

The Effectiveness of Chain Drill Technique in Developing Students' Speaking Skill

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Abstract: This research designed to find out students' speaking skills before and after using the chain drill technique and to find out how the effectiveness of chain drill in developing students' speaking skills at the eighth-grade students of SMPN 9 Cilegon. The researcher collected the data from 62 students divided into two classes, one class as the experimental class and another one as the control class, by applying experimental research method. The population is the eighth-grade students of SMPN 9 Cilegon, while class VIII-D as the experimental class and class VIII-C as the control class are taken as the sample. Differences in students before being given treatment and the condition of students after being given treatment, namely Based on the explanation above, it can be seen that the results of the post-test in the experimental class experienced a significant increase after being given treatment, seen from the average post-test better than the average pre-test is $64.38 < 80,91$. The results of the hypothesis, the degree of significance is 5% and 1%. Therefore, $t_{obs} = 4,48 > 1.67$, in degree of significance 5% and $t_{obs} = 4,48 > 2.38$ in degree of significance 1%. Shows that the use of the chain drill technique is effective in developing the speaking skills of students in class VIII-D of SMPN 9 Cilegon.



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INTRODUCTION

Education is an important tool for improving the quality of people. It is a process of communication that involves the transformation of knowledge, values and skills, both inside and outside of school, which lasts a lifetime (a process that lasts a lifetime), from generation to generation. Nowadays, English education is very important to learn. Students are expected to master English lessons. Therefore, it is very important for us to master English, especially in speaking.

Speaking is a type of communication that involves the delivery of a message to two or more people who are listening to the message. According to Cameron, memorizing speaking as the active use of language to express something one feels and wishes to transmit vocally. As a result, this talent is critical for us.

From the observations, I found the background of the problem in this study is the practice of students and the use of less effective learning methods such as the techniques used by teachers are less varied such as learning to speak only beyond practicing in front of the class with their classmates and also this problem is caused by students.

The students think that language English is a second language that is not very important to learn. This has an impact on the low motivation of students in learning to

speak. Therefore, from these problems, the researcher wants to apply a new technique to develop speaking skills, this technique is called Chain Drill.

Chain drill is an audio-lingual approach in which students form a circle in the shape of a chain and ask each other repetitive questions vocally. Chain drill is another teaching style that focuses on a question-and-answer format of education. The chain drill approach, according to Franca, is a useful way for developing new learning patterns because students learn to ask and answer questions in a systematic manner.

Therefore, the researcher tried to apply this technique which might be suitable for students in junior high school. It is hoped that the junior high school students can improve their speaking skills through the Chain drill technique.

Based on the statement above, the researcher wants to make a study entitled "*The Effectiveness of Using Chain Drill Technique in Developing Students Speaking Skill*".

THEORETICAL SUPPORT

Speaking Skill

Leong and Ahmadi (2018) explain that speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist. Skills also come from internal factors, such as genetic factors, food that is usually eaten, parenting from the surrounding family, culture, economy, gender and so on.

From the results of understanding skills and speaking above, it can be concluded that speaking skill is a person's ability to convey, express, and express thoughts, ideas or ideas to others. This speaking skill must be trained from an early age and must be trained for life to improve speaking skills so that they are better and wider. With a lot of skills, usually children will find their experiences and expand them so that they can add insight.

Chain Drill Technique

Chain drill is one of the audiolingual learning methods. The audiolingual method according to Ghazali (2010), chain drill is a method that emphasizes more on language patterns for the formation of communication. So, this audiolingual learning method is learning that is done by combining language and behavior that is focused on emphasizing language patterns as the main communication.

Drill is an exercise in which learning is always trained to acquire a skill, where this exercise is carried out repeatedly to practice realistic learning situations. So, this learning requires students to give varying responses so that their skills become better.

The chain drill technique means a learning whose practice is done repeatedly, where students take turns to ask questions and answer in a circular position like a chain. More precisely, the chain drill technique starts from a teacher who asks a question to the student next to him, then the student responds and the student asks his friend next to him the same question, this is done until he returns to the first person to ask. The technique is carried out in a position to make a circle like a chain.

METHOD

In this study, researchers used quantitative methods using experimental research. The experimental approach requires two groups, namely the control class and the experimental class. Researchers conducted tests on both groups, namely pre-test and post-test. This research was conducted at SMPN 9 Cilegon. The sample of this study was 31 students of class VIIID as the experimental class and 31 students of class VIIC as the control class.

RESULT AND DISCUSSION

To find out how the students' skills before and after using the chain drill technique, the students are given a pre-test and post-test to make conversations using the present continuous tense and practice it in front of the class.

To find out the effectiveness of using chain drill, the researcher identified some results, they are: the scores of students before treatment, the scores of students after treatment, the differences between pre-test and post-test scores of students and from the difference of students' condition between the students who are taught by using chain drill and the students who are not taught by using chain drill in teaching and learning process. To know the effectiveness of chain pictures in speaking skill, the researcher gave the test to students as the sample both at the experimental class and at control class.

Phase one: Pre-Test

The pre-test was conducted to determine the students' speaking ability before being given treatment in the control and experimental classes. Students are instructed to make conversations containing the present continuous tense with their classmates and read them in front of the class.

