



## Enhancing Students' Speaking Mastery by Using Chain Drill Technique

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**Abstract** The purposes of this research were to know the effect of Chain Drill Technique on students' speaking skill mastery. The sample of this research consisted of 12 students at grade X-A as experimental class and 10 students at grade X-B as control class MA Syekh Ahmad Basyir Batangtoru. This research is categorized into experimental research through pre-test and post-test design. Data collected by using oral test form and analyzed by using t-test formula. The result of research showed mean score in pre-test of experimental class was 43,5 and control class was 47.1. Meanwhile, the mean score of experimental class in post-test was 71.5 and control class was 53,5. In addition, after doing T-test, the researcher found that the posttest in experimental class was  $t_{count} > t_{table}$  ( $3.16 > 1.76$ ). It can be concluded that there was significant effect of Chain Drill Technique on Students' Speaking mastery.

**Keywords:** Chain Drill Technique; Speaking Skill; Pre-Test; Post-Test; Oral Test.

**Abstrak** Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari teknik chain drill terhadap kemampuan berbicara siswa. Sampel penelitian ada 12 siswa XA untuk kelas experimental dan 10 siswa XB untuk kelas control di MA Syekh Ahmad Basyir Batangtoru. Penelitian ini adalah experiment dengan pre-test dan post-test design. Data dikumpulkan dengan tes berbicara dan dianalisis dengan rumus t-test. Dari hasil penelitian menunjukkan bahwa skor rata-rata pretest kelas eksperimental 43.5 dan kelas kontrol 47.1. Sedangkan hasil post-test kelas eksperimental 71.5 dan kelas kontrol 53.5. Setelah analisis data dengan rumus t-test ditemukan bahwa  $t_{count} > t_{table}$  ( $3.16 > 1.76$ ). Dapat disimpulkan bahwa chain drill technique memiliki pengaruh terhadap kemampuan berbicara siswa.

**Kata Kunci:** Teknik Chain Drill; Berbicara; Tes Awal; Tes Akhir; Tes Berbicara

## **INTRODUCTION**

Speaking is should be mastered by learners who get class in learning English. Speaking is a process of interaction or exchange of ideas between two or more parties (Sudrajat & Apriliani, 2022). Speaking is accepted by everyone as an essential language communication skill, but its importance to language learners goes beyond just day-to-day communication (Goh & Burns, 2012). Furthermore, speaking is essential for senior high school students to learn it. Based on the latest curriculum, the curriculum 2013 mentions that the students are expected to have good ability in speaking (Islam & Musdalifah, 2022) because the goal of teaching speaking is to focus on students' communicative skills, since, this is the only way students can express themselves and learn how to follow social and cultural rules appropriate in each communicative environment (Tetyana, 2022). Thus, speaking ability of the students must be taught and practiced in the class appropriately.

The final goal of learning English is to get competence in the skills of reading, listening, writing, and speaking. The earlier curriculum makers believed that writing was more important than speaking at that time, perhaps because, not many foreigners were there yet; while the new curriculum expected the students to speak English more than to write in English (Hutauruk, 2020). Therefore, senior high school has a more advanced strategy for teaching and acquiring the required subjects. So, teachers should be more proficient in using new ideas, methodologies, and innovations to make future generations more productive (Pascual, 2022).

The students in the level of MA at grade X have to able to use and answer utterances that offer help, students can tell stories in English, students can ask questions and give opinions about something, students can express agreement and disagreement. English learning at X grade is carried out 3 times a week (Amin, 2019, p. 12) The guidelines has been determined by the minister of education and religion to be implemented in English language learning for students of Indonesian islamic educational institutions.

Generally, there are some problems on students speaking skill, such as pronunciation, fluency, and grammar. Students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than

using English. It is because they do not accustomed to use English in English class. The students' difficulties in speaking are caused by the lacked of related vocabularies, low ability in constructing sentences and utterances, and afraid to make mistake (Kinasih, 2016), also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake (Anggraini, 2018), and teacher's fault in deciding the material and also teaching technique which made students felt bored and lost interest in the speaking class (Bella, 2017).

