AN UNDERGRADUATE THESIS

IMPROVING SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF SMPN 2 KOTAGAJAH



By:

ANNISA PRATIWI

STUDENT ID. 13106617

Tarbiyah and Teacher Training

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
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IMPROVING SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF SMPN 2 KOTAGAJAH

Presented as a Partial Fulfillment of the Requirement
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in English Education Department

By:
ANNISA PRATIWI
STUDENT. ID. 13106617

Tarbiyah and Teacher Training
English Education Department

Sponsor : Dr. Mahrus As'ad, M.Ag.

Co – Sponsor : Syahreni Siregar, M.Hum

THE STATE INSTITUTE FOR ISLAMIC STUDIES METRO
1439H/2017M

MENINGKATKAN KEMAMPUAN SISWA BERBICARA MENGGUNAKAN TEKNIK *CHAIN DRILL* DI KELAS DELAPAN SMP NEGERI 2 KOTAGAJAH

ABSTRAK

By:

ANNISA PRATIWI

Tujuan dari penelitian ini adalah untuk meunjukkan bahwa penggunaan chain drill teknik dapat meningkatkan nilai kemampuan berbicara siswa dan aktivitas siswa dalam proses pembelajaran kelas delapan (VIIIA) SMP Negeri 2 Kotagajah Lampung Tengah. Peneliti yakin bahwa teknik Chain Drill akan menjadi salah satu teknik dalam proses pembelajaran *speaking*.

Bentuk dari penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 36 siswa kelas VIIIA SMPN 2 Kotagajah Lampung Tengah. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilakukan secara collaborative dengan guru mata pelajaran Bahasa Inggris kelas VIIIA SMPN 2 Kotagajah Lampung Tengah yaitu ibu Nurayalina, S.Pd.

Hasil dari test menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test yang dilakukan. Dalam siklus pertama nilai rata-rata siswa dalam pre-test adalah 64,11 meningkat menjadi 68,81 dalam post-test. Dalam siklus 1 target keberhasilan penelitian belum tercapai karena siswa yang mendapat nilai 70 kurang dari 85 %. Pada siklus yang kedua,terjadi peningkatan ini terlihat dari hasil nilai pre-test yang meningkat dari 60.4 menjadi 73,03. Dalam siklus ini target kelulusan tercapai yaitu 85,71% siswa memperoleh nilai diatas 70.

Keyword: Speaking Performance, Technique, Chain Drill

IMPROVING STUDENTS' SPEAKING I
BY USING CHAIN DRIL
AT THE EIGHTH GRADERS OF SMPN 2 KOTAGA

ABSTRACT

By:

ANNISA PRATIWI

The objective of the study is to show that using chain drill technique can improve students' speaking performance score and students' activity in learning process at the Eighth Graders of SMPN 2 Kotagajah. The researcher realizes that chain drill technique could be one of the technique in teaching speaking.

In this case the researcher conducted Classroom Action research (CAR) which was done in two cycles. Every cycle consisted of planning, acting, observing and reflecting. The subject of this research was 36 students of eighth grade (VIIIA) of SMPN 2 kotagajah Center Lampung. In collecting data the researcher used test, observation, and documentation. The research was conducted through collaborative with an English teacher of SMPN 2 Kotagajah Center Lampung that was Mrs. Nurayalina, S.Pd.

The results of the test showed that there was any improving from pre-test and post-test. In the first cycle the average score of pre-test was 64,11 became 68,81 in post-test. In the cycle 1 the learning target had not been achieved because the students who got score more than 70 was under 85 %. In the second cycle there was any increasing from the result of pre-test which increase from 64,11 became 73,03 in post-test. In this cycle the learning target had been achieved that was 85.71% students got score more than 70.

Keyword: Speaking Performance, Technique, Chain Drill

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain-metro.ac.id

RATIFICATION PAGE

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The Undergraduated Thesis entittled: IMPROVING STUDENTS' SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE AT THE EIGHTH GRADE OF SMPN 2 KOTAGAJAH

Written by Annisa Pratiwi, student number 13106617 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 12th, 2017 at 10.30-12.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag (.....)

Examiner I : Dr. Widhiya Ninsiana, M.Hum (.....)

Examiner II : Syahreni Siregar, M.Hum (.....)

Secretary : Linda Septiana, M.Pd (.....)

The Dean of Tarbiyah
And Teaching Training Faculty

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507; Fax (0725) 47296 Website:www.tarbiyah.metrouniv.ac.id Email:tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Number :
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqosyah of Annisa Pratiwi**

To The Honorable,
The Dean of Tarbiyah and Teaching Training Faculty
State Institute for Islamic Studies of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : **Annisa Pratiwi**
Student Number : 13106617
Department : TBI
Faculty : Tarbiyah and Teaching Training Faculty
Title : **IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE OF THE EIGHTH GRADE OF SMPN 2 KOTAGAJAH**

It has been agreed so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, October 2017

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507; Fax (0725) 47296 Website: www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munaqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di-
Tempat

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Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka proposal penelitian yang telah disusun oleh:

Nama	:	**Annisa Pratiwi**
NPM	:	13106617
Jurusan	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE OF THE EIGHTH GRADE OF SMPN 2 KOTAGAJAH**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, Oktober 2017

Sponsor	Co-Sponsor
Dr. Mahrus As'ad, M.Ag	**Syahreni Siregar, M.Hum**
NIP. 19611221 199603 1 001	NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507; Fax (0725) 47296 Website:www.tarbiyah.metrouniv.ac.id Email:tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

The Title	: **IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING CHAIN DRILL TECHNIQUE OF THE EIGHTH GRADE OF SMPN 2 KOTAGAJAH**
Name	: **ANNISA PRATIWI**
Student's Number	: 13106617
Department	: English Education Department
Faculty	: Tarbiyah and Teaching Training Faculty

APPROVED:

To be examined in *Munaqosyah* in English Education Department of the State Institute for Islamic Studies of Metro.

Metro, October 2017

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ANNISA PRATIWI

Student Number : 13106617

Department : Tarbiyah and Teaching Training

Study Program : English Education

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

Metro, November 2017

The writer,



ANNISA PRATIWI

Student Number: 13106617

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱسْتَعِينُواْ بِٱلصَّبْرِ وَٱلصَّلَوٰةِۚ إِنَّ ٱللَّهَ مَعَ ٱلصَّٰبِرِينَ ﴿١٥٣﴾

"O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient" (QS.Al-Baqarah:153).

Another people said that "Experience is the best teacher"

But I say that "Mistake is a marvelous teacher"

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5. The lecturers of the IAIN METRO
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7. My parents Mr Jabari and Mrs Erdawati, the Angel who are never tired to empower her spirit.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this reserach proposal can be a meaningful benefit for the researcher especially and all readers generally.

Metro, September 2017

The researcher,

Annisa Pratiwi
St. ID. 13106617

DEDICATION PAGE

This under graduated thesis would highly be dedicated to Allah SWT that gives me many luxurious in my life so that I can pass this hard struggle of making the thesis.

1. My beloved parents, Jabari and Erdawati, who always give support, pray and guidance to be successful in my study, thank for your endless love. I love you and you are spirit in my life.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. Language is integrally intertwined with our notions of who we are on both the personal and the broader, societal levels. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations.

English is one of compulsory subjects at the Junior and Senior high Schools. It is not only considered as the first foreign language but also have an important position in determining whether the students go on to the next level or even it also determines whether the students pass the final exam or not. The students have to master the materials based on the curriculum to pass their final exam. As the compulsory subject, it is taught from the first grade of junior high school up to third grade of senior high school. The students of junior and senior high school are required to have enough competence in English because it becomes a subject tested at nation final examination.

competence in English because it becomes a subject tested at nation final examination.

For Indonesian, English is a foreign language. Dealing with this position, it does not have social function as wide as a second language. English in an academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate about anything in English. It accordance with statement that the final aim of teaching. The students hopefully can master almost four skills such as listening, speaking, reading and writing. To achieve the communication function, we need general knowledge and skill of English and language competent. There are four language skills thought in senior SMPN 2 Kotagajah.

Speaking is one the most important skills. Its main function is for communication and communication is an important thing for human life. Therefore, speaking is a skill that should be mastered by the students.

