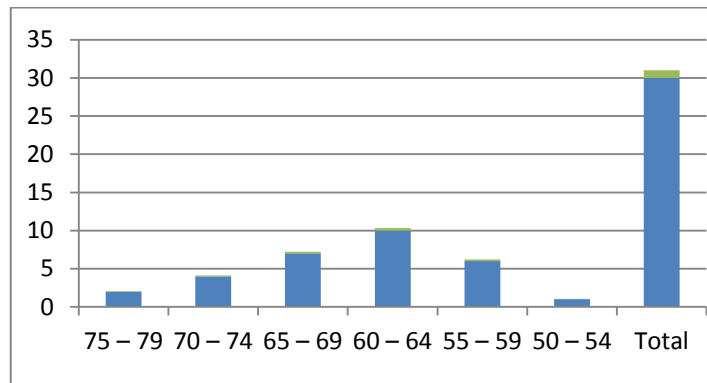
B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-testin order to prove whether there is any positive influence between experimental class which received the treatment using Repetition drilland control class which didn't receive treatment using repetition drill technique at the eight grade of SMP MMT Kebun Dalam, as follows:

a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 16

The Authentic Table of the Differences between Experimental Class and
Control Class at eight grade of SMP MMT Kebun Dalam .

| NO | Subject | Control Class | | | NO | Subject | Experimental Class | | |
| | | Pre-Test | Post-Test | Difference | | | Pre-Test | Post-Test | Difference |
		(X1)	(X2)	(X)			(Y1)	(Y2)	(Y)
1.	AJ	60	61	1	1.	AD	50	78	28
2.	AM	55	55	0	2.	AR	65	78	13
3.	AS	66	76	10	3.	AS	60	76	16
4.	AG	55	76	21	4.	AM	65	73	8
5.	DY	58	58	0	5.	BRN	64	78	14
6.	DYS	70	71	1	6.	BWR	55	78	23
7.	FM	65	65	0	7.	DAS	60	78	18
8.	FD	60	60	0	8.	DF	55	70	15
9.	FM	60	60	0	9.	EF	76	82	6
10.	IS	70	70	0	10	EAP	60	76	16
11.	IHY	70	76	6	11	FTH	60	75	15
12.	I	65	68	3	12	FN	55	69	14
13.	LS	65	68	3	13	FC	60	83	23
14.	LWA	60	68	8	14	IS	65	82	20
15.	MDR	65	68	3	15	IR	52	70	18
16.	MO	50	50	0	16	MS	65	78	13
17.	MKA	70	72	2	17	MF	50	76	26
18.	MKH	65	65	0	18	NVS	70	82	12
19.	N	60	60	0	19	NS	60	74	14
20.	RW	60	65	5	20	RF	70	78	8
21.	RA	75	78	3	21	RF	55	70	15
22.	RH	55	58	3	22	RA	65	76	11
23.	SS	60	60	0	23	SW	65	72	7
24.	S	55	60	5	24	SM	65	70	5
25.	S	60	63	3	25	SW	70	82	12
26.	TIW	70	70	0	26	TS	55	60	5
27.	WH	61	61	0	27	FAS	60	68	8
28.	WW	60	60	0	28	FI	60	70	10
29.	YS	60	60	0	29	WA	55	70	15

30.	MK	55	55	0	30 WW	60	70	10
31.					31 YP	65	82	17
The Result		**1850**	**1896**	$\sum X=77$			**1892**	**2312**	$\sum Y=435$

b. Putting the data into t-test formula in order to get $t_{observed}$:

$M_x = \dfrac{77}{30} = 2{,}56$ $\qquad\qquad$ $M_y = \dfrac{435}{31} = 14{,}032$

$\sum x^2 = \sum X^2 - \dfrac{(\sum X)^2}{N}$ $\qquad\qquad$ $\sum y^2 = \sum Y^2 - \dfrac{(\sum Y)^2}{N}$

