

**IMPROVING STUDENTS' SPEAKING SKILL BY USING CHAIN DRILL
AT THE SEVENTH GRADE STUDENTS OF SMP PLUS WALISONGO
IN 2015/2016 ACADEMIC YEAR**

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ABSTRACT

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Key Word : Speaking Skill, Chain Drill

Speaking is an important skill that must be taught in language class. However, many students find speaking as one of the problems that they face when they want to learn English. Therefore, it is important to do research entitled "Improving Students Speking Skill by Using Chain Drill".

In this research, the problem is "How can chain drill improve students' speaking skill at seventh grade students of SMP Plus Walisongo in 2015-2016 academic year?" and the objective of this research referring to the research problem is to find out how chain drill can improve students' speaking skill. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows : The used of chain drill can improve students' speaking skill at the seventh grade of SMP Plus Walisongo in Academic Year 2015-2016 by developing their activeness in expressing oral arguments logically in a systematic way.

The design of this research is classroom action research. The research subject is VII class consisting of 34 students. The data are collected by using speaking test. Then, analyze the data to know the improvement of students' speaking skill.

The implementation of chain drill in cycle two was combined with large group and gave them more practice than in cycle one. All of the students were active in the teaching and learning activities, and no one of them who didn't pay attention to the lessons because they compete with each other. Those caused the result of cycle two achieved the criteria of success. Chain drill improved the students' speaking skill in two cycles from the percentage of students scored ≥ 74 (E = 56%) in cycle 1 to (E = 74%) in cycle 2.

Based on the research result, it can be concluded that Chain Drill is able to improve students' speaking skill at the seventh grade students of SMP Plus Walisongo in the 2015-2016 academic year by using large group discussion.

INTRODUCTION

There are four skills in learning English, those are listening, speaking, reading and writing. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). It becomes the priority because English is an international language which is used by all people around the world to communicate with others.

Speaking is one of the language skills that should be taught by English teachers. According to Kurikulum Tingkat Satuan Pendidikan (2006:278) “the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students’ comprehension about interrelationship between language and culture.

Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Therefore, teaching speaking of English as a foreign language to junior high school students is not easy. Teachers must not only teach how to speak but also pay much attention to their students pronunciation, grammar, vocabulary, fluency and the social and cultural rules.

The problems were found in SMP Plus Walisongo. 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. Moreover, teacher did not explore students’ potential to speak as she did not provide many chances for students to speak because the class was teacher-centered, teacher who talk alot and dominate the class. This type of teaching technique made students lazy to speak. They also could not perform maximally in the speaking test where the Standard Minimum Achievement (KKM) score is 70 point for English course but their mean score of daily test was 70; consequently, the students must do remedial phases to pass the test. That was unsatisfactory result for the students that is why they need to be motivated by applying teaching technique which is able to make them enthusiastic and confident in expressing their mind in the target language.

Based on the fact above, it is interesting to use chain drill to solve that problem. Chain Drill Technique integrating both skills, speaking and listening, in learning process. According to Larsen (2000:46) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, she explained that drills, as part of audio-lingual method, have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

This kind of technique is really fun and makes students enjoy the lesson. Teaching by using chain drill technique will make students enjoy and understand more the point of the material given, moreover it will improve students’ speaking skill as well. That is why in this research, the writer use Chain drill Technique to improve speaking skill at the seventh grade students of SMP Plus Walisongo in academic year 2015/2016.

RESEARCH METHOD

The researcher uses a Classroom Action Research. Design of the research is Kemmis and Mc Taggart in Arikunto, 2006 say that there are four stages of each

cycle, they are: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and (4) reflecting of the action. The participants of this research are the seventh grade students in the 2015/2016 academic year. In this research, the research area is SMP Plus Walisongo. The research instruments are speaking test.

RESULT

To get the result of speaking test in cycle 1, the researcher did observation and reflection. The observation was done by collecting the data from giving speaking test to the students. The researcher prepared speaking rubric assessment to know the improvement of students' speaking skill. Moreover, the researcher also used recorder to record students' speaking test. Its aimed to re-check the score that the researcher gave to the students. The speaking test was done in the third meeting of the cycle.

The assessment of speaking test was done by describing their mother. The students had to come forward, then describe about their mother in front of the class orally. The components of speaking that assess are comprehension, grammar, vocabulary, fluency and pronunciation.

In the reflection, the researcher analyzes the speaking test score and how far chain drill can improve students' speaking skill in teaching and learning process.

The target score of speaking test in this research is 74. The action are considered to be successful if average score is ≥ 74 , and the students who achieved the minimum score is 70%. The result of speaking test showed that mean score of the speaking test is 72,47. Based on the result of speaking test, there were 19 students out of 34 students who got ≥ 74 , and the students who achieved the minimum score is 56%. The result of the speaking test indicated that it had not been achieved the target of speaking score. Therefore, the researcher goes to the next cycle.

The researcher identifies some problem and noted is as following : some students didn't do chain drill when the researcher didn't monitored their group, some students have difficulty to arrange a correct sentences in speaking, they couldn't speak fluently and they have difficulties to pronounce the words.