In the second year of Junior High School, the basic competence that should be achieved in the English subject is that the students have skill to develop and produce spoken simple functional text in the descriptive text, recount text, and narrative text. Students at Junior High School are expected to have high speaking performance, especially in introduction themself. With the introduction itself they can express their ideas and in spoken. English teacher of the Eighth Grade (VIII.C) students of SMPN 2 Kota Gajah decided 70 as the Completeness Standard (CS). In fact, the students

still find difficulties to speak. Based on the pra-survey had conducted on the November, 15th 2016, as follows:

Table 1

The Result Data of Speaking Performance Based on Pre Survey Among the Eighth Grade of SMPN 2 Kota Gajah

No.	Nama	Nilai	Interpretation
1.	ANH	40	Incomplete
2.	AIAP	55	Incomplete
3.	AMWS	60	Incomplete
4.	AKP	55	Incomplete
5.	AP	70	Complete
6.	ASS	65	Incomplete
7.	APS	55	Incomplete
8.	DNCAP	70	Complete
9.	DAF	60	Incomplete
10.	EA	65	Incomplete
11.	ESLM	55	Incomplete
12.	FK	50	Incomplete
13.	FEW	55	Incomplete
14.	FA	70	Complete
15.	FAZ	65	Incomplete
16.	FC	70	Complete
17.	GRM	65	Incomplete
18.	IRMH	55	Incomplete
19.	IL	75	Complete
20.	MSGF	75	Complete
21.	NA	70	Complete
22.	NKS	65	Incomplete
23.	NRP	65	Incomplete
24.	ODR	70	Complete
25.	PRH	70	Complete
26.	PR	45	Incomplete
27.	PNA	40	Incomplete
28.	PNI	40	Incomplete
29.	RB	45	Incomplete
30.	RRA	45	Incomplete
31.	RY	55	Incomplete
32.	USH	65	Incomplete
33.	VYS	70	Complete

34.	VW	45	Incomplete
35.	YKS	55	Incomplete
36.	YVP	75	complete
TOTAL		2.150	
AVERAGE		69,72	

Source: Pretest Result on November, 15th 2016

Based on the table above, the total students had failed category higher than the pass category. The student who passed for the material of speaking was 29 % and the students who include failed category 71%, with the highest grade 75 and the lowest grade 40 with the minimum mastery criteria (KKM) for English is 70.

All the problem happen because the students were lazy to speak and its make the stidents' performane in speaking still low. When they asked to speak, they used their first language (native language) rather than using English. It was because they did not accustomed to use English in English class. The students' difficulties in speaking were caused by the lacked of related vocabularies, low ability in constructing sentences and utterances, and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake. The situation was getting worse because teacher's fault in deciding the material and also teaching technique which made students feel bored and lost interest in the speaking class.

There were many activies to make a fun activity in teaching speaking in the classroom, for example by using Chain Drill Technique. Because Chain Drill is one of interesting technique in speaking activity which provide an opportunity for the students to practice English speaking performance.

From explanation above, the researcher solves the problem by a technique that is chain drill technique in students speaking of the eighth graders of Junior High School 2 Kotagajah. The researcher takes a title of this research "Improving Speaking Performance By Using Chain Drill Technique At The Eighth Grade Students Of SMPN 2 Kotagajah."

B. Problem Identification

The researcher has stated the problem of improving speaking performance by Using Chain Drill Technique at the Eighth Graders of SMPN 2 Kotagajah.

1. The students' performance in speaking of SMPN 2 Kotagajah still low.
2. The students have difficulties to express their idea in speaking learning.
3. The students' confidence was less in using English for communication.
4. Students afraid for being mistake.
5. The students have low motivation in speaking

C. Problem Limitation

C. Problem Limitation

Based on the problems above, the researcher will focus on the difficulty of the students is to express their idea in speaking learning. The researcher will use the chain drill technique to improve the speaking performance at the eighth graders of SMP N 2 Kotagajah.

D. Problem Formulation

Based on the background problem above, the researcher formulates the problem as follows:

1. Can the Use of Chain Drill Technique Improve the Students' Speaking Performance at the Eighth Grade of SMPN 2 Kotagajah?
2. Can the Use of Chain Drill Technique Improve the Students' Learning Activity at the Eighth Grade of SMPN 2 Kotagajah?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objectives of the study to show that:

a. Using chain drill technique can improve the students' speaking performance at the eighth grade of SMPN 2 Kotagajah
b. Using chain drill technique can improve the students' learning activity at the eighth grade of SMPN 2 Kotagajah.

F. Benefits of the Study

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows:

a. For the Students

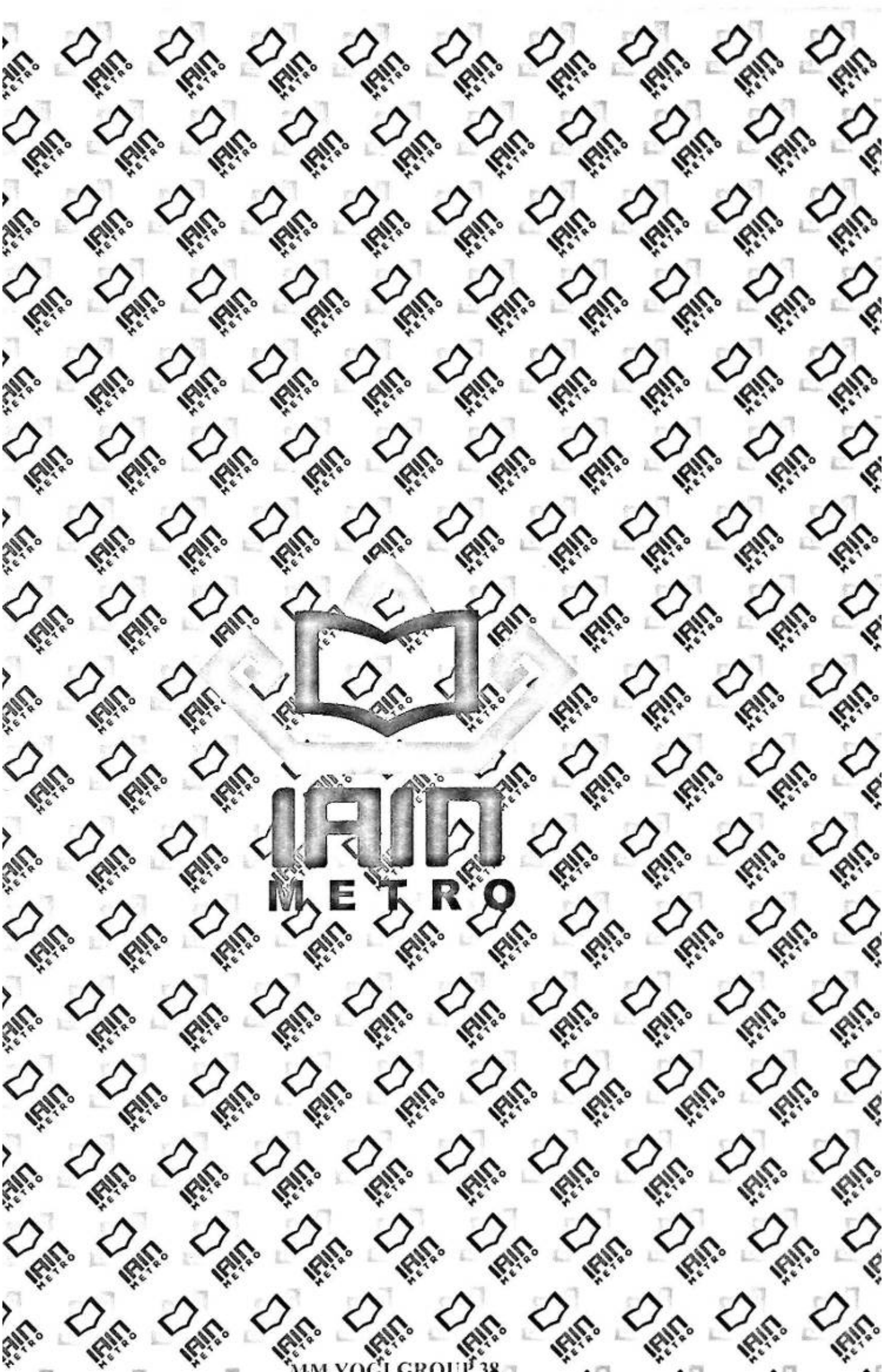
The result of this research is as the information to apply the English speaking effectively and make the students will be more interested and motivated in learning English.

b. For the Teacher

The result of this research is as the contribution for the teacher in order to apply the chain drill technique to improve the students' score and activity in English learning process especially in the students' speaking performance.

c. For the Headmaster

The result of this research as the consideration in learning process in the school and the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Definition of Speaking Performance

Speaking is one of skills that should be mastered by the students because speaking is an important skill. Most of people do speaking for their means of communication . David Nunan said that speaking is to talk with someone about something and make conversation about something.[2] Based on the sentence above we can see that speaking is something that important for our communication because when want to talk to somebody we have to speak first.

Not only that definition but also the researcher got the other definition of speaking from an expert, Sanggam Siahaan. On book The English Paragraph, he explains that speaking is a skill of a speakers to communicate to a listener or a group of listener.[3] That definition tell us that like as we know when we want to communicate to other people we should use speaking, for most of us. That is why speaking is one of important skill.

The definition of speaking that the researcher took is from an international journal. The researcher found a definition of speaking

---

[2] Nunan,David, *Language Teaching Methodology*, (New York: Prentice Hall :1991), p.39.

[3] Siahaan,Sanggam, *The English Paragraph*, (Graha Ilmu:2008), p.02

that is adopted from Hueber, he said that speaking is a skill used by someone in daily life communication whether at school or outside.[4] For communication, we know that not only speaking that used for it. There are some skill that can be used for communication but most of people use speaking for their main communication.

From some definitions of speaking above the researcher concluded that speaking is one of the most important skills. Its main function is for communication and communication is an important thing for human life. Not only that but also speaking is a skill that should be mastered by the students.