$= 730 - \dfrac{(77)^2}{30}$ $\qquad\qquad$ $= 6047 - \dfrac{(435)^2}{31}$

$= 730 - \dfrac{5929}{30}$ $\qquad\qquad$ $= 6.047 - \dfrac{189.225}{31}$

$= 730 - 197{,}63$ $\qquad\qquad$ $= 6.047 - 6.104{,}03$

$\sum x^2 = 532{,}7$ $\qquad\qquad$ $\sum y^2 = 57{,}03$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \dfrac{Mx - My}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\dfrac{1}{N_x} + \dfrac{1}{N_y}\right)}}$$

$$t = \dfrac{2{,}56 - 14{,}032}{\sqrt{\left(\dfrac{532.7 + 57{,}03}{30 + 31 - 2}\right)\left(\dfrac{1}{30} + \dfrac{1}{31}\right)}}$$

$$= \dfrac{+11{,}472}{\sqrt{\left(\dfrac{589{,}73}{59}\right)\left(\dfrac{61}{930}\right)}}$$

$$= \frac{+11{,}472}{\sqrt{(9{,}995x0{,}0655)}}$$

$$= \frac{11{,}472}{\sqrt{6{,}546}} = \frac{11{,}472}{2{,}558} = 4{,}484$$

Moreover, after putting the data above into formula t-test, the researcher got $t_{observed}$ is 4,484

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using repetition drill atthe eight gdrade of smp mmt ebun dalam Metro, as follows:

a. Preparing the table distribution frequency of pre-test and post-test in experimental class (VIII class a)

Table 17
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (VIII CLASS A and B)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	1	4	26	31
Post-Test	21	9	1	31
Total	24	9	29	62

b. Putting the data into Chi-Square analysis technique in order to get $\chi^2{}_{observed}$.

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 18
Testing of The Data

Sel:	f_o	$f_h = \dfrac{Cn \; x \; Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\dfrac{(f_o - f_h)^2}{f_h}$
1	1	12	-11	121	10,08
2	4	4,5	-0,5	0,25	0,06
3	26	14,5	12	144	5,53
4	1	12	-11	121	10,8
5	4	4,5	-0,5	0,25	0,06
6	26	14,5	12	144	5,53
$\sum$	**62**	**62**	**0**	**409,25**	**21,92**

Moreover, after putting the data above into Chi-Square analysis, the researcher got $\chi^2_{observed}$ is 21,92

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

c. Alternative Hypothesis (Ha)

There is a positive and significant influence of repetition drill toward the students' speaking performance at the eight grade of smp MMT kebun dalam .

d. Null Hypothesis (Ho)

There is no a positive and significant influence of using repetition drill toward the students' speaking performance at eight grade of smp MMT kebun dalam .

Furthermore, after Ha and Ho has formulated, the researcher consulted $t_{observed}$ to t_{table} and f_o to f_h as follows:

c. If $t_{observed} > t_{table}$ and $\chi^2_{observed} > \chi^2_{table}$, So Ha is accepted and Ho is rejected.

d. If $t_{observed} < t_{table}$ and $\chi^2_{observed} < \chi^2_{table}$, So Ha is rejected and Ho is accepted.

It means that if the $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant influence), Ha is accepted and Ho is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} (there is no a positive influence) and $\chi^2_{observed} < \chi^2_{table}$ (there is no a significant influence), Ha is rejected and Ho is accepted.

1. **Interpretation of $t_{observed}$**

After analyzing the data in hypothesis testing, the researcher found that the critical value of $t_{observed}$ is 4,484 . If the researcher interprets it based on the concept above. It can be infered that there is a positive and significant influence of repetition drill toward the students' speaking performance at the eight grade of smp MMT kebun dalam .

a. Statistical Significance

The hypothesis applied in this present research is there is a positive and significant influence of repetition drill toward the students' speaking performance at the eight grade of smp MMT kebun dalam .

To know the critical value of t_{table}, the researcher firstly counted degrees of freedom (d.f), as follows:

d.f $= N_x + N_y - 2$.

d.f $= N_x + N_y - 2$

= 30+31-2

= 59

After considering the t-test table by using df58, the researcher not found it in t-table. So, it is done interpolation because 58 are higher than 40 and smaller than 60.