Phase two: Treatment

1. Experimental Class

In this class, students are taught to use chain drill techniques that have been designed through lesson plan. The researcher will give a short step of learning using the chain drill technique:

- a. The teacher provides an understanding of the chain drill learning technique.
- b. The teacher and students practice the present continuous tense conversation by learning the chain drill technique, such as the student and teacher sitting in a circle, the teacher asking the student next to him like "Hi, what are you doing?", the student answering "hello, I'm going to school and this student proceeded to ask the student next to him again, and so on. The answer must be different for each student.

2. Control Class

Students only learn to use teaching materials from school and practice them according to the instructions in the schoolbook.

Phase three: Post-Test

At the end of the study, the researcher will conduct a test after being given treatment to compare the results before treatment and after treatment. The results of the post-test control class and experimental class are as follows:

Table 1 Distribution Frequency

No	X1	X2	x_1	x_2	x_1^2	x_2^2
1	83	77	2	2.7	5.44	7.29
2	77	73	-4	-1.3	18.78	1.69
3	80	77	-1	2.7	1.00	7.29
4	83	73	2	-1.3	5.44	1.69
5	83	63	2	-11.3	5.44	127.69

6	87	73	6	-1.3	32.11	1.69
7	83	70	2	-4.3	5.44	18.49
8	83	70	2	-4.3	5.44	18.49
9	87	93	6	18.7	32.11	349.69
10	83	73	2	-1.3	5.44	1.69
11	87	70	6	-4.3	32.11	18.49
12	73	77	-8	2.7	58.78	7.29
13	93	77	12	2.7	152.11	7.29
14	73	77	-8	2.7	58.78	7.29
15	87	77	6	2.7	32.11	7.29
16	80	73	-1	-1.3	1.00	1.69
17	93	73	12	-1.3	152.11	1.69
18	77	70	-4	-4.3	18.78	18.49
19	87	80	6	5.7	32.11	32.49
20	73	70	-8	-4.3	58.78	18.49
21	73	73	-8	-1.3	58.78	1.69
22	70	73	-11	-1.3	121.00	1.69
23	80	73	-1	-1.3	1.00	1.69
24	73	77	-8	2.7	58.78	7.29
25	70	73	-11	-1.3	121.00	1.69
26	70	80	-11	5.7	121.00	32.49
27	90	67	9	-7.3	81.00	53.29
28	77	73	-4	-1.3	18.78	1.69
29	77	73	-4	-1.3	18.78	1.69
30	87	73	6	-1.3	32.11	1.69
31	90	80	9	5.7	81.00	32.49
Σ	2510	2303			1426.56	793,59

From the table above, the researcher got the data $\Sigma X_1 = 2510$, $\Sigma X_2 = 2303$, $\Sigma X_1^2 = 1426,56$, $\Sigma X_2^2 = 793,59$ whereas $N_1 = 31$ and $N_2 = 31$. After that the researcher calculated them based on the t-test formula, the steps as follow:

1. Determine mean of variable X_1 and X_2

$$\text{Variable } X_1 M_1 = \frac{\sum X_1}{N_1} = \frac{2510}{31} = 80,96$$

$$\text{Variable } X_2 M_2 = \frac{\sum X_2}{N_2} = \frac{2303}{31} = 74,29$$

2. Determine t-test

$$\sum X_1^2 = 1426,56$$

$$\sum X_2^2 = 793,59$$

$$df = N_1 + N_2 - 2 = 31 + 31 - 2 = 60$$

Therefore, after the researcher calculated this data based on the formula t-test, the obtained t_o or $t_{\text{observation}}$ was 4,48.

The value of t_o ($t_{\text{observation}}$) was 4,48, and the degree of freedom (df) was 60, according to the aforementioned findings. In terms of degree importance, 5% equals 1,67, whereas 1% equals 2,38.

After that, the researcher compared the data to a t_t (t_{table}) with a degree of significance of 5% and 1%, respectively. As a result, $t_o > t_t = 4,48 > 1,67$, with a degree of significance of 5%, and $t_o > t_t = 4,48 > 2,38$, with a degree of significance of 1%.

If t_o is greater than t_t , the statistic hypothesis states that the h_a (alternative hypothesis) of the result is accepted and the H_o (null hypothesis) is rejected. It means that using the chain drill technique to improve students' speaking skills had a greater effect than not using the chain drill approach.

CONCLUSION

The conclusions are the differences of students before being given treatment and the condition of students after being given treatment, namely based on the explanation above, it can be seen that the results of the post-test in the experimental class experienced a significant increase after being given treatment, seen from the average post-test better than the average pre-test is $64.38 < 80,97$. The results of students' speaking ability after being given the chain drill technique increased significantly. Many students are active and few students are still hesitant, many students become confident in conversation, but there are still many students who do not memorize vocabulary, students understand the given conversation formula, many students improve their pronunciation. While the result of students' speaking ability before being given treatment was relatively low. Many students are not active in speaking English conversations, students are hesitant in speaking, students do not memorize vocabulary, students are not good at making English conversations, students are not fluent in carrying out conversations and many students make mistakes in pronunciation.

From the results of the hypothesis, the degree of significance is 5% and 1%. Therefore, $t_o : t_t = 4,48 > 1,67$, in degree of significance 5% and $t_o : t_t = 4,48 > 2,38$ in degree of significance 1%. Shows that the use of the chain drill technique is effective in developing the speaking skills of students in class VIII-D of SMPN 9 Cilegon.

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