



**THE EFFECT OF CHAIN DRILL TECHNIQUE ON STUDENTS'
SPEAKING MASTERY AT XI GRADE IN MAN 1
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of
Education (S.Pd) in English*

Written by:

ADE IRA SAFITHRI HASIBUAN

Reg. Number. 13 340 0001

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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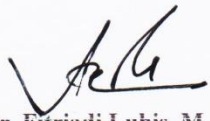
Assalamu'alaikum Wr.Wb.

After reading studying and giving advice for necessary revise on the thesis belong to Ade Ira Safithri Hasibuan, entitled "**The Effect of Chain Drill Technique on Students' Speaking Mastery at XI Grade in MAN 1 Padangsidimpuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for graduate degree of Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiners Team of English Education Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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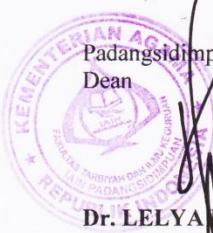

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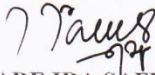
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ABSTRACT

This research focused on the effect of Chain Drill technique on student' speaking mastery at XI grade in MAN 1 Padangsidempuan. The students' problems in speaking mastery were: 1) Most of the students are difficult to convey meaning in English properly. 2) Most of students did mispronunciation. 3) Most of students did error in structure and grammar. They still used Indonesian Structure. Besides the students' problem, teacher's technique also became a problem in learning English. The teacher still used the conventional teaching and did not have variation in teaching speaking. The purpose of this research was to know whether there is the significant effect of Chain Drill technique on students' speaking mastery at XI grade in MAN 1 Padangsidempuan.

The method used in this research was experimental research. Two classes were chosen randomly as the sample. They were XI MIA 1 as experimental class that consisted of 40 students and XI MIA 2 as control class that consisted of 42 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that after using Chain Drill technique the mean score of experimental class was higher than control class. Mean score of experimental class before using Chain Drill technique was 69.7 and mean score after using Chain Drill technique was 89.3. Meanwhile, the mean score of control class in post test was 75.2. Besides, the score of t_{count} was higher than t_{table} ($3.620 > 2.000$). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of Chain Drill technique on students' speaking mastery at XI grade in MAN 1 Padangsidempuan.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the four English skills among of listening, reading and writing. Speaking is a way of communication. Through speaking people are able to utter idea, opinion, feeling or what is in thought clearly. Besides, speaking is the most effective way to convey meaning in short duration compare to another way of communication. So that, speaking is used as a way of interaction to the environment commonly.

Speaking is essential to be mastered. By mastering speaking students are hoped to be able to interact and communicate in their environment even it is inside or outside of school. Besides, speaking can expand students' knowledge. While speaking, students will search and comprehend the related information that support the topic. It also makes them creative to think and develop their idea. So, based on explanation above speaking is essential to be mastered by students.

In Indonesia curriculum, the purpose of speaking learning is communicative efficiency. Speaking learning activity hopes the students are able to use English in correct pronunciation, grammar and vocabulary. Students also should be able to observe the social culture that applied in each communication.

Teacher has given effort in students' speaking mastery to reach the speaking purpose. Based on information from a teacher of MAN 1 Padangsidimpuan, she says that she conducted discussion and presentation in learning English. but, not all of the group member participate.¹ Besides, MAN 1 Padangsidimpuan also creates an intra-school organization as one of effort to students' speaking mastery. It is called English club. The English club is an intra-school organization that is created as an effort to sharpen students' English competence, especially in speaking. So. It is all the efforts that have been done by teachers.

Students of MAN 1 Padangsidimpuan are poor in speaking mastery. There are many of them that cannot convey the meaning in English properly. Based on information from a student of MAN 1 Padangsidimpuan, he says that he is difficult to speak English.² Besides, mispronunciation of word is often done and they also are not able to speak English with correct structure and grammar.³ Furthermore, In MAN 1 Padangsidimpuan, there are some teachers still use traditional teaching technique in learning. The English teaching-learning process is done by making note.⁴ So, the researcher thinks it is the problem.

¹ Erna Juita P, *Private Interview*, Recorded on September 21th 2016, at 11 a. m, in MAN 1 Padangsidimpuan.

² Muhammad Ridwan, *Private Interview*, Recorded on September 21th 2016, at 11 a. m, in MAN 1 Padangsidimpuan.

³ Erna Juita P, *Op.Cit.*

⁴ Muhammad Ridwan, *Op.Cit.*

There are some factors of students' speaking mastery. The factors are students motivation, teacher teaching media, material and teacher teaching technique. It is factors that could be influenced students' speaking mastery.

Teaching technique is a way that teacher does in the classroom to convey the learning. As Brown states technique is super-ordinate term to refer to various activities that either teachers or learners perform in the class room.⁵ Teaching technique has essential role in teaching-learning process. One of the essential of teaching technique is able to support students interest in teaching learning process. Teaching-learning which used creative teaching technique will make students are enthusiastic to receive the learning. So, teacher must be creative to use teaching technique to make students interest in English leaning.

There are many teaching techniques that can be used in teaching-learning process to master speaking skill. The techniques are role play, simulation, discussion and presentation, retelling story, interview and chain drill technique. They are some of techniques that can be appropriate and good to teach speaking in the classroom.

One of the technique in teaching speaking is chain drill technique . Chain drill technique is one of drill technique that is used in audio-lingual

⁵ H. Douglas Brown, *Teaching Principles: an interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 1994), p. 137.

method to teach speaking. The technique is done by repeating and connecting like the chain. The technique is appropriate in teaching–learning speaking. A chain drill gets its name from the chain conversation that forms around the room as students, one-by-one, ask and answer question each other.⁶ It means the technique make students use their English through asking and answering question orally one by one like the chain; from one student to another student, until the entire of students in classroom have chance to use their English. Based on explanation above, researcher chooses the chain drill technique as the appropriate technique that used in teaching speaking as the problem solving of the problem.

Based on above illustration, researcher interested to conduct a research by using chain drill Technique in MAN 1 Padangsidimpuan. The researcher wants to know whether the chain drill technique had significant or not toward students' speaking mastery. So, the researcher write the thesis entitle “The Effect of Chain Drill Technique on Students' Speaking Mastery at XI Grade in MAN 1 Padangsidimpuan”

⁶ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 48.

B. The Identification of the Problem

Based on background of the problem, speaking is a way to express feeling and thought. Speaking is one of English skill that is important to be mastered. Through mastering speaking people can interact and communicate to the environment easily. It also can expand knowledge and it can make people think more creatively.

There are some factors that give effect to students speaking mastery, they are: students' motivation, teacher teaching media, material and teacher teaching technique. Teacher teaching technique is the way of teacher to convey the material in teaching-learning process. It means teacher technique is one of the factors that give effect to students speaking mastery. As Linda and Mary said "research seems to indicate that many efficient techniques for learning speaking mastery are available for use".⁷ It means that suitable technique has effect to learner's speaking Mastery.

C. The Limitation of the Problem

Based on identification of the problem, there are some techniques that could be used in teaching-learning speaking. The techniques are role play, simulation, discussion and presentation, retelling story, interview and chain drill technique. It is some techniques that is suitable to speaking mastery.

⁷ Mary M. Dupuis and Linda H. Merchant, *Speaking Across the Curriculum: a Rresearch Report for Teacher, Bloomington*, (Indiana: Edinfo Press, 1993), p. 17.

Here, the researcher do not discuss all of the techniques but researcher chooses one of teacher teaching techniques. The teacher technique means here is chain drill technique. The researcher focuses on the chain drill technique whether the technique gives an effect or not to the students' speaking mastery.

The researcher chooses this technique because it gives same opportunity to entire of the students to use English. So, it helped students to form their habitual and confidence in using English.

D. The Formulation of the Problems

In order to conduct the research, the researcher formulated the problem as follows:

1. How is the students' speaking mastery in MAN 1 Padangsidempuan at XI grade before learning using chain drill technique?
2. How is the students' speaking mastery in MAN 1 Padangsidempuan at XI grade after learning using chain drill technique?
3. Is there any significant effect of chain drill technique on students' speaking mastery in MAN 1 Padangsidempuan at XI grade?

E. The Objectives of the Problems

Based on above formulation of the problem, the researcher determines the aims as follows:

1. To describe students' speaking mastery before using chain drill technique.
2. To describe students' speaking mastery after using chain drill technique.

3. To describe the significant effect of chain drill technique on students' speaking mastery.

F. The Significances of the Research

The research is expected to be useful for:

1. Headmaster, to be an information toward teacher progress in teaching.
2. English teachers, to be information in improving teaching-learning quality in speaking skill especially.
3. Further researchers, to be one of research sources for another related research.

G. The Outline of the Thesis

The researcher gives the outline of this thesis, it is consisted of five chapters. In the first chapter, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the problem, significances of the problem, definition operational variables and outline of the thesis.

In the second chapter, it consists of theoretical description. It is about description of the variable or material that researched by researcher. it also consists of review of related finding, conceptual frame work and hypothesis.

In the third chapter, it consists of research methodology. It deals with time and place of the research, research design, subject of the research, instrument and technique of data collection. The last, explains the research procedures and technique of data analysis.

In the fourth chapter, it consists of the result of the research. This chapter concerned about description of data in pre- test and post- test. Then, it will explain hypothesis testing, discussion and treatment of the research.

And in the last chapter, the fifth chapter is consists of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, theories are needed to explain the terms applies in research concern. The terms are as follows:

1. Speaking
 - a. Definition of Speaking

Speaking is communication way which used to express their idea and feeling. As Robert says speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This ability is used in essentially normal communication situations the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.¹ According to Eri, speaking is using of language to talk and exchange something to somebody in conversations orally.² Speaking is the ability to stood fluently presupposes not only knowledge of

¹Robert Lado, *Language Testing the Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

² Eri Kurniawan, et al, *English in Vocational Context*, (Bandung: Grafindo media pratama, 2008), p. 11-12.

language features, but also the ability to process information and language on the spot.³

Furthermore, Speaking is activity involving two or more participants as hearer and speakers.⁴ Brown said that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test.⁵

In additionally, speaking is activity to produce utterance by sound. As Clark said speaking is fundamentally instrumental act.⁶ Speaking is productive skill and it consists of producing systematic verbal utterances to convey meaning.⁷ In order to able to speak a foreign language it is obviously necessary to encode syntactically and phonologically and to access lexical form.⁸

Meanwhile, in formula standard competence in English Curriculum, recite that: speaking is express vary meaning

³ Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2001), p. 269.

⁴ Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman), 2003. p 140.

⁶ Clark and Clark, *Psychology and Language*, (New york: Harcourt Brace Jovanovch Inc, 1977), p. 223.

⁷ David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p. 48.

⁸ Cyril J Weir, *Language Testing and Validation: an Evidence-Based Approach*, (New York: Palgrave Macmillan, 2014), p.103.

(interpersonal, ideational, textual) in vary interactional and monolog oral text that is taught in senior high school especially descriptive, narrative, spoof, recount, procedure, explanation, report, analytical exposition, hortatory exposition, news item, review and discussion text.⁹

So, based on explanation above, speaking is activity to convey the meaning in transactional dialog, interpersonal dialog and monolog oral text such narrative, descriptive, analytical and another text that was taught in senior high school curriculum.

b. Aim of Speaking

People spoke to share their ideas and experiences to another. So, the aim of speaking generally is communicative efficiency. Dan O’Hair states there are three aims of speaking, they are; to inform, to persuade and to entertain.¹⁰ The further explanation is explained as follows:

1. To inform

One of speaking aims is to inform or to communicate knowledge. An informative speech provides new information, new insights, or new ways of thinking about a topic. Informative

⁹ Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi

¹⁰ Dan O'Hair, *A Pocket Guide to Public Speaking*, (New York: BedfordSt. Martin's, 2012), p. 185.

speaking often involves defining information—identifying the essential qualities and meaning of something.

2. To persuade

To persuade is speaking aim to advocate, to ask others to accept your views. The goal of a persuasive speech is to influence the attitudes, beliefs, values and acts of others.¹¹

3. To entertain

The last general speaking aim is to entertain. Whereas informative and persuasive speech making is focused on the end result of the speech process, entertainment speaking is focused on the theme and occasion of the speech. An entertaining speech can be either informative or persuasive at its root, but the context or theme of the speech requires speakers to think about the speech primarily in terms of audience enjoyment.¹²

Meanwhile, the purpose of speaking in senior high school institution (SMA/MA) as follow:

1. Students are able to express meaning in transactional and interpersonal dialogue in order they can interaction in their environmental.

¹¹ *Ibid*, p 188.

¹² *Ibid*.

2. Students are able to express meaning in short simple text in order interaction in their environmental.
3. Students are able to express meaning in short text and short monologue in order interaction in their environmental.¹³

So, based on explanation above, the purpose of speaking here are able to express meaning in transactional and interpersonal dialogue, short simple text, short text and short monologue as the way for interacting to their environment.

c. Component of Speaking

While speaking there are some components that is involved. According to Vanderkevent, there are three components of speaking, they are; the speakers, the listeners and the utterances.¹⁴ Meanwhile Harmer says that there are four components of speaking, they are; connected speech, expressing devices, lexis and grammar and negotiation language.¹⁵

Based on explanation above, the researcher concludes there are five components of speaking, they were; speakers, listeners, utterances and negotiation language. Further explanation as follows:

¹³ Syllabus XI Grade of MAN 1 Padangsidimpuan

¹⁴ Vanderkevent, *Teaching Speaking and Component of Speaking*, (New York: Cambridge University Press, 1990), p. 8.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (Malaysia: Longman), p. 269-270.

1. Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2. Listeners

Listeners are people who received or got the speaker's opinion or feeling. If there are no listeners, speakers would express their opinion by writing.

3. Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. The speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech and lexical phrase especially in the performance language.

4. Expressive devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and non-verbal meant how they were feeling. The use of the devices contributes to the ability to convey the meanings.

5. Negotiation Language

Negotiation language is effective speaking benefits from the negotiatory language that is used to seek clarification and to show the structure of what speaker saying. Listener is often needed to ask for clarification when listened to speaker talked.

d. Basic Types of Speaking

According to Brown, there are five basic types of speaking, they are; imitative, intensive, responsive, interactive and extensive (monologue).¹⁶ It will be explained as follow:

1) Imitative

Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly the sentence. It is focus on pronunciation; no inferences the ability to understand or convey the meaning or to participate in an interactive conversation. So, this type just also able to imitate what sound that listened by ear and can improve fluency of pronunciation.

2) Intensive

Production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical,

¹⁶ *Ibid.* p. 141- 142.

phrasal, lexical or phonology. But it's type which have minimal interlocutor interaction.

3) Responsive

Responsive is one of speaking types which include interaction and test comprehension. So, this type means that speaking is response of comprehension and interaction the participant to their environment.

4) Interactive

Interactive speaking is such responsive, but the difference between both of them is in the length and complexity of the interaction, which sometime includes multiple exchanges or multiple participants.

5) Extensive (monologue)

Extensive speaking is oral production which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

In conclusion, there are five basic types of speaking; imitative, intensive, responsive, interactive, extensive (monologue). The researcher point out that this research uses responsive type of speaking for chain drill.

e. Micro and Macro-skill Speaking

In Brown's book, there are 16 micro and macro-skills with different objectives to assess in speaking.

1) Micro skills

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunk of language of different lengths.
- c) Produce English stress pattern, words in stresses and unstressed positions, rhythmic structure and intonation contour.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical unit (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices pauses, filters, self-corrections, backtracking-to enhance the clarity of the message.
- h) Use grammatical word classes, systems, words order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive device in spoken discourse.

2) Macro skills

- a) Appropriately accomplish communicative functions according to situations, participants and goal.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting and other sociolinguistic features in face-to-face conversation.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
- d) Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key

- f) words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.¹⁷

f. Speaking Assessing

Assessing is needed to know the speaking competence.

According to Brown there are five categories to assess speaking skill, such as accent, grammar, vocabulary, fluency, and comprehension.¹⁸

The further explanation is explained as follows:

1) Accent

Accent is a particular way of speaking which tells the listener something about the speaker's background. It's may show:

- a) The region or country they come from.
- b) What social class they belong to.
- c) Whether or not the speaker is a native speaker of the language.¹⁹

The accent can be identified looks like this:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding.

¹⁷ H. Douglas Brown, *Op. Cit.* p.143-144.

¹⁸ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

¹⁹ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: Peson Education, 2002), p. 3.

- e) No conspicuous mispronunciation, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of “foreign accent”.²⁰

2) Grammar

Grammar is a description of the structure of language and the way in which linguistic units are combined to produce sentences in the language. It's also describes the speaker's knowledge of the language.²¹

Grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrase.
- b) Constant errors showing of very few major patterns and frequent preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.²²

3) Vocabulary

Hornby says that vocabulary is all words that a person knows or uses, the words that people use when they are telling about particular subject.²³

Vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food transportation, family).

²⁰ Arthur, *Op. Cit.* p. 111.

²¹ Jack C. Richard and Richard Schmidt, *Op. Cit.* p. 230.

²² Artur Hughes, *Op. Cit.*

²³ A.S Hornby, *Oxford Advanced Learner's Dictionary*. (Newyork: Oxford University Press, 1995), p. 1506.

- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.²⁴

4) Fluency

Fluency is the features which give speech qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections.

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

- a) The ability to produce written or spoken language easily.
- b) The ability to speak with a good but not necessary perfect command of intonation, vocabulary, and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continues speech without causing comprehension difficulties or brakedown of communication.²⁵

Fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.
- e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

²⁴ Artur Hughes, *Op. Cit.*

²⁵ Jack C. Richard and Richard Schmidt, *Op. Cit.* p. 204.

f) Speech on all professional and general topics as effortless and smooth as a native speaker.²⁶

5) Comprehension

Comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theory of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information of the context and from the listener's and speaker purposes or intentions.²⁷

Comprehension can be identified looks like this:

- a) Understands too little for the simplest types of conversation.
- b) Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- e) Understand everything in both normal and colloquial speech to be expected of an educated native speaker.²⁸

g. Material of Teaching Speaking in the Curriculum

There are many materials in teaching speaking. As have been explained above, there are some categories of speaking, such as: imitative, responsive, intensive, transactional (dialogue), and extensive

²⁶ Arthur Hughes, *Op. Cit*, p. 112.