Table 19

Critical Value of t_{table}

	5%	1%
d.f 40	2.021	2.704
d.f 60	2.000	2.660

	5%	1%
$\dfrac{d.f\ 40 + d.f\ 60}{2}$	$\dfrac{2.021 + 2.000}{2}$	$\dfrac{2.704 + 2.660}{2}$
	= 2.010	= 2.682

From all data analysis above, it can be known that:

2. $t_{observed}$ = 4,484

3. t_{table} = 2.010 (5%) and 2.682 (1%)

4. Furthermore, the data confirm that $t_{observed}$ is higher than t_{table}, or it can be written as 2.010< 4.484 >2.682. It means that there is a positive influence

of using Repetition Drill Toward Students Speaking Performance At Eight Grade Of SMP MMT Kebun Dalam .

5. **Interpretation of $\chi^2_{observed}$**

Afteranalyzing the data in hypothesis testing, the researcher found that the critical value of $\chi^2_{observed}$ 21,92. If the researcher interprets it based on the conceptof hypothesis. It can be infered that there is a significant influence of repetition drilltoward the students' speaking performanceat the eight grade of SMP MMT kebun dalam .

b. Statistical Significance

The hypothesis applied in this present research is there was a significant influence of using repetition drill toward students speaking performance .

To know the critical value of χ^2_{table}, the researcher firstly counted degree of freedom (d.f), as follows:

d.f = (Column - 1) (Row - 1)

d.f = (3 - 1) (2 - 1)

d.f = (2) (1) = 2

The degrees of freedom (d.f) was2, the researcher was able to find it in χ^2_{table}.

Table 20
Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 2	5.991	9.210

From all data analysis above, it can be known that:

$\chi^2{}_{observed}$ = 39,136

$\chi^2{}_{table}$ = 5.991 (5%) and 9.210 (1%)

Furthermore, the data confirm that $\chi^2{}_{observed}$ is higher than $\chi^2{}_{table}$ or it can be written as 5.991<39,136>9.210. There are high or significant difference between $\chi^2{}_{observed}$ and $\chi^2{}_{table.}$. It means that there is a significant influence ofUsing Repetiton Drill Toward Students Speaking Performance At Eight Grader Of SMP MMT Kebun Dalam.

Regarding to the all the finding above, the data confirm that $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2{}_{observed} > \chi^2{}_{table}$ (there is a significant influence). It means that Ha is accepted and Ho is rejected. On the other word, there is a positive and significant influence of using repetition drill toward student speaking perfrmance at eight grade of smp mt kebun dalam .

This technique brought positive character that is discussion in their speaking . based on the problem above this technique are be able to solve the problem about students' difficulties in speaking. Students can be more easy to speaks more also improve their skill in their speaking. So repeititon drill has a positive influence on the students' speaking performance at eight grade of smp mmt kebun dalam .

D. Limitations

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Repetition Drill

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. furthemore, in the end activity of the treatment, the researcher faced difficulty to manage the class because the students have losed their concentration or their focus and croudid. For example, when the researcher instructed to the to make conceration , some of student just busy with their friends.beacause the student never learn about speaking and how to speaks as well.

2. Students' problem in speaking

Some students learn how to speaks as well. So, they have some errors in their speaking.

3. This research was conducted at the Eighth Grader of smp mmt kebun dalam in the Academic Year of 2017/ 2018, so the result was limited only to this grade in this school. Moreover, the result of this research is only for that year. It means this research is not generally accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research using Repetition Drill is an alternative technique and give influence. It can be seen from the result of the pre-test and post-test. The students at the eight grader of SMP MMT kebun dalam mesuji, especially class VIII B as experimental class and VIII A as control class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students in experimental class and for control class the researcher didn't give a treatment. The score that they got before and after the treatment was so different. In pre-test; the average score of experimental class is 62 and the average score of post-test is 74,58. In pre-test; the average score of control class is 60,7 and the average score of post-test is 63 The result of this research is $t_{observation} > t_{table}$ (2.010<4.844>2.682). Where is the *ha* is accepted and *ho* is rejected it means that, there is positive and significant influence of Repetition Drill toward student's speaking performance at the eigh grader of SMP MMT Kebun Dalam