Based on the interview pre-research at MA Syekh Ahmad Basyir Batangtoru, the teachers said that the most of students are unwilling to speak English. In sum, the students do not have skill and have difficulty in pronouncing the word in speaking English. The factors of problem because of most students are poor of vocabulary mastery and low of ability in pronunciation. To solve the problems, the researcher tried a Drill technique for teaching speaking whether this technique can solve some problem the students or not. Drill means a practice that is repeated in a relatively short time (Prahesti, 2022) and its primary goal is to emphasize grammatical structures, which uses drills to encourage beneficial habits (Vidhiasi, 2022). Drill is a repetition of a piece of learning until one can recite or perform it without mistakes.

There are many methods to teach speaking by using Drill such as: The Background Build-up Drill Technique, Repetition Drill Technique, Single Slot Substitutions' Drill Technique, Multiple Slot Substitution Drill Technique, Transformation Drill Technique, Question and Answer Drill Technique, Chain Drill Technique. As the direct methods, the Chain Drill represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A Chain Drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher starts the chain by accepting or posing a question to a given student. The student responds then turns to the next-door student. The first student answers or asks the second student's question, and the chain proceeds (Umam, 2022). Chain Drill gives students an opportunity to speak their idea individually, Chain Drill lets students use the expressions in communication

with someone, even though the communication is very limited (Anderson, 2011) So, the Chain Drill Technique is effective to improve students' speaking skill.

Some findings in the thesis said that Chain Drill Technique is really helpful for students in learning to speak English. Chain Drill Technique effectively help students improve students' fluency in speaking English (Hermanto, 2016). Moreover, Chain Drill Technique can be implemented in teaching speaking because it can improve the students' speaking ability (Arni, 2017) and can identified students' problems in speaking (Budiman, 2020). Those students' problems and findings give the evidence of Chain Drill suitable to teach speaking.

## **METHOD**

This research was an experimental method in quantitative research. This study applied the pre-experimental design by using a group pre-test and post-test control group design, in this case, the experimental was the class that taught by Chain Drill Technique. Meanwhile control class was the class taught by using Teacher Technique. The sample of this research consisted of 12 students at grade X-A as experimental class and 10 students at grade X-B as control class MA Syekh Ahmad Basyir Batangtoru.

The data were collected through pre-test and post-test oral test. The researcher adapted system of speaking by (Brown, 2004) to evaluate students' speaking mastery. The technique of the data analysis that uses in this research is T-test formula.

**Table 1 Assessing Speaking Rubric**

<b>NO.</b>	<b>Component</b>	<b>Score</b>	<b>Classification</b>
<b>1.</b>	Grammar	21-25	No errors in using grammar.
		16- 20	There are few a lot of mistakes in grammar used and does not effect the meaning.
		11- 25	There are a quite a lot of mistakes in grammar, but the meaning can still be understood.
		6 - 10	There are so many errors and meaning to be understood.
		0 - 5	There are so many errors and meaning cannot be caught.

NO.	Component	Score	Classification
2.	Vocabulary	21-25	Speaking vocabulary in educated to express anything but the most elementary needs.
		16- 20	Has speaking vocabulary sufficient to express himself.
		11- 25	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.
		6 - 10	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		0 - 5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
3.	Fluency	21-25	Speech is very smooth and meaning is clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 - 10	Speech is to halting, sentence may be left uncompleted and it is less meaning that cannot be understood.
		0 - 5	(no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
		16- 20	There are few mistakes in pronunciation and it does not influence the meaning utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance
		6 - 10	Many mispronunciation errors and it damage the meaning utterances.
		0 - 5	The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.
		11- 25	Comprehension is quite complete a normal rate of speech.