²⁷ Jack C. Richard and Richard Schmidt, *Op. Cit*. p. 99.

²⁸ Arthur Hughes, *Op. Cit*, p. 112.

(monologue). So, the English learner could learn or understand English while listening to a spoken English or reading a passage and produce it when do speaking or writing activities. So, it is relevant with English lesson syllabus of Indonesian curriculum that placed these four activities within it.

There are many common topics in Look Ahead an English Course 2 book that is used by students of MAN 1 Padangsidempuan at XI grade. It divides into six units, they are: Tell Me about It (unit I), Telling Stories I (unit II), Figuring Out Conclusion (unit III), Telling Stories II (unit IV), Telling funny Stories (unit V), It Should Be Like This (unit VI).²⁹

Based on Look Ahead an English Course 2 book above, there are some materials that used by the teacher to know students speaking mastery, such as: expression for guessing, expressing surprise, expression for asking, giving and denying permission, expressing relief, expression pleasure/ pleased, expression satisfaction/ dissatisfaction, asking about satisfaction/ dissatisfaction and respond to dissatisfaction, expression for beginning to tell a story, tell the events and to end the story, expression for asking opinion and giving opinion, expression embarrassment, asking if someone is angry,

²⁹ Th. M. Sudarwati dan Eudia Grace, *Look Ahead an English Course 2*, (Jakarta :Erlangga, 2006).

expression anger and calming someone down, expression justification, thinking, speculation, agreement and disagreement, expressing annoyance and reducing someone's annoyance,³⁰ So, here to know the students' speaking mastery the researcher takes expression asking and giving opinion in Figuring Out Conclusion (unit III) through responsive express.

The example of material as follow:

<p>Guessing: ... I'd say ... Could it be ... Perhaps it's ... I think it is ... It looks like ... It's difficult to say but I'd guess ..</p>	<p>I haven't a clue: I'm afraid I don't know... I'm sorry I don't know... I haven't any clue. I'm not sure. I've forgotten the English word for ... I can't remember the English word of ...</p>
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Look at the following photo. Then, answer the question below:



source: Internet

³⁰ *Ibid*, p. 48.

- 1). Tell what you see in the picture.
- 2). What kind of fish is that?
- 3). How does it live?
- 4). How does this fish breed? Does it lay eggs or does it have babies?
- 5) What group of animals does it belong to? Marsupials, reptiles, insects, mammals, or herbivores?

<p>Asking other people's opinions:</p> <p>What do you think of ...</p> <p>Is that right (true) that ...</p> <p>Do you think it's going ...</p> <p>Why do they behave like that?</p> <p>Do you have any idea?</p> <p>How do you like ...?</p> <p>Please give me your frank opinion.</p> <p>What's your opinion?</p>	<p>Expressing opinions:</p> <p>In my opinion ...</p> <p>I personally believe ...</p> <p>I personally think ...</p> <p>I personally feel</p> <p>Not everyone will agree with me but ...</p> <p>To my mind ...</p> <p>From my point of view ...</p> <p>As I see it ...</p> <p>I think ...</p> <p>I believe ...</p> <p>I feel ...</p> <p>I am certain/ sure/ positive/convinced.</p> <p>I agree</p> <p>I disagree.</p>
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Look at the following photo. Then discuss with your partner to answer these questions.



Source: Internet

- 1). Have you ever been caught in a traffic jam?
- 2). How do you feel when you are in a traffic jam ?
- 3). When do a traffic jam usually occur?
- 4). In opinion, what makes a traffic jam occur?

2. Chain Drill

a. Definition of Chain Drill Technique

Chaining is a way to connect from one to another. As Ahmad Sabri said chaining is teaching learning process which connected the element of S-R. Furthermore, the continuity and repeating are important principles while conducted the chaining.³¹

Drill is a technique commonly in older methods of language teaching particularly the audio-lingual method and used for practicing sounds or sentence pattern in a language, based on guided repetition or practice.³² Drill may be defined as a technique that focuses on a minimal number of language form through some types repetition. “Drill are commonly done chorally (the whole class repeating) or individually”.³³ “Drill can conduct for solidify student comprehension about the pattern adequately”.³⁴ According to Bambang Setiyadi “drill method is a teaching method through giving drills from simple until

³¹ Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching*, (Jakarta : Quantum Teaching, 2005) , p. 23.

³² Jack C. Richard and Richard Schmidt, *Op. Cit.* 170.

³³ H. Douglas Brown, *Op. Cit.* p. 138.

³⁴ Kasihani k, E. suryanto, *English for Young Learners*, (Jakarta: Bumiaksara, 2010), p. 46.

complex drill.”³⁵ According to Mel Silberman drill intended to certain knowledge and skills can be owned and controlled entirely process”.³⁶

According to Larsen-Freeman, chain drill technique is part of audio-lingual method, it have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking. A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer question of each other.³⁷

Based on above the theory the researcher concluded that chain drill Technique was a teaching technique that was conducted by asking and answer question all of students repeatedly and practically.

b. Aim of the Drill Technique

The aim of the drill is to improve student self-confidence using their new language pattern that can be created in the new situation. Principle practice activities are structure so the student can remember the pattern of the language and understanding the meaning in a given context.³⁸ Besides, drill also has aim to increase basic motoric skill

³⁵ Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2003), p. 26.

³⁶ Mel Silberman, *Active Learning*, (Yogyakarta: YAPPENDIS, 1996), p. 1.

³⁷ Dianelarsen-Freeman, *Op. Cit.* p. 48.

³⁸ Kasihani k, E. suryanto, *Op. Cit.* p. 36.

and form the habitual and mental of students in learning.³⁹ Based on explanation above the researcher concluded, the aim of the drill was to form a behavior and self confidence of the student in speaking, so they could usual to use new pattern language in the new situation.

c. Principle of Chain Drill Technique

Principle is a rule as the foundation for a system. The principle of the chain drill is same as drill principle because chain drill is part of drill. According to Ahmad Sabri, there are five drill principles.

- 1) Students must be given explanation and knowledge before conduct the drill deeply.
- 2) For the first time conduct the drill is diagnostic, it's less of successful, then conducted the repair to be more complete.
- 3) The drill is not need long duration but must be often conducted.
- 4) The drill should be equalized to student's ability.
- 5) The process should prior the essential and useful things.⁴⁰

d. Categories of the Drill

According to Paulston and Bruder in H. Douglas Brown's book, in referring to structural pattern drill they used three categories, they are; mechanical drill, meaningful dril and communicative drill.

³⁹ Syahrul Munir, *Metode Pembelajaran Latihan Praktik (Drill dan Practice)*, (online) <http://smoeland.blogspot.com/2012/11/metode-pembelajaran-latihan-praktik.html>, retrived on Jun 25th 2017 at 22.00 p.m.

⁴⁰ Ahmad Sabri, *Op. Cit.* p. 64.

1) Mechanical Drill

Mechanical drill has only one correct response from student, and has no implied connection with reality.

2) Meaningful Drill

A meaningful drill may have a predictable response or a limited set of possible responses, but it is connected to some form of reality.

3) Communicative Drill

Communicative drill offers the student the possibility of an open-ended response and negotiation of meaning.⁴¹

Based on the above explanation, the researcher concluded there were three categories of drill: they were; mechanical drill, meaningful drill and communicative drill. The researcher points out that the type of drill in this research was communicative drill.

e. Steps of Chain Drill Technique

Steps were needed to conduct the chain drill technique. Diana stated that:

“The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then returns to the student sitting next to him. The first student greets and asks a question of the second student and the chain continues.”⁴²

⁴¹ H. Douglas Brown, *Op. Cit.* p. 139-140.

⁴² Diane Larsen-Freeman, *Op. Cit.* p.48.

Based on the quotation above, researcher concludes there were three steps to conduct the chain drill technique.

- 1) The teacher began the chain by greeting a particular students or asking the student a question.
- 2) The first student answered, then greeted or asked a question of the second students or students that sitting next to the first student.
- 3) The chain continued until the entire of the students had chance to asked and answered the question.

f. Advantage and Disadvantage of Drill Technique

While using the technique there are some advantages and disadvantages of the technique.

1) Advantage of Drill Technique

According to Syaiful and Aswan in Istarani's book, there are three advantages in using Drill Technique in Language Learning.

- a. Forming the habitual in using language.
- b. Make students to get motoric proficiency in remembering and pronouncing the word or sentence.
- c. Make students to get mental proficiency in connecting and using the symbol or spelling.⁴³

⁴³ Istarani, *Kumpulan 40 Metode pembelajaran*, (Medan: Media Persada, 2012), p. 78.

Meanwhile, according to Ridwan in Istarani and Ridwan's book there are three advantages, they are:

- a. Students are more participative and active in learning
- b. Omitting the afraid and embarrassment feeling.
- c. The learning will be remembered caused it is used repeatedly.⁴⁴

Based on explanation above, the researcher concluded there are five advantages of drill technique.

- a. Form the habitual in using language. The technique principle was conducted repeatedly, so it could create students confidence and habitual in using the target language.
- b. Made students remember the learning, Because of the technique was conducted repeatedly, it made students were easier to remember the learning.
- c. Forms mental proficiency in connecting and using symbol or spelling.
- d. The technique makes students are more participate and active in learning.
- e. The technique forms students' confidence in using English, it omits the afraid and embarrassment feeling.

2) Disadvantage of Drill Technique

⁴⁴ Istarani and Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, (Medan: Media Persada, 2014), p. 202.

According to Syaiful and Aswan, there are three disadvantages of the Technique.

- a. Spent many time.
- b. Can create feel bored.
- c. Can create stiff habitual.⁴⁵

According to Ridwan in Istarani and Ridwan's book there are two disadvantages, they are:

- a. Take a long time.
- b. It makes students are bored.⁴⁶

Based on explanation above, the researcher concludes there are three disadvantages of the drill technique. First, the drill technique spent many time. Second, the drill that is conducted repeatedly will create some bored feeling of students. Third, it can create stiff habitual. It is all the disadvantages of the drill technique.

3. Conventional Technique

a. Definition of Conventional Technique

Conventional technique is needed to compare it with the treatment. Conventional Technique is the technique or the away that

⁴⁵ *Ibid.* p. 79.

⁴⁶ Istarani and Muhammad Ridwan, *Op. Cit.*

usually used by the teachers to teach the speaking to students.⁴⁷
According to Hudson that “conventional teaching is a technique that used by the teachers based mutual agreement in a school”⁴⁸

From quotation above, it could be concluded that the conventional technique was a way to teach the material to the students by teachers. Conventional also meant something that considered acceptable by society a perhaps not vary interesting. The teacher would use traditional way in teaching and learning. Conventional or traditional teaching was concerned with the teacher being the controller of the learning environment.

b. Aim of the Conventional Technique

Conventional technique is the technique or the way that usually used by the teachers to teach the material or text to students. It means that the teacher usually gives all of the explanation of the materials or it is a teacher centered in classroom.

There are two aims of conventional technique, they are:

- 1) To convey a subject matter is logically arranged, and irrelevant material or subject matter is avoided.
- 2) As the curriculum is design by the teacher, it becomes easy to achieve the desired goals by the teacher.⁴⁹

⁴⁷ Jhon Deriden, *Conventional Technique* (Online) [http:// www.britania.com/ ebchecked/ topic/ 421797/nuclear-strategy](http://www.britania.com/ebchecked/topic/421797/nuclear-strategy), retrieved on December 24th, 2016 at 10.00 p.m.

⁴⁸ Hudson, *The meaning of Conventional Teaching* (Online) <http://www.conventional-strategy/topic/54372-strategy>, retrieved on October, 02nd 2016.

⁴⁹ *Ibid.*

The meaning of both conventional technique aim is the importance in lecture technique or teacher-centered. This technique makes teacher as the center of teaching-learning process. The technique requires students to find a subject matter through a teacher.

Meanwhile, Gattegno says that there are three aims of conventional technique, they are:

- 1) To convey the information or material in teaching-learning process.
- 2) To increase the students' knowledge and language from teaching-learning process in classroom.
- 3) To explain the subject matter or material based on design by teacher in clearly.⁵⁰

Based on quotations above, the researcher concluded that the aim of conventional technique are to convey a subject matter was logically arranged, and avoided irrelevant material in learning process, to achieve the desired goals based on curriculum was design by teacher, to increase the students' knowledge and language from explaining by teacher or teaching learning process in classroom.

c. The Steps of Conventional Technique

There are many techniques that could be used in teaching and learning process. One of them was conventional or traditional technique. Conventional technique can be divided in to some

⁵⁰ Caleb Gattegno, *Teaching Foreign Language in School*, (New York: Educational Solutions, 1972), p. 136.

techniques, such as: lecture technique, problem solving, homework, recitation, demonstration and so on.⁵¹

From those techniques, there was technique that was often used by the teacher, such as lecture technique or teacher-centered. It was a traditional technique because it had been used for along time in teaching and learning process. In this technique, the teacher usually gave all of the explanation of the materials or it was a teacher-centered. This traditional technique sometimes wouls make the students be easier to feel bored and difficult to understand the material in learning process.

Abu Ahmadi said that the teacher role is to speech and explain actively, meanwhile the students listen, follow and make note the main idea that explain of the teacher.⁵² So, based on the quotation above, the researcher concluded there are some steps of conventional technique (lecture), they were:

Tacher : 1. Teacher give the speech and explanation of the material. 2. Teacher check the students comprehend of the material.	Student: 1. Listen and follow the teacher speech and explanation. 2. Student make a note main point of material.
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⁵¹ Syaiful Bahri Djamarah, *Strategy Belajar-Mengajar*, (Jakarta: Asdi Mahasatya, 2006), p. 83.

⁵² Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005), p. 53.

Besides, Istarani explained of conventional technique (lecture) procedure. They are:

1. Teacher conveys the material.
2. Teacher gives student the chance to connect and compare the speech of material.
3. Student makes a note main point of the speech.⁵³

In another source, there are two steps of conventional technique (lecture), they are:

1. Teacher conveys the learning by giving the speech.
2. Teacher keep students' attention to the material.⁵⁴

Based on quotations above, it can be conclude that there are four steps of conventional method (lecture). First, teacher conveys the material by giving a speech and explanation and the students listen, follows and made a note of the teacher's speech. Second, teacher gives student the chance to connect and compare the speech of material. Third, teacher keeps students' attention to the material. Fourth, Teacher checks the students' comprehend of the material.

⁵³ Istarani, *Op. Cit.*, p. 10.

⁵⁴ Latif Dwi Purwati, *Metode Strategi Pembelajaran*, (online)
http://perencanaanpembelajaran.weebly.com/uploads/1/6/6/4/16643218/tugas_mandiri_pp.pdf
retrieved on Jun 18th, 2017 at 20.00 p.m.

d. The Advantages and Disadvantages of Conventional Technique

Conventional or traditional teaching technique is concerned with the teacher being the controller of learning environment. The teacher actually is the leader in the class. Actually using conventional technique has many advantages in teaching and learning process.

The advantages of conventional technique as followed:

1. In short time, teacher is able to convey the material s many as possible
- 2) The organization of class more simple.
- 3) Teacher an handle overall of the class.
- 4) Teacher easy in prepare the material and convey it to the student.⁵⁵

Meanwhile, Thihanh Pham says that the advantages of conventional or lecture technique are:

- 1) Teacher feels comfortable and confident in the classroom activities.
- 2) It becomes easy to achieve the desired goals as the curriculum is design by the teacher.
- 3) Subject matter or material is logically arranged. Irrelevant material or subject is avoided.
- 4) Democracy is encouraged.
- 5) No objection is raised by the teacher in connection with the availability of sources and resources.⁵⁶

Based on explanation above, in can be concluded that conventional technique has many advantages in teaching learning process. The advantages of conventional technique are teacher is able to convey the material as many as possible in short time, the

⁵⁵ Syaiful Bahri Djamarah, *Op. Cit.*,p. 97.

⁵⁶ Thihanh Pham, *Learners' and Teachers' Preference for Classroom Activities*, (Essex University: Essex University Press, 2005), p. 136.

organizations of class more simple, teacher is easy to prepare the material, to achieve the desired goals as the curriculum is design by the teacher become easy, no objection is raise by teacher in connection with the availability of sources and resources.

Besides, the conventional technique also has some disadvantages. The disadvantages of conventional teaching technique as follows:

- 1) Teacher is difficult to know the students' comprehension about the material that had been given.
- 2) This technique can make the students become passive students.
- 3) This technique can make the students easy to feel bored.⁵⁷

In another source, said that the disadvantages of conventional teaching technique as follows:

- 1) Language using in the teacher is above the standard of the students. They are not able get full advantage of the teacher.
- 2) Attention level is not the same while student listening the teacher.
- 3) Lack of sources and resources.
- 4) It will become difficult to maintain a common standard in various institutions.
- 5) The existing curriculum for teaching training institutions is not suitable for the teacher centered approach.
- 6) It is very difficult for a student to sit for along time and listen to a teacher drone on about a topic or material in learning process. So, the condition of class is noisy.⁵⁸

From both of the opinion, there were six the advantages of conventional technique. They are teacher is difficult to know the students' comprehension about the material that has been given, this

⁵⁷ Syaiful Bahri Djamarah, *Op. Cit.*, p. 98.

⁵⁸ Thihanh Pham, *Op. Cit.*, p. 137.

technique can make the students become passive students, easy to feel bored, language used by the teacher has above the standard of students, lack of sources and resources, attention level is not the same while students listening the teacher.

