

**THE EFFECTIVENESS OF CHAIN DRILL TECHNIQUE IN
DEVELOPING STUDENTS' SPEAKING FLUENCY**

**(An Experimental Research at the Eighth Grade of MTs Darul
Amanah Sukorejo, Kendal in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of English Language Teaching Department



By:
DANI HERMANTO
Student Number: 123411032

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

THESIS PROJECT STATEMENT

I am the student with the following identity:

Name : **Dani Hermanto**

Student Number : 123411032

Field of Study : English Language Education

Certify that the thesis is definitely my own work. I am completely responsible for the content of this thesis. Writer's other opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 8th June 2016

The Writer



Dani Hermanto

Student Number: 123411032



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka(Kampus II)Ngaliyan Semarang
Telp.024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identification:

Title : **THE EFFECTIVENESS OF CHAIN DRILL
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Experimental Research at the Eighth Grade of
MTs Darul Amanah in the Academic Year of
2015/2016)**

Name : **Dani Hermanto**
Student Number : 123411032
Department : Education and Teacher Training Faculty
Field of Study : English Language Education

had been ratified by the board of examiners of Education Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Language Education

Semarang, 10 Juni 2016

THE BOARD OF EXAMINERS

Examiner I,

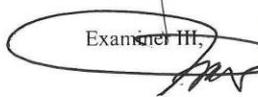
Examiner II


Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010


Ira. Nuna Mustikawati Dewi
NIP: 19650614 199203 2 001

Examiner III,

Examiner IV,


Dr. H. Muslih, M.A, Ph.D
NIP: 19690813 199603 1 003


Ang Kunaepi, M.Ag
NIP: 19771026 200501 1 009

Advisor,


Nadiyah Makmun, M.Pd
NIP. 19771025 200701 1 015

ADVISOR NOTE

Semarang, April 12th 2016

To

The Dean of Education and Teacher Training Faculty Walisongo State Islamic University

Assalamu 'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE EFFECTIVENESS OF CHAIN DRILL TECHNIQUE IN DEVELOPING STUDENTS' SPEAKING FLUENCY (An Experimental Research at the Eighth Grade of MTs Darul Amanah in the Academic Year of 2015/2016)**

Name of Student : Dani Hermanto
Student Number : 123411032
Departement : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at *Munaqasyah* session.

Wassalamu 'alaikum wr. wb.

Advisor, 12 April 2016



Nadiah Makmun, M.Pd
NIP. 19771025 200701 1 015

MOTTO

...يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ...^ج

(المجادلة : ١١)

Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge (Al-Mujadilah: 11)¹

¹ Jamal Al Nasir, *The Holy Qur'an Viewer Software 2.910 (Support Multiple Qur'an Languages and Manuscripts)* www. Divine Islam.com 2000-2002.

DEDICATION

With sincerity, patience and support of my family, teachers, friends, and whom I am indebted. I dedicated this thesis for them, but the foremost dedications are to:

1. My beloved mother Nariyah, for your unending love and affection for me, your patience in guiding your only son who made a lot of mistakes.
2. My beloved sister, belia Fatma Zahra and Sofiatun who always support me to finish this thesis.
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4. My teachers, who have taught me patiently, sincerely, and genuinely.
5. All my friends in class PBI A 2012.

ABSTRACT

Title : **THE EFFECTIVENESS OF CHAIN DRILL TECHNIQUE IN DEVELOPING STUDENTS' SPEAKING FLUENCY (An Experimental Research at the Eighth Grade of MTs Darul Amanah in the Academic Year of 2015/2016)**

Writer : Dani Hermanto

Student Number : 123411032

This thesis discussed the effectiveness of Chain Drill Technique in developing students' speaking fluency at eighth grade of MTs Darul Amanah Sukorejo, Kendal, in the academic year of 2015/2016. The background of the study in this research is an effort to know which technique is suitable to develop students' speaking fluency. According to the teacher of English, students of MTs Darul Amanah was low in speaking, it was caused by shyness and embarrassment in making mistake. Students were usually afraid when they have to speak English. When they were asking question or answering teacher's question they use first language or (mother language). So the researcher thought that there should be a solution to overcome with that problem.

The statement of problem in this study was how is the effectiveness of chain drill technique in developing students' speaking fluency at eighth grade of MTs Darul Amanah in the academic year of 2015/2016. The objective of this study was to find out the effectiveness of chain drill technique in developing students' speaking fluency at eighth grade of MTs Darul Amanah in the academic year of 2015/2016.

In this research, the researcher conducted experimental research. There were two classes; experiment class and control class as sample. The researcher used cluster random sampling to choose the sample. There were two classes that chosen as a sample, those are VIII C as experimental class and VIII A as control class. Experiment class consisted of 35 students and control class consisted of 38 students.

The experiment class was taught by chain drill technique, while the control class was taught without chain drill technique..

To get the data, this research used test to collect the data. There were two tests in this research; they are pre-test and post-test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference between experiment class and control class. After collecting the data, it was found that the pre-test average score of experiment class was 62,857 and the control class was 61,894. Meanwhile, the post-test average score 75,2 and the control class was 69,473. It was obtained that *t count* was 2,08 and the *t table* was 1,66 for alpha (α) 5%. The t-test was higher than t-table ($2,08 > 1,66$). It meant that H_0 was rejected and H_a was accepted. So, it could be concluded that there was significant of difference between experiment and control class. It meant that the use of chain drill technique was effective in developing students speaking fluency.

Keywords: Chain drill technique, Students' speaking fluency

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of God, the Most Beneficent, and the Most Merciful)

I do thank to Allah who has given me insight and strength to finish this research completely. Sholawat and Salam are always given to the Prophet Muhammad who brings us from the darkness to the brightness.

The writer realized that there are many people who already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express her gratitude for all them:

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Finally, the writer realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, 8th June 2016

The Writer

Dani Hermanto

Student Number: 123411032

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has important role in our life. Peoples who use language to communicate each other constitute a society. Charles W. Kreidler states, “Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand”.¹ We can use language to express thoughts or feelings. There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it doesn't mean that people can't communicate and interact each other in the world. Al-Qur'an also says in Q.S al-hujarat: 13:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that ye may despise (each other)). Verily the most honored of you in the sight of Allah is (he who is) the most

¹ Charles W. kreidler, *Introducing English Semantics*, (London:Routledge, 1998), p. 19

righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.²

Quraish Shihab said, “The above verse emphasizes the need for mutual know, introduction was needed to pull each other lessons”³. Based on that verse, Allah has commanded everyone to know each other although they have differences in gender, tribes, and also differences in languages. One of ways that can help someone to know and communicate each other is language. There are many languages in the world, one of them is English. English is an international language.

Since the proclamation of Indonesia, English has been taught in this country as first foreign language.⁴ It was just secondary school to university which taught English. But, today, English is taught by teacher as a subject from elementary school to university. As a subject, English is different from other subjects. It means that learning English is not only learn about vocabulary and grammatical pattern but also learning about the use of it in the daily activity.

Recently, there are many students who want to learn English. As an International language, English has a very important role as the language of science, technology and

² Yusuf Ali, *The Holy Qur’an (text, translation and commentary)*, (United States of America: Amana Corp, 1983), p. 1407

³ Quraish Shihab, *Tafsir al – Misbah*, (Jakarta: Lentera Hati, 2002), p. 618

⁴ Ramelan, *Introduction To Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 1

international communication. In learning English, the students should master all skills of English, those are listening, speaking, reading and writing. But mastering speaking skill in English has a priority for many second-language or foreign language learners.⁵ It is become the priority because English is used by all people around the world to communicate with others.

Speaking is one of skills in English that the students must be good at pronunciation, vocabulary and grammar. To be a good speaker they need to improve their speaking fluency. The best way to improve speaking fluency is by more practice. They have to speak a lot in English language. But in the fact many students are poor in practicing speaking English. As a result they can't speak English well.

Teaching speaking 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 and fluency. Occasionally, teachers' fault is in choosing teaching technique which make students feel bored and lost interest in the speaking class. Moreover, teachers do not explore students' potential in speaking. They do not provide many chances for students to speak because the class was design teacher center learning, teacher who talk a lot and dominate the class.

⁵ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p. 19

In Mts Darul Amanah the students still poor in speaking. The teacher of English said that students are still lazy to speak English. When they are asking question or answering teacher's question they use first language (mother language) rather than using English. It is because their ability in constructing sentences and utterances still low and also they have low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake. This situation makes students low in speaking skill and also they cannot perform maximally in speaking test. 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 phenomenon above, the writer decide to find out an interesting way in teaching speaking. Many experts have totally given their mind in the study of developing techniques and methods to teach English as the second language in order to improve the motivation of the students in learning English. As the result, a variety of English teaching techniques and methods have been found and applied in every level of education. One of them is chain drill, a teaching technique that is created from the Audio Lingual Method firstly applied by Charles Fries (1945) of the

University of Michigan.⁶ Being able to use the target language communicatively is the goal of audio lingual method.⁷ To be communicative, drill is a central technique in Audio-Lingual Method.

A chain drill is an alternative technique that teacher can use in teaching speaking. By using a chain drill, all students have the same opportunity to ask and answer questions with each other. It is started by the teacher. Who prepares questions to be asked to the student nearest with the teacher. Then the teacher begins the chain by asking questions to the student nearest with the teacher. That student responds, then his turn to ask student next to him and the chain continues until all of the students get a chance to ask and answer the questions. The last student directs to ask questions to the teacher.⁸ In this opportunity the students' pronunciation, grammar, vocabulary and fluency can be evaluated by the teacher.

This kind of technique is really fun and makes students enjoy the lesson. Teaching by using chain drill technique will make students motivated and understand more the point of the material given. Moreover it will improve students' speaking skill. Then, they can speak English fluently in formal and informal field.

⁶ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 35

⁷ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 45

⁸ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 48

That is why in this research the writer tries to identify the effectiveness of chain drill technique in developing students' speaking fluency at the eighth grade of MTs Darul Amanah Sukorejo, Kendal in the Academic Year of 2015/2016.

B. Question of The Study

Based on the background of the study above, the problem in this research is: "How is the effectiveness of chain drill technique in developing students' speaking fluency at the Eighth Grade of MTs Darul Amanah Sukorejo, Kendal in the Academic Year of 2015/2016?"

C. Objectives of the Study

In this thesis, the objective of study is to find out the effectiveness of chain drill technique in developing students' speaking fluency.

D. Significances of the Study

1. Theoretically:

From this research, it will enrich the method and strategy of teacher on teaching and learning process in order to make the learning interesting and joyful.

2. Practically:

a. For Students:

The result of the research can make students more interesting in speaking and develop their speaking fluency.

b. For Teacher:

The result of the research can show the teacher that using attractive technique in teaching speaking can help students develop their speaking fluency.

c. For School:

The result of the research can help the school to get the quality of teaching and learning.

E. Scope of the Study

The writer limits the study as follows:

1. The topic is limited to the effectiveness of chain drill technique in developing students' speaking fluency.
2. The study is an experimental study.
3. The population is limited to the eight grade of MTs Darul Amanah in the academic year of 2015/2016.

CHAPTER II

CHAIN DRILL TECHNIQUE IN DEVELOPING STUDENTS’ SPEAKING FLUENCY

A. Literary Review

1. Speaking Fluency
 - a. Definition of Speaking

Speaking is one of skills in English which has many definitions according to some experts. In Longman Dictionary, “Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people”.¹ It means that speaking is one of language skill which is more useful in expressing language. It can be defined as the ability of using language orally.

Speaking is the spoken used of language to communicate with others. We have to give more attention to speaking when we learn English. It is because the benchmark of language is the ability of oral communication. David Nunan states “To most people, mastering the speaking skill is the most important aspect of learning a second or foreign language, and success is

¹ Jack C. Richards – Richard Smith, *Longman dictionary of language teaching*, (England: Pearson Education Limited, 2002), 3rd Ed. P, 547

measured in terms of the ability to carry out a conversation in the target language”.²

Jack C. Richard adds definition of speaking, he states, “Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives us to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.”³

Jo McDonough and Christopher Shaw add the purpose of speaking is to share idea or meaning, they state, “This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship”.⁴

Speaking skill is the most important goal in learning a language. It is viewed as a primary skill since people are stating their ideas in their native language through spoken language. As stated by Celce-Murcia “for most people, the ability to speak a language is synonymous with knowing

² David Nunan, *Language Teaching Methodology a Textbooks for Teachers*, (New York: Phoenix Ltd, 1995), P.39

³ Jack C. Richard, *New Ways in Teaching Speaking*,(USA: Pantagraph printing, Bloomington, Illinois. 1994), p. 1

⁴ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: a teacher's guide*, (United kingdom: Blackwell publishing, 2003), 2nd Ed., p. 134.

that language since speech is the most basic means of human communication”.⁵

Speaking skill, especially speaking in a second or foreign language is not easy to learn. It is because speaking is an oral language expression which requires other language elements, such as pronunciation, word order, intonation, stress and structure. Furthermore, a speaker also thinks about the way to deliver the message in order to convey the right meaning to someone or audience. According to Celce-Murcia, “Speaking English is regarded as a skill which is difficult to learn because when people speak to someone, they have to know how to pronounce, how to deliver the message of the speech and also how to use the rules of speaking. Thus, the students regard speaking as the most important skill they should acquire, because knowing a language can be measured by their ability to speak”.⁶

From definitions above, the writer can conclude that speaking skill is the most important goal in learning a language. It is daily activity that always repeated to fulfill their necessity. From speaking we recognize each other and share some information. Speaking makes people able

⁵ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*,(United States: Copyright, 2001), P.103

⁶ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*,(United States: Copyright, 2001), P.125

to communicate and maintain the relationship in society. And the success of learning English is measured by the ability to carry out a conversation in the target language.

b. The Elements of Speaking

Many students have difficulties in speaking. There are many elements of speaking that must be mastered by students in order to be a good speaker. According to Harmer in *The Practice of English Language Teaching*, there are four elements of speaking. Those are:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity,

students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

- 3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.⁷

In addition, Harmer concerned with other elements of speaking that is necessary to be mastered by a successful speaker; those are mental/ social processing which involves language processing, interaction and information processing.

