

THE USING OF QUESTION AND ANSWER DRILL TO IMPROVE
STUDENTS' SPEAKING MASTERY AT GRADE VIII OF
SMP N2 BATANG ANGKOLA

A THESIS

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

Written By:

NUR ADILAH LUBIS
Reg. Number.15 203 00105

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2020



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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUAN
2020**



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a.n. Nur Adilah Lubis

Padangsidempuan, Januari 2020
To:
**Dean Tarbiyah and
Teacher Training Faculty**
In-
Padangsidempuan


Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Nur Adilah Lubis**, entitled "*The Using of Question and Answer Drill to Improve Students' Speaking Mastery at Grade VIII of SMP N 2 Batang Angkola*", we assume that the thesis has been acceptable the assignment and fulfil the requirement for the degree of Educational Scholar (S.Pd) in English program, English Program, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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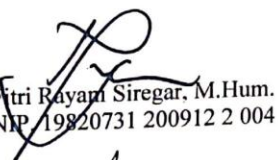
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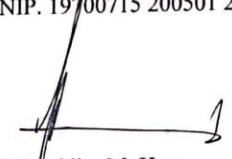

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I realize this thesis can't be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, Desember 2019

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ABSTRACT

The research focused about the using of question and answer drill to improve students' speaking mastery at grade VIII Smp N2 Batang Angkola. Most of students had low motivation in speaking mastery, students had lack of vocabulary, and students' difficult to memorize many words and the students were unwilling to use English in communicating with their friends or others. This research purposed to describe the improvement of student's speaking mastery by using question and answer drill at grade VIII SMP N 2 Batang Angkola and to identify the factors which influences students' speaking mastery by using question and answer drill at grade VIII SMP N 2 Batang Angkola.

This research was conducting by classroom action research. Those were planning, action, observing, and reflecting. In addition, to solve the speaking problems, the researcher applied question and answer drill. the participant of this research was students at grade VIII-A of SMP N2 Batang Angkola consist of 25 students and researcher collaboration with an English teacher. This research used test, interview and observation as instrument of collecting data. Test was used to find out the score of students' speaking mastery, then find out mean score and percentage as formulation. Next, interview and observation were used to know condition and to contribute the test.

Based on the result of this research, the students' speaking mastery was improved with mean score test 1 in first cycle 64.2 and students passed the KKM 5 persons (20%), and the test 2 in the second cycle the mean score was 76 and the students passed the KKM 20 persons (30%). It can be concluded that the mean score in cycle 2 was higher than cycle 1. Finally, studentn's speaking mastery could be improved question and answer drill. so, it was recommended that question and answer drill could be used in teaching learning speaking in classroom based on this research.

Key word: Classroom Action Research, Speaking Mastery, Question and Answer Dril

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CHAPTER I

INTRODUCTION

A. The Background of the problem

English is one of international language that used by many people in the world and practice in every aspect in human life. Such as: education, society, technology, politics, economies, and culture. Indonesia is one of many countries that used English for connecting a huge relationship to another country.

Based on curriculum for junior high school, English in Indonesia is used as a subject in the school until University. Teaching English for students are different based on their proficiency level. Speaking is one of the skill must be taught in eight grade of junior high school. the competence of speaking in English refers to capability of students to mastery the material of speaking such role play, communication in classroom.

There are a lot of material of teaching English reading, listening, writing, and speaking. All of these are integrated which must be mastered by people especially students. Speaking and writing are productive skills, and listening and reading is a receptive skills. In this case, the researcher focuses on speaking skill that is one problem in English learning.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. With speaking people can tell their feeling, share about perceptions each other and the

speaker telling about something to another people until they understand. The purpose of the speaking is a informative, invitational, distortional and actuation. The important to learning speaking for our life is : people can deliver information. A lot of information are presented orally form such a speech, news, radio, and chat. Many people around the world deliver the information to another people through speaking, because is easier and more efficiency. Besides delivering ideas, people also can get information from speaking. So, speaking is a good alternative to deliver and to get information.

There are many effort used by government, school and teacher to students' speaking mastery, such as revision the curriculum completing the English teaching facilities, and make a good program. Besides that the teachers managed in the classroom to increase speaking ability students like techniques, methods and media. All this done to make students interest and increas students motivation.

The condition of teaching speaking in English learning, many students thought that speaking is difficult, because speaking happens in real time, and speaking cant't be edited and revised. It will be possible to do mistakes in pronunciation or grammar. In fact, whether the students have already learned language English especially students' ability in speaking is still far from expectation and unsatisfactory. Based on interview one of the English Teacher of grade VIII SMP N 2 Batang Angkola, she said that speaking was very difficult for students. Many students did not know what will they say when they want to say or tell something. They felt difficult to pronounce the

word. She add that students could not memorize many words and the students are unwilling to use English in communicating with their friends or others.¹ So, it could be concluded that the motivation of the students to learn English especially speaking are still low.

There are many factors to improve speaking mastery. the factors are media, material, motivation, teaching technique, grammar mastery, society. According to Josua Bire, there are twelve factors of speaking mastery that make students difficult in learning speaking such as : psychological factor, poor vocabulary-related factor, peer-related factor, personality factor, pronunciation-related factor, grammar-related factor, personality factor, L1 interference-related factor, teacher-related factor, teacher's techniques, environmental factor, motivation factor and cross-cultural factor.² In this research did not focus to all factors, but only focus on teacher's techniques in speaking.

There are many teaching techniques that can be used in teaching learning process to master speaking skill. According Larsen there are eleven technique in speaking mastery such as : Dialog memorization, backward build-up (Expansion) drill, transformation drill, repetition drill, question and

¹Masliani, S.Pd as a English teacher in class VIII, private interview(SMP N 2 BATANG ANGKOLA: Desember 20th, 2018 at 09.00 a.m.)

² Josua Bire Erni Salfina, Tans Feliks, "*Factors Affecting Poor Speaking Skills Of The English Department Students,*" *Perspektif Ilmu Pendidikan* 28 (2014); 140. Accessed on <http://www.google.com>.

answer drill, chain drill, use of minimal pairs, complete the dialog, grammar game, single- slot substitution drill, multiple-slot substitution drill.³

One of the technique in teaching speaking is question and answer drill technique. Question and answer drill is one of drill technique that is used in audio-lingual method to teach speaking. The technique is appropriate in teaching – learning speaking.it means the question and answer drill gives students practice with answering questions, The students should answer the teacher's question very quickly, Although we did not see it in our lesson here , it is also possible for the teacher to cue the students to ask question as well, This gives students practice with the question pattern.⁴it means the technique make students use their English through asking and answering question orally and students should answer the question quickly.