Speaking performance is the capability to produce a language as well as they can. It means that speaking performance is the activity that not only focuses for producing language but also on the understanding language meaning from the speaker.

2. The Elements of Speaking Performance

Speaking is a skill of conveying words and sounds of articulation of express or to deliver ideas, opinions, or feelings; speaking has some elements that have to be considered by any speaker as follow: [5]

a. Pronounciation (including the segmental features-vowels and consonants- and the stress and intonation patterns).

---

[4] Rahimy,Rahmin and Safarpour,Samaneh, *The Effect of Using Role Play on Iranian EFL Learner's Speaking Ability,* (Asian Journal of Social Sciences and Humanities:2012), p.04

[5] Shareesh Chauday, *Testing Spoken English, English Teaching Forum*, Volume 36, 1997, p.22

Accordings to Martin Hawings, "pronounciation is a feature of speech". That includes many components of speech which are combined together to the pronounciation of language, such as sound, syllables, words and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and fall the voice.

Pronounciation is considered as the ways in which language or a particular word is pronounced and it is particular person's way of pronounce a word or words.to pronounce to make the sound letter, word, etc. Especially the correct way.

b. Grammar

In definition of grammar, H.Douglas Brown states that "grammar is a system of rules governing the conventional arrangement and relationship words in a sentence".[6]

In order to speak English Well, especially to formal situation, the learners have to master grammar.

c. Vocabulary

Vocabulary is defined as the "words" in foreign language. Words are perceived as the bulding blocks upon.

---

[6] H. Douglas Brown, *Principles of Language Learning and Teaching*, Second Edition, (San Fransisco State University, 2001), p.36

The other hand, Harmer writes some elements necessary for spoken production as follows:[7]

a. Connected Speech

Effective speakers of English need an ability not only in producing the individual phonemes of English (as in saying "I would have gone) but also in using fluent connected speech (as in "I'd've gone). In connected speech sounds are modified (simulation), omitted (elision), added (linking) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a

[7] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 269.

variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

From the explanation above it can be concluded that there are many elements in speaking that someone has to be mastered for someone to have good performance in speaking and it is very important to understand one by one about it. The elements of the speaking are grammar, pronounciation and vocabulary, without them the listener can not understand what the speaker say. Because, if we do not know one of them, the speaker can not say anything and the listener will be confused what the speaker talking about. The other said, for the speaking production there are connected speech, expressive device, lexis and grammar and negotiation language. It explained that in English, we learn not only grammar, pronounciation and vocabulary but also the slang language, the form we say, the expression of emotion and intensity, and many others.

3. The Problems of Teaching Speaking Performance

Brown suggests some causes that make speaking difficult as follows:[8]

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels etc, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as to speak allows us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

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[8] H.Dauglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco: State University, Logman, 2008), p. 270.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrase of colloquial and that they get practice in producing these forms.

f. Rate of Delivery

Another characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation, as well be explained the stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its riches component, the creativity of conversational negotiation.

The other expert say that, there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. (Ur) [9]

a. Inhibition

When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood asserts that a foreign language classroom to can create inhibitions and anxiety easily.

b. Lack of topical knowledge

learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup).

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[9] Hoang Nguyen T, *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School (Asian Journal of Educational Research)*, (Vietnam :University of Thu Dau Mot, 2015), p. 3

c. Participation is low or uneven

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

d. Mother-tongue use

When all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

From the explanation above it can be concluded that there are some problems faced by the learners in speaking activities. The problems included inhibitation, lack of topical knowledge, the low of participation, and mother tongue. It is also clustering, redundancy, reduced forms, performance variables, colloquial language, rate of deliver, and stress, rhythm and intonation.

4. 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 2

Indicators of Speaking Measurement[10]

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(adequate)	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.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.

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

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.[11]

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

B. The Concept of Chain Drill Technique

1. Definition of Chain Drill Technique

Technique is a particular way of doing something especially one in which you have to kearn special skill.[12] According to Adward Anthony in Brown techniques are the spesific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.[13]

Chain Drill technique is one of some tchniques in Audio-Lingual Method. A chain drill gets name from chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular students or asking her/him a question. That student responds, then turns to the student greets or asks a quetion of the second students and the chain continues. A chain drill allows some controlled communication, even thought it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.[14]

Harmer gives a statement on the use of drills in classroom that — is, "However, they (drills) do give students the opportunity for 'safe' practice; accuracy can be focused on as the students get a chance to

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[12] Hornby, As, *Oxfrod Advanced Learner's Dictionary*, (Oxfrod: Oxfrod University Press, 2000), p.1589

[13] Brown, H. Douglas, Teaching By Principles: an Interactive Approach to Language Pedagogy. (Longman: San Fransisco State University,2001). Second Edition, p.284

[14] Larsen-Freemen, Diane.1986. *Technique and Principles in Language Teaching*. England: Oxford University Press, Inc.

rehearse language." [15]And goes on to say, "Drill work is very useful since it provides opportunities for students to practice a new bit of language in the most control way."[16]

A chain is a good teaching device for introducing some variety. Here the student and not the teacher gets the opportunity to ask the question.[17]

Chain Drill can be used frequently but they should not be too long. Seven or eight student responses are usually enough. They should not be carried on always in the same order. They should not always start at the same point in the room and proceed in the same direction..[18]

Chain Drill are often questions and answers or comments and responses. The teacher models the first question abd cues the type of answers and responses are relatively free but they must be accurate.the chain drill goes around the class with less teacher control. As a game the answer can be provided and the learner provides the proper question.[19] Chain Drill (Students ask and answer each other one-by-one in a circular chain around the classroom).[20]

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[15] Harmer, Jeremy, The Practice of English Language Teaching. (Singapore: Longman Group UK Limited, 1991), p.92

[16] Ibid, p.95

[17] Cornfield Ruth R, *Foreign Language Instruction.*(New York, Meredith Publishing Company.1966), p. 46

[18] *ibid*

[19] Birch Barbar M, *English Grammar*, p. 67

[20] A.P Rajahmundry, "*Global Technique to teach Global Language*", (International Journal of Advanced Research in Management and Social Sciences: 2015), p. 218

The Chain drill uses maybe the first few lines of a simple dialogue. The teacher begins by addressing a student, or asking him a question. The student responds, then turns to the student beside him and asks him a similar question. The second student responds and the chain goes on until each student has participated. This allows for the teacher to check learner's speech.[21]

2. The Principles of Chain Drill Technique

The principles of the technique derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the Chain Drill Technique are:[22]

1. Language learners are able to comprehend the foreign languge when it is spoken at normal speed and concerned with ordinary matters.
2. Language learners are able to speak in acceptable pronunciation and grammatical correctness.
3. Language learners have no difficulties in comprehending printed materials,
4. Language learners are able to write with acceptable standards of correctness on topics within their experience.

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[21] Su Li Kwan Lisa, (*Method In Teaching English as A Second Language: 2009/2010),* p.12

[22] Larsen-Freemen, Diane.1986. *Technique and Principles in Language Teaching.* England: Oxford University Press, Inc.

The aims mentioned above have basic principles in learning teaching interaction. Since the primary aim is the ability in communication, language learners and their language teacher should use the target language at all times. The language teacher should greet his/her students in the target language from the first day of their language class. Their mother tongue is not used unless it is necessary and translation into their mother is prohibited. Intensive drills should be provided so that language learners can have enough practice of using the grammar of the spoken language. Drilling is a central technique in this method. The final goal of languge learning process is that language learners are able to communicate in target language with native-speaker-like prinunciation. Through this method language learners learn structures, sound or words in contexts. The two other skills: reading and writing are deferred until speech is mastered; these skills follow the other skills: reproductive skills. The sequence of learning is listening, speaking, reading and writing.

3. The Steps of Chain Drill Technique

a. First, the teacher enter to the classroom, the first thing the teacher notice is the students are attentively listening while the teacher is presenting a new dialog. The teacher want to memorize the dialog that is introducing and the teacher's instructions are in English.

b. After that, the teacher is able to give understanding about the troublesome line. After the students have repeated the dialog some time, the teacher gives them an opportunity to use the role.

c. Next the teacher and the students change role practice, where is the teacher says student 1's line and the student 2's line.

d. The teacher begins a chain drill with four of the lines from the dialogue, it will give the students a chance to say the line by their own. It is also lets students use the expressions in communication with other people, although the communication is very limited.

e. Finally, the teacher selects two students to perform the whole dialogue in front of the class. When they are finished, two other do the same but not everyone has opportunity to say the dialog.[23]

4. Advantage And Disadvantage Of Chain Drill Tchnique

The advantages using the Chain Drill technique are :

a. The chain drill technique has a strong theoretical base in linguistics.

b. Since the aim of the technique is speaking ability, teaching though the chain drill language learners will spend most of time for speaking.