B. Review of Related Finding

There are some related findings in this research; the first is Mila's thesis "Improving Speaking Skill by Using Chain Drill Technique at the Eighth Grade Students of SMPN I Amlapura in Academic Year 2013/2014". Based on the score that did pre-test and post-test, she found that the post-test was higher than the pre -test. So, it revealed that teaching speaking by using chain drill technique could effectively improve the low ability of class VIII B's students of SMPN I Amlapura in speaking activity.⁵⁹

Second, Kusuma Utami Handayani's thesis "Using a Chain Drill to Improve Students' Fluency in Speaking English (The Case of the Seventh Grade Students of "SMP N" 5 Sragen in the Academic Year of 2010/ 2011". She conclude that the implementation of a chain drill in teaching and learning speaking successfully improved the students' behavior during the speaking

⁵⁹Mila Januar Widya Ningsih, *Improving Speaking Skill by Using Chain Drill Technique at the Eighth Grade Students of SMPN I Amlapura in Academic Year 2013/2014* (Online) <http://unmas-library.ac.id/wp-content/uploads/2014/11/PDF-SKRIPSI.pdf> , retrieved on January 23th , 2017 at 19.00 p.m.

activity getting better. It was proven by the score of post-test in cycle 2 which was the highest score among pre-test or post-test in cycle 1.⁶⁰

Third, Yuli Safriana's thesis "The Impact of Chain Drill Technique in Students' Speaking Aspects (An Experimental Study at Second Grade of SMKN 2 Banda Aceh)". Based on the score that did pre-test and post-test, she found that the post-test was higher than the pre-test. She concluded that the implementing of Chain Drill Technique can improve students' aspect in English speaking Ability.⁶¹

Fourth, Rezki Juli Hartati's thesis "Improving Students' Speaking skill by Using Role Play at Grade XI SMA Negeri 1 Angkola Timur". She found that the result indicated that there was an improvement on students' speaking skill through role play. It was consisted of two cycles. Each cycles consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. The total meeting of this research was five meeting, because the researcher made pre-test before.⁶²

The last, Eni Fauziah Harahap's thesis "The Effect of Group Presentation Technique to Students' Speaking Skill at SMA Negeri 3

⁶⁰ Kusuma Utami Handayani, *Using a Chain Drill to Improve Students' Fluency in Speaking English (The Case of the Seventh Grade Students of "SMP N" 5 Sragen in the Academic Year of 2010/2011)* (Online) <http://lib.unnes.ac.id/7393/1/10423.pdf>, retrieved on January 23th, 2017 at 19.00 p.m.

⁶¹ Yuli Safriana, *The Impact of Chain Drill Technique in Students' Speaking Aspects (An Experimental Study at Second Grade of SMKN 2 Banda Aceh)* (Online) <http://etd.unsyiah.ac.id/baca/index.php?id=9090&page=49>, retrieved on January 23th, 2017 at 19.00 p.m.

⁶² Rezki Juli Hartati, *Improving Students' Speaking Skill by Using Role Play at Grade XI SMA Negeri 1 Angkola Timur*, (Padangsidempuan: STAIN, 2013).

Padangsidempuan”. the conclusion of her research there was a significant effect to students’ speaking skill.⁶³

In conclusion, from above description, the researcher concluded that many techniques could increase student’s speaking skill. So that, the researcher interested to conduct the research about “The Effect of Chain Drill Technique on Students’ Speaking Mastery at XI Grade in MAN 1 Padangsidempuan”

C. Conceptual Framework

Based on the above explanation theoretical description, Speaking is the way to show or explore human thought and feeling. Speaking is the way that human do to communicate normally. Speaking have important role in our life, through speak we could share the information, story, argument, feeling which had in our thought.

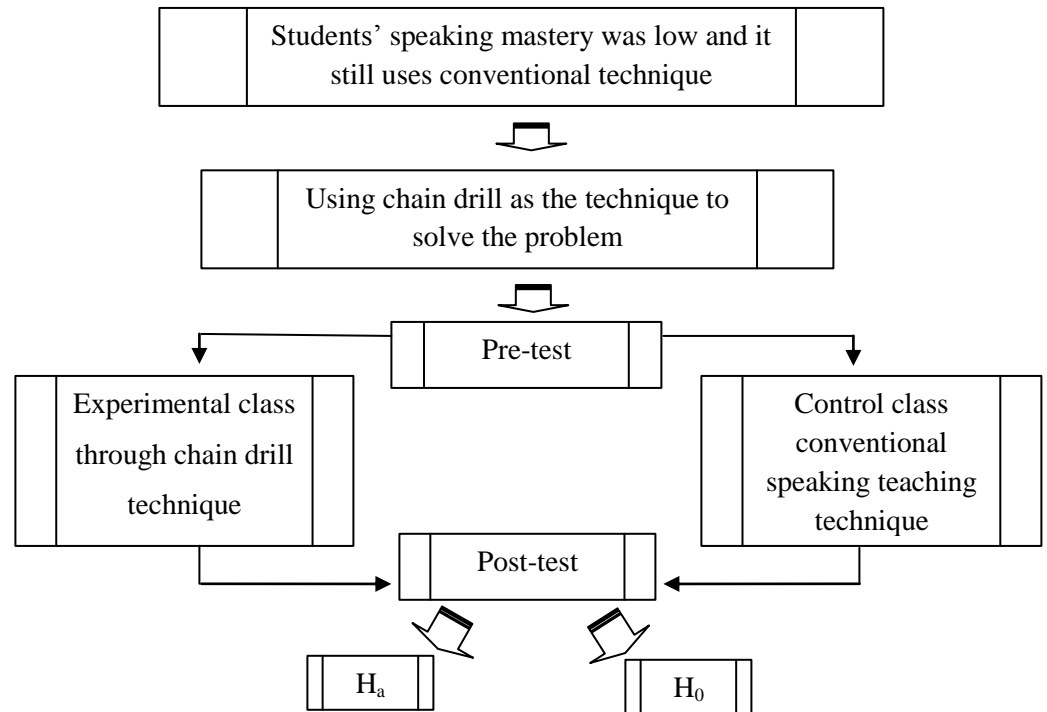
In educational segment English especially, English teacher has given much effort in teaching Speaking English. Such they prepare interest material for students, either gives students motivation etc., but using the appropriate technique could improve students’ speaking mastery.

Chain drill as one of the teaching speaking techniques can improve students’ speaking mastery. Chain drill is a technique which gives a question for all the students to be answered through chaining. Through this technique

⁶³ Eni Fauziah Harahap, *The Effect of Group Presentation Technique to Students’ Speaking Skill at SMA Negeri 3 Padangsidempuan*, (Padangsidempuan: STAIN, 2013).

student will get the chance to use their foreign language. Drill itself can build student behavior to usual using their English. If the student usual to use their English, it will increase their speaking mastery.

So, the effect of using chain drill technique toward teaching speaking can be seen as picture followed:



Picture 1: Process of the research by using chain drill technique.

D. Hypothesis

Hypothesis was research result prediction from the researcher. In Gay's book, "a hypothesis is a researcher's tentative prediction of the results of the research findings. It states the researcher's expectations concerning the

relationship between the variables in the research problem”.⁶⁴ Creswell said “hypothesis is prediction the researcher holds about the relationship among variables”.⁶⁵ So, the researcher hypothesis about this research:

H_a: There was effect of chain drill technique on speaking student’ mastery at grade XI MAN 1 Padangsidimpuan

H₀: There was no effect of chain drill technique on speaking student’ mastery at grade XI MAN 1 Padangsidimpuan

⁶⁴ L.R Gay and Peter Airasian, *Educational Research*, (New Jersey: Merrill, 1997), p. 71.

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches-Second Edition*, (USA: Sage Publication Inc, 2003), p. 108.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The place of the research was conducted at MAN 1 Padangsidempuan. It was located on Sutan Soripada Mulia no. 31 C Sadabuan, Padangsidempuan. It was around 200m from the street to the location.

This research was done from arranging proposal until finishing the thesis. It was started from March until September 2017.

B. The Research Design

The method of this research was quantitative research. According to L. R. Gay and Peter, quantitative method is a method which describe condition of the present time naturally, descriptive is carried out to obtain information about references, attitudes, practices or interest some group of people.¹

In this research, the researcher used experimental method to conduct the research. Gay said “Experimental research is the only type of the research that can test hypotheses to establish cause and effect”.² More, in Creswell, research experimental investigator may also identify sample and generalize a population: however, the basic of an experimental is to

¹ L.R. Gay and Peter Airasian, Educational Research: *Competencies for Analysis and Applications*, (Prentice Hall Inc: New Jersey, 200), 279.

² *Ibid*, p. 367.

test the impact of an intervention on an outcome.³ So, the researcher concluded experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables.

The researcher used two classes, as an experiment class and as a control class. The experiment class was taught by using Chain Drill technique, as a treatment. Meanwhile the control class was taught by using lecturer technique (conventional) or without treatment to know the comparison of using treatment or not in those classes.

Based on using control and experiment class, the research design that used was true, experimental design that described by Sugiyono where in this design a researcher can control all the variables outside that influence the process of experiment. The characteristic of this design is that the sample is taken randomly from a particular population. There are two kinds of true experimental design, namely posttest only control design and pretest-posttest control group design. The design used here was pretest-posttest control group design. It means there are two classes chosen randomly, then given pretest to know the basic condition of the two classes.⁴ Zainal Arifin named this design as randomized pretest-posttest control group design where one class is given special treatment. Next the both classes are given post test. The result of the test is compared

³ John W. Creswell, p. 153.

⁴ Sugiyono, *Metode Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015) p.108

to know the different effect of treatment to experimental class. The statistic test used is t-test.⁵ So, the Pre-test Post-test Control Group Design could be seen as picture below:

Group	Pre-test	Experiment	Post-test
Experiment	0 ₁	X	0 ₁
Control	0 ₂	-	0 ₂

Picture 2: Pretest Posttest Control Group Design

C. The Population and Sample

1. Population

Ary said in sukardi's " population is all member of well defined class of people, events or objects". While Abbie said "population is research element which live and stay together and become result of research target theoretically."⁶ "Population is the group of interest to the researcher, the group to which she or she would like to result of the study generalizable".⁷ So, based on above explanation the researcher concluded that population were all of elements which become of research object.

⁵Zainal Arifin, *Penelitian Pendidikan: Metode dan Paradigma Baru*, (Bandung: Remaja Rosdakarya; 2011) p. 81

⁶ Sukardi, *Op. Cit.*, p. 53.

⁷ L.R gay and Peter Airasian, *Op. Cit.*, p. 122.

Table 1: XI Grade Students at MAN 1 Padangsidimpuan Academic Year 2017/2018

No.	Class	Students
1	XI MIA 1	40
2	XI MIA 2	42
3	XI MIA 3	42
4	XI MIA 4	40
5	XI MIA 5	42
6	XI MIA 6	40
7	XI MIA 7	42
8	XI MIA 8	42
Total		330

Sources: Data XI MIA Grade of MAN 1 Padangsidimpuan T.A 2017-2018.

From above the data, it told the populations of the research. The population of the research was consisted of 8 classes XI MIA MAN 1 Padangsidimpuan. Each class was consisted of more less 40 students.

2. Sample

Sample was some number of populations which chosen as source of the data. As Sukardi said “some number of populations which is chosen for source of the data is named sample”. Sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items or events selected from the larger group referred to as a population.⁸ Based on above explanation, researcher concluded sample was half of data source that refer or representative of population. In this

⁸ L.R Gay and Peter Airasian, *Op. Cit*, p. 121.

research, researcher used random sampling. Random sampling was the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.⁹ Random sampling is used by lotte. So, the sample of this research is two classes of the population. To take the representative sample from the populations, researcher used simple random sampling. As explained in research design that in Pretest-Posttest Control Group Design researcher took the sample randomly. In random sampling, each member of the sampling frame had an equal chance of being chosen to participate in the study. Simple random sampling involves picking a certain number of participants out of the total number of possible participants in the sampling frame.¹⁰ Sugiyono said that simple random sampling is a technique to take sample from the population that is done randomly without paying attention to the strata in the population. This way is done when the members of population is homogenous.¹¹ So, it meant that sample was the representation and image of the population.

In this research, the researcher chose two classes as a sample. They were divided into experimental class and control class. To take the representative sample from the populations, researcher used simple

⁹ L.R Gay and Peter Airasian, *Op. Cit.*, p. 123.

¹⁰ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for* p. 29

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)* (Alfabeta: Bandung, 2014) p. 122

random sampling. As explained in research design that in Pretest-Posttest Control Group Design, the researcher took the sample randomly. Sugiyono said that simple random sampling is a technique to take sample from the population that is done randomly without paying attention to the strata in the population. This way is done when the members of population is homogenous.¹²To know the homogeneity of the samples, researcher did homogeneity and normality test.

In this research, the researcher used simple random sampling. Before using simple random sampling, the researcher used normality and homogeneity test, as followed:

a. Normality test

Normality test used to know whether the data of research was normal or not. The researcher used normality test with using *Chi-Quadrate*, as follow:

$$x^2 = \sum \left(\frac{f_0 - f_h}{f_h} \right)^2$$

Where:

- x^2 = Chi-Quadrate
- f_0 = Frequency is gotten from the sample/result of observation (questioner)
- f_h = Frequency is gotten from the sample as image from frequency is hoped from the population¹³

¹²Sugiyono, *Op.Cit.*, p. 120.

¹³Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1995), p. 353.

To calculate the result of Chi-Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of interval class is lessened 1 (df=k-1). If result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it can be concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test used to know whether control class and experimental class have the same variant or not. If both of classes are same, it was can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the homogeneity test has function to find out whether the data homogeneous or not. It used Harley test, as follow:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant¹⁴

Hypothesis is rejected if $F \leq F_{\frac{1}{2}}(n_1-1) (1=n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

¹⁴Sugiyono, *Op.Cit.*, p. 275.

Based on the explanation above, the researcher had given pre-test to three classes (XI MIA 1, XI MIA 2, and XI MIA 3), to know whether the samples are homogenous and normal or not. After calculating the data, the researcher had found that the three classes were homogenous and normal (see appendix 8 and 9). So, the researcher chose two classes as the sample. These two classes had same total of students. They were XI MIA 1 and XI MIA 2. The both classes consisted of 40 and 42 students. Here was the sample:

Table 2: Sample of the Research

Sample	Class	Total
Experimental Class	XI MIA-1	40
Control class	XI MIA-2	42
Total		82

D. The Definition Operational Variables

To avoid the ambiguity and misunderstanding, the researcher defines terms in the research as follows:

1. Speaking

Speaking is an ability to communicate by using the expressing in daily activity and to express the meaning in transactional dialog, interpersonal dialog, and monolog oral text.

2. Chain Drill Technique

Chain drill technique is a teaching drill technique through asking and answer question one by one until the entire of the whole class get the chance to use their target language.

E. The Technique of Data Collecting

The research needs instrument to help researcher in collecting the data. Test is a way or method in measuring person's knowledge and ability. So, the researcher would conduct test to collect the data. Because of X variable that will measure was speaking, so the instrument of the research was oral answer question test.

In the test, the researcher prepared 20 questions in pre test and post test to student's testing speaking. The researcher would give the questions to each student. Then, student would response the questions orally and the researcher will record students' answer.

There were the some criterions of speaking in measuring students' speaking skill:

Table 3: The indicators of Speaking

Accent:	
a. Pronunciation frequently unintelligible.	0
b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
c. "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.	2
d. Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding.	2
e. No conspicuous mispronunciation, but would not be taken for a native speaker.	3
f. Native pronunciation, with no trace of "foreign accent".	4

Grammar:	
a. Grammar almost entirely inaccurate phrase.	6
b. Constant errors showing of very few major patterns and frequent preventing communication.	12
c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	24
e. Few errors, with no pattern of failure.	30
f. No more than two errors during the interview	36

Vocabulary:	
a. Vocabulary inadequate for even the simplest conversation.	4
b. Vocabulary limited to basic personal and survival areas (time, food transportation, family).	8
c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	12
d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.	16
e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	20
f. Vocabulary apparently as accurate and extensive as that of an educated native speaker	24

Fluency:	
a. Speech is no halting and fragmentary that conversation is virtually impossible.	2
b. Speech is very slow and uneven except for short or routine sentences.	4
c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.	6
d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.	8
e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	10
f. Speech on all professional and general topics as effortless and smooth as a native speaker.	12

Comprehension:	
a. Understands too little for the simplest types of conversation.	4
b. Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.	8
c. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.	12
d. Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing.	15
e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	19
f. Understand everything in both normal and colloquial speech to be expected of an educated native speaker.	23

F. The Validity of Instrument

In this research, researcher used construct validity. Construct validity is determined by expert judgment of item and sample validity.¹⁵ In order to have construct validity, a measure ought to adequately sample both the topic and the cognitive process includes in the content universe under consideration.

Researcher would validate speaking test to the teacher. In this research, the function of conducting the test was to measure speaking skill, so the test should be speaking itself. The validation of speaking test would be checked and signed by English teacher of MAN 1 Padangsidempuan.

G. The Procedures of Research

In collecting the data, researcher would give the sample two test; pre-test and post test.

1. Pre-test

This test would be given before conducting the treatment to the sample. It conducted to find out the normality and the homogeneity of the sample. The researcher would use some steps in giving pre-test, they were:

- a. The researcher prepared 20 questions for test the speaking skill students.

¹⁵ L.R. Gay and Peter Airasian, *Op.Cit*, p. 161.

- b. The researcher distributed the test to both classes; experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the question to each of students.
- e. The researcher recorded the answer of the students.
- f. The researcher checked the answer of students and counts the students' score.

2. Treatment

After giving the pre-test, Students would be given the treatment. The experimental class would be taught by using Chain Drill Technique, while the control class taught by Conventional Technique. In conducting the treatment, researcher had some steps to do, they were:

- a. For the beginning, the researcher opened the learning activity with greeting.
- b. The researcher explained the learning material by using chain drill.
- c. The researcher monitored the students.
- d. The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving the treatment, the researcher would give pos-test to the students. In this test, the researcher would measure whether is an effect

or not Cain Drill technique on students' speaking mastery. The researcher would use some steps in giving post-test, they are:

- a. The researcher prepared 20 questions for test the speaking skill students.
- b. The researcher distributed the test to both classes; experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the question to each of students.
- e. The researcher recorded the answer of the students.
- f. The researcher checked the answer of students and counts the students' score.