Based on explanation above, the researcher conducted a class action research to improve students' problems in speaking at grade VIII SMP N 2 BATANG ANGKOLA. So , the researcher wants to know whether question and answer drill technique had significant or not toward students' speaking mastery . so the researcher write the thesis entitle “ **The Using Of Question And Answer Drill To Improve Students' Speaking Mastery At Grade VIII Smp N 2 Batang Angkola**”.

³Diane Larsen-Freeman, “Techniques and Principles in Language Teaching,” 2008, p.48, https://www.academia.edu/25428308/Techniques_and_Principles_in_Language_Teaching_2nd_Edition_-_Diane_Larsen_and_Freeman.

⁴Larsen-Freeman, P.49.

B. The identification of the problem

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. With speaking people can tell their feeling, share about perceptions each other and the speaker telling about something to another people until they understand.

There are many factors to improve speaking mastery. the factors are media, material, motivation, teaching technique, grammar mastery, society. According to Josua Bire, here are twelve factors of speaking mastery that make students difficult in learning speaking such as : psychological factor, poor vocabulary-related factor, peer-related factor, personality factor, pronunciation-related factor, grammar-related factor, personality factor, L1 intereference-related factor, teacher-related factor, teacher's tehniques, environmental factor, motivation factor and cross-cultural factor.⁵ In this research did not focus to all factors, but only focus on teacher's techniques in speaking.

D. Limitation Of The Research

There are many factors to improve speaking mastery. the factors are media, material, motivation, teaching technique, grammar mastery, society. According to Josua Bire, here are twelve factors of speaking mastery that make students difficult in learning speaking such as : psychological factor, poor vocabulary-related factor, peer-related factor, personality factor,

⁵ Josua Bire Erni Salfina, Tans Feliks, "*Factors Affecting Poor Speaking Skills Of The English Department Students,*" *Perspektif Ilmu Pendidikan* 28 (2014); 140. Accessed on <http://www.google.com>.

pronunciation-related factor, grammar-related factor, personality factor, L1 interference-related factor, teacher-related factor, teacher's techniques, environmental factor, motivation factor and cross-cultural factor. In this research did not focus to all factors, but only focus on teacher's techniques in speaking.

Based on some problem in identification of the problem above, the researcher focuses the study on the effort to improve students speaking by using question and answer drill at grade VIII of SMP N 2 Batang Angkola. In conducting the research, the researcher did collaboration with the teacher to implementation movement question and answer drill during the teaching process.

The researcher focuses to improve students speaking because at grade VIII of SMP N 2 Batang Angkola their English speaking still poor and they think English subject is difficult, and the researcher use question and answer drill technique to teach students. because question and answer drill made students speaking active in classroom and question and answer drill made interest for learning.

E. The formulation of the research

In conducting the research, the researcher describe the formulation of the research as follows :

1. To what extent did question and answer drill technique improve students' speaking mastery at Grade VIII Batang Angkola ?

2. What are the factors which influence students' speaking mastery by using question and answer drill technique grade VIII SMP N 2 Batang Angkola?

F. The purposes of the research

Based on the above formulation of the reseach , here writer states the purposes as follows :

1. To describe the improvement of students' speaking mastery by using question and answer drill at Grade VIII SMP N 2 Batang Angkola.
2. To identify the factors which influence students' speaking mastery by using question and answer drill at Grade VIII SMP N 2 Batang Angkola.

G. The Significant of the Reserach

This research has significances for :

1. Headmaster, to be an information toward teacher progress in teaching.
2. English teachers, to be information in improveing teaching –learning quality in speaking skill especially.
3. Further resarchers, to be one resarch sources for another related reseach.

H. The Defenition of the Keys Terms

1. Improving

Improving “to make something or become better”⁶. So improving is making through better work to realize something. In this research adapted something. In this reseach adapted to be the improve students'

⁶A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York, 2000), P.628.

speaking skill better from level to level through the process of teaching from cycle to next cycle.

2. Students'

Hornby Said " the students' is a person who is studying at school or collage"⁷ So, students is a person who is learning and will be become determining to active learning process The student in this research is a person who students at Grade SMP N 2 Batang Angkola.

3. Question and answer drill

" This drill gives students practice with answering question . the students should answer the teacher's question very quickly and correctly".⁸ So, question and answer drill is the technique that the teacher gives students to practice through answering the question.

4. Speaking

According to the New World college dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance, discourse. It is also the productive aural/oral skill. It consist of producing systematic verbal utterance to convey meaning. So, speaking skill is the ability to express mind or feeling by presenting a certain topic or set of topics, so the students can learn about something new and then teach to their classmate, so everyone learn and speaks.

⁷Hornby, P.1187.

⁸Larsen-Freeman, "*Techniques and Principles in Language Teaching,*" P.49.

I. The Indicator of Action

This study is classroom action research. Classroom action research is the processing of study a real school on classroom situation to understand improve the quality of action or instruction. Action reseach involves learning in and through action and reflection, and it is conducted in avariety of contexts, including the social and caring sciences, education , organization and administration studies, and management.

In this research, the reseacher would make lesson plan and material that would use question and answer drill technique . next, the researcher would collaborate with english teacher to make team work who work together for solving the students' problem in improving speaking skill at Grade VIII SMP N 2 Batang Angkola. The indicators of action are identifying, grammar, vocabulary, fluency, and comprehension. In addition, the researcher also would give oral test to support this research.

F. Thesis Outline

Fundamentally, the formation of the research can be divided into five chapters, Moreover, rvrry chapter condidt of sub chapters with detail as follow:

Chapret I, it consist of; background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, significances of the research , the defenition of terminologies, and the last indicator of action.

Chapter II, it consist of; theoretical description, which explain about speaking, question and answer drill, related finding, concept framwork and hypothesis of action.

Chapter III, it consistof; research methodology, and it consist of location and time of the research, research design; the participoants of the research. The instrumen of collecting data; are test, observation and interview uses to collect the data and procedure of classroom action research, and technique of analyzing data.

Chapter IV, it consist of; the result of the research. The result of the research consist of description of the data, comparing the action result and last analyzing the research result.

Chapter V, it consist of; conclution, and suggestion.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Descripton

In conducting a research, theories are needed to explain some concepts or terms applied concerned. The terms are as follow:

1. Speaking Mastery

a. Defenition of Speaking

Sartika defined speaking as “an interactive process of constructing meaning that involves, producing, receiving, and processing information.”¹ In addition, Cancy Burke in Resha et.al said said that “ speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of the context.”² Speaking as one of the basic language skill has an important role in communication.