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[23] *ibid*

The disadvantages of using Chain Drill technique, these are the diadvantages:

a. The primary aim of foreign language instruction in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.
b. Real conversation is difficult to achieve in the classroom because the time to develop is limited.
c. Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Part of its effectiveness is due to facial expression and gesture.
d. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control stress.[24]

[24] Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching(2nd ed.)*, New York: Oxford University Press, 2000

C. Action Hypothesis.

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

a. Using chain drill technique can improve the speaking performance of the Eighth Graders of SMPN 2 Kotagajah.
b. Using Chain Drill Technique can improve the learning activities of the Eighth Graders of SMPN 2 Kotagajah

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CHAPTER III

RESEARCH METHOD

A. Setting of the Research

The research was conducted at The Eighth Graders of SMPN 2 Kotagajah. SMPN 2 Kota Gajah which located at Jl. Sri Rahayu No. 17 Central Lampung which consisting 34 of students.

B. Subject of the Research

The subject of this research is the VIII A students of SMPN 2 Kota Gajah. Actually in the Eighth grades of SMPN 2 Kota Gajah there are four classes, comprising the VIII A, the VIII B, the VIII C, and the VIII D. But, the researcher chose VIII A grade, because the students has lower average score than the others. That was based on pre survey result which given by the English Teacher of VIII A grader at SMPN 2 Kota Gajah.

Table 3

The Subject of the Research

No.	Grade	Sex		Total
		Male	Female	
1.	VIIIC	17	17	36

C. Procedure of the Research

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school.[25] It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.[26] It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

From some opinion above, it can be concluded that Classroom Action Research (CAR) is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the classroom.

In this research, the researcher would like to hold the research in two cycles. Each of the two cycles consist of planning, action, observing, reflecting, has prepared by Jack McNiff and Jean Whitehead like the figure below:[27]

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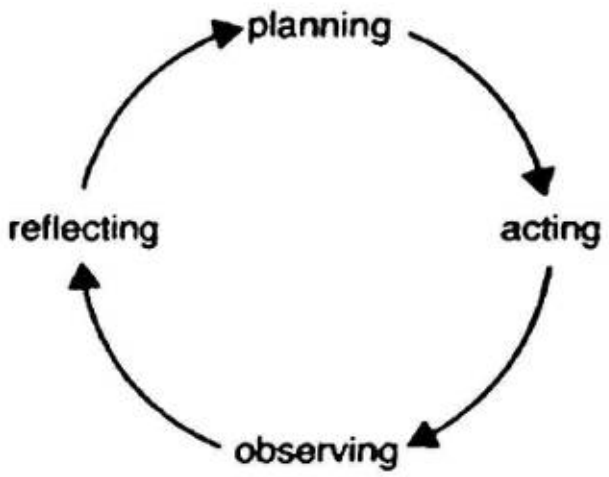
[25] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

[26] Valsa Koshy, *Action Researh for Improving Practice*, (London: Paul Chapman Publshing, 2005), p.8

[27] Jack Mcniff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

Figure 2

The cycle of the Classroom Action Research (CAR)



CAR Model Jean McNiff

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow:

a. Cycle I

1) Planning

After making sure about the problem of the research, researcher made a preparation before doing an action researcher. The kind of preparation could be seen as follows:

(a) The steps and the activities during the research.

(b) Preparation for teaching facilities.

(c) Preparation for data analysis during the research process.

(d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action."[7]

Without planning, the researchers' activity will not be focus on the classroom. Here is step that the writer can make in planning:

a) The researcher prepared the lesson plan (RPP) about material that conducted use Chain Drill Technique by guiding and consideration from the English Teacher at the Eighth Grade (VIII) at SMPN 2 Kota Gajah
b) The researcher prepares media that used; handout, the material about the text to use in speaking learning.
c) The researcher prepared research instrument, such as; test sheet, qustionnaire sheet.
d) The researcher prepared the students' task by English teacher's consideration with consideration from the English Teacher.

2) Action

This activity is the implementation of learning activities that have been prepared in the planning. "It is the realization from the planning that the researcher has made."[8] Without the action, the planning is just imagination that never is real.

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[7] *ibid*, p. 17.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the researcher does in the action:

a) Pre teaching activities

(1) Greetings, Apperception.

(2) Checking the attendant list.

(3) To give information about the material.

b) While teaching activities

(1) The teacher writing the material

(2) The teacher asks the students to speak.

(3) The teacher teaches about the the material.

(4) The teacher explains about chain drill and gives an example how to apply chain drill technique in speaking.

(5) The teacher gives a topic and asks the student make chain drill use the topic.

c) Post teaching activities

(1) Evaluate with the student.

(2) The teacher reviews the material.

(3) Closing.

3) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out by using an observation sheet had been prepared by researchers and conducted every hour lessons. The researcher

[8] *Ibid.*, p. 18.

observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning the material related speaking by giving test after CAR in Cycle I. The researcher calculates the students' increased score test before CAR and test after CAR. It is to know how far the students' understood about the using of Chain Drill Technique in Speaking.

4) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

a. Planning

1) The researcher identified the problem and found the problem from the reflection result in cycle I.

2) The researcher discusses with the teacher about obstacles in students' learning activity.

3) The researcher revises lesson plan (RPP) with consideration from the teacher.

4) The researcher prepares and modifies the material with chain drill technique.

b. Action

1) The researcher teaches the student about the material according to new lesson plan (RPP).

2) The researcher modifies chain drill technique by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

D. Data Collection Technique

To sustain the validity of the result, the researcher collected data derived from several ways. Those ways were tests and questionnaire.

1. Test

In educational research achievement tests are most commonly used. The writer uses test to get data result of students' speaking performance. The result of this test is students' speaking performance based on the topic given by the teacher. The aim of this test is to measure the students' performance in speaking based on the topic. These tests are of two types there are:

a. Pre- test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable). The researcher will give the students pretest at the first meeting. The kind of test is oral test.

b. Post–test

Post-test is conducted to assess the effectiveness of the independent variable. The post-test will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the post-test are the same as pretest.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.[28] Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that

[28]GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc, 2005), p.6.

activity given. The objects of observation are the teacher as a using chain drill, and students' learning activity. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about using of chain drill, and students' learning activity

3. Documentation

When the process of creating the research was conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain.

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eleventh grader of SMA N 2 Kotagajah.

Here were the list of the documentation:

a. Documentation about historical background of SMPN 2 Kotagajah.
b. Documentation about structural organization of SMPN 2 Kotagajah.
c. Documentation about facilities of SMPN 2 Kotagajah.
d. Documentation about sketch of location SMPN 2 Kotagajah.
e. Documentation about condition of the teachers and official employees of SMPN 2 Kotagajah.
f. Documentation about students of SMPN 2 Kotagajah.

E. Data Analysis Technique

Data analysis was conducted step by step the average score of the pretest and post-test. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula:

$$M = \frac{\Sigma x}{n}$$

M : Mean Score

$\sum x$: Total of Students

n :The of students[29]

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

P : Mean Score

F : Total of Students

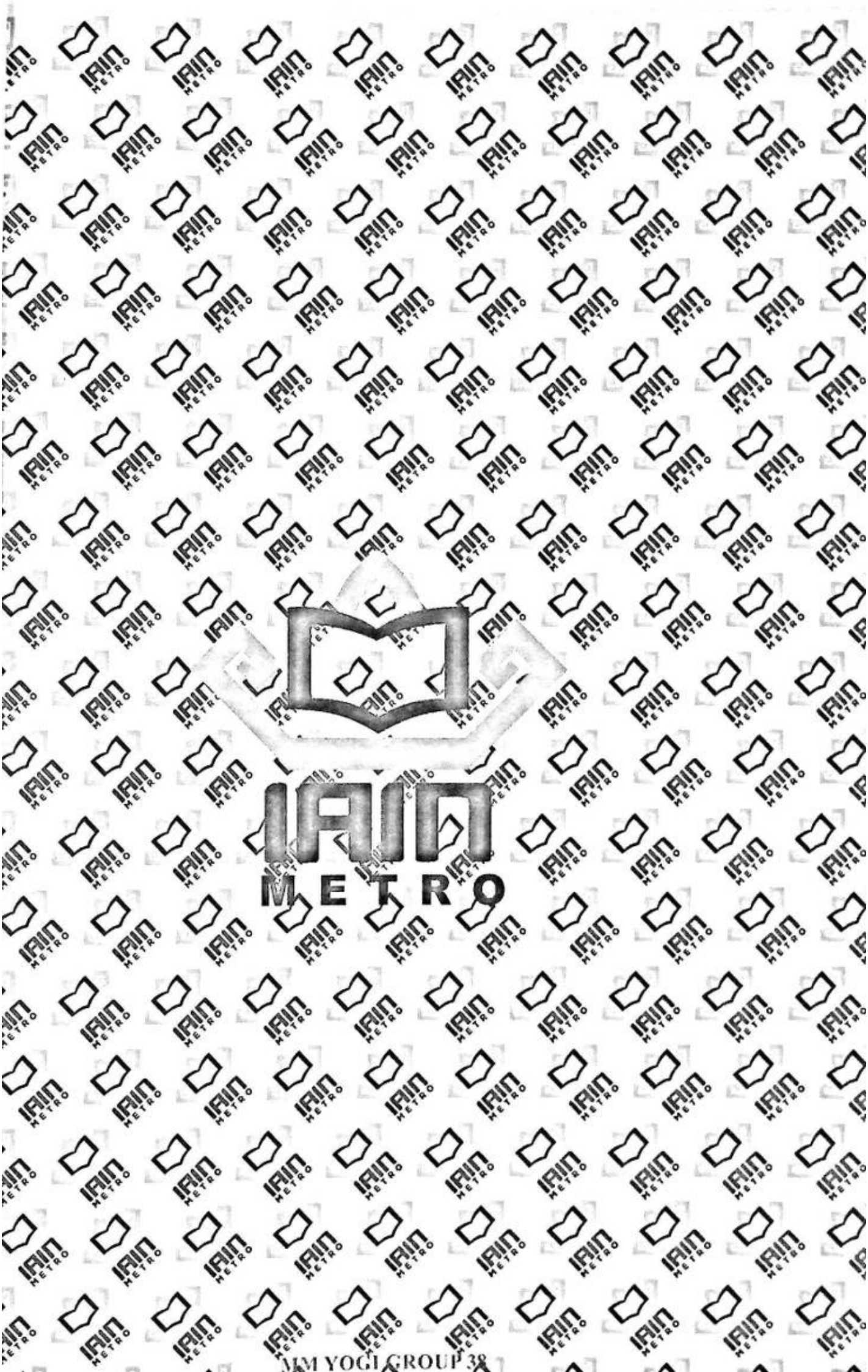
n : Number of The Students'[30]