H. The Technique of data Analyzing

After conducting the experimental process, researcher would test the both of the classes by using technique of data analysis as followed:

1. Requirement test
 - a. Normality test

In normality test, the data could be tested with Chi-quadrante:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_0 = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population¹⁶

To calculate the result of Chi-Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 ($dk=k-3$). If result $x^2_{count} < x^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity test

To test the homogeneous sample, researcher used formula as followed:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant¹⁷

Hypothesis was rejected if $F \leq F_{\frac{1}{2}a(n_1-1)}(n_2-1)$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator was (n_2-1) .

2. Hypotheses test

Hypothesis was the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two

¹⁶ Mardalis, *Op.Cit*, p. 85.

¹⁷ Mardalis, *Op. Cit*, p. 250.

groups: experimental class and control class. The data would be analyzed by using *t-test* formula. The formula is as follow:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- T = The value which the statistical significance
- M₁ = The average score of the experimental class
- M₂ = The average score of the control class
- x₁² = Deviation of the experimental class
- x₂² = Deviation of the control class
- n₁ = Number of experimental
- n₂ = Number of control¹⁸

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 354.

CHAPTER IV

DATA ANALYSIS

As mentioned in previous chapter, in order to evaluate the effect of chain drill technique on students' speaking mastery at XI grade in MAN 1 Padangsidempuan, the researcher had calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. So, the researcher described the data as followed:

A. Description of Data

1. Data Description before Using Chain Drill Technique

a. Score of Pre-test for Experimental Class

In pre-test of experimental class, the researcher calculated the result which had been gotten by the students in answering the question (oral test). The score of pre-test experimental class could be seen in the following table:

Table 4: The Score of Experimental Class for Pre-test

Highest score	85
Lowest score	45
Mean	69.7
Median	71.1
Modus	71.3
Range	40
Interval	7
Standard deviation	26.32
Variants	203177
Total	2787

Based on the above table, the total score of experiment class for pre-test was 2787, the mean score was 69.7, the standard deviation was 26.32, the variants was 203177, the median score was 71.1, the range was 40, the modus score was 71.3, and the interval was 7. Here, the researcher got 85 for the highest score and 45 for the lowest score. It could be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table 5: Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45 – 51	48	2	5%
2	52 – 58	55	5	12.5%
3	59 – 65	62	5	12.5%
4	66 – 72	69	10	25%
5	73 – 79	76	9	22.5%
6	80 – 86	83	9	22.5%
<i>i = 7</i>		40	-	100%

Based on above the table, the most students were in interval 73–79 and 80-86 (9 students/22.5%). The least of students is 45-51 (2 students/5%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following:

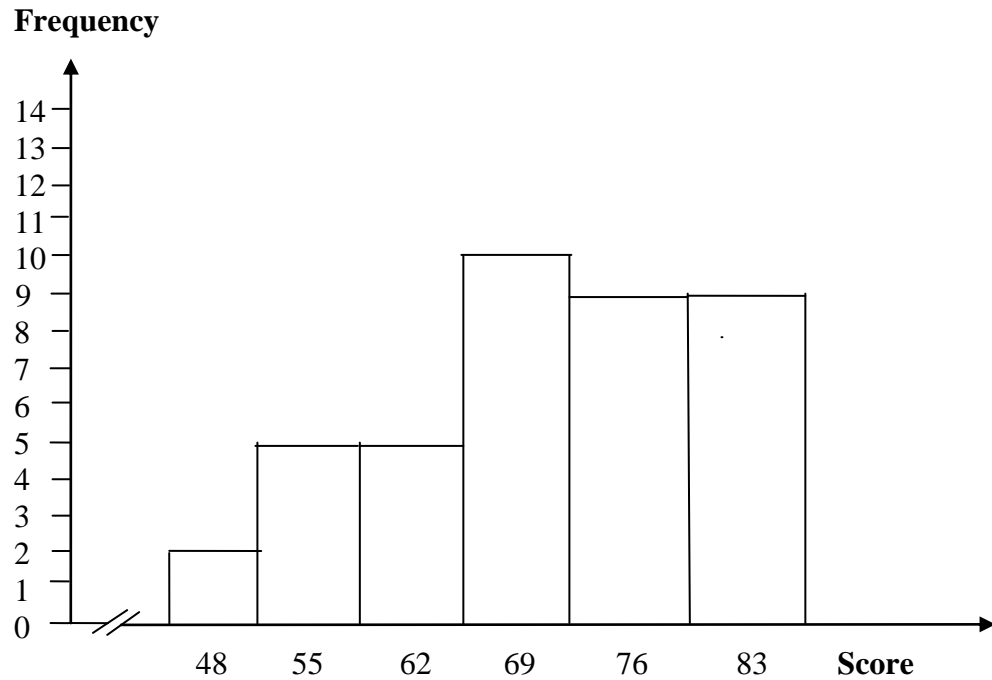


Figure 1: Description of Experiment Class (Pre-Test)

Based on the figure above, it is known that there were 9 students who got the highest interval (80 – 86) and there were 2 students who got the lowest interval (45 – 51).

b. Score of Pre-Test for Control Class

In pre-test of control class, the researcher counted the result which had been gotten by the students in answering the question (oral test). The score of pre-test control class could be seen in the following table:

Table 6: The Score of Control Class for Pre-test

Highest score	83
Lowest score	43
Mean	69.6
Median	64.25
Modus	67
Range	40
Interval	7
Standard deviation	23.59
Variants	186433
Total	2700

Based on the above table, the total score of experiment class for pre-test was 2700, the mean score was 69.6, the standard deviation was 23.59, the variants was 186433, the median score was 64.25, the range was 40, the modus score was 67, and the interval was 7. Here, the researcher got 83 for the highest score and 43 for the lowest score. It could be seen on appendix 13. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 7: Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45- 51	48	4	9.5%
2	52- 58	55	6	14.4%
3	59- 65	62	8	19%
4	66- 72	69	12	28.6%
5	73- 79	76	8	19%
6	80- 86	83	4	9.5%
	$i = 7$	42	-	100%

Based on above the table, the most students were in interval 66-72 (12 students/28.6%). The least of students were 45-51 and 80-86 (4 students/9.5%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following:

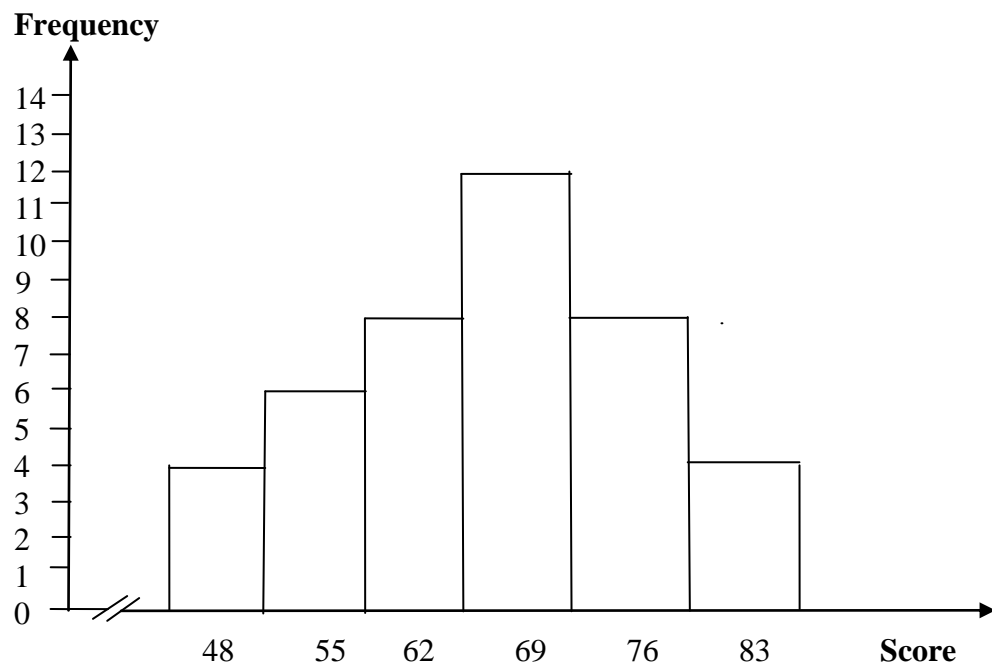


Figure 2: Description of Control Class (Pre-Test)

From the histogram above, the frequency of students' score from interval 43 up to 49 was 4; interval 50 up to 56 was 6; interval 57 up to 63 was 8; interval 64 up to 70 was 12; interval 71 up to 77 was 8 and interval 78 up to 84 was 4. The histogram showed that there were 4 students got the highest interval (78 – 84) and there were 4 students got the lowest interval (43 – 59).

2. Data Description after Using Chain Drill Technique

a. Score of Post-Test for Experimental Class

In post-test of experimental class, the researcher count the result that had been gotten by the students in answering the question (oral test) after the researcher did the treatment by using chain drill technique. The score of post-test experimental class could be seen in the following table:

Table 8: The Score of Experimental Class in Post-test

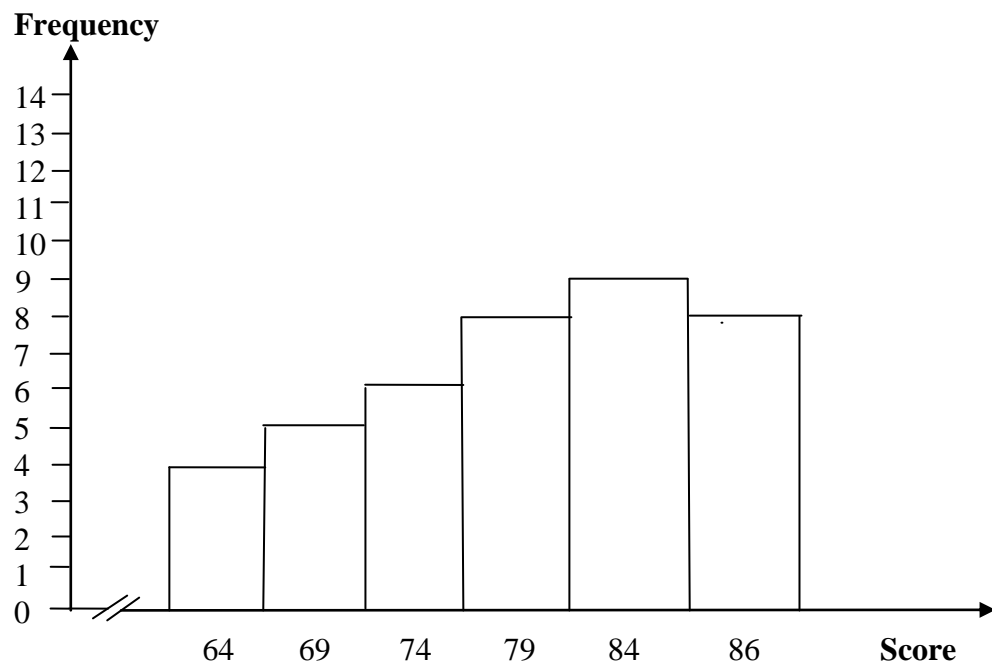
Highest score	90
Lowest score	62
Mean	89.3
Median	79
Modus	84
Range	28
Interval	5
Standard deviation	21.02
Variants	259154
Total	3138

Based on the above table the total score of experiment class for post-test was 3138, mean score was 84.76, standard deviation was 21.02, variants was 259154, median score was 79, range was 28, modus score was 84, interval was 5. Here, the researcher got 90 for the highest score and 62 for the lowest score. It could be seen on appendix 7 and 8. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table 9: Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	62 – 66	64	4	10%
2	67 – 71	69	5	12.5%
3	72 – 76	74	6	15%
4	77 – 81	79	8	20%
5	82 – 86	84	9	22.5%
6	87 – 91	89	8	20%
$i = 6$		40	-	100%

Based on above the table, the most students were in interval 82-86 (9 students/22.5%). The least of students were 62-66 (4 students/10%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following:

**Figure 3: Description of Experiment Class (Post-Test)**

From the histogram above, the frequency of students' score from interval 62 up to 66 was 4; interval 67 up to 71 was 5; interval 72 up to 76 was 6; interval 77 up to 81 was 8; interval 82 up to 86 was 9 and interval 87 up to 91 was 8 students.

b. Score of Post-Test for Control Class

In post-test of control class, the researcher counted the result that had been gotten by the students in answering the question (oral test) after the researcher taught the profession by using conventional strategy. The score of post-test for control class can be seen in the following table:

Table 10: The Score of Control Class for Post-test

Highest score	85
Lowest score	58
Mean	75.2
Median	75.5
Modus	76.25
Range	27
Interval	5
Standard deviation	18.37
Variants	221454
Total	2964

Based on the above table the total score of control class for post-test was 2964, the mean score was 75.2, the standard deviation was 18.37, the variants was 221454, the median score was 75.5, the range was 27, the modus score was 76.25, and the interval was 5. Here, the researcher got 85 for the highest score and 58 for the lowest score. It could be seen on appendix 8. Then, the computed of the frequency distribution of the

students' score of control class could be applied into table frequency distribution as follow:

Table 11: Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	58 – 62	60	3	7.1%
2	63 – 67	65	5	11.9%
3	68 – 72	70	7	16,7%
4	73 – 77	75	10	23.8%
5	78 – 82	75	9	21.4%
6	83 – 87	80	8	19.1%
$i = 6$		42	-	100%

Based on above the table, the most students were in interval 73-77 (10 students/23.8%). The least of students were 58-62 (3 students/7.1%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

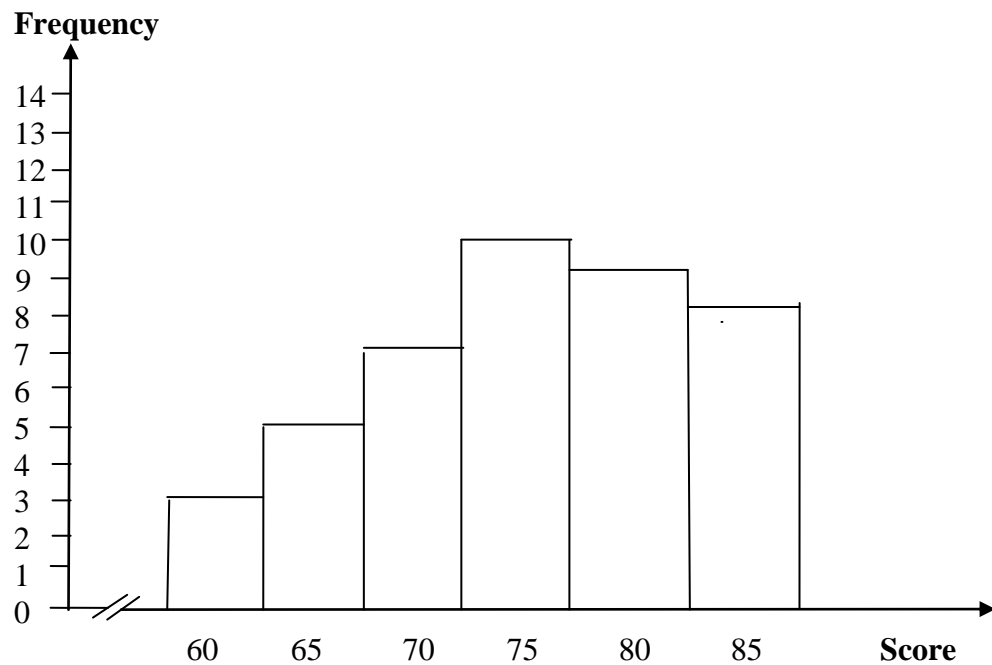


Figure 4: Description of Control Class (Post-Test)

From the histogram above, the frequency of students' score from interval 58 up to 62 was 3; interval 63 up to 67 was 5; interval 68 up to 72 was 7; interval 73 up to 77 was 10; interval 78 up to 82 was 9; and interval 83 up to 87 was 8.

3. Comparative between Data Description

a. The Comparison between Data Description Pre-Test and Post-Test of Control Class

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' ability in speaking mastery before gave a treatment.

Based on the description data in pre test of experimental and control class, there was comparison score between pre-test and post test control class before and after gave the conventional technique. It could be seen in the following table:

Table 12: The Comparison Score of Students' Speaking Mastery in Pre-test and Post-test (Control Class)

Students' Speaking Mastery in Pre-test				
No	Interval	MidPoint	F	Percentages
1	45- 51	48	4	9.5%
2	52- 58	55	6	14.4%
3	59- 65	62	8	19%
4	66- 72	69	12	28.6%
5	73- 79	76	8	19%
6	80- 86	83	4	9.5%
Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	58 – 62	60	3	7.1%
2	63 – 67	65	5	11.9%
3	68 – 72	70	7	16,7%
4	73 – 77	75	10	23.8%
5	78 – 82	75	9	21.4%
6	83 – 87	80	8	19.1%

From the table above, it can be concluded that the highest interval score in pre-test control class was 66-79 (12 students/28.6%) and the lowest interval score was 45-51 and 80-86 (4 students/9.5%), meanwhile the highest interval score in post-test was 73-77 (10 students/23.8%) and the lowest score was 58-62 (3 students/7.1%).