Based on Indonesia curriculum of Junior High school in book *Buku Guru Bahasa Inggris; “When English Rings a bell”* by Siti, speaking has a specific definition. Speaking is one of the students learning activity to make students able to communicate interpersonal, transactional, and functional about themselves, family, people, animals and objects concrete and imaginative, which are closest to the life and daily activities of students

¹Dewi Sartika “*Teaching Speaking Using The Information Gap Technique*,” *English Education Jurnal* 7, no 3 (2016), p.275. <http://www.jurnalunsyia.ac.id/EFL/article/view/4583>.

²Resa P.w, Mawardin M said, and Abdul waris, “*Developing Spaking Skill of Grade VIII Students Trough Sort Conversation*”, *English Language Teaching Society (ELTS)* 3, no 1 (2015); p.1. <https://media.neliti.com/media/publications/2244500-none-65dd4Se8.pdf>.

at home, school and society.³ Speaking makes students establish verbal communication.

Related to the definition above, it can be inferred that in general speaking is a process of interaction by constructing meaning and processing information. Speaking is the ability to use language through building and sharing information. Speaking is an important productive skill that is used to communicate with others specifically, speaking must be learned in junior high school. Speaking is a skill to communicate and to express ideas or feelings about self, family, people, animals, objects that are related to daily life.

b. Purpose of speaking

Purpose of speaking is not only for communication with others but also for producing and receiving meaning. In general, the purpose of speaking is as follows:

1) To inform

This is about helping audience members acquire information that they do not already process.

2) To persuade

When we speak to persuade, we attempt to get the listener to embrace a point of view or to adopt a behaviour that they would not have done otherwise.

3) To entertain

³ Siti Weahidah et al, *Bahasa Inggris 'When English Rings a Bell'*, Edisi Revi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).

The third general purpose people can have for speaking is to entertain. To entertain means speaking aims to entertain others by fill it with serious message but entertaining. Speaker with good humor. A speaker who talk with humor that contains good messages can be said to be professional speaker.

The purposes of speaking is to communicate. The other purposes of speaking are to inform, to persuade and to entertain. To inform aims to tell other about something. To persuade aims to convincing others to do, believe something. To entertain aims to keep others being entertained with the topic.

Based on curriculum (K13), there are some purposes of speaking in reviewed from *kompetensi dasar*, the purposes of speaking are divided into the following description.

- 1) Speaking membuat siswa mengenal berbagai cara yang berbeda dalam menyela percakapan untuk tujuan memintapenjelasan dan atau mengkonfirmasi.
- 2) Speaking membuat siswa lebih memahami berbagai cara yang berbeda dalam menyela percakapan untuk tujuan mengganti topik percakapan.
- 3) Speaking membuat siswa dapat menyela percakapan *transactional* dengan ungkapan bervariasi untuk tujuan mengklarifikasi, mengkonfirmasi melalui atau mengganti topik percakapan kegiatan menyimak dan berbicara.⁴

⁴Kementrian Pendidikan Dan Kebudayaan, Kurikulum 2013, 2012, p.68.<http://abbah.yolasite.com/resources/KURIKULUM%20SMP%202013%20dan%20Kompetensi%20Dasar%20SMP.pdf>

Based on explanation above, the purpose of speaking are speaking makes students know and understand how to interrupt conversation/transactional in order to ask for an explanation or change the topic of conversation listening and speaking activities.

c. Type of Speaking

There are some types of speaking that we teach for communication with other. According to Douglas Brown, there are types of spoken language:

- 1) Imitative. Imitative is the ability to imitative the sound of word or phrase or possibly sentence .
- 2) Intensive. Intensive is the production of short stretches of oral language designed demonstrate competence, example of intensive assesment task include directed response tasks, reading aloud, sentence and dialogue completion.
- 3) Responsive. Responsive assesment task include interaction and test comprehension such as; very short conversation, standart greetings and small talk, simple requests comment the like.
- 4) Interactive. The difference between responsive and interactive speaking is in the length and complexilt of interaction, which sometimes includes multiple exchanges or multiple partisipants.
- 5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story telling.⁵

Based on explanation above, there are five types of speaking; imitative, intensive, responsive, interactive, and extensive (monologue). These types are some that are taught at school and some are not taught at school.

The types taught in junior high school are imitative, responsive and interactive. Because imitative is the type of speaking performance

⁵H. Douglass Brown, *Language Assessment Principle and Classroom Practice* (San Francisco: Longman, 2004), 141–42.

performed by students according to words, phrases or sentence, and responsive is the type of responsive speaking performance that involves a brief interaction with someone as a friend to talk and the last is interactive is larger dialogue on transactional conversation.

d. Principles for teaching speaking

There are some principles in speaking that speaker must applied in teaching speaking. Nunan stated there are five principles that the teacher aware in teaching speaking, they are:

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practices with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using work and limiting teacher talk.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities involve guidance and practice in both transactional and interactional speaking.⁶

In addition, According Richard Zeoli there are six principles of speaking:

- 1) Perception: stop trying to be a great speaker.
People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversation we have spoken every day, we have no problem being ourselves.
- 2) Perfection: when you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
- 3) Visualization: if you can see it, you can speak it.
Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
- 4) Discipline: practice make perfectly good.
Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.

⁶ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2008), p. 54-56

- 5) Description: make it personal.
Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.
- 6) Anticipation: always leave'em wanting more.
Always make your presentation just a little wrong and anticipated.⁷

From the explanation above there are principles in teaching speaking. So, the teacher can follow the principles to make students more active in teaching learning process. Teacher also can make teaching learning process more interest.

e. Speaking Assessing

The term assess is very relevant to the term evaluation method to get student learning outcomes. Learning this assess process is done to learn what must be completed learning from the students. So, assessing is needed to know the speaking competence.

According to Brown there are five categories to asses speaking skill, such as accent, grammar ,vocabulary, fluency and comprehension.⁸

The farther explanation is explained as follow :

1) Accent

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

- a. The region or country they come from.
- b. What social class they belong to.

⁷ Richard Zeoli, Seven Principles Of Effectives Public Speaking, Accessed on [http://www.ammanet.org/articles-of-effective-public speaking.aspx](http://www.ammanet.org/articles-of-effective-public-speaking.aspx)

⁸H. Douglass Brown, *Language Assessment Principle and Classroom Practice*, p.20.

- c. Whether or not the speaker is a native speaker of the language.⁹

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 mishear 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.¹⁰

2) Grammar

Grammar is description of the structure of language and the way in which linguistic units are combined to produce sentence in the language. It also describes the speaker’s knowledge of the language.¹¹

grammar can be identified looks like :

- a. Grammar almost entirely inaccurate phrase
- b. Constant errors showing very few major patterns frequently preventing communication
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.
- f. No more than two errors during the interview.¹²

⁹Jack C. Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: Person education,2002),p.3.