[29] Yoges Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

[30] *Ibid.*, p.278.

F. Indicator of Success

Indicator it starts successful in teaching learning process if the result of the cycle II is higher than the result of the cycle I. The students are called successful if 80% students get the minimal score (MMC) of 70. It means that there is improvement in the learning process and the result of teaching


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CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of SMPN 2 Kotagajah

The SMPN 2 Kotagajah located on st. Sri Rahayu No. 17 Lampung Tengah. It was established on April 19, 1983. It had been let by the following principals.

Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Hj. Lenny Darnisah, S.Pd, M.M	2015-now

b. The Building of SMPN 2 Kotagajah

The SMPN 2 KOTAGAJAH has following buildings: 18 classrooms,1 principal's room, 2 teacher's room, an administration staff's room, a mosque, a science laboratory, a computer laboratory, a

language laboratory, 4 bathrooms, 3 canteens, 1 cooperation room, an auditorium, a ceremony yard and parking area.

c. The Condition of Teachers and Official Employees in SMPN 2 KOTAGAJAH Central Lampung

Table 4
The Condition of Teachers and Official Employees in SMPN 2 Kotagajah Lampung Tengah

No	Name	Sex	Occupation
1	Hj. Lenny Danisah, S.Pd, M.M	Female	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher
15	Desi Handayani, S.Pd	Female	Science Teacher
16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher
18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher

19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasyiatun Budiarti, S.Ag	Female	Islamic teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher
37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher
38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher
40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher

43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	M. Ikhsan Nawawi, S.Ag	Male	Administration Staff
51	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff
55	Abdul Hanan	Male	Security
56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source : Documentation of SMPN 2 Kotagajah in the Academic Year 2016/2017

d. The Quantity of SMPN 2 Kotagajah

The quantity of SMPN 2 Kotagajah student can be identified as follows:

Table 5
The Condition of SMPN 2 Kotagajah Student
in The Academic Year 2016/2017

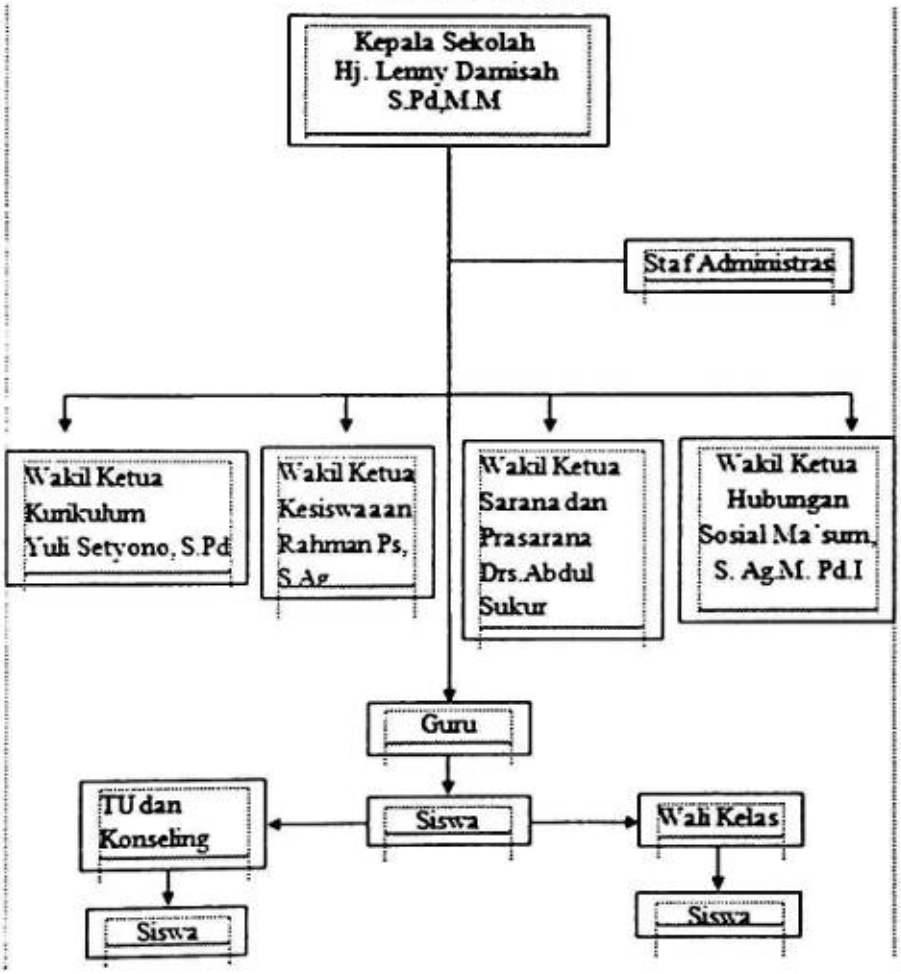
Class	Sex		Amount
	Male	Female	
VII A	12	20	32
VII B	16	19	35
VII C	15	15	30
VII D	15	15	30
VII E	12	16	28
VIII A	17	18	35
VIII B	10	19	29
VIII C	17	17	34
VIII D	17	19	36
VIII E	17	19	36
VIII F	15	18	33
VIII G	15	15	30
IX A	10	18	28
IX B	17	22	39
IX C	15	22	37
IX D	15	23	38
IX E	16	22	38
IX F	15	24	39

source: Documentation of SMPN 2 Kotagajah.

e. Organization Structure of SMPN 2 Kotagajah

The organization structure of SMPN 2 Kotagajah in the Academic Year 2016/2017

Figure
Organization Structure of SMPN 2 Kotagajah in the Academic Year 2016/2017

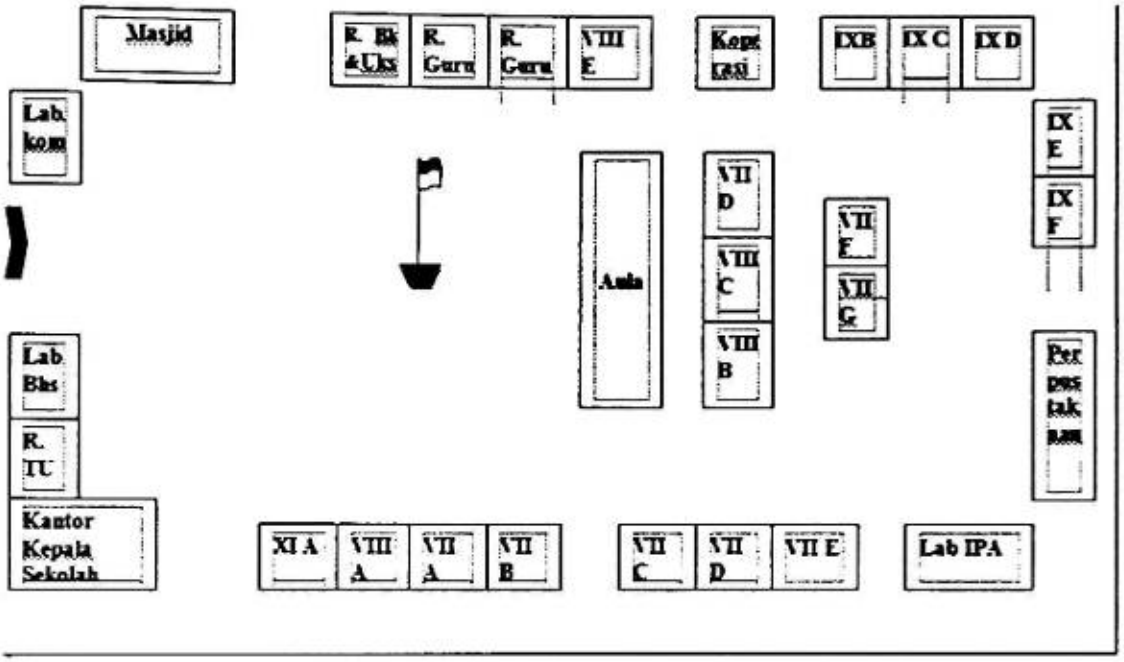


Source: Documentation of Organization Structure of SMPN 2 Kotagajah

f. Location Sketch of SMPN 2 Kotagajah

The Location Sketch of SMPN 2 Kotagajah identified as follow:

Figure
Location Sketch of SMPN 2 Kotagajah



Source: Documentation of Location sketch of SMPN 2 Kotagajah

B. The Description of Research Data

This research uses classroom action research which aims at showing that to improve the students' activity and the result of the study in SMPN 2 Kotagajah, previously the researcher done the pre test first. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. **Pre-Test**

It was on July 31th, 2017 the researcher begun to start the lesson. After praying, as the teacher, the researcher greeted the students and did the usual activity in every meeting, briefing the last material that was given in the last meeting.