Based on the above histogram, researcher compared between description data pre-test and post-test of control class and description data of experimental class on the following figure:

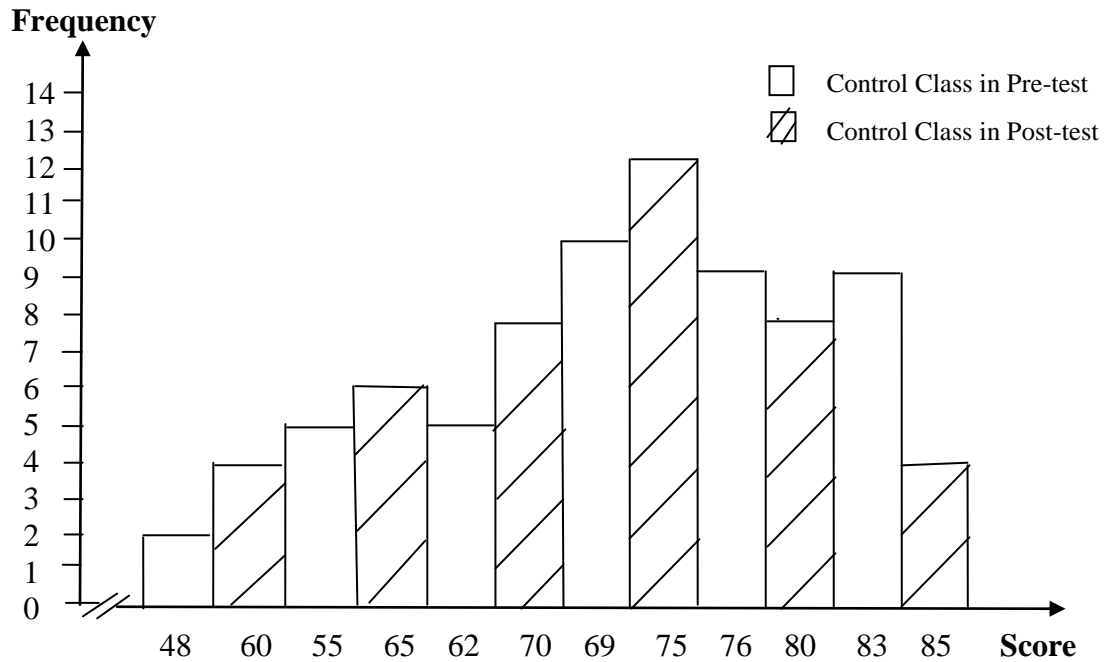


Figure 5: Comparison of Students' Speaking Mastery Score in Control Class (Pre-Test and Post-Test)

From the histogram above, the students' scores for control class in post-test was higher than students' scores for control class in pre-test. The mean score of control class in pretest was 69.6 meanwhile mean score of control class in post-test was 75.2. It meant that the control class increased as much 5.6/5.6%.

b. The Comparison between Data Description Pre-Test and Post-Test of Experimental Class

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' ability in speaking mastery before gave a treatment.

Based on the description data in pre test and post-test of experimental, there was comparison score between pre-test and post test experiment class before and after gave the Chain Drill technique.

It could be seen in the following table:

Table 13: The Comparison Score of Students' Speaking Mastery in Pre-test and Post-test (Experiment Class)

Students' Speaking Mastery in Pre-test				
No	Interval	MidPoint	F	Percentages
1	45 – 51	48	2	5%
2	52 – 58	55	5	12.5%
3	59 – 65	62	5	12.5%
4	66 – 72	69	10	25%
5	73 – 79	76	9	22.5%
6	80 – 86	83	9	22.5%
Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	62 – 66	64	4	10%
2	67 – 71	69	5	12.5%
3	72 – 76	74	6	15%
4	77 – 81	79	8	20%
5	82 – 86	84	9	22.5%
6	87 – 91	89	8	20%

From the table above, it can be concluded that the highest interval score in pre-test for experiment class was 66-79 (10 students/25%) and the lowest interval score was 45-51 (4 students/10%), meanwhile the highest interval score in post-test was 82-86 (9 students/22.5%) and the lowest score was 62-66 (4 students/10%).

Based on above diagram, researcher compared between description data pre-test and post test for experimental class. It would show on the following figure:

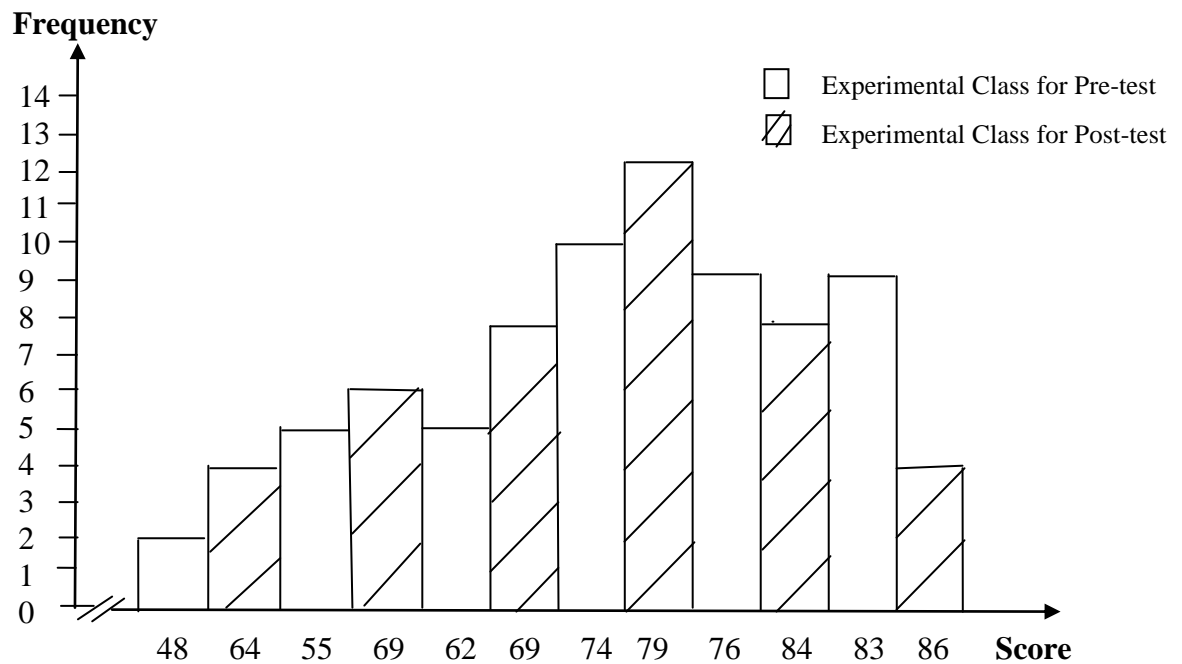


Figure 6: Comparison of Students' Speaking Mastery Score in Experimental Class (Pre-test and Post-Test)

From the histogram above, the students' scores of experimental class in post-test was higher than students' scores of experimental class in pre-test. The mean score of experiment class in post test was 89.3

meanwhile mean score of experiment class in pretest was 69.7. It meant that the different of experiment score for pre-test and post-test was 19.6/19.6%.

c. The Comparison between Data Description Post-Test of Experimental Class and Control Class

Based on above diagram, researcher compared between description data post-test for control class and description data for experimental class on the following table:

Table 14: The Comparison Score of Students' Speaking Mastery for Post-test (Experiment and Control Class)

Students' Speaking Mastery in Experiment Class for Post-test				
No	Interval	Mid Point	F	Percentages
1	62 – 66	64	4	10%
2	67 – 71	69	5	12.5%
3	72 – 76	74	6	15%
4	77 – 81	79	8	20%
5	82 – 86	84	9	22.5%
6	87 – 91	89	8	20%
Students' Speaking Mastery in Control Class for Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	58 – 62	60	3	7.1%
2	63 – 67	65	5	11.9%
3	68 – 72	70	7	16,7%
4	73 – 77	75	10	23.8%
5	78 – 82	75	9	21.4%
6	83 – 87	80	8	19.1%

From the table above, it can be concluded that the highest interval score in post-test for experiment class was 82-86 (9 students/22.5%) and the lowest interval score was 62-66 (4 students/10%), meanwhile the

highest interval score in post-test for control class was 73-77 (10 students/23.8%) and the lowest score was 58-62 (3 students/7.1%).

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

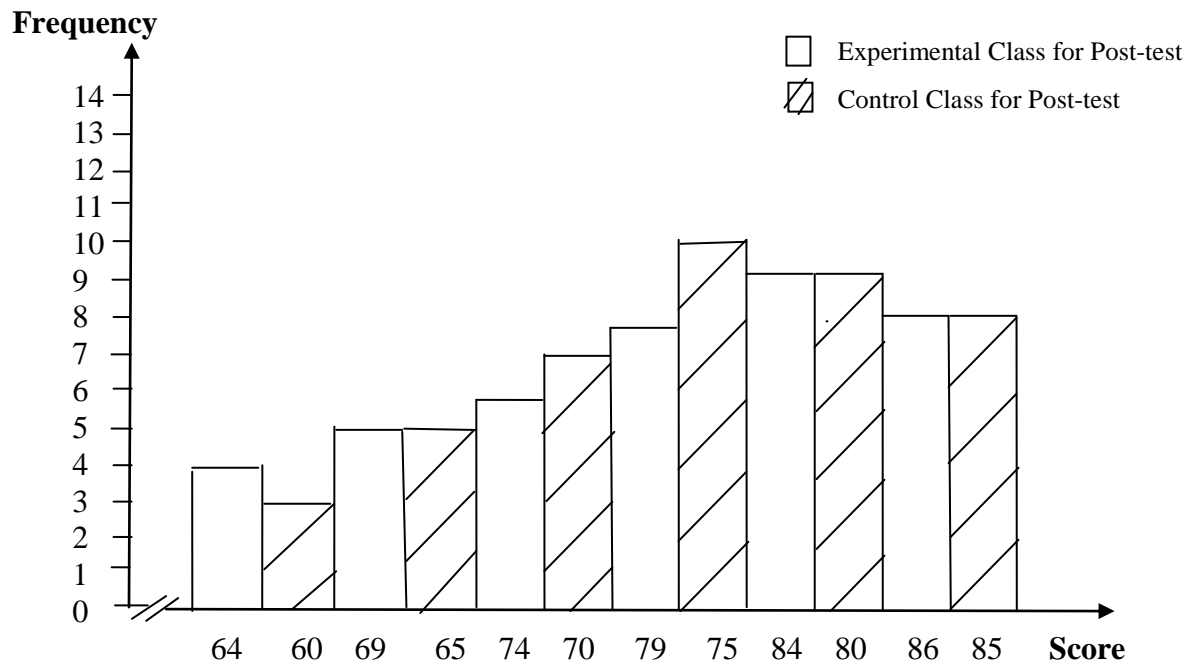


Figure 7: Comparison of Experiment and Control Class (Post-Test)

From the histogram above, the students' scores of experimental class was higher than students' scores of control class for Post-Test. The mean score of experimental class for post-test was 89.3 and the mean score of control class for post-test was 75.2. It meant that the extent of experiment and control class score for post-test was 14.1/14.1%.

B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class for Pre-test

Table 15: Normality of Pre-test

Class	Normality Test	
	X_{count}	X_{table}
XI MIA 1	0.31	12.592
XI MIA 2	0.26	12.592

Based on the above count table, the score of XI MIA 1 class $Lo = 0.31 < Lt = 12.592$ with $n = 40$. Thus, the score of XI MIA 2 class $Lo = 0.26 < Lt = 12.592$ with $n = 42$ with real level $\alpha 0.05$. Cause $Lo < Lt$ in the three of classes. So, H_a was accepted. It meant that XI MIA 1 and 2 were distributed normal. It could be seen in appendix 8.

2) Homogeneity Class in Pre-test

Table 16: Homogeneity of Pre-test

Class	Homogeneity Test	
	f_{count}	f_{table}
XI MIA1 and MIA 2	$1.36 < 1.71$	

Based on the above data, the coefficient of F_{count} XI MIA 1 and XI MIA 2 (1.36) was compared with F_{table} . Where F_{table} was

determined at real α 0.05, and the different numerator $dk = N-1$ and denominator dk $40-1 = 39$ (MIA 1); $42-1= 41-1= 40$ (XI MIA 2). So, by using the list of critical value at F distribution, it was got $F_{0.05} = 1.71$. It showed that $F_{count} 1.36 < F_{table} 1.71$. So, it meant that the variant from the data of the Students' Speaking Mastery at XI grade of MAN 1 Padangsidimpuan was homogenous. The count could be seen on the appendix 9.

b. Normality and Homogeneity for Post-test

1) Normality of Experimental and Control Class for Post-test

Table 17: Normality of Post-Test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	0.28	9.48
Control Class	0.30	9.48

Based on the above count table, the score of experiment class $Lo = 0.28 < Lt = 9.48$ with $n = 40$ and control class $Lo = 0.30 < Lt = 9.48$ with $n = 42$, and real level α 0.05. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It meant that experiment class and control class were distributed normal. It could be seen in appendix 13.

2) Homogeneity of Experimental and Control Class for Post-test

Table 18: Homogeneity of Post-test

Class	Homogeneity Test	
	f_{count}	f_{table}
XI MIA1 and MIA 2	1.69 < 1.78	

The coefficient of $F_{\text{count}} = 1.69$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 40-1 = 39$ and denominator $dk N-1 = 42-1 = 41-1 = 40$. So, by using the list of critical value at F distribution, it is got $F_{0.05} = 1.71$. It showed that $F_{\text{count}} 1.11 < F_{\text{table}} 1.71$. So, it meant that the variant from the data of the Students' Speaking Mastery at MAN 1 Padangsidimpuan by experimental and control class was homogenous. The count can be seen on the appendix 14.

2. Hypothesis Test

After counting the data of post-test, researcher had found that post-test result of experiment and control class was normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of Chain Drill Technique on Students' Speaking Mastery at XI grade in MAN 1 Padangsidimpuan". The count could be seen on the appendix 16.

Table 19: Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.360	2.000	3.620	2.000

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ “There was the significant effect of Chain Drill Technique on Students’ Speaking Mastery at XI grade in MAN 1 Padangsidimpuan”.

Based on researcher count, researcher found that t_{count} in post test was 3.620 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 40 + 42 - 2 = 80$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.620 > 2.000$), it meant that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Chain Drill Technique on Students’ Speaking Mastery at XI grade in MAN 1 Padangsidimpuan. In this case, the mean score of experimental class by using Chain Drill Technique was 89.3 and mean score of control class was 75.2 by using conventional technique. The calculation could be seen on the appendix 16.

C. Discussion

The researcher discussed the result of this research with the theory that related with chain drill technique. In this case, the theory which had been discussed by researcher in chapter II. Chain drill was defined as a technique which is used to master the speaking through asking and answer question one-by

one like a chain. As Free-man said, a chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer question of each other.¹ It means this technique will give the chance to each student to use their target language repeatedly.

The theory had proven that this strategy is good. It is seen when the student was given the oral test by giving opinion. Students felt more confident and fluent when they told their opinion because teacher built their habitual to use their target language.

Based on related finding, researcher discussed the result of this research and compare with the related findings. First, Mila's thesis "Improving Speaking Skill by Using Chain Drill Technique at the Eighth Grade Students of SMPN I Amlapura in Academic Year 2013/2014". Based on the score that did pre-test and post-test, she found that the post-test was higher than the pre -test. So, it revealed that teaching speaking by using chain drill technique could effectively improve the low ability of class VIII B's students of SMPN I Amlapura in speaking activity.

Second, Kusuma Utami Handayani's thesis "Using a Chain Drill to Improve Students' Fluency in Speaking English (The Case of the Seventh Grade Students of "SMP N" 5 Sragen in the Academic Year of 2010/ 2011". She conclude that the implementation of a chain drill in teaching and learning

¹ Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. (NewYork: Oxford University Press, 2000), p. 72.

speaking successfully improved the students' behavior during the speaking activity getting better. It was proven by the score of post-test in cycle 2 which was the highest score among pre-test or post-test in cycle 1.

Third, Yuli Safriana's thesis "The Impact of Chain Drill Technique in Students' Speaking Aspects (An Experimental Study at Second Grade of SMKN 2 Banda Aceh)". Based on the score that did pre-test and post-test, she found that the post-test was higher than the pre-test. She concluded that the implementing of Chain Drill Technique can improve students' aspect in English speaking Ability.

From the previous result of research, it was proved that the students who were taught by using Chain Drill Technique could increase students' speaking result. As in this research, the mean score of experimental class was higher than control class (89.3>75.2). Thus, the research concluded that there was significant effect of chain drill technique on students' speaking mastery at XI grade of MAN 1 Padangsidempuan. Moreover, chain drill technique was an effective and efficient technique and it could increase students' speaking mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The scores students' speaking mastery before using Chain Drill Technique XI grade of MAN 1 Padangsidimpuan is low. Before using chain drill technique the mean score of experimental class is 69.7 and the mean score of control class is 69.6.
2. After using Chain Drill Technique scores of students' speaking mastery in experiment class is increase to be good. The mean score of experimental class is 89.3, meanwhile scores students' speaking mastery in control class also increase to be average. The mean score of control class is 75.2. There are increasing in students' score in the both classes if it is compared with the result of pre-test. Then, the mean score of experimental class is bigger than control class ($89.3 > 75.2$).
3. The result of research showed that the students' score in the experimental class is higher than control class. Eventhough it is not a high difference, the result proves that t_0 is higher than t_t . t_0 was 3.62 and t_t was 2.00 ($3.62 > 2.000$). It means that there is a significant effect of Chain Drill Technique on Students' Speaking Mastery at XI grade in MAN 1 Padangsidimpuan. So, the hypothesis is accepted.

B. Suggestion

After finishing the research, the researcher gets many informations in English teaching and learning. Therefore, from that experience, the researcher sees some things need to be improved. It makes the researcher gives some suggestions, as follows:

1. From the conclusion of the research, Chain Drill Technique has significant effect. So, Through this research, researcher hopes headmaster of MAN 1 Padangsidimpuan can give suggestion or direction for the teacher to do the best in English teaching, speaking especially.
2. From the second conclusion, it can be seen that the experimental class which is taught by using Chain Drill Technique gets the improvement from 69,7 to 89.3 meanwhile the control class which is not taught by Chain Drill Technique gets the improvement from 69.6 to 75.2. So, the researcher suggests to the English teacher of MAN 1 Padangsidimpuan to use this technique in teaching speaking.
3. From the last conclusion, it can be seen that score of experimental class is higher than control class. The researcher suggesst to use Chain Drill Technique in the both classes. So, the control class will have same result. Besides, it is also hopes to be used in another classes, or in different grade, even in another schools, because of the improvement that has been made by using this technique. So, it is hoped, that Chain Drill Technique can increase students' speaking mastery in larger area. Besides, the teacher and the other

researcher who wants to apply this technique are hoped to manage the class well during the application of Chain Drill Technique. For the other researchers, to develop the findings of this research largely by adding variables, enlarging sample, or making combination in research approach.

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Appendix 1
Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : Madrasah Aliyah Negeri 1 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI (sebelas) / I (satu)
Alokasi Waktu : 2x45 menit
Skill Berbahasa : Speaking

A. Kompetensi dan Indikator Pencapaian Kompetensi

1. Standar Kompetensi

Mengungkapkan makna dalam teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

2. Kompetensi Dasar

Mengungkapkan makna dalam teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar, melibatkan tindak tutur: ungkapan dalam meminta dan memberikan opini.