¹⁰H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, p.25.

¹¹Jack C. Richard and Schmidt., p,230.

¹²Arthur Hugnes, *Testing For...*,p. 110

3) Vocabulary

Nunan states “vocabulary is more than a list of target language of words”.¹³ a spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the student's achievement to build up the words using some related vocabularies.

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)
- 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.¹⁴

4) Fluency

Nunan states “fluency is the extent to which speakers use the language quickly and confidently, with the few hesitations or unnatural pauses, false starts, word searching, and so on.

Fluency can be identified looks like this :

- a. Speech is not halting and fragmentary that conversation is virtually impossible.

¹³David Nunan, *Practical Language...*, p.258

¹⁴Arthur Hughes, *Testing For...*, p.110

- b. Speech is very slow and uneven except for short or routine sentence.
- c. Speech is frequently hesitant and jerky : sentence maybe left uncomplered.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth but perceptibly non-native in speed and evenness.
- e. Speech is effortless and smooths but perceptibly non native in speed and evenness.
- f. Speech al professional and general topic as effortless and smooth as a native speaker.¹⁵

5) Performance / comprehension

Performance is the capacity for understanding ideas, fact, and so on. Performance in think aloud technique capure preference data simultaneously rather than having to ask preferences questions later. Then, think aloud in performance may help some participant focus by falling of working and talking.

Comprehension can be identified looks like this:

- a. Understands too little for the simplest tpes of conversation.
- b. Undersrand 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. Understands quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing.
- e. Understanding everything in normal educatedconversation concept for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- f. Understanding everything in both normal and colloquial speech to be expected of an educated native speaker.¹⁶

¹⁵Arthur Huges, *Testing For ...*,p.111.

¹⁶Arthur Huges, *Testing For ...*,p.113.

So, assesing speaking is to know how far the teacher teach speaking, is success or not. And to measure how far students' speaking in class.

Based on English Book "When English Rings a Bell", there are some assessment or to applied speaking in junior high school at grade VIII and the assesment of speaking are divided into the following description :

- 1) Pengucapan (pronunciation)
- 2) Intonasi (intonation)
- 3) Kelancaran(fluency)
- 4) Ketelitian(accuracy)¹⁷

From the explanation above there are assesment of speaking. So, the teacher can follow the assesment above to applied students speaking ability in the class.

g. The Materials of Teaching Speaking

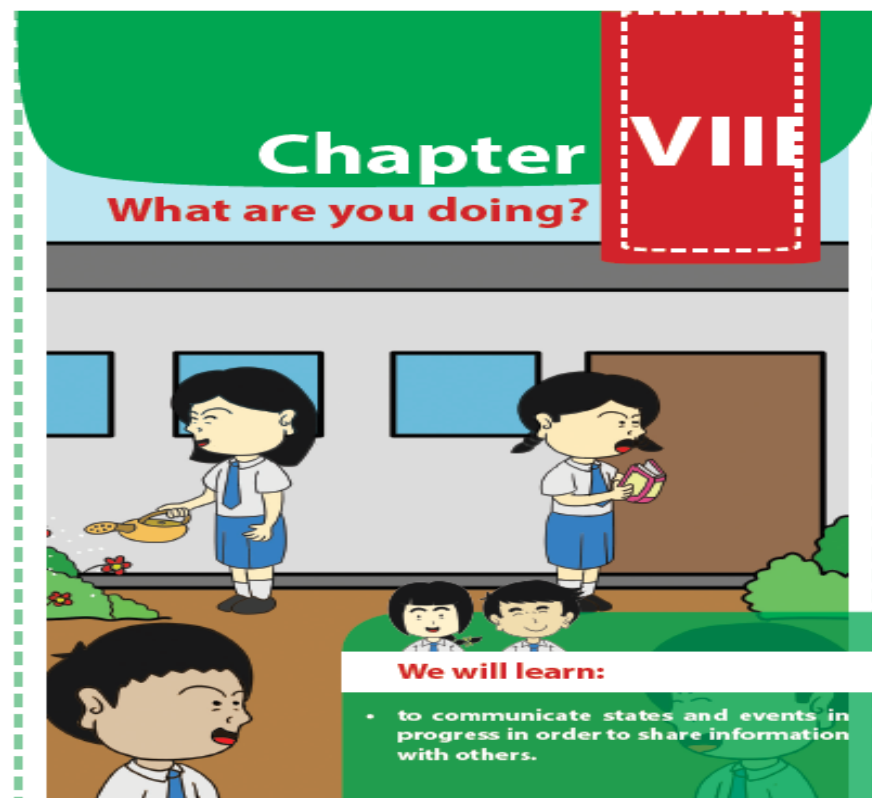
Nowdays, most of school in Indonesia include elementary school, junior high school, and senior high school have changed their curriculum of education from KTSP into 2013 curriculum or named K'13. Means that, in K13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combine to become a whole unit.

There are many common topics in when English rings a bell that used by junior high school. The materials of speaking in second semester based on text book are :chapter VII with topic My uncle is a zookeeper, chapter

¹⁷ Siti Wcahidah et al, *Buku Guru Bahasa Inggris 'When Rings a Bell'*, Edisi Revi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), p.18.

VIII with topic what are you doing, chapter IX Bigger is not always better, chapter X When I was child, chapter XI with topic Yes, we made it, chapter XII with topic Don't forget it, please!, chapter XIII with topic We got a lot of histories.


From those materials, the researcher did not talk about all topics. The researcher only focus on chapter VIII with sub topic What are you doing?. This topic talk about activities and events that are ongoing at home, school, and surrounding areas. Based on syllabus K13 from students' textbook at grade VIII PERMENDIKBUD version, activities and events that are ongoing at home, school, and surrounding areas is the material that students will learn to communicate states and events in progress in order to share information with others.



The examples of exercise that the students do in speaking activity;



Observing & Asking Questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

What are they doing?



They're playing *congklak*.

What is Siti reading?




She's reading *Goldilocks*.

Observing & Asking Questions

We will play the roles of the speakers in the conversations.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.




No	Questions	Answers
1.	Is she laughing?	No, she's not. She's smiling.
2.	Are they laughing?	Yes, they are laughing.
3.	Is she washing her hair?	No, she is not. She is combing her hair.