NO.	Component	Score	Classification
		6 - 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

## RESULT AND DISCUSSION

This research presented result in order to find the effect of Chain Drill Technique on students' speaking skill at grade X MA Syekh Ahmad Basyir Batangtoru. The researcher conducted the research with pre-test to know the students' speaking skill before given the treatment and post-test to know the students' speaking skill after given the treatment by using Chain Drill Technique. It will be elaborated the result of data calculation.

### 1. Students' Score of Pre -Test and Post Test Experimental Class

The data for students' speaking mastery before using chain drill technique was gotten from oral test of speaking. After getting students score of experimental class in pre- test and post-test, the researcher arranged it from the low score to the high score in interval class form. After that, the researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score of Pre -Test and Post Test experimental class could be applied into the table frequency distribution is follows:

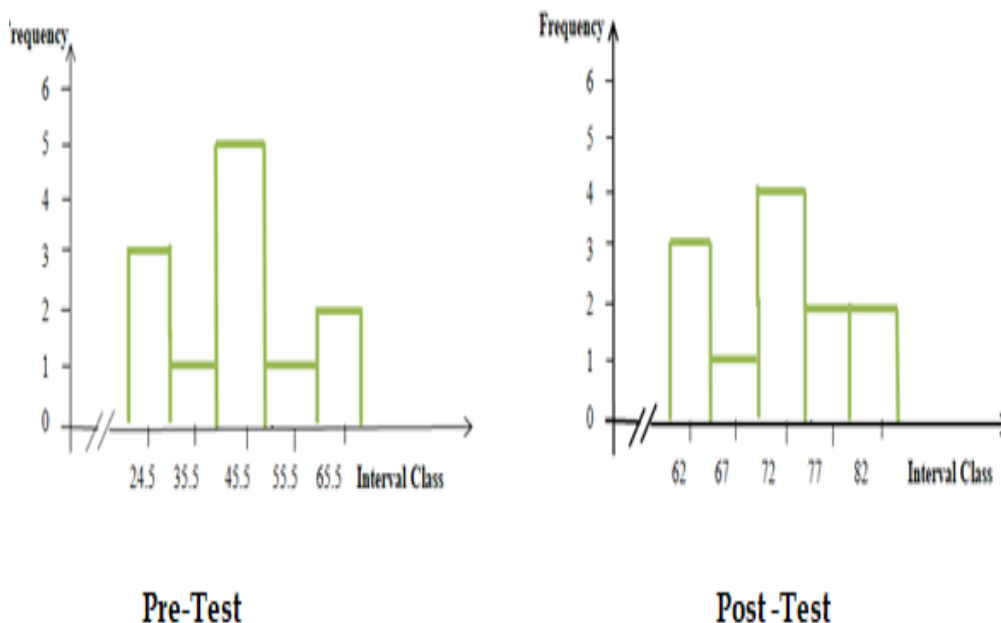
**Tabel 2 Frequency Distribution of Students' Score in Experimental Class**

No.	Interval	Mid Point	Frequ	Percenta ge (%)	Interval	Mid Point	Frequ	Percen tage %
	<b>Pre Test</b>				<b>Post Test</b>			
1.	20 - 29	24.5	3	25%	60 - 64	62	3	25%
2.	31 - 40	35.5	1	8.3%	65 - 69	67	1	8.3%
3.	41 - 50	45.5	5	41.6%	70 - 74	72	4	33.3%
4.	51 - 60	55.5	1	8.3%	75 - 79	77	2	16.6%

No.	Interval	Mid Point	Frequ ency	Percenta ge (%)	Interval	Mid Point	Frequ ency	Percen tage %
5.	61 - 70	65.5	2	24%	80 - 84	82	2	16.6%
	$i = 10$		12		$i = 5$		12	