3. Indikator Pencapaian Kompetensi

Mengungkapkan secara lisan ungkapan dalam meminta dan memberikan opini

B. Tujuan Pembelajaran

Siswa mampu menggunakan ungkapan dalam meminta dan memberikan opini secara lisan

C. Materi Ajar

Ungkapan dalam meminta dan memberikan opini

D. Metode Pembelajaran

Chain Drill Technique

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan	15 menit
a. Guru mengucapkan salam dan memeriksa daftar hadir	
b. Guru memulai pelajaran dengan berdoa terlebih dahulu	

<p>2. Kegiatan Inti</p> <ol style="list-style-type: none"> a. Guru menjelaskan materi pelajaran tentang ungkapan meminta dan memberikan opini mengenai kepribadian teman sekelas. b. Guru memberikan sebuah pertanyaan kepada seorang siswa untuk memberikan pendapat/opini tentang teman yang disebelahnya. c. Siswa (A) menjawab pertanyaan dari guru dengan menggunakan ungkapan dalam memberikan opini mengenai teman yang disebelahnya. d. Siswa (A) memberikan sebuah pertanyaan yang sama kepada teman di sebelahnya (siswa B). e. Siswa (B) menjawab pertanyaan dari teman disebelahnya (siswa A) dengan menggunakan ungkapan dalam memberikan opini. f. Begitu seterusnya hingga seluruh siswa mendapatkan kesempatan dalam memberikan opini. 	65 menit
<p>3. Kegiatan Penutup</p> <ol style="list-style-type: none"> a. Guru menyimpulkan materi pelajaran b. Guru menutup pertemuan dengan bacaan hamdalah 	10 menit

F. Sumber Belajar

Buku teks dan buku-buku lain yang relevan

G. Penilaian Hasil Belajar

1. Teknik

Lisan

2. Bentuk

Meminta dan memberikan opini secara langsung

3. Butiran soal :

What is your opinion about the characteristic of friend next to you?

4. Penilaian:

Fluency : 30%

Organization : 30%
Grammar : 20%
Word : 20%

Padangsidempuan, September 2017

Validator



(ABDUL HARIS, S. Pd)

Reseracher



(ADE IRA SAFITHRI HASIBUAN)

NIM. 13 340 0001

Learning Material

1. Asking Opinion Expression

Formal:

Have you go any comments on.....

Do you have any idea?

Do you have any opinion on....

What is your opinion about....?

Informal:

What do you think of.... ?

What do you think about.... ?

What is your opinion...?

Give your opinion about...

2. Giving Opinion Expression

Formal:

I personally believe....

I hold the opinion..

I personally think/feel....

Informal:

I think....

In my opinion....

To my mind...

Appendix 2
Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : Madrasah Aliyah Negeri 1 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI (sebelas) / I (satu)
Alokasi Waktu : 2x45 menit
Skill Berbahasa : Speaking

A. Kompetensi dan Indikator Pencapaian Kompetensi

1. Standar Kompetensi

Mengungkapkan makna dalam teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

2. Kompetensi Dasar

Mengungkapkan makna dalam teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar, melibatkan tindak tutur: ungkapan dalam meminta dan memberikan opini.

3. Indikator Pencapaian Kompetensi

Mengungkapkan secara lisan ungkapan dalam meminta dan memberikan opini

B. Tujuan Pembelajaran

Siswa mampu menggunakan ungkapan dalam meminta dan memberikan opini secara lisan

C. Materi Ajar

Ungkapan dalam meminta dan memberikan opini

D. Metode Pembelajaran

Conventional strategy

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan	15 menit
a. Guru mengucapkan salam dan memeriksa daftar hadir	
b. Guru memulai pelajaran dengan berdoa terlebih dahulu	

2. Kegiatan Inti	65 menit
<ul style="list-style-type: none"> a. Guru menjelaskan materi pelajaran tentang ungkapan meminta dan memberikan opini b. Guru meminta siswa untuk membuat dialogue dengan menggunakan ungkapan dalam meminta dan memberikan pendapat c. Guru memantau pekerjaan siswa d. Guru meminta siswa mengumpulkan tugasnya 	
3. Kegiatan Penutup	10 menit
<ul style="list-style-type: none"> a. Guru menyimpulkan materi pelajaran b. Guru menutup pertemuan dengan bacaan hamdalah 	

F. Sumber Belajar

Buku teks dan buku-buku lain yang relevan

G. Penilaian Hasil Belajar

1. Teknik

Lisan

2. Bentuk

Dialog dalam meminta dan memberikan opini secara langsung

3. Butiran soal :

Create a dialog by using asking and giving opinion expression!

4. Penilaian:

Fluency : 30%

Organization : 30%

Grammar : 20%

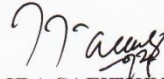
Word : 20%

Validator



(AFNITA WARNI, S. Pd)

Padangsidempuan, September 2017
Researcher



(ADE IRA SAFITHRI HASIBUAN)

NIM. 133400001

Learning Material

1. Asking Opinion Expression

Formal:

Have you go any comments on.....

Do you have any idea?

Do you have any opinion on....

What is your opinion about....?

Informal:

What do you think of.... ?

What do you think about.... ?

What is your opinion...?

Give your opinion about...

2. Giving Opinion Expression

Formal:

I personally believe....

I hold the opinion..

I personally think/feel....

Informal:

I think....

In my opinion....

To my mind...

Appendix 3
Pre-test instrument

Instruction : Look at the pictures! Then, give your opinion of the questions about the characteristics, behavior, benefit and related thing of the picture!



- A :What do you see of the picture?
B :
A :Do you ever see the chameleon?
B :
A :Where do you find as like as in the picture?
B :
A :What do you think the chameleon does?
B :
A :What do you think the chameleon does for?
B :



- A :What do you see of the picture?
B :
A :What do you feel if it is happened?
B :
A :What do you usually do if it is happened?
B :
A :What do you think the benefit of it to our life?
B :
A :What do you think the role of the sunshine to our life?
B :



- A :What do you see of the picture?
B :
A :Where do you find as like as in the picture?
B :
A :Do you think it breaks the traffic law?
B :
A :What do you think the danger of the picture?
B :
A :Give your opinion about the driver that do that!
B :



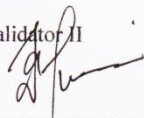
- A :What do you see of the picture?
B :
A :Where do you find that?
B :
A :What do you think the characteristic of the cactus?
B :
A :Why does the cactus has thorn?
B :
A :what will you do if you get the thorn on you?
B :

Padangsidempuan, September 2017

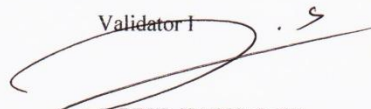
Researcher


(ADE IRA SAFITHRI HASIBUAN)
NIM. 13 340 0001

Validator II


(AFNITA WARNI, S. Pd)

Validator I

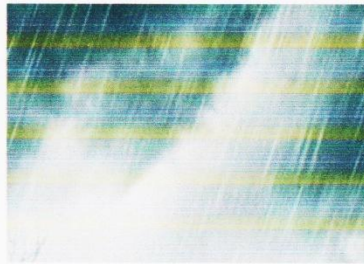

(ABDUL HARIS, S. Pd)

Appendix 4
Post-test instrument

Instruction : Look at the pictures! Then, give your opinion of the questions about the characteristics, behavior, benefit and related thing of the picture!



- A :What do you see of the picture?
- B :
- A :Is there relation between the picture?
- B :
- A :What do you think that it does?
- B :
- A :Why is the bee sucks the flower?
- B :
- A :What do you think about the relation of the picture to the human?
- B :



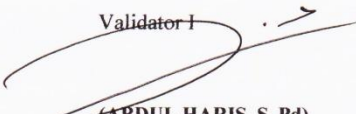
- A :What do you see of the picture?
- B :
- A :What do you use if the rain comes?
- B :
- A :What do you usually do if the rain comes?
- B :
- A :What do you think the benefit of it to our life?
- B :
- A :What do you think the role of the rain to our life?
- B :



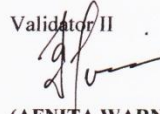
- A :What do you see of the picture?
- B :
- A :Where do you find as like as in the picture?
- B :
- A :Do you think it breaks the traffic law?
- B :
- A :What do you think the danger of the picture?
- B :
- A :Give your opinion about the driver that do that!
- B :



- A :What do you see of the picture?
B :
A :Where do you find as like as in the picture?
B :
A :What do you think of the Rafflesia Arnoldi?
B :
A :Why the flower has bad smell?
B :
A :What do you think will you do if you find the Rafflesia Arnoldi?
B :

Validator I

(ABDUL HARIS, S. Pd)

Padangsidempuan, September 2017

Validator II

(AFNITA WARNI, S. Pd)

Appendix 5

LEMBAR VALIDITAS TEST

Nama Sekolah : Madrasah Aliyah Negeri 1 Padangsidempuan

Kelas : XI MIA

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Giving opinion

Keterangan : V = Valid

VR = Valid dengan Revisi

TV = Tidak Valid

Petunjuk : Berikanlah tanda (√) pada kolom yang telah tersedia.

No	Soal	V	VR	TD
1.	A :What do you see of the picture? B : A :Do you ever see the chameleon? B : A :Where do you find as like as in the picture? B : A :What do you think the chameleon does? B : A :What do you think the chameleon does for? B :	√		
2.	A :What do you see of the picture? B : A :What do you feel if it is happened? B : A :What do you usually do if it is happened? B : A :What do you think the benefit of it to our life? B : A :What do you think the role of the sunshine to our life? B :	√		
3.	A :What do you see of the picture? B : A :Where do you find as like as in the picture? B : A :Do you think it breaks the traffic law?	√		

	<p>B :</p> <p>A :What do you think the danger of the picture?</p> <p>B :</p> <p>A :Give your opinion about the driver that do that!</p> <p>B :</p>			
4.	<p>A :What do you see of the picture?</p> <p>B :</p> <p>A :Where do you find that?</p> <p>B :</p> <p>A :What do you think the characteristic of the cactus?</p> <p>B :</p> <p>A :Why does the cactus has thorn?</p> <p>B :</p> <p>A :what will you do if you get the thorn on you?</p> <p>B :</p>	✓		
5.	<p>A :What do you see of the picture?</p> <p>B :</p> <p>A :Is there relation between the picture?</p> <p>B :</p> <p>A :What do you think that it does?</p> <p>B :</p> <p>A :Why is the bee sucks the flower?</p> <p>B :</p> <p>A :What do you think about the relation of the picture to the human?</p> <p>B :</p>	✓		
6.	<p>A :What do you see of the picture?</p> <p>B :</p> <p>A :What do you use if the rain comes?</p> <p>B :</p> <p>A :What do you usually do if the rain comes?</p> <p>B :</p> <p>A :What do you think the benefit of it to our life?</p> <p>B :</p> <p>A :What do you think the role of the rain to our life?</p> <p>B :</p>	✓		
7.	<p>A :What do you see of the picture?</p> <p>B :</p> <p>A :Where do you find as like as in the picture?</p> <p>B :</p> <p>A :Do you think it breaks the traffic law?</p> <p>B :</p> <p>A :What do you think the danger of the picture?</p> <p>B :</p> <p>A :Give your opinion about the driver that do that!</p> <p>B :</p>	✓		
8.	<p>A :What do you see of the picture?</p>			

B :			
A :Where do you find as like as in the picture?			
B :			
A :What do you think of the Raflessia Arnoldi?	✓		
B :			
A :Why the flower has bad smell?			
B :			
A :What do you think will you do if you find the Raflessia Arnoldi?			
B :			

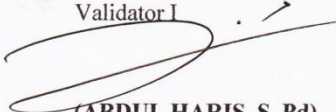
Padangsidempuan, September 2017

Researcher

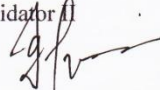

(ADE IRA SAFITHRI HASIBUAN)

NIM. 13 340 0001

Validator I


(ABDUL HARIS, S. Pd)

Validator II


(AFNITA WARNI, S. Pd)

Appendix 6

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan dibawah ini:

Nama : 1. Abdul Haris, S. Pd

2. Afnita Warni, S. Pd

Telah memberikan pengamatan dan masukan terhadap Instrumen Test Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

The Effect of Chain Drill Technique in Students' Speaking Mastery at XI Grade in MAN 1 Padangsidimpuan

yang disusun oleh:

Nama : Ade Ira Safithri Hsb

NIM : 13 340 0001

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

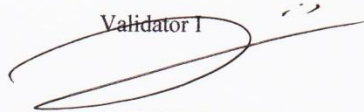
Adapun masukan yang telah saya berikan adalah sebagai berikut:

1. Materi yang akan di test kan pada siswa telah sesuai dengan materi pelajaran yang telah diajarkan.
2. Lakukan penelitian dengan sebaik mungkin.
3. Pastikan siswa menjawab test dengan jujur ketika test berlangsung untuk mendapatkan hasil yang akurat.

Dengan harapan, masukan dan penilaian yang saya berikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif siswa.

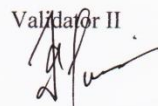
Padangsidimpuan, September 2017

Validator I



(ABDUL HARIS, S. Pd)

Validator II



(AFNITA WARNI, S. Pd)

Appendix 7

Students' Score of Pre-test

A. Students' Score of Pre-test at XI MIA 1

No.	Initial Name	Score
1	ANF	70
2	AK	80
3	AN	70
4	AS	45
5	AH	83
6	ASL	72
7	APRR	83
8	BNH	85
9	CS	52
10	CNSH	66
11	DS	75
12	DNK	83
13	DE	45
14	EF	64
15	EL	66
16	EZ	55
17	FS	78
18	FR	83
19	HW	66
20	HS	78
21	HA	85
22	IS	64
23	LL	56
24	MAH	85
25	MF	68
26	MIS	80
27	MY	55
28	NAS	79
29	NMSS	79
30	PR	64
31	PSW	78
32	RL	69
33	RNJH	78
34	RAH	68
35	RMH	56
36	SA	78
37	SP	69
38	SS	64
39	WA	64
40	ZRM	79

B. Students' Score of Pre-test at XI MIA 2

No.	Initial Name	Score
1	AR	64

2	AF	70
3	DF	70
4	DB	78
5	DF	63
6	FH	64
7	FR	63
8	FL	57
9	FS	78
10	HAR	57
11	HB	80
12	IN	61
13	IF	83
14	IA	57
15	I	60
16	ID	60
17	IN	69
18	K	52
19	LH	70
20	LI	50
21	LA	70
22	ME	73
23	MD	52
24	MS	68
25	MR	68
26	MFR	45
27	ME	68
28	NRF	55
29	NR	63
30	NA	65
31	N	43
32	PR	75
33	RA	56
34	RB	76
35	SM	73
36	SUA	75
37	URZ	43
38	VKS	55
39	WM	75
40	WW	75
41	DH	43
42	SS	77

C. Students' Score of Pre-test at XI MIA 3

No.	Initial Name	Score
1	AQ	62
2	AA	65
3	AR	62
4	ASR	70

5	DAL	50
6	DZH	70
7	DA	50
8	EA	65
9	ES	68
10	FP	45
11	FK	70
12	HR	50
13	HSY	70
14	IM	45
15	IA	68
16	IK	68
17	IHB	55
18	KAK	60
19	KM	60
20	LT	57
21	LK	62
22	MA	75
23	MK	57
24	MM	57
25	MSN	52
26	MDR	60
27	MR	55
28	MZ	75
29	MRI	55
30	MS	75
31	NH	60
32	NF	52
33	RAS	80
34	RI	85
35	RH	78
36	SH	60
37	SH	60
38	SK	78
39	SWH	85
40	SR	78
41	SW	80
42	YNH	78

Appendix 8

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of XI MIA-1

1. The score of grade XI MIA-1 in pre-test from low score to high score:

45	45	52	55	55	56	56	64	64	64
64	64	66	66	66	68	68	69	69	70
70	72	75	78	78	78	78	78	79	79
79	80	80	83	83	83	83	83	85	85

2. High = 85

Low = 45

Range = High – Low

= 85 – 45

= 40

3. Total of classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (40)$

= $1 + 3,3 (1.60)$

= $1 + 5.28$

= $6.28 / 6$

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
45 - 51	2	48	+3	6	9	36
52 - 58	5	56	+2	10	4	100
59 - 65	5	63	+1	5	1	25
66 - 72	10	69	0	0	0	0
73 - 79	9	76	-1	-9	1	81
80 - 86	9	83	-2	-18	4	324
$i = 7$	40	-	-	4	-	566

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 69 + 7 \left(\frac{4}{40} \right)$$

$$= 69 + 7 (0.10)$$

$$= 69 + (0.7)$$

$$= 69.7$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 7 \sqrt{\frac{566}{40} - \left(\frac{4}{40}\right)^2} \\
&= 7 \sqrt{14.15 - (0.1)^2} \\
&= 7 \sqrt{14.15 - 0.01} \\
&= 7 \sqrt{14.14} \\
&= 7 \times 3.76 \\
&= 26.32
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$
45 – 51	44.5	-0.87	0.19215	-0.05	-2	2	0.01
52 – 58	51.5	-0.67	0.24510	-0.09	-3.6	5	0.04
59 – 65	58.5	-0.42	0.33724	-0.10	-4	5	0.05
66 – 72	65.5	-0.15	0.44038	0.40	16	10	0.02
73 – 79	72.5	0.1	0.0398	-0.10	-4	9	0.10
80 – 86	79.5	0.37	0.1443	-0.09	-3.6	9	0.09
	86.5	0.63	0.2357				
X²							0.31

Based on the table above, the researcher found that $x^2_{count} = 0.31$ while $x^2_{table} = 12.592$. Because $x^2_{count} < x^2_{table}$ ($0.31 < 12.592$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of XI MIA-1 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	45-51	2	2
2	52-58	5	7
3	59-65	5	12
4	66-72	10	22
5	73-79	9	31
6	80-86	9	40