2. Question and answer drill

a. Definition of question and answer drill

Drill is a technique commonly in older methods of languageteachingparticulary the audio-lingual method and used for practicing sounds or sentence pattern in a language, based on guided repetition or practice.¹⁸“drill are commonly done chirally (the whole class repeating) or individually”.according to BambangSetiyadi “ drill method is a teaching method through giving drills from simple until complex drill.¹⁹

¹⁸Jack C. Richard and Schmidt..., p,170.

¹⁹Bambang Setiyadi, *English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2003), p.26.

From above definition, it can be concluded that drill is a technique method of language teaching particularly the audio lingual method and used for practicing sounds or sentence pattern in a language.

Drills are one of the best ways for language practice. Drills are useful tools that help learners to use the target language effectively. When students are engaged in drills, will stand a better chance of developing dialogues in real communication. Drills are interesting and they provide an enjoyable learning environment.

According to Larsen-Freeman, question and answer drill is the technique that the teacher gives students to practice through answering questions, the students should answer the teachers' questions quickly, although we did not see it in our lesson here, it is also possible for the teacher to let the students practice to ask questions as well. This gives students practice with the question pattern.²⁰ Hernani Franca said question and answer drill is a good format for practicing new patterns, especially questions and answer.²¹

Question and answer drill is a part of audio-lingual method, it has 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 question answer drill can improve their

²⁰Diane Larsen-Freeman, 'Techniques and Principles in Language Teaching', 2008, P.49, https://www.academia.edu/25428308/Techniques_and_Principles_in_Language_Teaching_2nd_Edition_-_Diane_Larsen_and_Freeman.

²¹ Hernani Franca, "Awakening Students Inner Power an Effective English Teaching System (Brasilia: Thesaurus, 2008), p. 120

speaking using this technique with teacher gives students to practice through answering questions.²²

Based on above the quotation it can be conclude that question and answer drills is a teaching technique that are conducting by teacher gives students question, students should answering the question quickly and students provide the answer in a very controlled way.

b. Aim of the question and answer drill

Question and answer drill is same as drill because question and answer drill is part of drill, the aim of the drill to improve student self-confidence using their new language pattern that can be created in the new situation, drill also has aim to increase basic motoric skill and form habitual and mental of students in learning.²³

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

c. Principles of question and answer drill

Principle is a rule as the foundation for a system. The principle of the question and answer drill is same as drill because question and answer drill is part of drill.

According to Ahmad Sabri, there are five drill principles.

²³Syahrul Munir, Metode Pembelajaran Latihan Praktik (Drill Dan Practice), (online)<http://smoeland.blogspot.com/2012/11/metode-pembelajaran-latihan-praktik.html>, retrived on jun 25 2017 at 22.00p.m

- 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 propr the essential and useful things.²⁴

Based on explanation above the researcher conclude, that the students more enjoy the learning process from the teacher because students practice the material immediatly.

d. Categories of the Question and Anwser drill

Drill has several categories to distinguish from this categories. The categories of the question and answer drill is same as drill categories because question and answer drill is part of 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 drill and communicative drill.

- 1) Mechanical drill
Mechanical drill haves only one response from student,and have no implied connection with reality.
- 2) Meaningful drill
Meaningful drimay have a predictable response or a limited set of possible response, but it is connected to some form of reality.
- 3) Communicative drill
Communicative drill offers the student the possibility of an response and negotiation of meaning.²⁵

Based on above explanation , researcher conclude there were there categories of drill, they were; mechanical drill, meaningful drill and

²⁴Ahmad Sabri,Op.Cit.p.64

²⁵H. Doughlas Brown...,p. 139-140

communicative drill. The researcher point out that the type drill in this research was communicative drill.

e. Procedures of Question and Answer Drill

Question and answer drill is a 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, a question answer drill can improve their speaking using this tehniqe with teacher gives students to practice through answering questions.

According to Larsen-Freeman the steps of question and answer drill as follows:

- 1) Teacher gives explaining the topic and function of the material
- 2) Using single slot drill to substitution material.
- 3) Teacher gives the students to practice through answering questions.
- 4) After that students should answer the teachers' question quickly or students provide the answer in a very controlled way.
- 5) It is also possible for the teacher to let the students practice to ask question as well.
- 6) In the end, this gives students practice with the question pattern.²⁶

There are two types of procedures by which ALM lessons are performed; top down (from drill to dialogs) and bottom up (from dialogs to drill) model. Richards describes the procedures as follows:

²⁶Larsen-Freeman, 'Techniques and Principles in Language Teaching', p.49.

- 1) Students first hear a model dialogue (either read by the teacher or tape) containing key structures that are focused of the lesson. They repeat each line of the dialogue, individually and chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phase if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part the other half responding. The students consult their book throughout this place
- 2) The dialogue is adapted to the students interest or situation, through changing certain key words or phrases. This is acted aout by the students.
- 3) Certain key structures from the dialogues are selected and used as basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation is offered at this point, but this is kept to an absolye minimum.
- 4) The students may refer ti their textbook, and follow up reading writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow-up activities may take place in the language laboratory, wheter further dialogue and drill work is carried out.²⁷

Another procedure describe by nunan is as follows:

- 1) Present the new language item to be learned, giving a clear demonstration of its meaning through nonverbal means such as by picture or actions. (do not give grammar explanation)
- 2) Model the target pattren, using a number of explanation.
- 3) Get the whole class to mimic and memorize the new pattern following the teacher's model.
- 4) Introduce a substitution drill, first to the whole class, then with the class divided into two, then with individual responses.
- 5) Repeat the first four steps, using negative versions of the target structure.
- 6) Repeat the first the first four steps, using interrogative (question) versions of the target structure
- 7) Cheet for transfer, using previously unrehearsed cues, solicit both whole class and individual responses.²⁸

From the steps above, researcher conclude will apply the steps on Larsen-Freeman beacause the drill method applied clearly by question

²⁷ Richard and Roger, *Approaches and Methods In Language Teaching* (Cambridge: Cambridge Universiy Press, 2001)

²⁸ David Nunan, *Practical English Language Teaching*, First Edit (New York: McGraw-Hill/Contemporary, 2003).

and answer drill, suitable with background of students and make students easier in understanding when teaching learning process.

Advantage and disadvantage of Question and Answer drill

Question and Answer Drill is same as drill because question and answer drill is part of drill. While using the technique there are some advantages and disadvantages of the technique :

1) Advantages of Question and Answer drill

According to syiful and aswan in istarani's book, there are three advantages in using drill technique in language 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.²⁹

Meanwhile, according to ridwan in istarani and ridwan's book there are there advantages, they are :

- a. Students are more participative and active in learning.
- b. Omitting the afraid and embrassing feeling.
- c. The learning will be remembered caused it is used repeatedly.³⁰

Based on explanation above, the researcher concluded there are five advantages of drill technique. 1) Form habitual in using language. The technique princilple was conducted repeatedly, so it could create students confidence and habitual is using the target language. 2) Made students remember the learning, because of the technique was conducted

²⁹ Istarani, *Kumpulan 40 Metode Pembelajaran* (Medan: Media Persada, 2012), p.78.