- 1) Language processing. Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that

⁷ Jeremy Harmer, *The Practice of English Language Teaching*.(Pearson Education limited: England, 2002), 3rd Ed., p. 269.

are not only comprehensible, but also convey the meaning that are intended.

- 2) Interaction. Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.
- 3) Information processing. Quite apart from our response to others feelings, we also need to be able to process the information they take us the moment we get it. The longer it takes for “The penny to drop”, the less effective we are as an instant communicator. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.⁸

Speaking is not only about having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastering those elements.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*,(Pearson Education limited: England, 2002), 3rd Ed., p. 271

c. Definition of Speaking Fluency

The main goal of the English language' learners are to be fluent in speaking English. There are some theories about the definition of speaking' fluency or the meaning of fluency itself. The first definition stated by Hedge (in Celce Murcia, 2001) as follow:

The term fluency has two meanings. The first which is "the ability to link units of speech together with facility and without strain or inappropriate slowness and undue hesitation," but Hedge proposes a second, more holistic sense of fluency, that of "natural language use," which is likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies are used, and when overt correction in minimized.⁹

The second definitions according to Longman Dictionary of Language Teaching and Applied Linguistics, definition of fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. If speech disorders cause a breakdown in normal speech (e.g. as with APHASIA or stuttering), the resulting speech may be referred to as dysfluent, or as an example of dysfluency. In

⁹ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*,(United States: Copyright, 2001), P.204

second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- 1) the ability to produce written and/or spoken language with ease
- 2) the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- 3) the ability to communicate ideas effectively
- 4) the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.¹⁰

The last, according to Thornbury definitions of fluency are pauses maybe long but not frequent, pauses are usually filled, pauses maybe occur at meaningful transition points, and there are long runs of syllables and words between pauses.¹¹

From all definitions above the writer conclude that speaking fluency is the ability of speak effectively with a

¹⁰ Jack C. Richards – Richard Smith, *Longman dictionary of language teaching & Applied Linguistics*, (England: Pearson Education Limited, 2002), 3rd Ed. P 240

¹¹ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2000), p. 8

good pronunciation and structure, although, there are some pauses but usually filled.

d. The Characteristics of Spoken Language

Speaking skill is seen as more difficult for some language learners. They should at least pronounce the words well, and try to do grammatically correct, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eighth characteristics of spoken language that can make oral performance easier, even in some cases, it is difficult:¹²

1) Clustering

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

2) Redundancy

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

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students

¹² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman Inc, 2001), p. 270-271.

who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of Delivery

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

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

This characteristics show how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he needs them to take part in a process, not only involves knowledge of the target language, but also a general knowledge of interaction between the speaker and listener. For example, the listener may respond or give feedback to the speaker, whether the listener has understood or not what the speaker has said.

2. Teaching Speaking

Teaching speaking in EFL learners is not easy to the teachers. They must not only teach how to speak but also pay much attention to their students' pronunciation, grammar, vocabulary and fluency. But the first thing is

make students fluent in speaking. Then, try to correct their pronunciation and grammatical used.

In order to be fluent in speaking English, learners should have some practices in their daily lives. Unfortunately, most learners only practice their speaking in a classroom. Moreover, many learners still lazy in practice speaking in the classroom. The lack of speaking practice makes the learners often get difficulties in sharing idea with other people. They are afraid of making mistakes in their pronunciation, vocabulary used, and grammar.

Teaching speaking is started at teaching the students how to speak in English as their foreign language and then ask them to be able to pronounce the new language accurately. At this point, teacher is not primarily to correct, but he/she is supposed to motivate students to practice speaking the target language. Meanwhile, teacher also should be able to support students speaking with some direct correction, repetition, and imitating him/her.

According to Bailey, there are three ways in teaching speaking which can make impulsive and reflective learners are able to participate in English teaching and learning process.¹³

¹³ Kathleen. M. Bailey, *Practical English Language Teaching: Speaking*. (New York: Mc Graw Hill. 2005). P. 171

- 1) The teachers not only pay attention to the students' strength but also their weaknesses. The teacher should not only give attention to the active students. He must give more attention to the passive students, too. He/she can give his students a pair work in doing the task. They can discuss the material and decide what the best way in doing the assignment is.
- 2) "Buzz with a buddy" technique. In this technique, the teacher asks the students to discuss their answer with their friends next to him/her before speaking to the whole class. This activity will make them get the best answer for the assignment.
- 3) The teacher asks the students to build up their ideas before having a general discussion. The students are asked to write down their ideas before starting speak in front of the classroom. This way can help them to develop their ideas before starting speak in front of the classroom.

From the explanation above, the writer conclude that teaching speaking in a foreign language is not easy, teacher should give opportunity for all students to talk. Furthermore, teacher should use good technique which can make all students in the classroom participate actively and they can share their ideas with practice speaking as much as possible.

The crucial thing, that should teacher do in teaching speaking is design the class with the joyful and effective activity. The activity should be acceptable with students' proficiency level, if it is too difficult or too easy for them, it will influence toward their motivation to participate. According to Harmer, many classroom speaking activities that most widely-used, as follows:¹⁴

1) Acting from a script

Student's to act out scene from plays and/or their course book. Sometimes filming the result, Students will often act dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Games which are designed to provoke communication between students frequently depend on information. One student has to talk to a partner in order to solve a puzzle, draw a picture, put the things in the right order, or find similarities and differences between pictures.

3) Discussion

It is an activity which is makes students share their ideas in small group discussion. Every student should talk about one topic according to his/her opinion.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Education limited: England, 2002), 3rd Ed., p. 271-274

4) Prepare talks

A popular kind of activity is the prepare talk where student makes a presentation on a topic of their own choice.

5) Questionnaires

Students can design questionnaires on any topic that is appropriate. The teacher can act as resource, or resource can take from his partner. Then, the result can be used for written work, discussion or prepared talk.

6) Simulation and Role-Play

Simulation and role-play have many benefits for students. They stimulate daily life encounter such as a business meeting or an interview. It can help students encourage general oral fluency.

Based on the consideration above, we know that there are many speaking activities we can use in teaching speaking. By those speaking activity, can make the students interesting and motivated them to speak English. So, its' can improve their speaking skill.

3. Assessing Speaking

Speaking skill is the ability to use the language in oral form. The assessment of oral language is challenging because of the combination between speaking and listening activities that may be involved: some times more speaking than

listening such as storytelling, news telling, pictures talk and other; sometimes a combination of both such as in conversation.¹⁵ It is mean that we have to give more attention when give assessment to students speaking, because among four skills, speaking skill is difficult one to access with precision. Speaking is a complex skill to learn.

Assessment of speaking can be informal or formal. Informal assessment usually refers to class room assessment carried out during the course of teaching and learning process. Formal assessment usually refers to assessment that is planned and carried out following formal procedures.¹⁶ In assessing speaking informal assessment is more important. Students like to receive teacher assessment in terms of praise or blame. Praise is a vital component in students' motivation and progress. For example we can say "*well done, that was really good, god job, etc*" to give appreciation to the students.

According to George Petty (in Harmer, 2007) says that praise or blame as an elements of two part responds to students work. He calls these two parts 'medals' and 'missions'. The medal is what we give students for doing something well and the mission is the direction we give them to improve. This is a good thing that should teachers do, they

¹⁵ Penny McKay, *Assessing Young Language Learners*, (Ney York: Cambridge University Press, 2006), p. 176

¹⁶ Penny McKay, *Assessing Young Language Learners*, (Ney York: Cambridge University Press, 2006), p. 20

give medals not only for big achievements but also for small things like participation in a task, evidence of thought or hard work. Giving an appropriate praise together with helpful suggestion about how to improve in the future will have a much greater chance of contributing to student improvement.¹⁷

In assessing students speaking, the writer followed rating scale developed by Jeremy Harmer. It showed seven items that were important to be scored, such as: pronunciation, fluency, Use of grammar and vocabulary and intelligibility. We may want to rate their ability to get themselves out of trouble (repair skills) and how successfully they completed the task which we set them (task completion).¹⁸ However, in this study, the writer do not give score on all items showed but creates the scoring rubric to be as simple as possible based on the student's ability.

4. General Concept of Audio Lingual Method

a. Definition of Audio Lingual Method

Audio Lingual Method is an oral based approach. It is drill students in the use of grammatical sentence patterns. The Audio Lingual Method firstly applied by

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Education limited: England, 2007), 4rd Ed., p. 138-139

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Education limited: England, 2007), 4rd Ed., p. 388

Charles Fries (1945) of the University of Michigan and for this reason, sometime it has been called ‘Michigan Method’.¹⁹

Audio Lingual method is using the stimulus-response-reinforcement model, it attempted with continuous process of positive reinforcement, to make good habits in language learners. It is rely heavily on drills to form these habits; substitution and repetition is built into the drills. In this step the students are constantly learning and they shielded from the possibility of making mistakes by the design of the drills. The purpose of this method is habit-formation through constant repetition of correct utterances supported by positive reinforcement.²⁰

From the definitions above the writer conclude that Audio Lingual Method is an-oral based approach, which focus on drilling students to make good habits in the target language, supported by positive reinforcement.

¹⁹ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 35

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Education limited: England, 2007), 4th Ed., p.64

b. Principles of Audio Lingual Method

According to Larsen-Freeman in *Technique and Principle in Language teaching*, states that there are some principles of audio-lingual method, as follows²¹:

1) The goal of the teacher

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn, to use it automatically without stopping to think. Their students achieve this by forming new habits of their native language.

2) The role of the teacher and students

The teacher is like an orchestra leader, directing and controlling the language behavior of his /her students. He/she is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes he/she supplies of model speakers. They follow the teacher's direction and respond as accurately and as rapidly as possible.

3) The characteristics of teaching/learning process

New vocabulary and structural patterns are presented through dialogs. The dialogs are learnt

²¹ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.45-47

through imitation and repetition. Drills are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Grammar is introduced from the examples given, explicit grammar rules are not provided.

- 4) The nature of student-teacher and student-student interaction

There is student-to-student interaction in chain drills or when students take different roles in dialog, but this interaction is teacher directed. Most of the interaction is between teacher and student; it is initiated by the teacher.

- 5) View of language and culture

The view of language in the audio-lingual method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system is comprised of several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns.

Everyday speech is emphasized in the audio-lingual method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers.

6) Emphasized of language areas and language skills

Vocabulary is kept to minimum while the students are mastering the sound system and grammatical patterns.

The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

7) The role of the students' native language

The habits of the students' native language are taught to interfere with the students' attempts to master the target language. Therefore, the target language is used in the classroom, not the students' native language. A contrastive analysis between the students' native language and the target language will reveal where a teacher should expect the most interference.

8) The accomplishment of evaluation

Students might be asked to distinguish between words in a minimal pair, for example, or to supply an appropriate verb form in the sentence.

9) The teacher respond's to the students' errors

Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

5. General Concept of Chain Drill

a. Definition of Drill

A drill is a classroom teaching technique that used to practice new language in a foreign language or second language learners. According to Longman Dictionary, the meaning of drill is a technique commonly used in older methods of language teaching particularly the audio-lingual method and used for practicing sounds or sentence patterns in a language, based on guided repetition or practice. A drill which practices some aspect of grammar or sentence formation is often known as pattern practice.²²

Drills offer students an opportunity to listen and to orally repeat certain sounds or sentence pattern of language that may contain linguistics difficulty, either about phonological or grammatical. They allow one condition to focus on one element of language in a controlled activity. They can help students to establish a good habit in target

²² Jack C. Richards – Richard Smith, *Longman dictionary of language teaching*, (England: Pearson Education Limited, 2002), 3rd Ed. P, 170

language and to associate selected form with their appropriate context.²³

Drills are commonly used in Audio Lingual Method. It is because the goal of this method is being able to use the target language communicatively. Students need to over-learn the target language, to learn and to use it automatically without stopping to think. As we know, to be communicative in using our target language is one of the primary reasons to study language.²⁴

From definition of drills above, the writer conclude that a drill is a teaching technique which used for practicing sound or sentence pattern of new language.

b. Kinds of Drill

The kinds of drill that commonly used in teaching speaking, according to Larsen-Freeman, as follows²⁵:

1) Backward build-up drill

This is used when a long line of dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence,

²³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman Inc, 2001), p. 272

²⁴ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 45

²⁵ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.48-49

usually the last phrase or line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

2) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

3) Chain drill

A chain drill gets its 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 begins the chain by greeting a particular student, or asking him questions. That student responds, and then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

4) Single slot substitution drill

Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase- called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper

place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

5) Multiple-slot substitution drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement.

6) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into passive one, or direct speech into reported speech.

7) Question and answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly.

Those kinds of drills are useful to teachers in increasing students' speaking ability. In this research

the writer using chain drills technique in developing students' speaking fluency.

c. Chain Drill Technique

A chain drill is a technique that teacher can use in teaching speaking in a foreign language learner or second language learner class. In teaching speaking using a chain drill, all students have the same opportunity to ask and answer questions with each other.

The rules of chain drill activity are that the teacher prepare question to the student nearest with him/her. Then the teacher greets and asks questions to a particular student (student A). Then student A will respond to the questions. After that, student A takes turn to ask another student sitting next to him. This activity will continuously until the last turn of the last student. At the end, the last student directs greeting and asking questions back to the teacher.²⁶ In this opportunity the students' pronunciation, grammar, vocabulary and fluency can be evaluated by the teacher.

A chain drill can controlled communication among the students. Either teacher or students can correct themselves or their friend's oral sentences. Any mistakes that probably occur can be corrected directly as soon as

²⁶ Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.48

possible. The use of chain drill can encourage the improvement of students' listening and speaking skills. They get listening skill from listening to their friends' questions. Moreover, the way they ask questions or answer the questions drives students to practice speaking.

This activity is really fun and makes students enjoy the lesson. It also creates a new habit to use English in communicate with others. Teaching by using chain drill technique will make students motivated and understand more the point of the material given; moreover it will improve students' speaking skill. Then, they can speak English fluently in formal and informal field.

6. Chain Drill Technique Toward Students' Speaking Fluency

A chain drill is one of the techniques used in Audio-Lingual Method. The use of a chain drill in teaching speaking gives some advantages for the students and teacher. By using a chain drill, the teaching and learning process is more effective. The teacher can immediately correct the students' mistakes. He is able to give more attention and positive feedback to the students in order to give them more knowledge and motivation in practicing speaking.

In using a chain drill technique, the teacher should know how to use the technique correctly, in order to be more effective. As a result, by using chain drill technique, the

students are more interested in learning speaking and they can improve their speaking fluency.

B. Previous Research

The writer has some relevant researches that support this research. There are three previous researches:

The first, a thesis written by Kusuma Utami Handayani (2011). Her title is *Using a Chain Drill to Improve Students' Fluency in Speaking English* (The Case of Seventh Grade Students of "SMP N" 5 Sragen in the Academic Year of 2010/2011). In kusuma's research, she use classroom action research which subject of this study was 24 students of year seven of "SMP N" 5 Sragen in the academic year of 2010/2011. The method of the tests was interview. The students were asked some questions, and they had to answer them orally.

The result after the treatments by using the chain drill, the students' fluency in speaking English improved. It is proved by improving mean score from the pre-test into the second cycle test. It improved from 1.3 to 3.5. It shows that this technique effectively help the students to improve their fluency in speaking English.²⁷

²⁷ Kusuma Utami Handayani, 2011. *Using a Chain Drill to Improve Students' Fluency in Speaking English* (The Case of Seventh Grade Students of "SMP N" 5 Sragen in the Academic Year of 2010/ 2011). Final Project, English Department, Faculty of Languages and Arts, Semarang State University.

The differences between kusumah's research and this research will be in the method of test and the research method, kusumah's research used classroom action research and this research using experimental research. And the method of test, she used interview and in this research the writer using performance conversation test.

The second, a thesis written by Mila Januar Widyaningsih (2014). Her title is *Improving Speaking Skill by Using Chain Drill Technique at the Eighthh Grade Students of SMPN I Amlapura in Academic Year 2013/2014*. In this research the writer use classroom action research which the subjects of the study was the eighthh grade B students of SMPN I Amlapura in academic year 2013/2014 that consisted of 35 students.

The result study proved that chain drill technique could improve speaking skill, it showed by the improvement of mean score in cycle I (70.28) and cycle II (80.68). In addition, the subjects also responded positively the implementation of chain drill technique in speaking activity.²⁸

The differences between mila's research with this research is in the research method, she used classroom action research and this research using experimental research. And also the objective

²⁸ Mila Januar Widyaningsih, M. J. (2014). *Improving Speaking Skill by Using Chain Drill Technique at the Eighth Grade Students of SMPN I Amlapura in Academic Year 2013/2014*. Thesis, English Departement, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University.

of the research, she was improved speaking skill and this research the writer focus on developing students' speaking fluency.

The third, a thesis written by Yuli Safriana, the student of English Education, Syi'ah Kuala University. Her title is *The Impact of Chain Drill Technique in Students' Speaking Aspects (An experimental study at second grade of SMKN 2 Banda Aceh)*. In this research Yuli used experimental research. she took two classes as samples of the research, which are XI TGB as experimental class (EC) and XI TAV as control class (CC).

The experimental class has significant improvement in speaking aspects. It showed by average score of EC for speaking aspects was 42.80 and 62.50 on posttest. The mean score of CC for speaking on pretest was 39.50 and posttest 45.90.²⁹

Based on the previous research above, it is found that the use of chain drill technique is effective in improving speaking aspects. Chain drill technique is very beneficial for the students in order to facilitate students in learning English especially in speaking. Therefore, a teacher should give an interesting atmosphere in teaching and learning process.

Those results motivated the writer to do the research with chain drill technique in developing student speaking fluency.

²⁹ Yuli Safriana, (2009), *The Impact of Chain Drill Technique in Students' Speaking Aspects (An experimental study at second grade of SMKN 2 Banda Aceh)* Thesis, English Education, Syi'ah Kuala University.

C. Hypothesis

Hypothesis is from words hypo and thesis. Hypo is under or less or weak. And thesis is theory or proposition that showed as a proof. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth.³⁰

Based on those literature review and previous research, the writer conclude that there will be significant difference of the student's achievement in speaking between the students who taught by using chain drill technique and the students who taught without using chain drill technique. The students who taught by using chain drill technique will get the better score. It means that the use of chain drill technique in developing students' speaking fluency is effective.

³⁰ Sutrisno Hadi, *Statistik*, Vol.2, (Yogyakarta: Andi, 2004) p, 10

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the writer used the form of quantitative approach to analyze the data. This study used experimental research.

An experimental is the way to find the casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.¹ According to Nunan, states, “experimental is designed to collect data in such a way that threats to the reliability and validity of the research is ministered”.²

The writer used true experimental design (pretest-posttest control group design)³. There are two classes in this model, first is experiment class and the second is control class. In this research, the writer used cluster random sampling. It is a technique to choose sample by random each class and it is based on lottery. The writer decided to choose VIII C as the

¹. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p.3

² David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 76

experiment class and VIII A as the control class. The experiment class received a new treatment. It taught by using chain drill technique. Meanwhile, the control class was taught by using conventional learning method. The design can be figured out as follow:

R	O1	X	O2
R	O3		O4

In which:

R: Random Sample

O1: Pre test value of experimental class

O2: Post test value of experimental class

O3: Pre test of control class

O4: Post test of control class

X: Treatment

B. Research Setting

The writer conducted the experimental research at MTs Darul Amanah, located at Jl. Sukorejo – Pekalongan, KM. 4, Ngadiwarno, Sukorejo, Kendal. The subject of the study were the eighth grade students of MTs Darul Amanah in the academic year of 2015/2016. This research was implemented on 17th January 2016 – 30th January 2016.

C. Population, Sample and Sampling

a. Population

According to Encyclopedia of Educational Evaluation, population is a set of all elements possessing one or more attributes of interest.⁴ Sugiyono states that population is generalization areas which consist of subject or object that have certain characteristic and quality.⁵ The population of the research was the eighth grade students of MTs Darul Amanah in the academic year of 2015/ 2016. The number of the population was 321 students from eighth classes. They were 8A, 8B, 8C, 8D, 8E, 8F, 8G and 8H.

b. Sample

Arikunto states that “sample represents a part of research population”⁶. A sample is a group in research study on which information is obtained. Because the population of the study is very big, the writer did not take all the subject of the population. Sample is taking a part of population using certain procedure. So that can be expected to represent the population. There are two samples in this study, experiment class and control class. Experiment class was taken from VIII

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p. 130

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 80

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p.131

C that consists of 35 students. Control class was taken from VIII A that consists of 38 students.

c. Sampling

Sampling is the process done to choose and take sample correctly from population, so that it can be used as valid representative to the population.⁷ In this research, the writer used cluster random sampling because the writer took two classes randomly using a lottery. In this study, the classes that took as sample were class VIII C and VIII A.

D. Variable and Indicator

According to Sugiyono, research variables are all things that shape what is defined by the researches to be studied in order to obtain information about it, and the conclusion drawn on next.⁸ There are two types of variables: independent variable and dependent variable.

1. Independent Variable

It is a variable that influences or causes of change or emergence of the dependent variable. The independent variable in this research was the use of chain drill technique in teaching English speaking.

⁷ Sugiharto, et al., *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), p.4

⁸. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 38

2. Dependent Variable

It is variable that is influenced by independent variable. The dependent variable in this research was the improvement of eighth grade students' speaking fluency of MTs Darul Amanah Sukorejo, Kendal.

Based on the variables above, the writer could made indicators that support the variables. The indicator of teaching and learning using chain drill technique is students will be able to develop their speaking fluency especially in conversational expression.

E. Techniques of Data Collection

1. Source of data

The data of this research were gathered from the oral test of students in pretest – posttest and some school documentation.

2. Success indicators

- a. The indicator of teaching and learning using chain drill technique is students will be able to develop their speaking fluency especially in conversational expression.
- b. Students' speaking achievement with the minimum standard of score (KKM) speaking 70.

3. Techniques of collecting data

a. Test

In order to discover how students were thinking and using the target language (English). The writer was did the test. Arikunto explained that a test is sequences of question of exercise often used to measure skill, knowledge, intelligent, or talent of individual group.⁹ The writer conducted oral test in form of conversational performance.

1) Pre-test

Before the teacher thought new material by using chain drill technique, the teacher gave pretest to the students. Pre-test was given to the experiment group and the control group in same way.

2) Post-test

Post-test was given to the experiment group and the control group. It was given in order to know the development of students' achievement in speaking from the experiment group and control group.

b. Documentation

Another data was needed to help the writer run the research. The writer used documentation to collect some students' information, such as: students' name list and their English result. In this study documentation only used to

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p.150

support the data about the students' condition reflect on the activity in the class.

Documentation of students' speaking test recording was used to evaluate students' speaking fluency.

4. Scoring technique

In each test, the students asked to make a conversation with the topic "cleaning" and "teacher". The writer gave oral test to the students to analyze their score on pronunciation, grammar, vocabulary, fluency and comprehension.

In giving scores to the students, the writer used analytic scale which categorized by some categories and the writer follows these scoring criteria for each category. This analytic score had five items and each item was scored five. So, the maximum score is 25. But it will be multiplied with 4, so the final maximum score will be 100. Analytic scoring of speaking could be seen on the following table:

3.1 Table of analytic scoring of speaking

Aspects	Score	Description
Pronun ciation	1	Have few traces of foreign accent.
	2	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Very hard to understand because of

		pronunciation problems.
	5	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	1	Makes few (if any) noticeable errors of grammar and word order.
	2	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	4	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	5	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	1	Use of vocabulary and idioms is virtually that of a native speaker.
	2	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited

		because of inadequate vocabulary.
	4	Misuse of word and very limited vocabulary make comprehension quite difficult.
	5	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	1	Speed as fluent and effortless as that of a native speaker.
	2	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Usually hesitant; often forced into silent by language limitations.
	5	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	1	Appears to understand everything without difficulty.
	2	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with

		repetition.
	4	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.
	5	Can’t be said to understand even simple conversation virtually impossible.

Based on “*Testing English as a Second Language*”¹⁰

F. Techniques of Data Analysis

There were two kinds of test that were held in experimental research, they are pre-test and post-test. The data had been obtained from the test was analyzed with some tests below:

1. Normality Test

It used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square was done to find out the distribution data. The writer used Chi-square formula as follows:

- a. Determine of the range (R): the largest data reduced the smallest data.