Position of Me in the interval of classes is number 4, that:

$$Bb = 65.5$$

$$F = 12$$

$$fn = 10$$

$$i = 7$$

$$n = 40$$

$$1/2n = 20$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fn} \right) \\ &= 65.5 + 7 \left(\frac{20-12}{10} \right) \\ &= 65.5 + 7 \left(\frac{8}{10} \right) \\ &= 65.5 + 7 (0.8) \\ &= 65.5 + 5.6 \\ &= 71.1 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	45-51	2	2
2	52-58	5	7
3	59-65	5	12
4	66-72	10	22
5	73-79	9	31
6	80-86	9	40

$$L = 65.5$$

$$d_1 = 5$$

$$d_2 = 1$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 65.5 + \frac{5}{5+1} 7 \\ &= 65.5 + \frac{5}{6} 7 \\ &= 65.5 + 0.83 (7) \end{aligned}$$

$$= 65.5 + 5.8$$

$$= 71.3$$

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of the Normality Test of XI MIA-2 in Pre-Test

1. Score of XI MIA-2 class in pre-test from low to high score

43	43	43	45	50	52	52	55	55	56
57	57	57	60	60	61	63	63	64	64
64	65	68	68	68	69	70	70	70	70
73	73	75	75	75	75	76	77	78	78
80	83								

2. High = 83

Low = 43

Range = High – Low

$$= 83 - 43$$

$$= 40$$

3. Total of Classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (42)$
 $= 1 + 3,3 (1.62)$
 $= 1 + 5.34$
 $= 6.34 / 6$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x ²	fx ²
43 – 49	4	46	+3	12	9	144
50 – 56	6	53	+2	12	4	144
57 – 63	8	60	+1	8	1	64

64 – 70	12	67	0	0	0	0
71 – 77	8	74	-1	-8	1	64
78 – 84	4	81	-2	-8	4	64
$i = 7$	42	-	-	16	-	480

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 67 + 7 \left(\frac{16}{42} \right) \\
 &= 67 + 7 (0.38) \\
 &= 67 + (2.6) \\
 &= 69.6
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 7 \sqrt{\frac{480}{42} - \left(\frac{16}{42} \right)^2} \\
 &= 7 \sqrt{11.42 - (0.38)^2} \\
 &= 7 \sqrt{11.42 - 0.144} \\
 &= 7 \sqrt{11.27} \\
 &= 7 \times 3.35 \\
 &= 23.59
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
43– 49	42.5	-1.14	0.12714	-0.07	-2.9	4	0.02
50–56	49.5	-0.85	0.20045	-0.09	-3.7	6	0.05
57–63	56.5	-0.55	0.29116	-0.11	-4.6	8	0.09
64–70	63.5	-0.25	0.40129	0.38	15.9	12	0.008
71–77	70.5	0.03	0.1293	-0.11	-3.7	8	0.07
78–84	77.5	0.33	0.1293	-0.10	-4.2	4	0.03
	84.5	0.63	0.2357				
						X^2	0.268

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 0.268$ while $\chi^2_{\text{table}} = 12.592$. Because $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ ($0.268 < 12.592$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of XI MIA-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	43 – 49	4	4
2	50 – 56	6	10
3	57 – 63	8	18
4	64 – 70	12	30
5	71 – 77	8	38
6	78 – 84	4	42

Position of Me in the interval of classes is number 4, that:

$$Bb = 63.5$$

$$F = 18$$

$$fm = 12$$

$$i = 7$$

$$n = 42$$

$$1/2n = 21$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 63.5 + 7 \left(\frac{21 - 18}{12} \right) \\ &= 63.5 + 7 \left(\frac{3}{12} \right) \\ &= 63.5 + 7 (0.25) \\ &= 63.5 + 0.75 \\ &= 64.25 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	43 – 49	4	4
2	50 – 56	6	10
3	57 – 63	8	18
4	64 – 70	12	30
5	71 – 77	8	38
6	78 – 84	4	42

$$L = 63.5$$

$$d_1 = 4$$

$$d_2 = 4$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 63.5 + \frac{4}{4+4} 7 \\ &= 63.5 + \frac{4}{8} 7 \\ &= 63.5 + 0.5 (7) \\ &= 63.5 + 3.5 \\ &= 67 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of the Normality Test of XI MIA-3 in Pre-Test

1. Score of XI MIA-3 class in pre-test from low to high score

45	45	50	50	50	52	52	55	55	55
57	57	57	60	60	60	60	60	60	62
62	62	65	65	65	68	68	68	70	70
70	70	75	75	75	78	78	78	80	80
85	85								

2. High = 85

$$\text{Low} = 45$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 85 - 45$$

$$= 40$$

$$\begin{aligned}
3. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (42) \\
&= 1 + 3,3 (1.62) \\
&= 1 + 5.34 \\
&= 6.34 / 6
\end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.66 = 7$$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
45 - 51	5	48	+2	10	4	100
52 - 58	8	56	+1	8	1	64
59 - 65	12	63	0	0	0	0
66 - 72	7	69	-1	-7	1	49
73 - 79	6	76	-2	-12	4	144
80 - 86	4	83	-3	-12	9	144
<i>i</i> = 7	42	-	-	-13	-	459

$$\begin{aligned}
Mx &= M^1 + i \frac{\sum fx'}{N} \\
&= 63 + 7 \left(\frac{-13}{42} \right) \\
&= 63 + 7 (-0.3) \\
&= 63 + (-2.1) \\
&= 60.9
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
&= 7 \sqrt{\frac{459}{42} - \left(\frac{-13}{42} \right)^2} \\
&= 7 \sqrt{10.9 - (-0.3)^2} \\
&= 7 \sqrt{10.9 - 0.09} \\
&= 7 \sqrt{10.81} \\
&= 7 \times 3.28 \\
&= 23.01
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)^2}{f_h}$
	44.5	-0.71	0.23885				

45 – 51	51.5	-0.40	0.34458	-0.10	-4.2	5	0.04
52 – 58	58.5	-0.10	0.46017	-0.11	-4.6	8	0.09
59 – 65	65.5	0.19	0.0753	0.38	15.9	12	0.008
66 – 72	72.5	0.50	0.1915	-0.11	-4.6	7	0.07
73 – 79	79.5	0.80	0.2881	-0.09	-3.7	6	0.05
80 – 86	86.5	1.11	0.3665	-0.07	-2.9	4	0.02
X^2							0.278

Based on the table above, the researcher found that $x^2_{\text{count}} = 0.278$ while $x^2_{\text{table}} = 12.592$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($0.278 < 12.592$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of XI MIA-3 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	45-51	5	5
2	52-58	8	13
3	59-65	12	25
4	66-72	7	32
5	73-79	6	38
6	80-86	4	42

Position of Me in the interval of classes is number 4, that:

$$Bb = 58.5$$

$$F = 13$$

$$fm = 12$$

$$i = 7$$

$$n = 42$$

$$1/2n = 21$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 58.5 + 7 \left(\frac{21 - 13}{12} \right)$$

$$= 58.5 + 7 \left(\frac{8}{12} \right)$$

$$= 58.5 + 7 (0.66)$$

$$= 58.5 + 4.6$$

$$= 63.1$$

7. Modus

No	Interval	F	Fk
1	45-51	5	5
2	52-58	8	13
3	59-65	12	25
4	66-72	7	32
5	73-79	6	38
6	80-86	4	42

$$L = 58.5$$

$$d_1 = 4$$

$$d_2 = 5$$

$$i = 7$$

So,

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$= 58.5 + \frac{4}{4+5} 7$$

$$= 58.5 + \frac{4}{9} 7$$

$$= 58.5 + 0.44 (7)$$

$$= 58.5 + 3.1$$

$$= 61.6$$

Appendix 9

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of XI MIA 1 class is:

No	Xi	Xi ²
1	45	2025
2	45	2025
3	52	2704
4	55	3025
5	55	3025
6	56	3136
7	56	3136
8	64	4096
9	64	4096
10	64	4096
11	64	4096
12	64	4096
13	66	4356
14	66	4356
15	66	4356
16	68	4624
17	68	4624
18	69	4761
19	69	4761
20	70	4900
21	70	4900
22	72	5184
23	75	5625
24	78	6084
25	78	6084
26	78	6084
27	78	6084
28	78	6084
29	79	6241
30	79	6241

31	79	6241
32	80	6400
33	80	6400
34	83	6889
35	83	6889
36	83	6889
37	83	6889
38	85	7225
39	85	7225
40	85	7225
Total	2787	203177

$$n = 40$$

$$\sum xi = 2787$$

$$\sum xi^2 = 203177$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{40(203177) - (2787)^2}{40(40-1)} \\
 &= \frac{8127080 - 7767369}{40(39)} \\
 &= \frac{359711}{1560} \\
 &= 230.5
 \end{aligned}$$

B. Variant of XI MIA 2 class is:

No	Xi	Xi ²
1	43	1849
2	43	1849
3	43	1849
4	45	2025
5	50	2500
6	52	2704
7	52	2704
8	55	3025
9	55	3025
10	56	3136
11	57	3249
12	57	3249
13	57	3249
14	60	3600

15	60	3600
16	61	3721
17	63	3969
18	63	3969
19	64	4096
20	64	4096
21	64	4096
22	65	4225
23	68	4624
24	68	4624
25	68	4624
26	69	4761
27	70	4900
28	70	4900
29	70	4900
30	70	4900
31	73	5329
32	73	5329
33	75	5626
34	75	5626
35	75	5626
36	75	5626
37	76	5776
38	77	5929
39	78	6084
40	78	6084
41	80	6400
42	83	6889
Total	2700	186433

$$n = 42$$

$$\sum xi = 2700$$

$$\sum xi^2 = 186433$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{42(186433) - (2700)^2}{42(42-1)} \\
 &= \frac{7830186 - 7290000}{42(41)} \\
 &= \frac{540186}{1722} \\
 &= 313.6
 \end{aligned}$$

C. Variant of XI MIA 3 class is:

No	Xi	Xi ²
1	45	2025
2	45	2025
3	50	2500
4	50	2500
5	50	2500
6	52	2704
7	52	2704
8	55	3025
9	55	3025
10	55	3025
11	57	3249
12	57	3249
13	57	3249
14	60	3600
15	60	3600
16	60	3600
17	60	3600
18	60	3600
19	60	3600
20	62	3844
21	62	3844
22	62	3844
23	65	4225
24	65	4225
25	68	4625
26	68	4625
27	68	4625
28	70	4900
29	70	4900

30	70	4900
31	70	4900
32	75	5625
33	75	5625
34	75	5625
35	78	6084
36	78	6084
37	78	6084
38	78	6084
39	80	6400
40	80	6400
41	85	7225
42	85	7225
Total	2694	180715

$$n = 42$$

$$\sum xi = 2694$$

$$\sum xi^2 = 180715$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{42(180715) - (2694)^2}{42(42-1)} \\
 &= \frac{7590030 - 7257636}{42(41)} \\
 &= \frac{332394}{1722} \\
 &= 193.02
 \end{aligned}$$

The formula was used to test hypothesis was:

1. XI MIA 1 and XI MIA 2

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{313.6}{230.5}$$

$$= 1.36$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.36$ with $\alpha 5\%$ and $dk = 42$ and 40 from the distribution list F , researcher found that $F_{\text{table}} = 1.71$ and 1.73 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.36 < 1.71$ and 1.73). So, there is no difference in variant

between the XI MIA 1 class and XI MIA 2 class. It means that the variant is homogenous.

2. XI MIA 2 and XI MIA 3

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{313.6}{193.02}$$

$$= 1.62$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.62$ with $\alpha 5\%$ and $dk = 42$ from the distribution list F, researcher found that $F_{\text{table}} = 1.69$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.62 < 1.69$). So, there is no difference in variant between the XI MIA 2 class and XI MIA 3 class. It means that the variant is homogenous.

3. XI MIA 1 and XI MIA 3

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{230.5}{193.05}$$

$$= 1.19$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.67$ with $\alpha 5\%$ and $dk = 40$ and 42 from the distribution list F, researcher found that $F_{\text{table}} = 1.71$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.19 < 1.71$). So, there is no difference in variant between XI MIA 1 class and XI MIA 3 class. It means that the variant is homogenous.

Appendix 10
The Result of Students' Speaking Mastery for Pre-Test

THE RESULT OF SPEAKING MASTERY

A. Students' Result of XI MIA 1

No.	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	ANF	3	24	16	8	19	70
2	AK	3	24	20	10	23	80
3	AN	3	24	16	8	19	70
4	AS	3	12	12	6	12	45
5	AH	2	24	24	10	23	83
6	ASL	3	24	16	10	19	72
7	APRR	2	24	24	10	23	83
8	BNH	2	24	24	12	23	85
9	CS	3	12	16	6	15	52
10	CNSH	3	18	16	10	19	66
11	DS	2	24	20	10	19	75
12	DNK	2	24	24	10	23	83
13	DE	3	12	12	6	12	45
14	EF	3	18	16	8	19	64
15	EL	3	18	16	10	19	66
16	EZ	2	12	20	6	15	55
17	FS	3	24	20	12	19	78
18	FR	2	24	24	10	23	83
19	HW	3	18	16	10	19	66
20	HS	3	24	20	12	19	78
21	HA	2	24	24	12	23	85
22	IS	3	18	16	8	19	64
23	LL	2	12	20	10	15	56
24	MAH	2	24	24	12	23	85
25	MF	3	24	16	10	15	68
26	MIS	3	24	20	10	23	80
27	MY	2	12	20	6	15	55
28	NAS	2	24	20	10	23	79
29	NMSS	2	24	20	10	23	79
30	PR	3	18	16	8	19	64
31	PSW	3	24	20	8	23	78
32	RL	2	18	16	10	23	69
33	RNJH	3	24	20	8	23	78
34	RAH	3	18	16	12	19	68
35	RMH	3	18	12	8	15	56
36	SA	3	24	20	8	23	78

37	SP	2	18	16	10	23	69
38	SS	3	18	16	8	19	64
39	WA	3	18	16	8	19	64
40	ZRM	2	24	20	10	23	79

B. Students' Result of XI MIA 2

No.	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AR	3	18	16	8	19	64
2	AF	3	24	16	8	19	70
3	DF	3	24	16	8	19	70
4	DB	3	24	20	12	19	78
5	DF	2	18	12	10	19	63
6	FH	3	18	16	8	19	64
7	FR	2	18	12	10	19	63
8	FL	2	18	16	6	15	57
9	FS	3	24	20	8	23	78
10	HAR	2	18	16	6	15	57
11	HB	3	24	20	10	23	80
12	IN	2	18	16	6	19	61
13	IF	2	24	24	10	23	83
14	IA	2	18	16	6	15	57
15	I	3	18	16	8	15	60
16	ID	3	18	16	8	15	60
17	IN	2	24	16	10	19	69
18	K	3	12	16	6	15	52
19	LH	3	24	16	8	19	70
20	LI	3	12	12	8	15	50
21	LA	3	24	16	8	19	70
22	ME	2	24	20	8	19	73
23	MD	3	12	16	6	15	52
24	MS	3	18	16	12	19	68
25	MR	3	18	16	12	19	68
26	MFR	3	12	12	6	12	45
27	ME	3	18	16	12	19	68
28	NRF	2	12	16	10	15	55
29	NR	2	18	12	10	19	63
30	NA	2	18	16	10	19	65
31	N	1	12	12	6	12	43
32	PR	2	24	20	10	19	75
33	RA	3	12	20	6	15	56
34	RB	3	24	20	10	19	76
35	SM	2	24	20	8	19	73

36	SUA	2	24	20	10	19	75
37	URZ	1	12	12	6	12	43
38	VKS	2	12	16	6	15	55
39	WM	2	24	20	10	19	75
40	WW	2	24	20	10	19	75
41	DH	1	12	12	6	12	43
42	SS	2	24	20	8	23	77

C. Students' Result of XI MIA 3

No.	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AQ	3	18	16	10	15	62
2	AA	2	18	16	10	19	65
3	AR	3	18	16	10	15	62
4	ASR	3	24	16	8	19	70
5	DAL	3	12	12	8	15	50
6	DZH	3	24	16	8	19	70
7	DA	3	12	12	8	15	50
8	EA	2	18	16	10	19	65
9	ES	3	18	16	12	19	68
10	FP	3	12	12	6	12	45
11	FK	3	24	16	8	19	70
12	HR	3	12	12	8	15	50
13	HSY	3	24	16	8	19	70
14	IM	3	12	12	6	12	45
15	IA	3	18	16	12	19	68
16	IK	3	18	16	12	19	68
17	IHB	2	12	16	10	15	55
18	KAK	3	18	16	8	15	60
19	KM	3	18	16	8	15	60
20	LT	2	12	16	10	15	57
21	LK	3	18	12	10	19	62
22	MA	2	24	20	10	19	75
23	MK	2	12	16	10	15	57
24	MM	2	12	16	10	15	57
25	MSN	3	12	12	8	15	52
26	MDR	3	18	16	8	15	60
27	MR	2	12	16	8	15	55
28	MZ	2	24	20	10	19	75
29	MRI	2	12	16	8	15	55
30	MS	2	24	20	10	19	75
31	NH	3	18	16	8	15	60
32	NF	2	12	16	10	15	52

33	RAS	3	24	20	10	23	80
34	RI	2	24	24	12	23	85
35	RH	3	24	20	8	23	78
36	SH	3	18	16	8	15	60
37	SH	3	18	16	8	15	60
38	SK	3	24	20	8	23	78
39	SWH	2	24	24	12	23	85
40	SR	3	24	20	8	23	78
41	SW	3	24	20	10	23	80
42	YNH	3	24	20	8	23	78

Appendix 11

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyze homogeneity test of the both averages was t-test, that:

So:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{69.7 - 69.6}{\sqrt{\left(\frac{(40 - 1)230.5 + (42 - 1)313.6}{40 + 42 - 2}\right)\left(\frac{1}{40} + \frac{1}{42}\right)}}$$

$$Tt = \frac{0.1}{\sqrt{\left(\frac{(39)230.5 + (41)313.6}{80}\right)(0.025 + 0.023)}}$$

$$Tt = \frac{0.1}{\sqrt{\left(\frac{(8989.5) + (12875.6)}{80}\right)(0.048)}}$$

$$Tt = \frac{0.1}{\sqrt{\left(\frac{21847.1}{80}\right)(0.048)}}$$

$$Tt = \frac{0.1}{\sqrt{(273.08)(0.048)}}$$

$$Tt = \frac{0.1}{\sqrt{13.10}}$$

$$Tt = \frac{0.1}{3.62}$$

$$Tt = 0.36$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.36$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 40 + 42 - 2 = 80$, reseracher found that $t_{\text{table}} = 2.000$, because $t_{\text{count}} < t_{\text{table}}$ ($0.36 < 2.000$). So,

H_a was rejected, it means that there is no difference in average between experimental class and control class in pre test.