³⁰ Istarani and Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif* (Medan: Media Persada, 2014), p.02.

repeatedly, it made students were easier to remember the learning. 3)Forms mental proficiency in connecting and using symbol or spelling. 4)The technique makes the students are more participate and active in learning. 5)The technique forms students' confidence in using English, it omits the afraid and embarrassment feeling.6) The learning will be remembered caused it is used repeatedly.

2) Disadvantage of Question and Answer drill

According to Syaiful and Ridwan, there are there advantages of the technique .

- a. Spent many time.
- b. Can create feel bored.
- c. Can create stiff habitual.³¹

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.³²

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.

B. Teaching speaking by using Question and Answer drill

Based on syllabus in k'13 from students' textbook at grade VIII PERMENDIKBUD version, activities and events that are ongoing at home,

³¹ Istarani, *Kumpulan 40 Metode Pembelajaran*, p.78.

³² Istarani and Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, p.40.

school, and surrounding areas is the material that the students will learn to communicate states and events in progress in order to share information with others.

Table 1. Teaching Speaking by using Question and Answer Drill

Teacher's Activity	Procedure	Students Activity
A. Pre Teaching		
1. Teacher open the class by greeting and prepare students to pray before learn.		1. Students answer the teacher's greeting and pray before learn.
2. Teacher check students about the relating material.		2. State the attendance by saying "present"
3. Teacher ask students about the relating material.		3. Students listen and answer teacher question about the relating material
4. Teacher explain the goals of learning material will be achieved		4. Students listen and understand the goal that will be achieved by the students.
B. While Teaching		
1. Teacher explain first about activities and events that are ongoing at home, school, and surrounding areas.	1. Explaining topic and function of the material.	1. Students pay attention to teacher's explanation.
1. Teacher explain the structure of the text about topic to be introduced to students	2. Using single slot drill to substitution drill.	1. Student listen and understand teacher explanation about structure text about topic.
1. The teacher gives examples of question about the topic by using text structure.	3. Teacher gives the students to practice through answering question.	1. All student listen and repeat the teacher's model accurately. 2. Students repeat one by one the teacher's model accurately.
1. Teacher gives question about the topic to students by using question and answer drill.	4. After that students should answer the teacher question quickly	1. Students should answer the teacher's question quickly
1. Teacher let students to ask question as well to their friends according to the topic.	5. It is also possible for the teacher to let the students practice to ask question as well.	1. Student stand up with friend in front of the class and asking and answering about what are people doing now

1. To make students more understand about the topic students conversation with the question pattern	6. This gives students practice with the question pattern.	1. Student can make group and student can conversation with question pattern each other in group with about 5 activity
C. Post Teaching		
1. Teacher concludes the material today. 1. Teacher asks students to convey their feeling while learning process. 2. Teacher close the learning		1. Students listen and give respon 2. Students express their feeling about the learning process. 3. Students give greeting to the teacher.

D. The Review of Related Finding

There are some related findings towards thesis as follow :

The first is Luthfi ‘Alawiyah, she conclude that the result of her research shows that there is an improvement of the students speaking skill using “repetition drill” technique.³³

Second, Ida Royani Hasibuan, She said that the students at grade XI had some problems in speaking skill such as : students had un-desired to practice speaking in the class, students used mostly mother tongue in English, English learning in the classroom was passively done, and low achievement of students’ speaking skill..³⁴

Second, Desi Tiaisah She said some problem in speaking ability at grade VII SMP N 5 Padangsidimpuan. The Researcher apply to solve

³³ Lufthi ‘ alawiyah, “The use of question and answer Drill to improve speaking Skill on Descriptif Text of the Eight Year Students of Mtsn Salatiga in the Academic Year 2016/2017”(Iain Salatiga,2017). Accessed on <http://e-repository.perpusiainsalatiga.ac.id>

³⁴ Ida Royani Hasibuan “ *Improving Students Speaking Skill By Using Simulation Technique At Grade Xi Smk Negeri 1 Padangsimpuan in 2012 Academic Year*”, (Unpublished Thesis), (Padangsidimpuan: STAIN , 2012), p. 56.

problem by using inside-outside circle model is very good category (very high)³⁵

Third, Kusuma Utami Handayani, she conclude that the implementation of chain drill in teaching and learning speaking successfully improved the students behavior during the speaking activity getting better. It was proven by the csore of post test-test in cycle wich was the highest score among pre-test in cycle 1.³⁶

The last, rezki juli She found that the result indicated that there was an improvement on students' speaking akill though role play. It was consisted of two cycles. Each cycles consisted of two meeting. There was first until two meeting concluye 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 meeting before.³⁷

So that, from the above description, the researcher concludes that many techniques can increase the students' speaking skill. Then, the researcher hopes that question and answer drill can increas the students' achiement in speaking skill. So that, the researcher interested to make the research about “ The Using Question And Answer Drill To Improve Speaking Mastery At Grade VIII Students' Of Smp N 2 Batang Angkola”

³⁵ Desi Tiasiah” *Improving Students Abilty Thourgh-Outside Circle Model At Grade Viii Smp N 5 Padangsidimpuan In Academic Year 2015*”, (Unpublished Thesis), (Padangsidimpuan: IAIN, 2015)p.44

³⁶ 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 2010/20011)*(online) [http:// lib.unnes.ac.id/7393/1/10423.pdf](http://lib.unnes.ac.id/7393/1/10423.pdf), restrieved on january 23th,2017 at 19.00 p.m.

³⁷Rezki Juli Hartati, *Improving Students' Speaking Skill By Using Role Play At Grade Xi Sma Negeri 1 Angkola Timur*,(Padangsidimpuan: STAIN. 2013)

C. Conceptual Framework

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of the context.³⁸ Speaking as one of the basic language skill has an important role in communication.

Based on Indonesia curriculum of Junior High school in book *Buku Guru Bahasa Inggris; "When English Rings a bell"* by Siti, speaking has a specific definition. Speaking is one of the students learning activity to make students able to communicate interpersonal, transactional, and functional about themselves, family, people, animals and objects concrete and imaginative, which are closest to the life and daily activities of students at home, school and society.³⁹ Speaking makes students establish verbal communication.