¹⁰ David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969). p. 84.

b. Determine the many class intervals (K) with the formula:

$$K = 1 + (3.3) \log n$$

c. Determine the length of the class, using the formula:

$$P = \frac{\text{range (R)}}{\text{number of class}}$$

d. Make a frequency distribution table.

e. Determine the class boundaries (bk) of each class interval.

f. Calculating of the average \bar{x} with the formula:

$$\bar{x} = \frac{\sum fi(xi)}{\sum fi}$$

g. Calculate standard deviation, with the formula:

$$Sd = \sqrt{\frac{\sum fi(x - \bar{x})^2}{n_1 - 1}}$$

h. Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{Sd}$$

x = Limit class

\bar{x} = Average

Sd = standard deviation

i. Define the board area of each class interval.

j. Calculate of the frequency expository (fh). With the formula: $fh = n \times \text{wide area}$ with the n number of sample.

- k. Make a list of the frequency of observation (f_o), with the frequency expository as follow:

Class	Bk	Zi	P(Z_i)	Ld	E_i	O_i	$\frac{(E_i - O_i)^2}{E_i}$

1. Calculate the Chi-square (χ^2), the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = Chi-square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

k = The sum of interval class

- m. Determine the df, with the formula $df = k-3$, where k is the number of class intervals and the real extent $\alpha = 0,05$.
- n. Determine the value of χ^2 table.
- o. Determine the distribution normality with test criteria: If the χ^2 count $>$ χ^2 table, the data is not normal distribution and the other way if χ^2 count $<$ χ^2 table, the data is normal distribution.¹¹

¹¹ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), 6th Ed p. 273.

2. Homogeneity Test

Test of homogeneity was meant to get the assumption that sample of research came from a same condition or homogenous. The steps of homogeneity test as follows:

- a. Calculate variances both classes (experimental and control classes), with the formula:

$$S^2 = \sqrt{\frac{\sum f_i (x - \bar{x})^2}{n_1 - 1}}$$

With:

S^2 : Variance

x : The value or the score

$\sum f_i$: The number of frequency

n_1 : The number of experiment/control groups

\bar{x} : The mean of the score

- b. Determine $F = \frac{V_b}{V_k}$

V_b : Bigger Variance

V_k : Smaller Variance

If the $F \text{ count} > F \text{ table}$, the data is not homogenous and the other way if $F \text{ count} < F \text{ table}$, the data is homogenous.¹²

3. Average Similarity Test

The two means were compared by applying t-test formula. T-test was used to differentiate if the students' result

¹² Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), 6th Ed, p.

of experiment class and control class were significant or not.
 T-test was done using the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With} \quad s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Description:

\overline{X}_1 : Average experiment group

\overline{X}_2 : Average control group

n_1 : The number of experiment groups

n_2 : The number of control groups

S_1^2 : Variant of experiment class

S_2^2 : Variant of control class

If the obtained score or $t_{\text{count}} > t_{\text{table}}$ with the significant milestone $\alpha = 5\%$, H_0 was rejected. It means that H_a was accepted, so there was a significant difference in speaking fluency between experiment class and control class.¹³

¹³ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), 6th Ed, p. 138.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Profile of Study

Madrasah Tsanawiyah Darul Amanah as one of institution of Darul Amanah foundation. It had three institutions; they are MTs, MA and SMK. It is the only one modern Islamic boarding house alumnus Gontor in Kendal. MTs Darul Amanah was located at Jl. Sukorejo – Pekalongan, KM. 4, Ngadiwarno, Sukorejo, Kendal. In Darul Amanah the students had to speak in Arabic or English language. But most of them just using Arabic language. Therefore, English was not used in their daily conversation, it just used in formal speech that held every week. Not all students could speech in English because they thought it was very hard to memorized and practice it.

The research had been conducted since 17th January 2016 to 30th January 2016 in MTs Darul Amanah. The writer gave pre-test on 19th January 2016 in experiment and control class. After gave the pre-test, the writer calculated the data from both classes to know the normality, homogeneity and significance difference between experiment and control class.

After knowing the experimental class and control class had same variant. The writer prepared lesson plan and material to learning activity. Experiment class was taught by using chain drill technique and control class taught using conventional

learning method. After that, the writer gave post-test on 26th January 2016 and 27th January 2016.

B. Research Findings

There were two kinds of test that were held in experimental research, they are pre-test and post-test. The data had been obtained from the test was analyzed with some tests below:

1. Analysis of Pre-test

The experiment class (class VIII C) and the control class (class VIII A) were given a pre-test on 19th January 2016. They were asked to perform a conversation in pair. And the results of the test were analyzed as follow:

a. Normality Test

The result computation of Chi-quadrade (χ^2_{count}) then was compared with table of Chi-quadrade (χ^2_{table}) by using 5% alpha of significance. If $\chi^2_{count} < \chi^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of students in experimental class, before they were taught by using chain drill technique, it was found that the maximum score was 76 and minimum score was 52 and the stretches of score were 24. So, there were 7 classes with length of classes 4. From the computation of frequency distribution, it was found the average score (\bar{X}) was 64. 357 and the standard deviation (Sd) was 7. 9155. After the writer counted the

average score and standard deviation, table of observation frequency was needed to measure Chi-Square.

4.1 Table of observation frequency of experiment class in pre-test

Class	Bk	Z _i	P(Z _i)	Ld	E _i	O _i
	51.5	-1.624	0.4474			
52 – 55				0.0809	2.8315	5
	55.5	-1.1189	0.3665			
56 – 59				0.1374	4.809	7
	59.5	-0.613	0.2291			
60 – 63				0.1893	6.6255	6
	63.5	-0.108	0.0398			
64 – 67				0.1915	6.7025	4
	67.5	0.397	0.1517			
68 – 71				0.1642	5.747	5
	71.5	0.902	0.3159			
72 – 75				0.1033	3.6155	4
	75.5	1.407	0.4192			
76 – 79				0.0527	1.8445	4
	79.5	1.913	0.4719			
SUM						35

New class	New O _i	New E _i	E _i - O _i	(E _i - O _i) ²	$\frac{(E_i - O_i)^2}{E_i}$
< 59	12	7.6405	-4.3595	19.005	2.487
60 – 63	6	6.6255	0.6255	0.391	0.059
64 – 67	4	6.7025	2.7025	7.303	1.089
68 – 71	5	5.747	0.747	0.558	0.097
>72	8	5.46	-2.54	6.451	1.181
SUM	35		SUM		4.9148

Based on Chi-quadrat table (χ^2 table) for 5% alpha of significance, with dk $7 - 3 = 4$, it was found χ^2 table = 9.48773. Because of χ^2 count = 4.914 8 < χ^2 table = 9.48773 meant that the data of experiment class distributed normally.

While from the result of students in control class, before they were thought by using conventional learning method, it was found that the maximum score was 76 and minimum score was 40 and the stretches of score were 38. So, there were 6 classes with length of classes 6. From the computation of frequency distribution, it was found the average score (\bar{X}) was 62. 263 and the standard deviation (Sd) was 8.453. After writer counted the average score and standard deviation, table of observation frequency was needed to measure Chi-Square.

4.2 Table of observation frequency of control class in pre-test

Class	Bk	Zi	P(Z _i)	Ld	E _i	O _i
	39.5	-2.727	0.4967			
40 – 45				0.0195	0.741	2
	45.5	-2.008	0.4772			
46 – 51				0.0775	2.945	1
	51.5	-1.289	0.3997			
52 – 57				0.184	6.992	8
	57.5	-0.570	0.2157			
58 – 63				0.2714	10.313	8
	63.5	0.148	0.0557			
64 – 69				0.2494	9.477	12
	69.5	0.867	0.3051			

70 – 77				0.1605	6.099	7
	77.5	1.825	0.4656			
SUM						38

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 57	11	10.67	-0.322	0.103	0.0097
58 – 63	8	6.598	-1.4012	1.963	0.2975
64 – 69	12	9.477	-2.5228	6.364	0.6715
70 – 77	7	6.099	-0.901	0.811	0.1331
SUM	38		SUM		1.111

Based on Chi-quadrade table ($\chi^2 table$) for 5% alpha of significance, with dk $6 - 3 = 3$, it was found $\chi^2 table = 7.81473$. Because of $\chi^2 count = 1.111 < \chi^2 table = 7.81473$ meant that the data of control class distributed normally.

b. Homogeneity Test

Test of homogeneity was done to know if sample of the research came from population that had same variance or not. The hypothesis of homogeneity test in pre-test was:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Description:

σ_1^2 = variance of experiment class

σ_2^2 = variance of control class

H_0 was accepted if $F_{count} < F_{table}$. It meant that the variance was homogeneous.

4.3 Table of variance in pre-test

Variance sources	Experiment class	Control class
SUM	2253	2366
N	35	38
\bar{X}	62.85	61.89
Standard deviation (S)	7.91	8.45
Variance (S^2)	62.65	71.46

The computation of homogeneity test as follow:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{71.46}{62.65}$$

$$F = 1.14$$

On alpha 5% with df numerator = $38 - 1 = 37$, and df denominator = $35 - 1 = 34$, it was found $F_{table} = 1.75$. Based on the computation above it is obtained that $F_{count} = 1.14 < F_{table} = 1.75$, so H_0 was accepted. It could be concluded that data of pre-test from experiment and control class had the same variance or homogeneous.

c. Average Similarity Test

To test the average similarity, the writer used t-test. T-test was used to differentiate if the students' result of experiment class and control class were significant or not. The hypothesis of t-test in pre-test was:

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Description:

μ_1 = Average of experiment class

μ_2 = Average of control class

H_o was rejected if $t \text{ count} > t \text{ table } \alpha/2$ or $t \text{ count} < - t \text{ table } \alpha/2$. The formula of the t-test was:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n - 1)S_2^2}{n_1 + n_2 - 2}}$$

Based on table 4.3, the writer had to find out S with that formula.

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(35 - 1)(62.65) + (38 - 1)(71.46)}{35 + 38 - 2}} \\ &= 8.2003 \end{aligned}$$

After S was found, the next step was to measure t-test.

$$\begin{aligned}t &= \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\&= \frac{62.85 - 61.89}{8.2003 \sqrt{\frac{1}{35} + \frac{1}{38}}} \\&= 0.501\end{aligned}$$

With $\alpha = 5\%$ and $df = 35 + 38 - 2 = 71$, obtained *t table* = 1.99. From the result of t-test above, *t count* = 0.501. Because of *t count* < *t table*, so H_0 was accepted. It could be concluded that there was no significant of difference between experiment and control class. Both of them had same condition before treatments.

2. Analysis of Post-test

The experiment class and the control class were given a post-test on 26th - 27th January 2016. Post-test was conducted after doing all treatments. Chain drill umn67technique was used as a technique in teaching speaking in the experiment class. While in the control class, students taught by using conventional learning method.

Post-test was aimed to measure students' fluency in speaking. Both classes were asked to perform a conversation in pair. And the results of the test were analyzed as follow:

a. Normality Test

It was same as test of normality in the pre-test. The result computation of χ^2_{count} compared with χ^2_{table} by using 5% alpha of significance. If $\chi^2_{count} < \chi^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of students in experiment class, it was found that the maximum score was 84 and minimum score was 60 and the stretches of score were 35. So, there were 7 classes with length of classes 4. From the computation of frequency distribution, it was found the average score (\bar{X}) was 76.7 and the standard deviation (Sd) was 6.42. After writer counted the average score and standard deviation, table of observation frequency was needed to measure Chi-Square.

4.4 Table of observation frequency of experiment class in post-test

Class	Bk	Zi	P(Z _i)	Ld	E _i	O _i
	59.5	-2.678	0.4962			
60 – 63				0.0164	0.574	1
	63.5	-2.055	0.4798			
64 – 67				0.0562	1.967	3
	67.5	-1.432	0.4236			
68 – 71				0.1355	4.7425	2
	71.5	-0.809	0.2881			
72 – 75				0.2167	7.5845	8

	75.5	-0.186	0.0714			
76 – 79				0.2378	8.323	9
	79.5	0.436	0.1664			
80 – 83				0.1867	6.5345	6
	83.5	1.059	0.3531			
84 – 87				0.1004	3.514	6
	87.5	1.682	0.4535			
SUM						35

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 71	6	7.2835	-0.322	1.647	0.226
72 – 75	8	6.5988	-1.4012	1.963	0.297
76 – 99	9	8.323	-2.5228	0.458	0.055
>80	12	10.048	-0.901	3.808	0.378
SUM	35		SUM		0.9577

Based on Chi-quadrat table (χ^2 table) for 5% alpha of significance, with dk $7 - 3 = 4$, it was found χ^2 table = 9.48773. Because of χ^2 count = 0.9577 < χ^2 table = 9.48773 meant that the data of experiment class distributed normally.

While from the result of students in control class, it was found that the maximum score was 80 and minimum score was 56 and the stretches of score were 38. So, there were 7 classes with length of classes 4. From the computation of frequency distribution, it was found the average score (\bar{X}) was 70.97 and the standard deviation

(Sd) was 7.63. After the writer counted the average score and standard deviation, table of observation frequency was needed to measure Chi-Square.