Appendix 12
Students' Score of Post-test

1. Students' Score of Pre-test at XI MIA 1

No.	Initial Name	Score
1	ANF	86
2	AK	68
3	AN	86
4	AS	86
5	AH	65
6	ASL	90
7	APRR	86
8	BNH	62
9	CS	85
10	CNSH	62
11	DS	86
12	DNK	65
13	DE	85
14	EF	70
15	EL	90
16	EZ	86
17	FS	68
18	FR	86
19	HW	72
20	HS	83
21	HA	75
22	IS	85
23	LL	83
24	MAH	70
25	MF	80
26	MIS	75
27	MY	78
28	NAS	70
29	NMSS	80
30	PR	72
31	PSW	86
32	RL	81
33	RNJH	80
34	RAH	81
35	RMH	78
36	SA	86
37	SP	83
38	SS	75
39	WA	75
40	ZRM	78

2. Students' Score of Pre-test at XI MIA 2

No.	Initial Name	Score
1	AR	83

2	AF	85
3	DF	75
4	DB	75
5	DF	83
6	FH	58
7	FR	80
8	FL	83
9	FS	75
10	HAR	80
11	HB	80
12	IN	74
13	IF	74
14	IA	83
15	I	60
16	ID	75
17	IN	75
18	K	72
19	LH	74
20	LI	80
21	LA	65
22	ME	65
23	MD	60
24	MS	85
25	MR	80
26	MFR	70
27	ME	68
28	NRF	70
29	NR	75
30	NA	75
31	N	65
32	PR	85
33	RA	65
34	RB	85
35	SM	80
36	SUA	78
37	URZ	68
38	VKS	78
39	WM	70
40	WW	65
41	DH	80
42	SS	72

Appendix 13

Normality Test for Post-Test

RESULT OF NORMALITY TEST IN POST-TEST

B. Result of Normality Test of XI MIA-1

8. The score of grade XI MIA-1 in post-test from low score to high score:

62	62	65	65	68	68	70	70	70	72
72	75	75	75	75	78	78	78	80	80
80	81	81	83	83	83	85	85	85	86
86	86	88	88	88	88	88	88	90	90

9. High = 90

Low = 62

Range = High – Low

= 90 – 62

= 28

10. Total of classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (40)$

= $1 + 3,3 (1.60)$

= $1 + 5.28$

= $6.28 / 6$

11. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{28}{6} = 4.66 = 5$

12. Mean

Interval Class	F	X	x'	fx	x' ²	fx' ²
62 - 66	4	64	+4	16	16	256
67 - 71	5	69	+3	15	9	225
72 - 76	6	74	+2	12	4	144
77 - 81	8	79	+1	8	1	64
82 - 86	9	84	0	0	0	0
87 - 91	8	89	-1	-8	1	64
$i = 7$	40	-	-2	43	-	753

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 84 + 5 \left(\frac{43}{40} \right)$$

$$= 84 + 5 (1.07)$$

$$= 84 + (5.3)$$

$$= 89.3$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 5 \sqrt{\frac{753}{40} - \left(\frac{43}{40}\right)^2} \\
&= 5 \sqrt{18.82 - (1.07)^2} \\
&= 5 \sqrt{18.82 - 1.14} \\
&= 5 \sqrt{17.68} \\
&= 5 \times 4.2 \\
&=
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$
62 – 66	61.5	-1.32	0.09342	-0.04	-1.6	4	0.01
67 – 71	66.5	-1.09	0.13786	-0.06	-2.4	5	0.03
72 – 76	71.5	-0.84	0.20045	-0.07	-2.8	6	0.04
77 – 81	76.5	-0.60	0.27425	-0.08	-3.2	8	0.07
82 – 86	81.5	-0.37	0.35569	-0.09	-3.6	9	0.09
87 – 91	86.5	-0.13	0.44528	-0.40	16	8	0.04
	91.5	0.10	0.0398				
						X ²	0.28

Based on the table above, the researcher found that $x^2_{count} = 0.28$ while $x^2_{table} = 9.488$. Because $x^2_{count} < x^2_{table}$ ($0.28 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of XI MIA-1 class (post-test) is normal.

13. Median

No	Interval	F	Fk
1	62-66	4	4
2	67-71	5	9
3	72-76	6	15
4	77-81	8	23
5	82-96	9	32
6	87-91	8	40

Position of Me in the interval of classes is number 5, that:

$$Bb = 81.5$$

$$F = 23$$

$$fn = 9$$

$$i = 5$$

$$n = 40$$

$$1/2n = 20$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fn} \right) \\ &= 81.5 + 5 \left(\frac{20-23}{9} \right) \\ &= 81.5 + 5 \left(\frac{-3}{9} \right) \\ &= 81.5 + 5 (-0.5) \\ &= 81.5 - 2.5 \\ &= 79 \end{aligned}$$

14. Modus

No	Interval	F	Fk
1	62-66	4	4
2	67-71	5	9
3	72-76	6	15
4	77-81	8	23
5	82-96	9	32
6	87-91	8	40

$$L = 81.5$$

$$d_1 = 1$$

$$d_2 = 1$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 81.5 + \frac{1}{1+1} 5 \\ &= 81.5 + \frac{1}{2} 5 \\ &= 81.5 + 0.5 (5) \end{aligned}$$

$$= 81.5 + 2.5$$

$$= 84$$

RESULT OF NORMALITY TEST IN POST TEST

B. Result of the Normality Test of XI MIA-2 in Post-Test

8. Score of XI MIA-2 class in pre-test from low to high score

58	60	60	65	65	65	65	65	68	68
70	70	70	72	72	74	74	74	75	75
75	75	75	75	75	75	75	78	78	80
80	80	80	80	80	83	83	83	85	85
85	85								

9. High = 85

Low = 58

Range = High – Low

$$= 85 - 58 = 27$$

10. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (42)$$

$$= 1 + 3,3 (1.62)$$

$$= 1 + 5.34$$

$$= 6.34 / 6$$

11. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{27}{6} = 4.5 = 5$

12. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
58 – 62	3	60	+3	9	9	81
63 – 67	5	65	+2	10	4	100
68 – 72	7	70	+1	7	1	49
73 – 77	10	75	0	0	0	0
78 – 82	9	80	-1	-9	1	81

83 – 87	8	85	-2	-16	4	256
$i = 7$	42	-	-	1	-	567

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 75 + 5 \left(\frac{1}{42} \right) \\
 &= 75 + 5 (0.02) \\
 &= 75 + (0.2) \\
 &= 75.2
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 5 \sqrt{\frac{567}{42} - \left(\frac{1}{42} \right)^2} \\
 &= 5 \sqrt{13.5 - (0.02)^2} \\
 &= 5 \sqrt{13.5 - 0.0004} \\
 &= 5 \sqrt{13.4} \\
 &= 5 \times 3.67 \\
 &= 18.37
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
58 – 62	57.5	-0.96	0.16853	-0.07	-2.9	3	0.01
63 – 67	62.5	-0.69	0.24510	-0.08	-3.3	5	0.03
68 – 72	67.5	-0.43	0.33360	-0.11	-4.6	7	0.07
73 – 77	72.5	-0.14	0.44433	0.39	16.3	10	0.02
78 – 82	77.5	0.12	0.0478	-0.10	-4.2	9	0.09
83 – 87	82.5	0.39	0.1517	-0.09	-3.9	8	0.08
	87.5	0.66	0.2454				
						X^2	0.30

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 0.30$ while $\chi^2_{\text{table}} = 9.488$. Because $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ ($0.30 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of XI MIA-2 class (post-test) is normal.

13. Median

No	Interval	F	Fk
1	58 – 62	3	3
2	63 – 67	5	8
3	68 – 72	7	15
4	73 – 77	10	25
5	78 – 82	9	34
6	83 – 87	8	42

Position of Me in the interval of classes is number 4, that:

$$Bb = 72.5$$

$$F = 15$$

$$fm = 10$$

$$i = 5$$

$$n = 42$$

$$1/2n = 21$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 72.5 + 5 \left(\frac{21 - 15}{10} \right) \\ &= 72.5 + 5 \left(\frac{6}{10} \right) \\ &= 72.5 + 5 (0.6) \\ &= 72.5 + 3 \\ &= 75.5 \end{aligned}$$

14. Modus

No	Interval	F	Fk
1	58 – 62	3	3
2	63 – 67	5	8
3	68 – 72	7	15
4	73 – 77	10	25
5	78 – 82	9	34
6	83 – 87	8	42

$$L = 72.5$$

$$d_1 = 3$$

$$d_2 = 1$$

$$i = 5$$

So,

$$\begin{aligned} M_0 &= L + \frac{d_1}{d_1 + d_2} i \\ &= 72.5 + \frac{3}{3+1} 5 \\ &= 72.5 + \frac{3}{4} 5 \\ &= 72.5 + 0.75 (5) \\ &= 72.5 + 3.75 \\ &= 76.25 \end{aligned}$$

Appendix 14
Homogeneity Test for Post-Test

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

D. Variant of XI MIA 1 class is:

No	Xi	Xi ²
1	62	3844
2	62	3844
3	65	4225
4	65	4225
5	68	4624
6	68	4624
7	70	4900
8	70	4900
9	70	4900
10	72	5184
11	72	5184
12	75	5625
13	75	5625
14	75	5625
15	75	5625
16	78	6084
17	78	6084
18	78	6084
19	80	6400
20	80	6400
21	80	6400
22	81	6561
23	81	6561
24	83	6889
25	83	6889
26	83	6889
27	85	7225
28	85	7225

29	85	7225
30	86	7396
31	86	7396
32	86	7396
33	86	7396
34	86	7396
35	86	7396
36	86	7396
37	86	7396
38	86	7396
39	90	8100
40	90	8100
Total	3138	259154

$$n = 40$$

$$\sum xi = 3138$$

$$\sum xi^2 = 259154$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{40(259154) - (3138)^2}{40(40-1)} \\
 &= \frac{10366160 - 9847044}{40(39)} \\
 &= \frac{519116}{1560} \\
 &= 332.7
 \end{aligned}$$

E. Variant of XI MIA 2 class is:

No	Xi	Xi ²
1	58	3364
2	60	3600
3	60	3600
4	65	4225
5	65	4225
6	65	4225
7	65	4225
8	65	4225
9	68	4624
10	68	4624
11	70	4900
12	70	4900

13	70	4900
14	72	5182
15	72	5182
16	74	5476
17	74	5476
18	74	5476
19	75	5625
20	75	5625
21	75	5625
22	75	5625
23	75	5625
24	75	5625
25	75	5625
26	78	6084
27	78	6084
28	80	6400
29	80	6400
30	80	6400
31	80	6400
32	80	6400
33	80	6400
34	80	6400
35	83	6889
36	83	6889
37	83	6889
38	83	6889
39	85	7225
40	85	7225
41	85	7225
42	85	7225
Total	2969	221454

$$n = 42$$

$$\sum xi = 2969$$

$$\sum xi^2 = 221454$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{42(221454) - (2969)^2}{42(42-1)} \\
&= \frac{9301068 - 8785296}{42(41)} \\
&= \frac{515772}{1722} \\
&= 299.5
\end{aligned}$$

The formula was used to test hypothesis is:

4. XI MIA 1 and XI MIA 2

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{332.7}{299.5}$$

$$= 1.11$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.11$ with α 5% and $dk = 42$ and 40 from the distribution list F, researcher found that $F_{\text{table}} = 1.71$ and 1.73 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.11 < 1.71$ and 1.73). So, there is no difference in variant between the XI MIA 1 class and XI MIA 2 class. It means that the variant is homogenous.

Appendix 15**The Result of Students' Speaking Mastery for Post -Test****THE RESULT OF SPEAKING MASTERY**

A. Students' Result of XI MIA 1

No.	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	ANF	3	24	24	12	23	86
2	AK	3	24	16	10	15	68
3	AN	3	24	24	12	23	86
4	AS	3	24	24	12	23	86
5	AH	2	18	16	10	19	65
6	ASL	3	30	24	10	23	90
7	APRR	3	24	24	12	23	86
8	BNH	3	18	16	10	15	62
9	CS	2	24	24	12	23	85
10	CNSH	3	18	16	10	15	62
11	DS	2	24	24	12	23	86
12	DNK	2	18	16	10	19	65
13	DE	2	24	24	12	23	85
14	EF	3	24	16	8	19	70
15	EL	3	30	24	10	23	90
16	EZ	3	24	24	12	23	86
17	FS	3	18	16	12	19	68
18	FR	3	24	24	12	23	86
19	HW	1	24	20	8	19	72
20	HS	3	24	24	10	23	83
21	HA	2	24	20	10	19	75
22	IS	2	24	24	12	23	85
23	LL	3	24	24	10	23	83
24	MAH	3	24	16	8	19	70
25	MF	3	24	24	10	19	80
26	MIS	2	24	20	10	19	75
27	MY	3	24	24	8	19	78
28	NAS	3	24	16	8	19	70
29	NMSS	3	24	24	10	19	80
30	PR	1	24	20	8	19	72
31	PSW	3	24	24	12	23	86
32	RL	2	24	24	8	23	81
33	RNJH	3	24	24	10	19	80
34	RAH	2	24	24	8	23	81
35	RMH	3	24	24	8	19	78
36	SA	3	24	24	12	23	86

37	SP	3	24	24	10	23	83
38	SS	2	24	20	10	19	75
39	WA	2	24	20	10	19	75
40	ZRM	3	24	24	8	19	78

B. Students' Result of XI MIA 2

No.	Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AR	3	24	24	10	23	83
2	AF	2	24	24	12	23	85
3	DF	2	24	20	10	19	75
4	DB	2	24	20	10	19	75
5	DF	3	24	24	10	23	83
6	FH	3	18	12	10	15	58
7	FR	3	24	24	10	19	80
8	FL	3	24	24	10	23	83
9	FS	2	24	20	10	19	75
10	HAR	3	24	24	10	19	80
11	HB	3	24	24	10	19	80
12	IN	1	24	20	10	19	74
13	IF	1	24	20	10	19	74
14	IA	3	24	24	10	23	83
15	I	3	18	16	8	15	60
16	ID	2	24	20	10	19	75
17	IN	2	24	20	10	19	75
18	K	1	24	20	8	19	72
19	LH	1	24	20	10	19	74
20	LI	3	24	24	10	19	80
21	LA	2	18	16	10	19	65
22	ME	2	18	16	10	19	65
23	MD	3	18	16	8	15	60
24	MS	2	24	24	12	23	85
25	MR	3	24	24	10	19	80
26	MFR	3	24	16	8	19	70
27	ME	3	18	16	12	19	68
28	NRF	3	24	16	8	19	70
29	NR	2	24	20	10	19	75
30	NA	2	24	20	10	19	75
31	N	2	18	16	10	19	65
32	PR	2	24	24	12	23	85
33	RA	2	18	16	10	19	65
34	RB	2	24	24	12	23	85
35	SM	3	24	24	10	19	80

36	SUA	3	24	24	8	19	78
37	URZ	3	18	16	12	19	68
38	VKS	3	24	24	8	19	78
39	WM	2	18	20	12	19	70
40	WW	2	18	16	10	19	65
41	DH	3	24	24	10	19	80
42	SS	3	24	16	10	19	72

Appendix 16

T_{test} OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyse homogeneity test of the both averages in post test was t-test, as below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{89.3 - 75.2}{\sqrt{\left(\frac{(40 - 1)332.7 + (42 - 1)299.5}{40 + 42 - 2}\right)\left(\frac{1}{40} + \frac{1}{42}\right)}}$$

$$Tt = \frac{14.1}{\sqrt{\left(\frac{(39)332.7 + (41)299.5}{80}\right)(0.025 + 0.023)}}$$

$$Tt = \frac{14.1}{\sqrt{\left(\frac{(12975.3) + (12279.5)}{80}\right)(0.048)}}$$

$$Tt = \frac{14.1}{\sqrt{\left(\frac{25254.8}{80}\right)(0.048)}}$$

$$Tt = \frac{14.1}{\sqrt{(315.685)(0.048)}}$$

$$Tt = \frac{14.1}{\sqrt{15.15}}$$

$$Tt = \frac{14.1}{3.89}$$

$$Tt = 3.62$$

Based on calculation above, the result of the homogeneity test of the both averages, it was found that $t_{\text{count}} = 3.62$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 40 + 42 - 2 = 80$, reseracher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.62 > 2.000$). It means that H_a was accepted, it means there was the difference average between experimental class and

control class in post test. It can be concluded that there was the significant effect of Chain Drill technique on students' Students' Speaking Mastery at XI grade of MAN 1 Pad

Appendix 17

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 18

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811

-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981

Appendix 19

Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0, 005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

CURRICULUM VITAE

A. Identity

Name : Ade Ira Safithri Hasibuan
Nim : 13 340 0001
Place and Birthday : Padangsidimpuan, 08th March 1995
Sex : Female
Religion : Moslem
Address : Jl. Cempaka, Ujung Padang Kota Padangsidimpuan.

B. Parents

1. Father's name : Alm. Sukhyaruddin Hasibuan, S.Hi
2. Mother's name : Netty Herawati Nasution

C. Educational Background

1. Kindergarden : Raudhatul Athfal Alquran Padangsidimpuan
(2001)
2. Elementary School : SD Negeri 200208/21 Padangsidimpuan
(2007)
3. Junior High School : Mts. Nahdatul Ulama Padangsidimpuan
(2010)
4. Senior High School : MAN 1 Padangsidimpuan
(2013)
5. Institute : IAIN Padangsidimpuan
(2017)