Through using Repetition Drill, the students learn new experience in studying English. In brief, there is a positive and significant influence of using Repetition Drill .teaching by using Repetition Drill in teaching

speaking, it made students easier to build their motivation to speak English .also make the student interest more. Furthermore, Repetition Drill can be solution for the teacher to teach the students in speaking performance, the students more active in learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To the Teachers

The teacher should choose a great technique in teaching English especially in speaking class in order that the student can more participate fully in the class . furthemore student should be interest also imprive their skill in speaking.

2. To The Students

a. The Students should be more active in learning English, if they do not understand about the leasson or material from the teacher the student should be ask to the teacher.

b. The students should to care more about vocabulary and fluency in their speaking.

c. The students are suggested to improve their report speaking performance.

3. ToThe principle

a. The reseacher greatly expects that this study can give contribution for the school, such a reference for further studies in learning especially in english.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP MMT KEBUN DALAM

Kelas/Smt : VIII/Ganjil

Mata Pelajaran : Bahasa Inggris

Topik : asking and giving opinion

Pertemuan Ke : 1

Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

B. Indikator

1. Merespon ungkapan meminta, memberi, menolak jasa

2. Merespon ungkapan meminta, memberi, menolak barang

3. Mengakui, mengingkari fakta

4. Merespon ungkapan meminta dan memberi pendapat

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran dilaksanakan, siswa diharapkan dapat:

1. Merespon ungkapan meminta, memberi, menolak jasa
2. Merespon ungkapan meminta, memberi, menolak barang
3. Mengakui, mengingkari fakta
4. Merespon ungkapan meminta dan memberi pendapat

D. Materi Pembelajaran

Percakapan singkat memuat ungkapan – ungkapan:

A : *Can You help me?*

B : *Yes, I can*

A: *Let me help you?*

B: *Thanks a lot..*

A: *Sorry, I can't help you.*

B: *No problem.*

A: *Would you take me that pen?*

B: *Sure. Here it is.*

A: *Thanks.*

A: *Do you like a glass of*

orange juice?

B: No, thanks.

A: Sorry, I don't like

   coffee. Please give

   me fresh water.

B: Of course.

Thanking

Thanks

Thank you very much etc.

Thank you for... Thanks for...

Replies to thank

Don't mention it.

It's a pleasure.

You're welcome.

 Please

 Please is hardly ever used on its own.

 Please is used a great deal added to a phrase when you want someone to do

 something.

E.   Metode Pembelajaran

     TPR (Total Psycal Respon)

F. Media, Alat dan Sumber Belajar

1. Smart Steps : The Smartest Way to Learn English ; An English Textbook for junior High School of Grade VIII
2. How to say it
3. Structure and Grammar IV
4. Marker, LCD Proyektor, Power Point
5. Sumber lain

G. Kegiatan Pembelajaran

1. Pendahuluan

Orientasi   :

- Guru memberikan salam pembuka dan menyiapkan media yang akan digunakan.
- Mengajak para siswa mambaca surat pendek sebelum memulai pelajaran.
- Cek daftar hadir

Apersepsi   :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

Motivasi   :

- Memberikan motivasi belajar siswa secara kontekstual dengan menanyakan kabar, nama siswa.

Pemberian Acuan   :

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran dengan melibatkan peserta didik umtuk mencari dan membuat informasi yang luas tentang materi terkait.

2. Kegiatan Inti

Mengamati

(Observing)   :

- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan dengan sebagai contoh siswa membuat sebuah percakapan yang berkaitan dengan materi untuk dipraktikan dengan menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lainnya secara aktif dalam setiap kegiatan pembelajaran.

Menanya

(Questioning)   :

- Guru bertanya kepada siswa mengenai apa yang diketahui siswa tentang Please and Thank You.
- Guru mengarahkan siswa untuk bertanya mengenai materi tentang Please and Thank You.