To get the result of speaking test in cycle 2, the researcher also did observation and reflection. The activities in students' observation of the cycle 2 were same with the way in cycle 1. The observation was done by collecting the data from giving speaking test to the students. The researcher prepared speaking rubric assessment to know the improvement of students' speaking skill. Moreover, the researcher also used recorder to record students' speaking test. Its aimed to re-check the score that the researcher gave to the students. The speaking test was done in the third meeting of the cycle.

The assessment of speaking test was done by describing their home. The students had to come forward, then describe about their home in front of the class orally. The components of speaking that assess are comprehension, grammar, vocabulary, fluency and pronunciation.

In the reflection, the researcher analyzes the speaking test score and how far chain drill can improve students' speaking skill in teaching and learning process.

The target score of speaking test in this research is 74. The action are considered to be successful if average score is 74 or more, and the students who achieved the minimum score is 70% or more. The result of speaking test in the cycle 2 showed that mean score of the speaking test is 76,59 and the students who achieved the minimum score is 74%.

From the explanation above, it can be concluded that the action was truly successful. The criteria of success could be achieved because the students can achieve the standart minimum score.

DISCUSSION

The result of the speaking test in the cycle 1 showed that the mean score of the students' speaking skill was 72,47 and the percentage of students who get score ≥ 74 was 56%. It means that the research had not been achieved. From the data above, it can be concluded that cycle 1 was not successful.

Therefore, the researcher investigated the cause of this matter. In the first cycle, some students didn't do chain drill when the reseacher didn't monitored their group, some students have difficulty to arrange a correct sentences in speaking, they couldn't speak fluently and they have difficulties to pronounce the words. From the reasons above, the action in the second cycle needs to be improved by giving more practice and different way in grouping the students.

For better implementation, some revised actions have been done in cycle 2. First, the researcher re-explains about descriptive text. Second, the researcher gives different topic about descriptive text, that is about place. Third, reseacher gives interesting picture and example of descriptive text about place to the students. Fourth, the researcher tried to do different way in grouping the students. In this cycle, the reseacher divided the students into large group consists of male and female. The researcher divided the students into large group to make her easy to controled and monitored them. Moreover, in this cycle the reseacher asked the students to be controller or observer. It aimed to make them focus on the lesson.

Based on the result of speaking test in cycle 2 showed that the mean score is 76,59 and the students who achieved the minimum score is 74%. It indicated that the actions given in cycle two had been truly successful in achieving the target score of speaking. It means that chain drill technique is able to improve the students' speaking skill.

Brown (2003:140) states that speaking is a productive skill that can be directly and empirically observed. By using chain drill, the teacher could directly correct students' mistake. According to Larsen (2000:48) "Chain drill allows some controlled communication, even though it is imited and also gives the teacher an opportunity to check student's speech". It means that by using a chain drill technique in teaching speaking, the researcher was easier in checking the students' comprehension, grammar, vocabulary, pronunciation and fluency. In practicing a chain drill technique, the researcher could pay attention to each of the students' speech. As a result, when the student made mistakes, the researcher could correct them immediately. It would make the students produce good utterances, pronounce most of the words correctly, and use words and expressions appropriately. In a chain drill activity, there is an interaction between a student and the other student next to him/her. Mackey (2007: 30) said that "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification". In order for interaction to develop the speaking skill, in cycle 2 the reseacher invited the students to be observer to observe their friends and also asked them to give correction to help the researcher. So, the students would know how to ask and also answer some questions in communicating with someone else appropriately. All of the students have the same chance in asking and answering questions.

From the discussion above it can be conclude that teaching speaking by using chain drill technique is worth being applied in improving the students' speaking skill.

CONCLUSION

Based on the result of improving students' speaking skill by using chain drill that were done in cycle 1 and cycle 2, the use of chain drill technique could improve students' speaking skill at the seventh grade students of SMP Plus Walisongo Ajung-Jember in the 2015-2016 academic year by grouping the students into large group consists of male and female. In chain drill, they are able to perfect their pronunciation because the teacher is able to check and make corrections to the students' mistake in speaking when the activities happen. Moreover, every students have chance to speak or practise new grammar and vocabulary. If the students could speak English fluently and accurately in pronunciation, comprehension, vocabulary and grammar, their speaking will improve.

SUGGESTION

By considering the result of the research, some suggestion are first, for the English teacher : Chain drill technique could improve the students' speaking skill, so the English teacher is suggested to apply chain drill technique when teaching speaking in the classroom. Second, for the students : By using chain drill, the students would know how to ask and also answer some questions in communicating with someone else appropriately. The students would produce good utterances, pronounce most of the words correctly, and use words and expressions appropriately. Because in chain drill the teacher could directly correct students' mistake. That is why the students are suggested to practice their English by using chain drill not only in class but also in daily activities in order to speak English fluently and accurately in pronunciation, comprehension, vocabulary and grammar. The last, for the other researcher : conduct a classroom action research to increase the teacher strategy in teaching and learning process and conduct chain drill technique in other skills such as listening, reading, and writing.

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