Table 2 explained the result of students' score in experimental class. Pre-test result can be seen that the students who get the highest score can be seen at interval 61 - 70, the students who get the lowest score at interval 20 - 29 and most of the students get scores at interval 41 - 50. It means that most of students get the score at average 43.5. In sum, the students' scores are categorized into a bit low. Moreover, for post-test result can be seen that the students who get the highest score can be seen at interval 80- 84, the students who get the lowest score at interval 60 - 64 and most of students get scores at interval 70 - 74. It means that most of students get the score at average 71.5. So, the students' scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 1 Histogram of Students' Score in Experimental Class**

**2. Students' Score of Pre -Test and Post Test Control Class**

In pre-test of control class, the researcher calculated the result that had been gotten by the students' oral test. The researcher gives a conversation test. After getting students score of control class in pre- test, the researcher arranged it from the low score to the high score in interval class form.

In post-test of control class, the researcher calculated the result that had been gotten by the students' oral test. The researcher gave a conversation test. After getting students score of control class in posttest, the researcher arranged it from the low score to the high score in interval class form. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution below:

**Tabel 3 Frequency Distribution of Students' Score in Control Class**

No.	Interval	Mid Point	Frequ ency	Percenta ge (%)	Interval	Mid Point	Frequ ency	Percenta ge %
	<b>Pre Test</b>				<b>Post Test</b>			
1.	20 - 31	25.5	2	20 %	42 - 47	44.5	3	30%
2.	32 - 43	37.5	1	10 %	48- 53	50.5	2	20%
3.	44 - 55	49.5	4	40%	54 - 59	56.5	3	30%
4.	56 - 67	61.5	3	30 %	60 - 65	62.5	1	10%
5.					66 - 71	68.5	1	10%
	<i>i</i> = 10		12		<i>i</i> = 6		10	

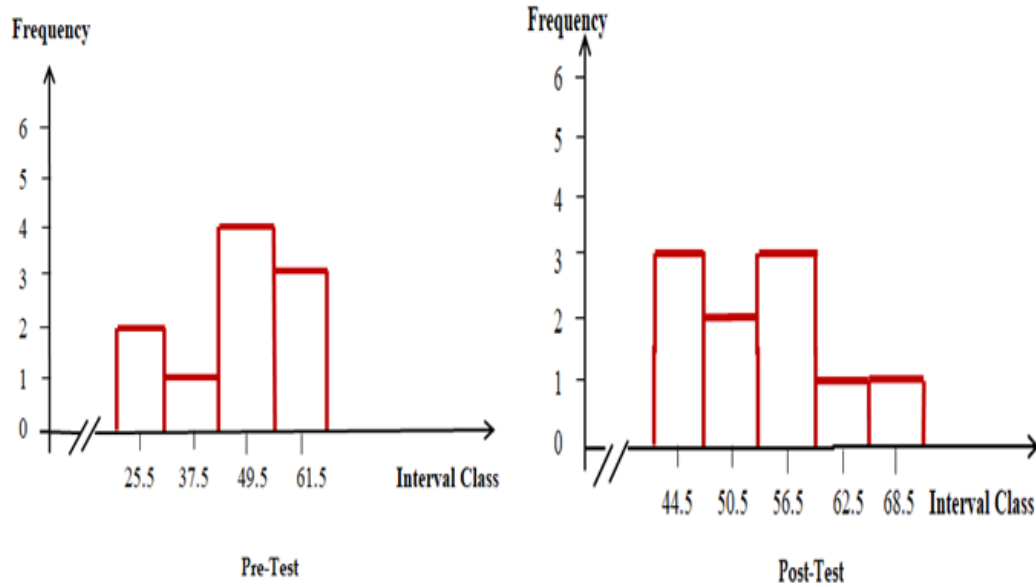
From table 3 in pre-test of control class, it can be seen that the students who get the highest score can be seen at interval 56 - 67, the students who get the lowest score were at interval 20 - 31 and most of the students get scores at interval 44 - 55. It means that most of students who got the score at average 47.1. So, the students' scores in this control class also categorized into a bit low.