4.5 Table of observation frequency of control class in post-test

Class	Bk	Z _i	P(Z _i)	Ld	E _i	O _i
	55.5	-2.026	0.4783			
56 – 59				0.0451	1.7138	4
	59.5	-1.502	0.4332			
60 – 63				0.0992	3.7696	4
	63.5	-0.978	0.334			
64 – 67				0.1604	6.0952	4
	67.5	-0.454	0.1736			
68 – 71				0.1975	7.505	6
	71.5	0.068	0.0239			
72 – 75				0.1985	7.543	7
	75.5	0.592	0.2224			
76 – 79				0.1441	5.4758	8
	79.5	1.116	0.3665			
80 – 83				0.083	3.154	5
	83.5	1.6404	0.4495			
SUM						38

New class	New O _i	New E _i	E _i - O _i	(E _i - O _i) ²	$\frac{(E_i - O_i)^2}{E_i}$
< 63	8	5.4834	-2.5166	6.333	1.154
64 – 67	4	6.0952	2.0952	4.389	0.720
68 – 71	6	7.505	1.505	2.265	0.301
72 – 75	7	7.543	0.543	0.294	0.039
>76	13	8.6298	-4.3702	19.098	2.213
SUM	38		SUM		4.4292

Based on Chi-square table (χ^2 table) for 5% alpha of significance, with dk $6 - 3 = 3$, it was found χ^2 table = 9.48773. Because of χ^2 count = 4.4292 < χ^2 table = 9.48773 meant that the data of control class distributed normally.

b. Homogeneity Test

Test of homogeneity was done to know if sample of the research came from population that had same variance or not. The hypothesis of homogeneity test in post-test was:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Description:

σ_1^2 = variance of experiment class

σ_2^2 = variance of control class

H_0 was accepted if F count < F table. It meant that the variance was homogeneous.

4.6 Table of variance in post-test

Variance sources	Experiment class	Control class
SUM	2685	2697
N	35	38
\bar{X}	75.2	69.47
Standard deviation (S)	6.42	7.63
Variance (S^2)	41.22	58.31

The computation of homogeneity test as follow:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{58.31}{41.22}$$

$$F = 1.41$$

On alpha 5% with df numerator = $38 - 1 = 37$, and df denominator = $35 - 1 = 34$, it was found $F_{table} = 1.75$. Based on the computation above it is obtained that $F_{count} = 1.41 < F_{table} = 1.75$, so H_0 was accepted. It could be concluded that data of post-test from both classes had the same variance or homogeneous.

c. Average similarity Test

It was same to the average similarity test in pre-test, the writer used t-test to differentiate between students' result of experiment class and control class were significant or not. The hypothesis of t-test in post-test was:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Description:

$$\mu_1 = \text{Average of experiment class}$$

$$\mu_2 = \text{Average of control class}$$

H_0 was rejected if $t_{count} > t_{table}$. The formula of the t-test was:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Based on table 4.6, the writer had to find out S with that formula.

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(35 - 1)(41.22) + (38 - 1)(58.31)}{35 + 38 - 2}} \\ &= 7.08 \end{aligned}$$

After S was found, the next step was to measure t-test.

$$\begin{aligned} t &= \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{75.2 - 69.47}{7.08 \sqrt{\frac{1}{35} + \frac{1}{38}}} \\ &= 3.452 \end{aligned}$$

With $\alpha = 5\%$ and $df = 35 + 38 - 2 = 71$, obtained t *table* = 1.66. From the result of t-test above, t *count* = 3.452. Because of t *count* > t *table*, so H_0 was rejected and H_a was accepted. It could be concluded that there was significant of difference between experiment and control class. It

meant that experiment class was better than control class after getting all treatments.

After doing the analysis, the writer concluded that there was a significance difference between teaching speaking using chain drill technique and teaching speaking using conventional learning method for the eighth grade students of MTs Darul Amanah Sukjorejo. In this research, teaching speaking using chain drill technique was more effective in developing students' speaking fluency. It can be seen from the result of the test, where the experiment class got higher scores than the control class.

C. Discussions

1. Students' condition in control class

In control class students were taught by using conventional learning method, so there was not new experience to students. Teacher more explain and less practicing. Students could not enjoy in speaking class, it was proven with the average score in post-test was 69.47. It was lower than the average score of experiment class 75.2. Although the average score in pre-test almost same, in the control class was 61.89 and the experiment class was 62.85.

2. Students' condition in experiment class

Before getting treatments, the students gave the pre-test. In the pre-test, students' ability in speaking was low. Not

only the way they convey their idea was not clear but also there were many difficulties in grammar and vocabulary. And the comparisons of average score between experimental and control class was homogeneous. It meant before the treatments the students have same condition, they still low in speaking ability.

Based on the analysis of students' ability in post-test, it was found that after getting treatment, students' ability in experiment class were taught by using chain drill technique was improved. The finding showed that students' ability was in good level; although, there were some mistakes that students had made in grammar. It could be concluded that the implementation of chain drill technique in developing students' speaking fluency was effective. It was proven with students' average score in experiment class was higher than control class.

After doing average similarity test (t-test analysis), it was found that there was a significant difference between the improvement of students in experiment class and students in control class.

D. Limitations of the Research

The writer realized that there were constraints and obstacles faced during the research process. The constraints and obstacles were caused by the limitation of the research. Some limitations of this research were:

1. The research was limited at MTs Darul Amanah Sukorejo, Kendal in the academic year of 2015/2016. When the same research conducted in other schools, it possible that difference result would be gained.
2. The other limitation of this research was short of time, made this research could not be done maximal. But it was enough to fulfill all requirements for a research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the writer finished the sequence chapter, he concluded that the use of chain drill technique in developing students' speaking fluency at the eighth grade of MTs Darul Amanah in the academic year of 2015/2016 was effective. It was proved by the obtain score of t-test. The t-test showed that t-score 2.0830 was higher than t-table 1.6666. It meant that H_a was accepted and H_o was rejected. It could be concluded that there was a significance difference in the achievement between students in class VIII C as an experimental class that were taught using chain drill technique and students in class VIII A who were taught using conventional learning method.

The average score of experimental class was 75.2 and the average score of control class was 69.47. It meant that the experimental class was better than the control class. Consequently based on the testing, learning using chain drill technique was effective when applied in the process of learning English especially in speaking.

B. Suggestions

Teaching English as a foreign language in junior high school is challenging, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. In other word, the teacher should make learning enjoyable because students like to learn when the class is interesting and comforting.

Based on the result of this research, it positively indicates that there is positive effect using chain drill technique in teaching speaking. From the conclusion above, there are some suggestions that are proposed by the writer:

1. To the teachers
 - a. The creativity of the English teacher is needed in teaching English, as his/her duty to transfer the knowledge of English to the students, consequently the students can easily receive and understand the material given.
 - b. It is necessary for the English teacher gives motivation to the students in teaching learning English.
 - c. It will be better if the English teacher finds out the appropriate and interesting technique.

2. To the students

The students have to more practice in speaking English, because the lake of practice can develop their speaking fluency. Chain drill is one way to help students in practicing English language.

3. To educational institution

Teaching speaking using chain drill can be a new technique in MTs Darul Amanah Sukorejo in order to get better output. So, it can be applied and develop by the institution.

THE STUDENTS LIST OF CLASS VIII C (EXPERIMENT CLASS)

NO	CODE	NAME
1	E – 1	A. Ghufron
2	E – 2	Achmad Nasrudin Hadi Prasetyo
3	E – 3	Adhi Purnomo
4	E – 4	Aditya Syamsul Huda
5	E – 5	Aji Agus Purnomo
6	E – 6	Alfa Faiz
7	E – 7	Bani Trianggoro
8	E – 8	Chaidir Ahmad Syah
9	E – 9	Dito Tri Arinto
10	E – 10	Erik Yudistira
11	E – 11	Ghulam Ibrahim Alfath
12	E – 12	Helmy Alif Sandika
13	E – 13	Heriana Khoirul Rizal
14	E – 14	Ilham Khoirul Malik
15	E – 15	Khamdan Untiarto
16	E – 16	Lucky Afriyandi
17	E – 17	M. Akmal Wildan
18	E – 18	M. Kholikul Bari
19	E – 19	M. Rifki Musaddad
20	E - 20	Misbakhul Huda
21	E – 21	Muhamad Fahrozi
22	E – 22	Muhammad Fahmi Muhaimin
23	E – 23	Muhammad Faruq Al Khozi
24	E – 24	Sahrul Afif Romadhon
25	E – 25	Nanda Yoga Aryanto
26	E – 26	Raja Muhammad Musa
27	E – 27	Roby Alif Pangestu
28	E – 28	Sulthon Ananda Yulianto
29	E – 29	Syahrurizal Januarta

30	E – 30	Teguh Arif Wibowo
31	E – 31	Teguh Supriyono
32	E – 32	Yusuf Bachtiar
33	E – 33	Rahmat hidayat
34	E – 34	Muhammad rifki
35	E – 35	syahrul afif

THE STUDENTS LIST OF CLASS VIII A (CONTROL CLASS)

NO	CODE	NAME
1	C – 1	A. Afifudin
2	C – 2	Abdul Ghofur
3	C – 3	Achmad Khoirul Anam
4	C – 4	Agung Wibowo
5	C – 5	Aji Nugroho Raharjo
6	C – 6	Alief Adityo Nasokha
7	C – 7	Ari Wibowo
8	C – 8	Arif Nasrulloh
9	C – 9	Bahrudin Zain
10	C – 10	Candra Galih Pratama
11	C – 11	Dandi Muchammad Mudzakir
12	C – 12	Efan Fani Saputra
13	C – 13	Hanif Azar Ismail
14	C – 14	Hanun Mahdy Muhadzdzib
15	C – 15	Adnan Khariri
16	C – 16	Hiban Sofwan
17	C – 17	Iqbal Seno Aji
18	C – 18	Khaerun Nasirin
19	C – 19	M. Burhanudin
20	C - 20	M. Samsul Muarif
21	C – 21	M. Syafi` Rif At Basya
22	C – 22	Maulana Ardiansyah
23	C – 23	Moh. Ulul Azmi Gianastiar
24	C – 24	Muhamad Muzakki
25	C – 25	Muhammad Aji Saputra
26	C – 26	Muhammad Fadil
27	C – 27	Muhammad Galeseka Sukoco
28	C – 28	Muhammad Nazhif Firdaus
29	C – 29	Muhammad Nur Maskur
30	C – 30	Muhammad Rochison
31	C – 31	Noval Falah Setiawan
32	C – 32	Novianto Adi Saputro

33	C – 33	Reza Rizki Maulana
34	C – 34	Ridho Arif Amaldy
35	C – 35	Satriya Bayu Setiawan
36	C – 36	Susilo Firmansyah
37	C – 37	Syahsyah Barrun Adiviasari
38	C – 38	Yuzar Zulfan

THE PRE-TEST SCORE OF THE EXPERIMENT CLASS

NO	CODE	SPEAKING ITEMS					SCORE	FIX SCORE
		1	2	3	4	5		
1	E-1	3	3	4	4	4	18	72
2	E-2	3	3	2	3	3	14	56
3	E-3	3	3	3	2	3	14	56
4	E-4	4	4	4	4	3	19	76
5	E-5	3	3	3	4	3	16	64
6	E-6	3	3	3	3	3	15	60
7	E-7	4	3	3	4	3	17	68
8	E-8	2	2	3	3	3	13	52
9	E-9	4	3	3	3	3	16	64
10	E-10	3	3	3	3	3	15	60
11	E-11	3	3	3	3	3	15	60
12	E-12	2	3	2	3	3	13	52
13	E-13	3	3	3	3	2	14	56
14	E-14	3	4	4	3	4	18	72
15	E-15	3	3	3	3	3	15	60
16	E-16	3	4	3	3	3	16	64
17	E-17	3	3	4	4	4	18	72
18	E-18	2	2	3	3	3	13	52
19	E-19	3	4	4	3	3	17	68
20	E-20	3	3	3	3	3	15	60
21	E-21	4	4	4	4	3	19	76
22	E-22	3	3	3	4	4	17	68
23	E-23	2	4	3	3	2	14	56
24	E-24	3	3	3	2	2	13	52
25	E-25	3	3	3	3	3	15	60
26	E-26	3	3	4	4	4	18	72
27	E-27	4	3	3	4	3	17	68
28	E-28	2	3	3	3	2	13	52
29	E-29	2	3	4	2	3	14	56
30	E-30	3	4	4	4	4	19	76
31	E-31	3	2	3	3	3	14	56
32	E-32	3	4	4	4	4	19	76

33	E - 33	4	3	3	3	4	17	68
34	E - 34	3	2	3	3	3	14	56
35	E - 35	3	3	3	3	4	16	64
SUM							550	2200
AVERAGE							15.71429	62.85714