Question and answer drill is one of many ways in improving students' speaking skill because it enables the students to communicate effectively and give them many chances to practice target language. Because the technique asks the students to answer questions quickly. The teaching learning process is focused on the students, so students must be active. So, the researcher describes the conceptual framework as follows:

The role of question and answer drill in teaching speaking, the use of question and answer drill in the learning experience and to show how question and answer drill can be used to improve students' speaking mastery.

³⁸Resap.w, Mawardin M said, and Abdul waris, "Developing Spaking Skill of Grade VIII Students Trough Sort Conversation", *English Language Teaching Society (ELTS)* 3,no 1 (2015);p.1. <https://media.neliti.com/media/publications/2244500-none-65dd4Se8.pdf>.

³⁹Siti Wcahidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell"*, Edisi Revisi 2017 (Jakarta: Pusat Kurikulum dan Perbukuan, Balitang, Kemendikbud, 2017)

Many factors of the question and answer drill can be used for the benefit of learning the foreign language. Participants are engaged in meaningful conversation activities, they are not static, but they are actively in classroom.

As far as the speaking skill is concerned, it can be relatively easily stimulated through the use of various activities based on question and answer drill technique. The focal point can be diverse, it can either be targeted on fluency, pronunciation, or intonation.

Based on above, conceptual framework can be seen from the figure below :

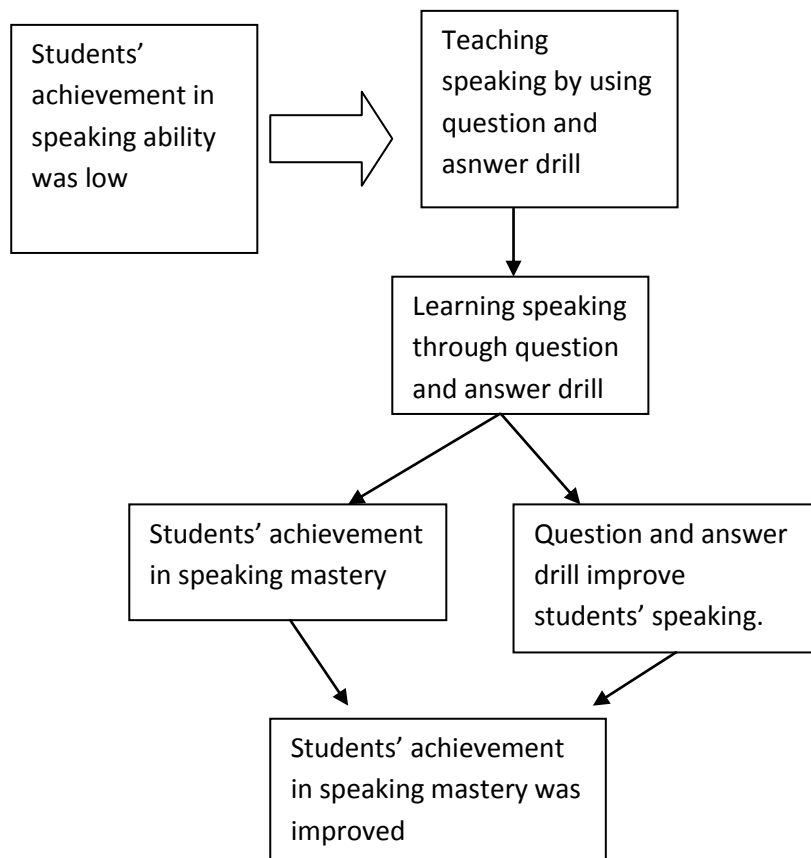


Figure 1. research conceptual Framework

Based on the figure above, the students' problems in this research are students was low and they were difficult to speak English and they did not use method of speaking, the ability of student's in speaking is low and need technique. It can be improve by using question and answer drill.

D. Hypothesis

The hypothesis is needed to show the researcher thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is that "question and answer drill could improve students' speaking mastery at SMP N 2 Batang Angkola".

CHAPTER III

RESEARCH METHODOLOGY

A. The time and place of the research

The place of the reaserach was SMP N2 Batang Angkola. It was located at Benteng Huraba, Kec. Batang Angkola, Kab. Tapanuli Selatan. It location was 20 km from the central city of Padangsidempuan, it takes 30 minute by public transportation. The process of the research is from august until 19 Desember 2019

B. Research Designe

This research categorize as Classroom Action Research (CAR). This research was aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher will collaborate with the English teacher to conduct the research.

Action research is a teacher' strategy to investigate a problem or areas of interest specific to their professional context. It provided the structure to engage in a planned, systematic and documented process of professional growth. So, action research is one form of applied research. Because action research draws on a range of designs and methodologies, it could provide teachers with the opportunity to examine a practical problem within a classroom or school setting.

Additionally, classroom action research is a research which combines the procedure in substantive action as inquiry discipline in the process of

improving and changing.¹ Classroom action research is part of a broad of movement that has been going on in education generally for some time. Actually, the main goal of classroom action research was only to improve one's teaching practice or to enhance the functional of a school. Moreover, research design of this research is following the model of Kemmis and Mc taggart. Kemmis and McTaggart in Valsha Koshy describe Cyclical action research model based on the kemmis and Mc Taggart concerns to four steps namely are planning, acting, observing and reflecting.² The model is describe in the following figure.

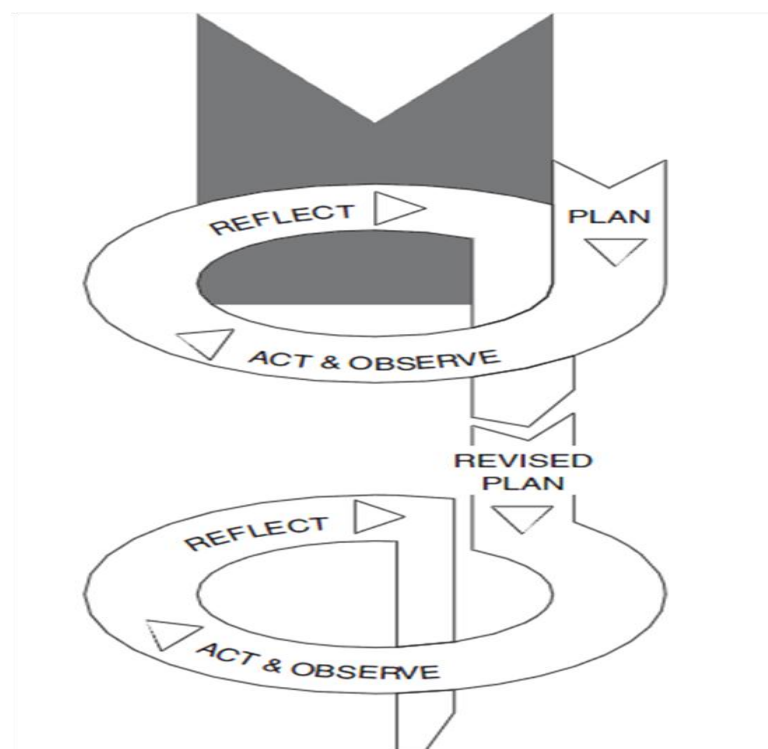


Figure 2. Kemmis and McTaggart Model in Valsha Koshy³

¹ Rochiati Wiriadmadja, *Metode Tindakan Kelas* (Bandung: Rosda, 2005), 11.