Moreover, for post-test it can be seen that the students who get the highest score can be seen at interval 66- 71, the students who get the lowest score at interval 42 - 47 and most of the students get scores at interval 42 - 47 and 54- 59.



It means that most of students get the score at average 42.5 dan 53.5. So, the students' scores get not bad increasing score from the pre-test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 2 Histogram of Students' Score in Control Class**

Figure 2 described the students score based on the interval class. The histogram of the students' score of control class in pre- test showed that the highest interval 56 – 67 was 3 students and the lowest score interval 20 – 31 was 2 students while students' score of control class in post- test showed that the highest interval 66– 71 was a student and the lowest score interval 42 – 47 was 3 students.

Based on the researcher calculation in post- test, the researcher found that  $t_{count}$  while  $t_{table}$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n-1 = 12-1=11$ . Cause  $t_{count} < t_{table}$  ( $3.16 > 1.76$ ), it means that the hypothesis  $H_a$  is accepted "There was significant effect of using Chain Drill Technique on students speaking skill at grade X students of MA Syekh Ahmad Basyir Batangtoru", The result of t-test was as follow:

**Table 4**  
**Result of T-Test at Both of Class in Post Test**

Post Test	
$t_{count}$	$t_{table}$
3.16	1.76

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using Chain Drill Technique on Students Speaking, where the result of mean scores experimental class was higher than control class. The mean score was 71,5 than mean score of control class was 53.5. The calculation of significant in using Chain Drill was  $t_{count} > t_{table}$  ( $9.487 > 7.829$ ) it means  $H_a$  is accepted. So, there was significant effect of using Chain Drill Technique on Students Speaking Skill at Grade X Students of MA Syekh Ahmad Basyir Batangtoru.

The result of this research also has done by others, such discussed by Arni stated that Chain Drill Technique was effective to improve the students' speaking ability (Arni, 2017). The result of significant effect of using Chain Drill was t- Test higher than t-Table ( $1.78 > 1.69$ ). It can be concluded that Chain Drill Technique is very useful for speaking that make feel enjoy and interested in learning. Then, Anggraini also found that using chain drill technique to teach speaking is effective (Anggraini, 2018). She used an experimental method to find out whether or not there is a significant difference between the students who are taught by using chain drill technique and the students who are taught by using a conventional technique. The result of the calculation showed that t-obtained was higher than t-table ( $5.73 > 2.0129$ ). It meant that there was a significant difference between experimental and control group. So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

The same result also found by Safrianas' research. Based on the result of the research, the researcher found the score of experimental class was 75.2 and the average score of control class was 69.47. The result of significant effect of using Chain Drill was t- Test higher than t-Table ( $9.487 > 7.842$ ) (Safriana, 2016). It means that the experimental class was better than control class. Consequently based on

the testing, learning by using Chain Drill Technique was effective when applied in the process of learning English especially in speaking.

The next, Shafithris' research. Based on the research, the researcher found that there was a significant of Chain Drill Technique. After analyzing the data by using T-test the researcher found that the score of t- Test ( $3.620 > 2.000$ ) was higher than t-Table means that the experimental class was better than control class (Ade Ira Safithri Hasibuan,) So, it could be concluded that the use of Chain Drill Technique was effective in developing students speaking mastery.

## CONCLUSION

Based on the result of this research, it can be concluded that there was significant effect of using Chain Drill Technique on students speaking at grade X MA Syekh Ahmad Basyir Batangtoru. The students' Speaking Skill at grade X MA Syekh Ahmad Basyir Batangtoru before using Chain Drill Technique in experimental class was in 43.5. It can be categorized to low category. The students' Speaking Skill at grade X MA Syekh Ahmad Basyir Batangtoru by using Chain Drill technique in experimental class was in 71.5. It can be concluded that the score getting increased.

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