THE PRE-TEST SCORE OF THE CONTROL CLASS

NO	CODE	SPEAKING ITEMS					SCORE	FIX SCORE
		1	2	3	4	5		
1	C-1	3	3	4	3	3	16	64
2	C-2	3	4	4	4	3	18	72
3	C-3	3	3	2	2	3	13	52
4	C-4	3	3	4	4	3	17	68
5	C-5	3	2	3	3	3	14	56
6	C-6	4	3	4	3	3	17	68
7	C-7	3	3	3	3	3	15	60
8	C-8	3	3	3	3	3	15	60
9	C-9	2	2	2	2	3	11	44
10	C-10	3	3	3	3	3	15	60
11	C-11	3	3	3	3	3	15	60
12	C-12	3	2	3	3	2	13	52
13	C-13	4	4	3	4	4	19	76
14	C-14	3	3	2	3	3	14	56
15	C-15	3	3	2	3	3	14	56
16	C-16	3	2	2	3	3	13	52
17	C-17	2	2	2	3	3	12	48
18	C-18	3	2	3	3	3	14	56
19	C-19	2	2	2	2	2	10	40
20	C-20	3	3	3	3	3	15	60
21	C-21	3	3	4	4	3	17	68
22	C-22	4	4	4	3	3	18	72
23	C-23	3	3	3	3	3	15	60
24	C-24	3	2	3	3	4	15	60
25	C-25	3	4	3	3	3	16	64
26	C-26	3	3	3	2	3	14	56
27	C-27	4	3	3	3	3	16	64
28	C-28	4	3	4	3	3	17	68
29	C-29	2	4	3	3	4	16	64
30	C-30	4	3	4	3	4	18	72
31	C-31	3	4	4	4	3	18	72
32	C-32	3	3	4	3	3	16	64

33	C - 33	3	3	3	3	4	16	64
34	C - 34	4	4	3	3	4	18	72
35	C - 35	3	3	4	4	3	17	68
36	C - 36	3	3	3	3	3	15	60
37	C - 37	3	3	4	3	4	17	68
38	C - 38	4	4	3	4	4	19	76
SUM							588	2352
AVERAGE							15.47368	61.89474

THE POST-TEST SCORE OF THE EXPERIMENT CLASS

NO	CODE	SPEAKING ITEMS					SCORE	FIX SCORE
		1	2	3	4	5		
1	E-1	4	4	4	4	4	20	80
2	E-2	4	3	4	4	4	19	76
3	E-3	3	3	3	3	4	16	64
4	E-4	4	4	5	4	4	21	84
5	E-5	4	3	4	3	4	18	72
6	E-6	3	2	4	4	4	17	68
7	E-7	4	3	4	4	4	19	76
8	E-8	4	3	4	3	4	18	72
9	E-9	4	3	5	3	4	19	76
10	E-10	4	4	5	4	4	21	84
11	E-11	4	3	5	4	4	20	80
12	E-12	3	3	4	3	3	16	64
13	E-13	3	5	3	3	4	18	72
14	E-14	4	4	4	4	5	21	84
15	E-15	4	3	4	4	4	19	76
16	E-16	3	3	4	4	4	18	72
17	E-17	4	4	4	4	4	20	80
18	E-18	3	3	3	3	4	16	64
19	E-19	4	2	5	4	5	20	80
20	E-20	4	4	4	4	4	20	80
21	E-21	4	4	5	4	4	21	84
22	E-22	4	4	5	4	4	21	84
23	E-23	3	2	5	4	4	18	72
24	E-24	4	3	4	3	4	18	72
25	E-25	4	3	4	4	4	19	76
26	E-26	4	4	4	4	4	20	80
27	E-27	4	4	4	4	3	19	76
28	E-28	4	3	4	3	3	17	68
29	E-29	2	4	3	3	3	15	60
30	E-30	4	3	4	4	4	19	76
31	E-31	4	2	4	4	4	18	72
32	E-32	4	4	5	4	4	21	84

33	E - 33	4	3	4	4	4	19	76
34	E - 34	4	3	4	4	3	18	72
35	E - 35	4	3	4	4	4	19	76
SUM							658	2632
AVERAGE							18.8	75.2

THE POST-TEST SCORE OF THE CONTROL CLASS

NO	CODE	SPEAKING ITEMS					SCORE	FIX SCORE
		1	2	3	4	5		
1	C-1	3	4	4	3	3	17	68
2	C-2	4	4	4	4	4	20	80
3	C-3	3	2	3	3	3	14	56
4	C-4	4	4	4	4	3	19	76
5	C-5	4	3	4	3	3	17	68
6	C-6	4	3	4	4	3	18	72
7	C-7	4	4	4	3	3	18	72
8	C-8	4	4	3	3	3	17	68
9	C-9	4	3	4	3	2	16	64
10	C-10	3	3	4	4	3	17	68
11	C-11	4	3	4	4	3	18	72
12	C-12	3	2	4	3	3	15	60
13	C-13	4	4	4	4	4	20	80
14	C-14	4	3	3	3	3	16	64
15	C-15	3	3	3	3	3	15	60
16	C-16	3	3	3	3	3	15	60
17	C-17	3	3	3	2	3	14	56
18	C-18	4	3	3	3	3	16	64
19	C-19	3	3	3	3	2	14	56
20	C-20	4	3	4	3	3	17	68
21	C-21	3	4	4	4	4	19	76
22	C-22	4	4	4	4	4	20	80
23	C-23	3	4	4	4	4	19	76
24	C-24	4	4	4	3	4	19	76
25	C-25	4	3	5	3	4	19	76
26	C-26	4	4	3	3	4	18	72
27	C-27	4	3	4	3	4	18	72
28	C-28	4	4	4	4	4	20	80
29	C-29	4	3	4	4	4	19	76
30	C-30	4	4	4	3	4	19	76
31	C-31	3	4	4	3	4	18	72
32	C-32	3	3	4	3	3	16	64

33	C - 33	4	3	4	4	5	20	80
34	C - 34	3	3	3	3	3	15	60
35	C - 35	3	4	4	3	3	17	68
36	C - 36	4	4	4	4	3	19	76
37	C - 37	3	2	3	3	3	14	56
38	C - 38	4	3	4	3	4	18	72
SUM							660	2640
AVERAGE							17.36842	69.47368

THE NORMALITY TEST OF EXPERIMENT CLASS
IN PRE-TEST

Hypothesis:

H_0 = Data distributes normally

H_a = Data does not distribute normally

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria:

H_0 is accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis:

Max. Value = 76

Min. Value = 52

Stretches of Value (R) = 24

Classes (k) = 7

Length of Classes (p) = 4

Frequency Distribution Table

Class	f_i	X_i	$f_i(x_i)$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
52 – 55	5	53.5	267.5	-10.857	117.877	589.387
56 – 59	7	57.5	402.5	-6.857	47.020	329.142
60 – 63	6	61.5	369	-2.857	8.163	48.979
64 – 67	4	65.5	262	1.142	1.306	5.224
68 – 71	5	69.5	347.5	5.142	26.448	132.244
72 – 75	4	73.5	294	9.142	83.591	334.367
76 – 79	4	77.5	310	13.142	172.734	690.938
SUM	35		2252.5			2130.285

$$\bar{x} = \frac{\sum f_i(x_i)}{\sum f_i}$$

$$\bar{x} = \frac{2252.5}{35} = 64.35$$

$$Sd = \sqrt{\frac{\sum f_i(x - \bar{x})^2}{n_1 - 1}}$$

$$Sd = \sqrt{\frac{2130.285}{35 - 1}} = 7.915$$

$$S^2 = Sd^2 = 62.655$$

Table of Observation Frequency

Class	Bk	Zi	P(Z _i)	Ld	E _i	O _i
	51.5	-1.624	0.4474			
52 – 55				0.0809	2.8315	5
	55.5	-1.1189	0.3665			
56 – 59				0.1374	4.809	7
	59.5	-0.613	0.2291			
60 – 63				0.1893	6.6255	6
	63.5	-0.108	0.0398			
64 – 67				0.1915	6.7025	4
	67.5	0.397	0.1517			
68 – 71				0.1642	5.747	5
	71.5	0.902	0.3159			
72 – 75				0.1033	3.6155	4
	75.5	1.407	0.4192			
76 – 79				0.0527	1.8445	4
	79.5	1.913	0.4719			
SUM						35

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 59	12	7.6405	-4.3595	19.005	2.487
60 – 63	6	6.6255	0.6255	0.391	0.059
64 – 67	4	6.7025	2.7025	7.303	1.089
68 – 71	5	5.747	0.747	0.558	0.097
>72	8	5.46	-2.54	6.451	1.181
SUM	35		SUM		4.9148

Based on Chi-square table (χ^2 table) for 5% alpha of significance, with dk $7 - 3 = 4$, it was found χ^2 table = 9.48773. Because of χ^2 count = 4.9148 < χ^2 table = 9.48773 it is mean that H_0 is accepted. So, the data of experiment class distribute normally.

THE NORMALITY TEST OF CONTROL CLASS
IN PRE-TEST

Hypothesis:

H_0 = Data distributes normally

H_a = Data does not distribute normally

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria:

H_0 is accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis:

Max. Value = 76

Min. Value = 40

Stretches of Value (R) = 36

Classes (k) = 6

Length of Classes (p) = 6

Frequency Distribution Table

Class	f_i	X_i	$f_i(x_i)$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
40 – 45	2	42.5	85	-19.763	390.582	781.164
46 – 51	1	48.5	48.5	-13.763	189.424	189.424
52 – 57	8	54.5	436	-7.763	60.266	482.132
58 – 63	8	60.5	484	-1.763	3.108	24.869
64 – 69	12	66.5	798	4.236	17.950	215.409
70 - 77	7	73.5	514.5	11.236	126.266	883.866
SUM	38		2366			2576.868

$$\bar{x} = \frac{\sum f_i(x_i)}{\sum f_i}$$

$$\bar{x} = \frac{2366}{38} = 62.263$$

$$Sd = \sqrt{\frac{\sum f_i(x - \bar{x})^2}{n_1 - 1}}$$

$$Sd = \sqrt{\frac{2576.868}{38 - 1}} = 8.45$$

$$S^2 = Sd^2 = 71.46$$

Table of Observation Frequency

Class	Bk	Z _i	P(Z _i)	Ld	E _i	O _i
	39.5	-2.727	0.4967			
40 - 45				0.0195	0.741	2
	45.5	-2.008	0.4772			
46 - 51				0.0775	2.945	1
	51.5	-1.289	0.3997			
52 - 57				0.184	6.992	8
	57.5	-0.570	0.2157			
58 - 63				0.2714	10.313	8
	63.5	0.148	0.0557			
64 - 69				0.2494	9.477	12
	69.5	0.867	0.3051			
70 - 77				0.1605	6.099	7
	77.5	1.825	0.4656			
SUM						38

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 57	11	10.67	-0.322	0.103	0.0097
58 – 63	8	6.598	-1.4012	1.963	0.2975
64 – 69	12	9.477	-2.5228	6.364	0.6715
70 – 77	7	6.099	-0.901	0.811	0.1331
SUM	38		SUM		1.111

Based on Chi-square table (χ^2_{table}) for 5% alpha of significance, with dk $6 - 3 = 3$, it was found $\chi^2_{table} = 7.81473$. Because of $\chi^2_{count} = 1.111 < \chi^2_{table} = 7.81473$ it is mean that H_0 is accepted. So, the data of control class distributed normally.

THE HOMOGENEITY TEST OF PRE-TEST

Hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Formula:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

Criteria:

H_0 is accepted if $F \text{ count} < F \text{ table}$.

Table of variance in pre-test

Variance sources	Experiment class	Control class
SUM	2253	2366
N	35	38
\bar{X}	62.85	61.89
Standard deviation (S)	7.91	8.45
Variance (S^2)	62.65	71.46

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{71.46}{62.65}$$

$$F = 1.14$$

For alpha 5% with df numerator = 38 - 1 = 37, and df denominator = 35 - 1 = 34, it is found $F \text{ table} = 1.75$. Because $F \text{ count} = 1.14 < F \text{ table} = 1.75$, so H_0 is accepted. It means that data of pre-test from experiment and control class have the same variance or homogeneous.

THE AVERAGE SIMILARITY TEST OF PRE TEST

Hypothesis:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Criteria:

H_0 was rejected if $t_{count} > t_{table \alpha/2}$ or $t_{count} < -t_{table \alpha/2}$

Table of variance in pre-test

Variance sources	Experiment class	Control class
SUM	2253	2366
N	35	38
\overline{X}	62.85	61.89
Standard deviation (S)	7.91	8.45
Variance (S^2)	62.65	71.46

$$\begin{aligned}
 S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(35 - 1)(62.65) + (38 - 1)(71.46)}{35 + 38 - 2}} \\
 &= 8.2003
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{62.85 - 61.89}{8.2003 \sqrt{\frac{1}{35} + \frac{1}{38}}} \\
 &= 0.501
 \end{aligned}$$

With $\alpha = 5\%$ and $df = 35 + 38 - 2 = 71$, obtained $t_{table} = 1.99$. Because $t_{count} < t_{table}$, so H_0 is accepted. It means that there is no significant of difference between experiment and control class.