Mengumpulkan

Informasi   :

- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.
- Guru membiasakan peserta didik membaca guna mengumpulkan informasi materi terkait.

Menalar

(Associating)   :

- Guru memberikan beberapa dialog yang berisikan please and thank you untuk menganalisis fungsi, struktur teks dan kebahasaannya.

Mencoba

(Experimenting):

- Siswa diminta untuk membuat dialog yang berdasarkan Please and Thank You yang sering terjadi dalam kehidupan sehari-hari dalam lingkungan sekolah maupun lingkungan masyarakat.

Mengkomunikasikan

(Networking)   :

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik dalam membuat dialog dengan Please and Thank You.
- Memberikan konfirmasi terhadap hasil eksperimenting peserta didik guna memperoleh pengalaman belajar yang bermakna dalam mencapai kompetensi dasar.

3. Kegiatan Penutup

Menyimpulkan   :

- Guru menanyakan kesulitan siswa dalam materi pembelajaran dan bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.

Refleksi   :

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

Umpan Balik   :

- Guru memberikan umpan balik dengan menanyakan kepada beberapa siswa tentang materi yang telah disampaikan.

Pemberian Tugas　　:

- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas secara individu maupun kelompok sesuai dengan hasil belajar peserta didik.

Informasi kegiatan pembelajaran pertemuan berikutnya　　:

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya tentang Certaintly and Uncertaintly.

H. Penilaian　　:

Teknik　　:　Tes lisan

Bentuk Instrumen :　perfome from the material one by one

1. Please come forward one by one in front of class!
2. Please tell us about *asking nd giving opinion about somthing that closer with you*
3. Please speak up fluently!
4. Please use good pronounciation!
5. Please use suitable vocabulary!
6. Please use grammar correctly
7. Please use interactional strategies!

Metro ,november 2017

Guru Mata Pelajaran　　　　　　　Guru Praktik

....　　　　　　Asnanudin
　　　　　　　　　　　　　　　S.T.N 13106647

Mengetahui,

Kepala SMP Mmt Kebun Dalam

....

POST-TEST

Students speaking performance

Directions:

A. Start the lesson by giving a sheet of paper to every students to do a task

B. tells about asking and giving opinion in front of the class with your couple

.

Student's Identity:

Name of Student   :

Day / Date   :

Class   :

Questions:

- Make a dialogue with your friend about "asking and giving opinion" to perform in front of the class

POST-TEST 2
Students speaking performance

Directions:

    C. Start the lesson by giving a sheet of paper to every students to do a task

    D. Makes Dialogue about closer friends with your friend

Student's Identity:

    Name of Student   :

    Day / Date   :

    Class   :

Directions:

   - Make a dialogue with your friend about "close friend " to perform in front of the class.

PRE-TEST

Students Speaking Performance

Directions:

    E. Start the lesson by giving a sheet of paper to every students to do a task

    F. Introduce your self in front of the class one by one

Student's Identity:

    Name of Student   :

    Day / Date   :

    Class   :

Directions:

  - Make a diolque intriducing with your friend to perform in front of the class

The Documentation of the Research

The students were doing pre-test

The researcher gave the treatments to the students

The students were doing post test

By using repetiton on the keyword

Asnanudin who stands as the researcher in this present research was born in kebun dalam Way Serdang, Mesuji. Mesuji on September 27th 1994. He comes from simple and harmonic family. He is first son from Misairno and Siti Kurniasih.

He took elementary school at SDN 1 Kebun Dalam, and took his junior high school at SMP MMT kebun dalam Seputih Raman for three years. Then, having graduated from junior high school, he continued his study in SMA N 1 Way Serdang Mesuji. After graduated from senior high school, he continued his study in IAIN Metro with English Education Study Program. While he was a student in IAIN, she joined in PMII as a member and he ever be A Comission at the project pemilu raya(pemira) and he ever be tutor in english club at MAN 1 east lampung. He is able to continue his study to master of degree and to be a succesfull person that can present a happiness for his parents.