When all of the students were ready to have the subject, the researcher asked the students to introduce theirself and practice it, in front of their classmate for pre-test. Pre-test is done to measure the ability of the students' speaking performance before giving the action.

Table 6
The Students' Speaking Performance Score of Pre- test

No	Name	Pre-test Score
1	ANH	75
2	AIAP	65
3	AMWS	55
4	AKP	55
5	AP	55
6	ASS	65
7	APS	65
8	DNCAP	60
9	DAF	65
10	EA	75
11	ESLM	55
12	FK	55
13	FEW	75
14	FA	60
15	FAZ	60
16	FC	75
17	GRM	75
18	IRMH	60
19	IL	65
20	MSGF	60
21	NA	65
22	NKS	70
23	NRP	60

24	ODR	55
25	PRH	60
26	PR	65
27	PNA	70
28	PNI	75
29	RB	65
30	RRA	75
31	RY	65
32	USH	65
33	VYS	65
34	VW	65
35	YKS	60
36	YVP	75
TOTAL		2.330
AVERAGE		64,72

From the table above, it could be seen that the score of students were various. The highest score is 75 and the lowest score is 55. The Average Score of pretest is 64,72.

As seen from the table, the result, there are 11 students who pass the SMR (Standard Minimum Requirement). In pre-test, the researcher found the students problems such as their pronunciation, fluency and vocabulary. The problem could be seen by the score in pre-test. There were 25 students who get score less than 70 as minimum standard curriculum at SMPN 2 Kotagajah. It shows that the result of the students speaking performance in pre-test is not satisfactory. By analyzing the result of pre-test, the researcher made a plan to do cycle to settle the problem of students' speaking performance.

2. Cycle 1

a. The First Meeting

The first meeting was conducted on Thursday, August 3th 2017, the time allocation is 2×40 minutes.

1) Planning

In this stage the researcher planned to give material about speaking. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material, prepare the instrument that would be examined as the pre test in the cycle 1, prepared all equipments which need by the researcher, made observation sheet of students activity.

2) Acting

The first meeting was conducted on Thursday, August 3th 2017, the time allocation is 2×40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The researcher started the lesson by asking question about the students' daily activity.

After that, the researcher asked the students about describing something. Then the researcher explained the material about describing people. The researcher said that describing is defined as giving details information about a person, thing or event. Anything that can be described such as: animal, person, thing, etc. The researcher took one example about describing people. The researcher

asked two students to be a model to show the conversation about describing people.

After finished the explanation, the researcher gave instruction for the students to make a monologue about describing people. After that, the researcher applied chain drill technique to the students. Before the researcher applied the technique, the researcher explained the steps of doing chain drill technique to the students. The first, the researcher will gave the topic about describing people. Then, the researcher choose one student to perform about the material that is describing people. After that, the students perform and followed the instuction about chain drill technique. The students continued to perform about desribing people and use the technique until the last student perform it.

After all students done, the researcher asked the students "what are the problems in speaking". They said that speaking is difficult because most of them were nervous and not confident when they speak English, beside that some student also still has lack of vocabulary so they just keep silent because they did not know what to say.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities. There were five indicators used and mentioned to know students activities.

Every students who active in learning process give a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It can be seen on the appendix. The indicators of the students' activity are:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following Teacher Instruction
5. Making Notes

The data of students activity can be seen in the table below:

Table 7
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	23	71,87%
2	Giving respond	13	59,37%
3	Participating in learning process	36	100%
4	Following Teacher Instruction	12	37,5%
5	Making Notes	11	34,37%

From table above, it was revealed that there are 23 students (71,87%) who paid attention to the teacher explanation, 13 students (59,37%) giving respond to the teacher question, 36 students (100%) of students participating in learning process, 12 students (37,5%)

following teacher explanation, and 11 students (34,37%) of students made the notes from the material.

The weaknesses in the implementation of the learning process in cycle I were the students still confuse with the material was given and some students noisy with their friends.

b. The Second Meeting

The second meeting was conducted on Monday, August 7th 2017 for 2×40 minutes.

1) Planning

In this stage the researcher planned to give material about speaking. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material, prepare the instrument that would be examined as the pre test in the cycle 1, prepared all equipments which need by the researcher, made observation sheet of students activity.

2) Acting

The first meeting was conducted on Monday, August 7th 2017, the time allocation is 2×40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The researcher started the lesson by asking question about the students' daily activity.

The researcher used this meeting for post-test after the researcher did the treatment to the students. The kind of test is

spoken test. The researcher asked the students to make a description about people. After that, the researcher called the student one by one to perform their speaking with the technique.

In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 8
The Students Speaking Performance Result at Post-Test Cycle 1

No	Name	Post-test Score
1	ANH	75
2	AIAP	65
3	AMWS	60
4	AKP	60
5	AP	55
6	ASS	60
7	APS	65
8	DNCAP	60
9	DAF	65
10	EA	75
11	ESLM	60
12	FK	55
13	FEW	75
14	FA	65
15	FAZ	65
16	FC	75
17	GRM	75
18	IRMH	65
19	IL	70
20	MSGF	65
21	NA	75
22	NKS	75
23	NRP	65
24	ODR	60
25	PRH	65
26	PR	65
27	PNA	75
28	PNI	75
29	RB	65
30	RRA	80
31	RY	75

32	USH	65
33	VYS	65
34	VW	65
35	YKS	55
36	YVP	75
TOTAL		**2410**
AVERAGE		**66,94**

Table 9
The Frequency of Students' Speaking Performance Score From The Result of Post-Test

No	Score	Frequency	Percentage
1	75-79	7	21,88%
2	70-74	10	31,25%
3	65-69	5	9,37%
4	60-64	8	21,88%
5	55-59	6	15,62%
Total		36	100%

Based on the data above can be seen that 46,88 % (15 students) got low mark. The criterion of students who was successful in mastering the material was the students who got minimum mark 70. The students who has passed the score is 53,12% (17students). Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observing

The learning result process by using chain drill technique for teaching in cycle 1 has finished. The learning result of cycle 1 was gotten from the post-test 1.

The total score of students speaking performance at the pre-test is 2.330 , and the average is 64,72. And in the post-test

cycle 1 is 2.410 and the average is 66,94. It can be seen the learning process to improve students' speaking performance by using chain drill technique is rising.

4) Reflecting

From the result observation in learning process in cycle 1, it can be concluded that the learning process by chain drill technique has not achieved criteria of success of this research yet. This failure can be seen from the meeting in cycle 1. In giving subject material the researcher was not maximum in giving explain the material. And only 59.37% of the students are active in the class.

Cycle 1 was done but the result is not success. It caused of the researcher giving subject material did not run well. The researcher could not make the class in good condition and the researcher did not use chain drill technique correctly. Some students were not satisfied because they did not get chance to speak and some students got failure in test of cycle 1. So, the researcher has to continue cycle 2.

3. Cycle 2

a. The First Meeting

1) Planning

Based on observation and reflection in cycle 1, it showed failure. The problem faced in the first cycle. The researcher made a lesson plan that focused on it, he also prepared observation sheet of the student.

2) Acting

The first meeting was done on Thursday, August 10th 2107 for 2×40 minutes. The researcher greeted the students, prayed together, checked the students' attendance list and asked the students' activities on yesterday. And then, the researcher started with some questions to the students related to the material they had learned in previous meeting. The researcher asked "do you remember about our material we have learned in the previous meeting". After that the researcher explained more about describing something. The researcher wrote on the board about some sentences that can be used to describe about person like the characteristic, hobby, appearance and etc.

After finished the explanation, the researcher gave instruction for the students to make a monologue about describing people. After that, the researcher applied chain drill technique to the students. Before the researcher applied the technique, the researcher explained the steps of doing chain drill technique to the students. The first, the researcher will gave the topic about describing people. Then, the researcher choose one student to perform about the material that is describing people. After that, the students perform and followed the instuction about chain drill technique. The students continued to perform about desribing people and use the technique until the last student perform it.

In this session, they were looked more enthusiasm and more active in following the learning process.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. In this stage the student more enthusiastic in following the teaching learning process. In this stage the students more active and enthusiastic in following the teaching learning process.