THE NORMALITY TEST OF EXPERIMENT CLASS
IN POST-TEST

Hypothesis:

H_0 = Data distributes normally

H_a = Data does not distribute normally

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria:

H_0 is accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis:

Max. Value = 84

Min. Value = 60

Stretches of Value (R) = 24

Classes (k) = 7

Length of Classes (p) = 4

Frequency Distribution Table

Class	f_i	X_i	$f_i(x_i)$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
60 – 63	1	61.5	61.5	-15.2	231.04	231.04
64 – 67	3	65.5	196.5	-11.2	125.44	376.32
68 – 71	2	69.5	139	-7.2	51.84	103.68
72 – 75	8	73.5	588	-3.2	10.24	81.92
76 – 79	9	77.5	697.5	0.8	0.64	5.76
80 – 83	6	81.5	489	4.8	23.04	138.24
84 – 87	6	85.5	513	8.8	77.44	464.64
SUM	35		2684.5			1401.6

$$\bar{x} = \frac{\sum f_i(x_i)}{\sum f_i}$$

$$\bar{x} = \frac{2684.5}{35} = 76.7$$

$$Sd = \sqrt{\frac{\sum f_i(x - \bar{x})^2}{n_1 - 1}}$$

$$Sd = \sqrt{\frac{1401.6}{35 - 1}} = 6.42$$

$$S^2 = Sd^2 = 41.223$$

Table of Observation Frequency

Class	Bk	Z _i	P(Z _i)	Ld	E _i	O _i
	59.5	-2.678	0.4962			
60 - 63				0.0164	0.574	1
	63.5	-2.055	0.4798			
64 - 67				0.0562	1.967	3
	67.5	-1.432	0.4236			
68 - 71				0.1355	4.7425	2
	71.5	-0.809	0.2881			
72 - 75				0.2167	7.5845	8
	75.5	-0.186	0.0714			
76 - 79				0.2378	8.323	9
	79.5	0.436	0.1664			
80 - 83				0.1867	6.5345	6
	83.5	1.059	0.3531			
84 - 87				0.1004	3.514	6
	87.5	1.682	0.4535			
SUM						35

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 71	6	7.2835	-0.322	1.647	0.226
72 – 75	8	6.5988	-1.4012	1.963	0.297
76 – 99	9	8.323	-2.5228	0.458	0.055
>80	12	10.048	-0.901	3.808	0.378
SUM	35		SUM		0.9577

Based on Chi-square table (χ^2_{table}) for 5% alpha of significance, with dk $7 - 3 = 4$, it was found $\chi^2_{table} = 9.48773$. Because of $\chi^2_{count} = 0.9577 < \chi^2_{table} = 9.48773$ it is mean that H_0 is accepted. So, the data of experiment class distribute normally.

THE NORMALITY TEST OF CONTROL CLASS
IN POST-TEST

Hypothesis:

H_0 = Data distributes normally

H_a = Data does not distribute normally

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria:

H_0 is accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis:

Max. Value = 80

Min. Value = 56

Stretches of Value (R) = 24

Classes (k) = 7

Length of Classes (p) = 4

Frequency Distribution Table

Class	f_i	X_i	$f_i(x_i)$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
56 – 59	4	57.5	230	-13.473	181.540	726.160
60 – 63	4	61.5	246	-9.473	89.750	359.002
64 – 67	4	65.5	262	-5.473	29.961	119.844
68 – 71	6	69.5	417	-1.473	2.171	13.030
72 – 75	7	73.5	514.5	2.5263	6.382	44.675
76 – 79	8	77.5	620	6.526	42.592	340.742
80 – 83	5	81.5	407.5	10.526	110.803	554.016
SUM	38		2697			2157.473

$$\bar{x} = \frac{\sum f_i(x_i)}{\sum f_i}$$

$$\bar{x} = \frac{2697}{38} = 70.973$$

$$Sd = \sqrt{\frac{\sum f_i(x - \bar{x})^2}{n_1 - 1}}$$

$$Sd = \sqrt{\frac{2157.473}{38 - 1}} = 7.636$$

$$S^2 = Sd^2 = 58.31$$

Table of Observation Frequency

Class	Bk	Zi	P(Z _i)	Ld	E _i	O _i
	55.5	-2.026	0.4783			
56 - 59				0.0451	1.7138	4
	59.5	-1.502	0.4332			
60 - 63				0.0992	3.7696	4
	63.5	-0.978	0.334			
64 - 67				0.1604	6.0952	4
	67.5	-0.454	0.1736			
68 - 71				0.1975	7.505	6
	71.5	0.068	0.0239			
72 - 75				0.1985	7.543	7
	75.5	0.592	0.2224			
76 - 79				0.1441	5.4758	8
	79.5	1.116	0.3665			
80 - 83				0.083	3.154	5
	83.5	1.6404	0.4495			
SUM						38

New class	New O_i	New E_i	$E_i - O_i$	$(E_i - O_i)^2$	$\frac{(E_i - O_i)^2}{E_i}$
< 63	8	5.4834	-2.5166	6.333	1.154
64 – 67	4	6.0952	2.0952	4.389	0.720
68 – 71	6	7.505	1.505	2.265	0.301
72 – 75	7	7.543	0.543	0.294	0.039
>76	13	8.6298	-4.3702	19.098	2.213
SUM	38		SUM		4.4292

Based on Chi-square table (χ^2_{table}) for 5% alpha of significance, with dk $6 - 3 = 3$, it was found $\chi^2_{table} = 9.48773$. Because of $\chi^2_{count} = 4.4292 < \chi^2_{table} = 9.48773$ it is mean that H_0 is accepted. So, the data of experiment class distribute normally.

THE HOMOGENEITY TEST OF POST-TEST

Hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Formula:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

Criteria:

H_0 is accepted if $F \text{ count} < F \text{ table}$.

Table of variance in post-test

Variance sources	Experiment class	Control class
SUM	2685	2697
N	35	38
\bar{X}	75.2	69.47
Standard deviation (S)	6.42	7.63
Variance (S^2)	41.22	58.31

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{58.31}{41.22}$$

$$F = 1.41$$

For alpha 5% with df numerator = $38 - 1 = 37$, and df denominator = $35 - 1 = 34$, it is found $F \text{ table} = 1.75$. Because $F \text{ count} = 1.41 < F \text{ table} = 1.75$, so H_0 is accepted. It means that data of post-test have the same variance or homogeneous.

THE AVERAGE SIMILARITY TEST OF PRE TEST

Hypothesis:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Criteria:

H_0 was rejected if $t_{count} > t_{table}$.

Table of variance in post-test

Variance sources	Experiment class	Control class
SUM	2685	2697
N	35	38
\bar{X}	75.2	69.47
Standard deviation (S)	6.42	7.63
Variance (S^2)	41.22	58.31

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(35 - 1)(41.22) + (38 - 1)(58.31)}{35 + 38 - 2}} \\ &= 7.08 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{75.2 - 69.47}{7.08 \sqrt{\frac{1}{35} + \frac{1}{38}}} \\
 &= 3.452
 \end{aligned}$$

With $\alpha = 5\%$ and $df = 35 + 38 - 2 = 71$, obtained $t_{table} = 1.66$. Because $t_{count} > t_{table}$. So, H_0 is rejected and H_a is accepted. It means that there is significant of difference between experiment and control class.

LESSON PLAN
EXPERIMEN CLASS

School : MTs. Darul Amanah
Subject : Bahasa Inggris
Class/Semester : VIII / II
Skill : Speaking
Time Allocation : 4 x 40 minutes (two meetings)

A. Standart Competence: 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence :

9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

C. Learning Objective

At the end of the lesson, the students are able to:

- Use the expression of asking and giving opinion in a dialog
- Share their opinion and ask their friend opinion about something correctly and fluently

Expected Characters :

Trustworthines
Communicative
Confidence
Brave

D. Learning Material

Expressions of Asking and Giving Opinion

Asking opinion	Giving opinion
Formal	Formal
<ul style="list-style-type: none">- Have you got any comments on- Do you have any idea?- Do you have any opinion on- Would you give me your opinion on....?- What is your reaction to- What is your opinion about.....?- What are you feeling about.....?- What are your views on.....?- Please give me your frank opinion?	<ul style="list-style-type: none">- I personally believe- I personally consider- I personally think /feel- I hold the opinion- My own view of the matter is- Well, personally- If I had my view, I would ...
Informal	Informal
<ul style="list-style-type: none">- What do you think of.....?- What do you think about.....?- What is your opinion?- Why do they behave like that?- Do you think it's going?- How do you like?- How was the trip?- How do you think of Rina's idea ?	<ul style="list-style-type: none">- I think I like it.- I don't think I care for it.- I think it's good/nice/terrific.....- I think that awful/not nice/terrible.....- I don't think much of it.- I think that.....- In my opinion, I would rather.....- In my case- What I'm more concerned with

	<ul style="list-style-type: none"> - What I have in my mind is..... - The way I see is that..... - No everyone will agree with me, but - To my mind - From my point of view - If you aks me, I feel - Absolutely
--	--

Notes:

- Informal Expressions are used in a situation where you are talking between friends or close friends.
- The expressions usually respond to something that you discuss in an informal situation.
- Formal Expressions are used in a situation where you are talking in a formal situation, such as in the office or school between the teacher and students

Example of the dialog.

Lisa : Sifa, do you think that English is difficult lesson?
Sifa : I don't think so. I think there is no difficult lesson.
Lisa : I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.
Sifa : According to me, it is because of your lack of vocabularies. So, try to enrich your vocabulary.
Lisa : I think so. Anyway, English in our class is scheduled at the last class, right?
Sifa : Yes. What do you think about it?
Lisa : It's good. There is no problem about it.
Sifa : I don't think so. I think if English is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

E. Technique : - Chain drill technique

F. Learning Activities

Session 1

	Activities	Time
<i>Pre-activities</i>	<ul style="list-style-type: none">• Opening the activity by greeting the students• Asking the questions about the general condition in classroom.• Checking students' attendance list.• Telling students about what will be discussed in the classroom.• Stating the learning objective to be achieved.	10 menit
<i>Main activities</i>	<p>Eksplorasi</p> <ul style="list-style-type: none">• Showing a picture to the students.• Asking two of the students about what is their opinion about something in the class.• Showing expressions of asking and giving opinion.• Asking the students to repeat the pronunciation of some words after the teacher.• Giving the students example of asking and giving opinion in a dialog.• Asking the students to read the dialog together. <p>Elaborasi</p> <ul style="list-style-type: none">• Explaining about a chain drill technique.• Giving a model about how to practice the chain drill.• Giving the rule of the chain drill activity.	60 menit

	<ul style="list-style-type: none"> • Asking the first student and second student to practice the chain drill based on the model. • The activities of chain drill continue until the last student takes the turn. • Give the students some themes in a lottery. • Ask them to discuss about theme they have got with his partner and practice conversation about theme in three minutes. • Ask some pair to come forward and practice the conversation in front of the class. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Giving comment for all performance and giving suggestions to be better in the future. • Confirming the key concept of the lesson one more time by pointing out the material given. 	
<i>Post-activities</i>	<ul style="list-style-type: none"> • Giving the students reward and feedback. • Giving the students chance to ask questions and problems. • Concluding the material. • Closing the lesson activities. 	10 menit

Session 2

	Activities	Time
<i>Pre-activities</i>	<ul style="list-style-type: none"> • Opening the activity by greeting the students • Asking the questions about the general condition in classroom. • Checking students' attendance list. 	10 menit

	<ul style="list-style-type: none"> • Telling students about what will be discussed in the classroom. • Stating the learning objective to be achieved 	
<i>Main activities</i>	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Showing a picture to the students. • Showing expressions of asking and giving opinion. • Asking the students to repeat the pronunciation of some words after the teacher. • Giving a dialog about asking for and giving opinion. • Asking the students to respond the teacher based on the dialog. • Asking some students to practice the dialog in front of the class. <p>Elaborasi</p> <ul style="list-style-type: none"> • Divide the class into two groups (Right group and left group) • Asking them to practice the dialog. • Explaining about a chain drill technique that will use in season two. • Giving the rule of the chain drill activity. • Asking the first student and second student to practice the chain drill based on the teacher instruction. • The activities of chain drill continue until the last student takes the turn. • Give the students some themes in a lottery. • Ask them to discuss about theme they have got with his partner and 	60 menit

	<p>practice conversation about theme in three minutes.</p> <ul style="list-style-type: none"> • Ask some pair to come forward and practice the conversation in front of the class. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Giving comment for all performance and giving suggestions to be better in the future. • Confirming the key concept of the lesson one more time by pointing out the material given. 	
<i>Post-activities</i>	<ul style="list-style-type: none"> • Giving the students reward and feedback. • Giving the students chance to ask questions and problems. • Concluding the material. • Closing the lesson activities. 	10 menit

G. Sources and Media

1. Text book that relevant to the material
2. Picture or video that relevant to the material

H. Assesment

No	Indikator	Technique	Form
1	Use the expression of asking and giving opinion in a dialog	Oral test	Performance
2	Share an opinion and ask friend's opinion about something correctly and fluently	Oral test	Performance

Instrument: please make conversation with your partner based on theme that you get.