Table 10
The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	36	100%
2	Giving respond	26	75%
3	Participating in learning process	36	100%
4	Following Teacher Instruction	23	78,12%
5	Making Notes	20	56,25%

From table above, it was revealed that there are 36 students (100%) who paid attention to the teacher explanation, 26 students (75%) giving respond to the teacher question, 36 students (100%) of students participating in learning process, 23 students (78,12%) following teacher explanation, and 20 students (56,25%) of students made the notes from the material.

b. The Second Meeting

1) Planning

Based on observation and reflection in cycle 1, it showed failure. The problem faced in the first cycle. The researcher made a lesson plan that focused on it, and also prepared observation sheet of the student.

2) Acting

The Second meeting was conducted on Monday, August 14rd 2017. The researcher begun the lesson by greeted the students, prayed together, checked the students' attendance list and asked the students' activities on yesterday. The researcher reviewed the explanation about describing something.

The researcher used this meeting for post-test II after the researcher did the treatment to the students. The kind of test is spoken test. The researcher asked the students to make a description about one of their favorite teacher. After that, the researcher called the student one by one to perform their speaking.

In this session, the researcher got the result of the students' post-test 2 in cycle 2. The result can be seen as follow:

Table 11
The Students Speaking Performance Result at Post-Test Cycle 2

No	Name	Post-test Score
1	ANH	80
2	AIAP	65
3	AMWS	65
4	AKP	65
5	AP	65
6	ASS	65
7	APS	75
8	DNCAP	65
9	DAF	75
10	EA	80
11	ESLM	75
12	FK	75
13	FEW	85
14	FA	75
15	FAZ	75
16	FC	85
17	GRM	75
18	IRMH	75
19	IL	85
20	MSGF	75
21	NA	80
22	NKS	80
23	NRP	75
24	ODR	75
25	PRH	75
26	PR	75
27	PNA	85
28	PNI	85
29	RB	80
30	RRA	85
31	RY	80
32	USH	75
33	VYS	75
34	VW	75
35	YKS	60
36	YVP	85
TOTAL		2.725
AVERAGE		75,69

Table 12
The Frequency of Students' Speaking Ability Score From The Result of Post-Test II

No	Score	Frequency	Percentage
1	75-85	16	43,75%
2	70-75	10	31,25%
3	65-70	3	3,12%
4	60-65	7	21,88%
Total		36	100%

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There were 25% got average mark and 75% got high mark. The lowest mark was 60 and the highest mark was 85 and the average mark was 75,69. The average on post-test 1 was 66,94. It means that there was an improving 8,75 mark from post-test 1 and post-test 2.

3) Observing

Evaluation was given on cycle II are post test II was given at the end of learning. The result of post test in cycle II it was gained that the highest score were 85 and the lowest was 60. The average score of post-test in cycle 2 was 75,69.

4) Reflecting

From the result of observation learning process cycle 2, it was concluded that most of the students pay attention to the teacher and they could accept the material more clearly. Based on the test result, it can be seen that the teaching learning process was successful,

because the students who got score under the Standard Minimum Requirement (SMR) was decrease. So that the cycle can be stopped in cycle 2. It mean that the teaching learning process by using chain drill technique had positive effect and chain drill technique can improve the students confident to perform their speaking.

C. Interpretation

1. The Result of Students Observation Sheet

The researcher compared the students activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

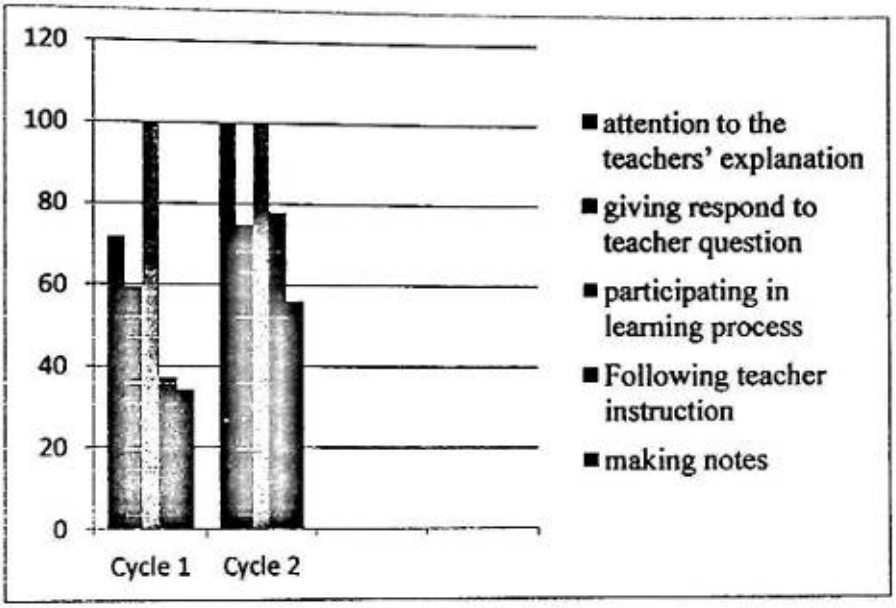
Table 13
The Comparison of the Students Activity in Cycle I and Cycle II

No	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Attention to teacher explanation	23	71,87%	36	100%	Improve
2	Giving respond	13	59,37%	26	75%	Improve
3	Participating in learning process	36	100%	36	100%	Improve
4	Following Teacher Instruction	12	37,5%	23	78,12%	Improve
5	Making Notes	11	34,37%	20	56,25%	
Average			**60,62%**		**81,87%**	Improve

This observation result was gotten when the learning process happened by collaborator. The result of the students' activities has been got improvement from cycle 1 up to cycle 2. From 36 students of VIII class, the students who give attention to the teachers' explanation was improve from 23 students (71,87%) become 36 students (100%). From 13 students (59,37%) who giving respond was improve up to 26 students (75%). The students that participate in learning process is constant. The

students follow the teacher instruction was improve from 12 students (37,5%) become 23 students (78,12%). The students who making notes improve from 11 students (34,37%) become 20 students (56,25%).

Chart 1
Chart of the Students Activities Result in Cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follows:

1. Attention to teacher explanation

   The students who paid attention to the teacher explanation from meeting to next meeting were improve. In cycle 1 was only 71.87 % and in cycle 2 100%, it improve 28.13%.

2. Giving respond

   The students who paid could respond to the teacher's explanation from meeting to next meeting were improve. In cycle 1 was only 59,37% and in cycle 2 75%, it improve 15,63%. It showed that the student could understand what the teacher said and they could respond correctly.

3. Participating in learning process

The students who participate in learning process from meeting to next meeting were constant. It showed that all students never absent from the class. All students always attended and participate actively in learning process.

4. Following Teacher Instruction

The students who paid followed the teacher instruction from meeting to next meeting were improve. In cycle 1 was only 37,5 % and in cycle 2 78,12%, it improve 40,62%. It showed that the students could understand to the teacher instruction.

5. Making Notes

The students who made note from the describing people can be seen in cycle 1 34,37% and cycle 2 56,25%, it improve 21,88%.

Based on the data above, it can be concluded that the students felt comfortable and active with the learning process because most students shown good improving in learning activities when chain drill technique applied in learning process from cycle 1 to cycle 2.

2. The Result of Students Learning

a. The Result of Students Learning in Cycle 1

Tabel 14

The Comparison between the result of pre-test and post-test cycle 1

No	Name	Pre-test score	Post-test 1 score	Improving score	Note
1	ANH	75	75	0	Constant
2	AIAP	65	65	0	Constant
3	AMWS	55	60	5	Improve
4	AKP	55	60	5	Improve
5	AP	55	55	0	Constant
6	ASS	65	65	0	Constant
7	APS	65	65	0	Constant
8	DNCAP	60	60	0	Constant
9	DAF	65	65	0	Constant
10	EA	75	75	0	Constant
11	ESLM	55	60	5	Improve
12	FK	55	55	0	Constant
13	FEW	75	75	0	Constant
14	FA	60	65	5	Improve
15	FAZ	60	65	5	Improve
16	FC	75	75	0	Constant
17	GRM	75	75	0	Constant
18	IRMH	60	65	5	Improve
19	IL	65	70	5	Improve
20	MSGF	60	65	5	Improve
21	NA	65	75	10	Improve
22	NKS	70	75	5	Improve
23	NRP	60	65	5	Improve
24	ODR	55	60	5	Improve
25	PRH	60	65	5	Improve
26	PR	65	65	0	Constant
27	PNA	70	75	5	Improve
28	PNI	75	75	0	Constant
29	RB	65	65	0	Constant
30	RRA	75	80	5	Improve
31	RY	65	75	10	Improve
32	USH	65	65	0	Constant

33	VYS	65	65	0	Constant
34	VW	65	65	0	Constant
35	YKS	55	60	5	Improve
36	YVP	75	75	0	Constant
Total		2.330	2.410		
Average		64,72	66,94		

In this research, pre-test and post test had done in chain drill technique. The students . It is aimed to know the skill of students before and after treatment. From the showed their individual performance. Result of pre-test and post-test, we know that there was an improving from the result score, and there was some students get same score or constant but commonly their performance improved. It can be seen from average score in pre-test 64,72 became 66,94 in post-test 1 at cycle 1.

At the cycle 1, the teacher found some difficulties that happened in the class such as students did not confidence to speak in front of the class and did not have imagination about it, so they cannot express and develop their idea. Another case is some students confused how to pronounce the words, because some of word that they want to says is never they listened before.

b. The Result of Students Learning in Cycle 2

The result and data from the cycle 1 make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below showed the increasing of students' speaking performance based on the result of post-test 1 and post-test 2.

Table 15

The Comparison between the result of post-test 1 and post-test 2

No	Name	Post-test 1 score	Post-test 2 score	Improving score	Note
1	ANH	75	80	5	Improve
2	AIAP	65	65	0	Constant
3	AMWS	60	65	5	Improve
4	AKP	60	65	5	Improve
5	AP	55	65	10	Improve
6	ASS	65	65	0	Constant
7	APS	65	75	10	Improve
8	DNCAP	60	65	5	Improve
9	DAF	65	75	10	Improve
10	EA	75	80	5	Improve
11	ESLM	60	75	5	Improve
12	FK	55	75	20	Improve
13	FEW	75	85	10	Improve
14	FA	65	75	10	Improve
15	FAZ	65	75	10	Improve
16	FC	75	85	10	Improve
17	GRM	75	75	0	Constant
18	IRMH	65	75	10	Improve
19	IL	70	85	15	Improve
20	MSGF	65	75	10	Improve
21	NA	75	80	5	Improve
22	NKS	75	80	5	Improve
23	NRP	65	75	10	Improve
24	ODR	60	75	15	Improve
25	PRH	65	75	10	Improve
26	PR	65	75	10	Improve
27	PNA	75	85	10	Improve
28	PNI	75	85	10	Improve
29	RB	65	80	15	Improve
30	RRA	80	85	5	Improve
31	RY	75	80	5	Improve
32	USH	65	75	10	Improve
33	VYS	65	75	10	Improve
34	VW	65	75	10	Improve
35	YKS	60	60	0	Constant
36	YVP	75	85	10	Improve
Total			2.410	2.725	
Average			66,94	75,69	

Actually, the result of post-test 1 is good enough. But, the students score could not achieve the target (KKM), after the second treatment and the same test done, most of them increased. It means that the using chain drill technique can improve the students' speaking performance.

At the second treatment, the students can decrease emotional, shy become confidence. It can be seen from their score at post-test 2. Most of the students achieved the KKM.

The improving of students speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and chart below :

Table 16
The Comparison of Score Average at Pre-Test, Post-Test 1 and Post-Test 2

No	Name	Pre-test score	Post-test 1 score	Improv-ing score	Note	Post-test 1 score	Post-test 2 score	Imrov-ing score	Note
1	ANH	75	75	0	Constant	75	80	5	Improve
2	AIAP	65	65	0	Constant	65	65	0	Constant
3	AMWS	55	60	5	Improve	60	65	5	Improve
4	AKP	55	60	5	Improve	60	65	5	Improve
5	AP	55	55	0	Constant	55	65	10	Improve
6	ASS	65	65	0	Constant	65	65	0	Constant
7	APS	65	65	0	Constant	65	75	10	Improve
8	DNCAP	60	60	0	Constant	60	65	5	Improve
9	DAF	65	65	0	Constant	65	75	10	Improve
10	EA	75	75	0	Constant	75	80	5	Improve
11	ESLM	55	60	5	Improve	60	75	5	Improve
12	FK	55	55	0	Constant	55	75	20	Improve
13	FEW	75	75	0	Constant	75	85	10	Improve
14	FA	60	65	5	Improve	65	75	10	Improve
15	FAZ	60	65	5	Improve	65	75	10	Improve
16	FC	75	75	0	Constant	75	85	10	Improve
17	GRM	75	75	0	Constant	75	75	0	Constant
18	IRMH	60	65	5	Improve	65	75	10	Improve
19	IL	65	70	5	Improve	70	85	15	Improve

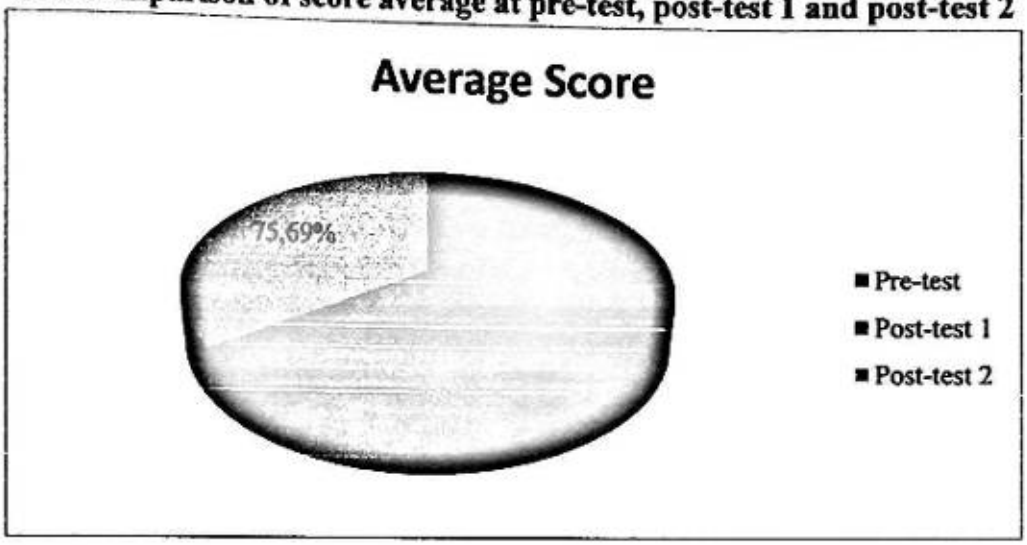
20	MSGF	60	65	5	Improve	65	75	10	Improve
21	NA	65	75	10	Improve	75	80	5	Improve
22	NKS	70	75	5	Improve	75	80	5	Improve
23	NRP	60	65	5	Improve	65	75	10	Improve
24	ODR	55	60	5	Improve	60	75	15	Improve
25	PRH	60	65	5	Improve	65	75	10	Improve
26	PR	65	65	0	Constant	65	75	10	Improve
27	PNA	70	75	5	Improve	75	85	10	Improve
28	PNI	75	75	0	Constant	75	85	10	Improve
29	RB	65	65	0	Constant	65	80	15	Improve
30	RRA	75	80	5	Improve	80	85	5	Improve
31	RY	65	75	10	Improve	75	80	5	Improve
32	USH	65	65	0	Constant	65	75	10	Improve
33	VYS	65	65	0	Constant	65	75	10	Improve
34	VW	65	65	0	Constant	65	75	10	Improve
35	YKS	55	60	5	Improve	60	60	0	Constant
36	YVP	75	75	0	Constant	75	85	10	Improve
Total		2.330	2.410			2.410	2.725		
Average		64,72	66,94			66,94	75,69		

The data above is presented the improving score of students in speaking performance. The improving can be examined from the results of the students' score in pre-test. The mean score was only 64,72 which far from satisfying. But, after using chain drill technique the score was improving.

Apparently, the proof that the students' speaking performance had an improving can also be examined from the result of the post-test 1 and post-test 2 where the mean of the students' score in post-test 1 was 66,94 and the mean in post-test 2 was 75,69. So, it can be concluded that using chain drill technique can improve the students' speaking performance.

Chart 2

The Comparison of score average at pre-test, post-test 1 and post-test 2



Based on the table 18 and chart 2 above, it can be inferred that using chain drill technique can improve the students' speaking performance. There was improving of students score in pre-test, post-test 1 and post-test 2. From pre-test to post-test I 64,72 became 66,94 or improve 2,22 point and from post-test I to post-test II 66,72 became 75,69 or improve 8,75 point.

Based on the result of pre-test, post-test 1 and post-test 2 it can be seen that there is any significant improving in students speaking performance. Based on the result of post test 2 the students who get score $\geq$ 70 is 29 or 75% students of 36 students. Referring to the indictor of success that the students who get score 70 as much as 75%, that means

the research is success. So it can be conclude that this research has been success and no need to be continued to the next cycle.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the use of Chain Drill Technique in speaking performance, the researcher draws the conclusion as follows:

1. The Chain Drill Technique can be effective technique and it can be used as an alternative way in teaching speaking. The students are involved actively in teaching learning process. It makes the students easier to understand the material so it can improve the students speaking performance.
2. There is improvement of the students' average score from pre test 604,11 to post-test I 68,81 become 73,03. In post-test II. In cycle 1, there are 20 students passed the test. Moreover, in cycle II there are 29 students who passed the test.
3. The result of the cycle II has reached the indicators of success that of minimally is 80% or more students fulfill the standard criteria of the score minimum 70. Therefore, the research can be stopped in cycle II.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to improve their speaking performance in order that can success in understanding their speaking.
2. It is suggested for the English teacher to use Chain Drill Technique as alternative technique in the classroom because this technique is effective to improve the students' speaking performance in teaching and learning process.
3. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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