Teacher	Cleaning
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Kendal, 18 Januari 2016

**English Teacher of MTs
Darul Amanah**

Researcher

Siti Anisah, S.Pd

Dani Hermanto

Head Master of MTs Darul Amanah

H. Junaidi Abdul Jalal, S.Pd.I

LESSON PLAN CONTROL CLASS

School	: MTs. Darul Amanah
Subject	: Bahasa Inggris
Class/Semester	: VIII / II
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (two meetings)

A. Standart Competence: 9. Berbicara

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Asking opinion	Giving opinion
<p>Formal</p> <ul style="list-style-type: none"> - Have you got any comments on - Do you have any idea? - Do you have any opinion on - Would you give me your opinion on....? - What is your reaction to - What is your opinion about.....? - What are you feeling about.....? - What are your views on.....? - Please give me your frank opinion? 	<p>Formal</p> <ul style="list-style-type: none"> - I personally believe - I personally consider - I personally think /feel - I hold the opinion - My own view of the matter is - Well, personally - If I had my view, I would ...
<p>Informal</p> <ul style="list-style-type: none"> - What do you think of.....? - What do you think about.....? - What is your opinion? - Why do they behave like that? - Do you think it's going? - How do you like? - How was the trip? - How do you think of Rina's idea ? 	<p>Informal</p> <ul style="list-style-type: none"> - I think I like it. - I don't think I care for it. - I think it's good/nice/terrific..... - I think that awful/not nice/terrible..... - I don't think much of it. - I think that..... - In my opinion, I would rather..... - In my case - What I'm more concerned with

	<ul style="list-style-type: none"> - What I have in my mind is..... - The way I see is that..... - No everyone will agree with me, but - To my mind - From my point of view - If you aks me, I feel - Absolutely
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Notes:

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Sifa : According to me, it is because of your lack of vocabularies. So, try to enrich your vocabulary.
Lisa : I think so. Anyway, English in our class is scheduled at the last class, right?
Sifa : Yes. What do you think about it?
Lisa : It's good. There is no problem about it.
Sifa : I don't think so. I think if English is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

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Session 1

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<i>Pre-activities</i>	<ul style="list-style-type: none">• Opening the activity by greeting the students• Asking the questions about the general condition in classroom.• Checking students' attendance list.• Telling students about what will be discussed in the classroom.• Stating the learning objective to be achieved.	10 menit
<i>Main activities</i>	<p>Eksplorasi</p> <ul style="list-style-type: none">• Showing a picture to the students.• Asking two of the students about what is their opinion about something in the class.• Showing expressions of asking and giving opinion.• Asking the students to repeat the pronunciation of some words after the teacher. <p>Elaborasi</p> <ul style="list-style-type: none">• Giving the students example of asking and giving opinion in a dialog.• Asking the students to read the dialog together.• Give the students some themes in a lottery.• Ask them to discuss about theme they have got with his partner and practice conversation about theme in	60 menit

	<p>three minutes.</p> <ul style="list-style-type: none"> • Ask some pair to come forward and practice the conversation in front of the class. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Giving comment for all performance and giving suggestions to be better in the future. • Confirming the key concept of the lesson one more time by pointing out the material given. 	
<i>Post-activities</i>	<ul style="list-style-type: none"> • Giving the students reward and feedback. • Giving the students chance to ask questions and problems. • Concluding the material. • Closing the lesson activities. 	10 menit

Session 2

	Activities	Time
<i>Pre-activities</i>	<ul style="list-style-type: none"> • Opening the activity by greeting the students • Asking the questions about the general condition in classroom. • Checking students' attendance list. • Telling students about what will be discussed in the classroom. • Stating the learning objective to be achieved 	10 menit
<i>Main activities</i>	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Showing a picture to the students. • Showing expressions of asking and giving opinion. • Asking the students to repeat the pronunciation of some words after the teacher. 	60 menit

	<p>Elaborasi</p> <ul style="list-style-type: none"> • Giving a dialog about asking for and giving opinion. • Asking the students to respond the teacher based on the dialog. • Asking some students to practice the dialog in front of the class. • Divide the class into two groups (Right group and left group) • Asking them to practice the dialog. • Give the students some themes in a lottery. • Ask them to discuss about theme they have got with his partner and practice conversation about theme in three minutes. • Ask some pair to come forward and practice the conversation in front of the class. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Giving comment for all performance and giving suggestions to be better in the future. • Confirming the key concept of the lesson one more time by pointing out the material given. 	
<i>Post-activities</i>	<ul style="list-style-type: none"> • Giving the students reward and feedback. • Giving the students chance to ask questions and problems. • Concluding the material. • Closing the lesson activities. 	10 menit

G. Sources and Media

3. Text book that relevant to the material
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No	Indikator	Technique	Form
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Instrument: please make conversation with your partner based on theme that you get.

Teacher	Cleaning
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Kendal, 18 Januari 2016

**English Teacher of MTs
Darul Amanah**

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Dani Hermanto

Head Master of MTs Darul Amanah

H. Junaidi Abdul Jalal, S.Pd.I

TRANSCRIPTS SAMPLE OF STUDENTS' WORK

A. PRE TEST

1. Experiment Group

E 5 = Hello Faiz...

E 6 = Hello Aji...

E 5 = Do you think Mr. Andi is the best Teacher?

E 6 = Yes, I think. He is kind, smart and handsome teacher. What do you think?

E 5 = yes, I agree with you

Score:

E5 Pronunciation: 3

Grammar: 3

Vocabulary: 3

Fluency: 4

Comprehension: 3

E6 Pronunciation: 3

Grammar: 3

Vocabulary: 3

Fluency: 3

Comprehension: 3

E 23 = Good morning...

E 24 = Good morning...

E 23 = Do you have any opinion about my class?

E 24 = Yes, I think. Your class is very dirty.

E 23 = I think so, I have to clean my class.

E 24 = yes, of course. You have to clean your class.

Score:

E23 Pronunciation: 2

Grammar: 4

Vocabulary: 3

Fluency: 3

Comprehension: 2

E24 Pronunciation: 3

Grammar: 3

Vocabulary: 3

Fluency: 2

Comprehension: 2

2. Control Group

C11 = Hi Evan...

C12 = Hi...

C11 = What's your opinion about our new teacher?

C12 = Yes, I think. He is very very funny. What do you think?

C11 = yes, I think so, he also very kind teacher.

C12 = yes...

Score:

C11	Pronunciation: 3	C12	Pronunciation: 3
	Grammar: 3		Grammar: 2
	Vocabulary: 3		Vocabulary: 3
	Fluency: 3		Fluency: 3
	Comprehension: 3		Comprehension: 2

C35 = I never clean my class.

C36 = Why? You have to clean your class every day.

C35 = I agree with you. But, my friends did want to clean.

What's your opinion?

C36 = I think. you have to consult with your teacher

C35 = yes, I think so

Score:

C35	Pronunciation: 3	C36	Pronunciation: 3
	Grammar: 3		Grammar: 3
	Vocabulary: 4		Vocabulary: 3
	Fluency: 4		Fluency: 3
	Comprehension: 3		Comprehension: 3

B. POST TEST

1. Experiment Class

E 1 = Good morning Ghufron..

E 2 = Good morning Hadi...

E 1 = How are you?

E 2 = I am fine thank you. And you?

E 1 = I am fine too. Thank you. Do you have any opinion about the cleanest class in this week?

E 2 = I am sorry. I haven't see the class. But, as I know that class is always clean.

E 1 = yeah, you right. That is very clean class.

E 2 = Do you think the class suitable as the cleanest class

E 1 = yes, of course.

Score:

E1 Pronunciation: 4
Grammar: 4
Vocabulary: 4
Fluency: 4
Comprehension: 4

E2 Pronunciation: 4
Grammar: 3
Vocabulary: 4
Fluency: 4
Comprehension: 4

E 19 = Good morning...

E 20 = Good morning...

E 19 = What do you think about Mrs. Milla?

E 20 = I think she is smart, kind and beautiful teacher. Do you think so?

E 19 = yes, I think she is the best teacher in our school.

E 20 = oh yea,, why do you think so?

E 19 = It is because she always get appreciation as example teacher.

E 20 = yes, you right.

Score:

E19 Pronunciation: 4
Grammar: 2
Vocabulary: 5
Fluency: 4
Comprehension: 5

E20 Pronunciation: 4
Grammar: 4
Vocabulary: 4
Fluency: 4
Comprehension: 4

2. Control Class

C15 = what do you think about cleaning in our school?

C16 = I think our school is the cleanest place.

C15 = I think so, because we always cleaning our school every day.

C16 = yes you right, I like cleaning my class room.

C15 = yes, I also like cleaning my class.

Score:

C15	Pronunciation: 3	C16	Pronunciation: 3
	Grammar: 3		Grammar: 3
	Vocabulary: 3		Vocabulary: 3
	Fluency: 3		Fluency: 3
	Comprehension: 3		Comprehension: 3

C21 = what do you think about the best teacher?

C22 = I think Mr. Rahmat is the best teacher.

C21 = Why do you think so?.

C22 = it is because, he is very smart and very kind teacher. Every student like him.

C21 = yes, I also like Mr. Rahmat.

Score:

C21	Pronunciation: 3	C22	Pronunciation: 4
	Grammar: 4		Grammar: 4
	Vocabulary: 4		Vocabulary: 4
	Fluency: 4		Fluency: 4
	Comprehension: 4		Comprehension: 4

RESEARCH DOCUMENTATION



Practice a Conversation in front of the Class



Teaching and Learning Process



Practice a Chain drill Technique



Pre-test and Post-test process



**PONDOK PESANTREN DARUL AMANAH
MTs DARUL AMANAH**

NSM : 121233240006

NPSN : 20364534

Alamat : Ngadiwarno Po Box 03 Sukorejo Telp/ Fax. (0294) 452473 Kendal 51363 Jawa Tengah
Email: info@darulamanah.com; Website: www.darulamanah.com

SURAT KETERANGAN PENELITIAN

No: 1.502.06/MTs.DA/I/2016

Yang bertanda tangan di bawah ini,

Nama : H. Junaidi Abdul Jalal S.Pd.I
Jabatan : Kepala MTs Darul Amanah Sukorejo
Alamat : Ngadiwarno Sukorejo Kendal

menerangkan bahwa,

Nama : DANI HERMANTO
NIM : 123411032
Asal Perguruan Tinggi : UIN Walisongo Semarang
Fakultas : Ilmu Tarbiyah dan Keguruan
Judul Skripsi : *"The Effectiveness of Chain Drill Technique in Developing Students' Speaking Fluency (An Experimental Research at the Eight Grade of MTs Darul Amanah in the Academic Year of 2015/2016"*

Mahasiswa tersebut di atas benar-benar melakukan penelitian di lembaga kami mulai tanggal 17 Januari 2016 sampai dengan tanggal 30 Januari 2016

Demikian Surat Keterangan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.



Sukorejo, 30 Januari 2016

Kepala Madrasah,

H. Junaidi Abdul Jalal, S.Pd.I



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615987 Semarang 50185

Nomor : Un.10.3/DI/TL.00/0207/2016 Semarang, 14 Januari 2016

Lamp :-

Hal : Mohon Izin Riset

A.n. : Dani Hermanto

NIM : 123411032

Kepada Yth. :

Kepala MTs Darul Amanah

Di Sukorejo, Kendal

Assalamua'atikum Wr Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : DANI HERMANTO

NIM : 123411032

Alamat : Ds. Kedungkebo Rt 03/IV, Kec. Karangdadap, Kab. Pekalongan

Judul Skripsi : *"The Effectiveness of Chain Drill Technique in Developing Students' Speaking Fluency (An Experimental Research at the Eighth Grade of MTs Darul Amanah in the Academic Year of 2015/2016"*

Pembimbing : Nadiyah Makmun, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 2 minggu, pada tanggal 17 Januari 2016 sampai dengan tanggal 30 Januari 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

CURRICULUM VITAE

Name : Dani Hermanto
Place and date of birth : Pekalongan, 29th July 1993
Original address : Karangdadap, Pekalongan
Dormitory address : Perum Koveri, Beringin
Mobile number : 085-640-669-293

Education :

1. SDN Kedungkebo
2. SMP NU Karangdadap
3. MA Darul Amanah Sukorejo
4. Student of Education and Teacher Training Faculty Walisongo State Islamic University Semarang 2012

Semarang, 8th June 2016

The Writer,

Dani Hermanto

NIM. 123411032