² Valsha Koshy, *Action Research for Improving Practice* (London: A sage publication Company, 2005), p.3-4.

³ Valsha Koshy, p.3-4.

According to above figure, it shows the illustrates the spiral model of action research proposed by Kemmis and Mc Taggart. It explains who to do the action in each cycle. In cycle 1 the research will do the planning before teaching in the classroom after that the research do the action by giving source: Kemmis and Mc Taggart Model in Valsha koshy, action research for improving practice material and apply the question and answer drill and observe the condition that haven in the classroom. The last activity is the researcher will do the reflection.

In cycle 2, the researcher revises the planning from the cycle 1, and do the action based on reflection in cycle 1. After that the research doing the observation during the learning process, the last the research expect students' improvement.

C. The Participant

In this research, there was many room in class VIII, in this room divided into five class. The participant in this research were class VIII-A, the total of the students in VIII-A were 30 students. The reason of choosing this class because all of students homogen (divided into random class) and not based on placement test.

D. Instrument of Data Collecting

In collecting data, the research used there instruments of collecting data, they are :oral test, Observasion, and interview. It would explain as follow :

a. Test (oral test)

In this research the research used oral test in doing the test, Brown defined a test as a method of measuring a person's ability: knowledge or performance in a given domain.⁴ Oral test based on weir is expected to have candidate giving a short story which he has either been asked to prepare before hand or has been informed of shortly before the test.⁵

The use of oral test is to improve student's speaking, measuring students abilities in speaking. Arthur Huges formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency, and comprehension.⁶ Those all indicators of speaking are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and defenition of speaking it self in junior high school, based on teacher's book in PERMENDIKBUD K13 version, the indicators of speaking test can be seen in the table below:

Table 2. Indicators of speaking:

Aspects	Criteria	Score
Pronunciation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2

⁴H.Douglass Brown, *Language Assesment....*p.3.

⁵Cyril j Weir, *Communicative Language Teaching*, (UK: Prentice Hall,1990),p.75.

⁶Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University 1 Press, 1990), p.111

	Too much mistakes and interfere the meaning	1
Intonation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
Fluency:	Very good	5
	Good	4
	Enough	3
	Not so bad	2
	Bad	1
Accuracy:	Very good	5
	Good	4
	Enough	3
	Not too Bad	2
	Bad	1

(Source: Siti Wcahidah et al., *Buku Guru Inggris” When English Rings a Bell*)

b. Observation

Observation is the technique to collect data by observing. Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. It is also used write something that happen in classroom. The reacher will observe the learning teaching activities in the classroom. There are some kind of observation, they are behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation. In this case, the researcher used observation checklist because it is simple form, because all aspects that

will be examined have been determined in advance. The researcher will observe student's activities and and teacher's activity during the teaching learning process and the factor which influence the teaching learning process.

Some students' activities in teaching learning process which observed were are follow:

1. Students' who are not ready the study
2. Students' who do not have motivation to speak.
3. Students' who do not have confidance to speak.
4. Students' who can not produce words to speak.
5. Students' are passive in the class.
6. Students' are walking around the class.
7. Students' use bataknese to speak in the class.

c. Interview

According to Horby, he state that interview is to talk somebody and ask his/her question at formal meeting to find out if he/she is suitable for job or study.⁷ In this research the research use the interview to know condition of the students to get information from the students to source of the data about condition of the student in English learning. The interview from English teacher is about the techniques and system that often used by teacher for making the students more the students

⁷A.S Horby, *Oxford Advance Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005),p. 788.

more comprehensive and improve English especially in question and answer drill.

E. Procedure of the research

In this research the researcher applied two cycle. Each cycle consist of two meetings,each meeting consist of minutes. So, there were four meeting during research process. Each cycle consist of four steps, there are: planning, acting, observing, reflecting. The classroom action research based on the following assumption. For the first cycle, the students' speaking is measure and their problems speaking mastery. the second cycle, students' become active and interest in learning process. It would see from the students' activities in the class.

The procedure of data collection of the study is within two cycle. First cycle is two meetings. Secpnd cycle is two meetings. So, there are four meetings in the action research.

1. The research procedure in cycle 1

a. First meeting

In the first cycle, the researcher implied four step, they were :

- 1) Planning
 - a) Arranging the lesson plan.
 - b) Determining the lesson plan about speaking mastery that using question and answer drill “ the topic is task “
 - c) Designing a procedure of teaching by using question and answer drill.

- d) Preparing instrument to be used by students.
- e) Preparing instrument for teacher and observers' observation.

2) Acting

In this act, the steps that are going to be practiced by teacher in teaching speaking through question and answer drill as follow :

- a) Giving greeting to students
- b) Giving the topic and telling the purpose of learning for students.
- c) Introducing the procedures of task based communication in activities.
- d) Implementing the lesson plan
- e) Explaining the material.
- f) Concluding learning.

3) Observing

In this reserach, observing focus on :

- a) Observing the execution of the question and answer drill
- b) Observing the students speaking mastery
- c) Observing the teaching learning process.

4) Reflecting

The reflecting relate to the process and the effects of action. It is also the evaluation of the action. The evaluation

covered evaluating students speaking mastery scores and the result of observation which purpose to analyzes the situation and make conclusion.

2. Second meeting

1) Planning

- a) Preparing the teaching about speaking ability through question and answer drill.
- b) Preparing the instrument for collecting data : observation and test

2) Acting

- a) Giving the material to the students
- b) Placing students to be groups
- c) Giving the task
- d) Asking the students about the task
- e) Asking the students one by one to answer the task.

3) Observing

In this research, observation focus on :

- a) Situation of teaching and learning process.
- b) Students activity.
- c) Students mastery in speaking through question and answer drill.

4) Reflecting.

The students speaking ability must increase. So, the second cycle must be done to get improvement of students speaking.

3. The research procedure in cycle 2
 - a. Third meeting
 - 1) Planning.
 - a) Making the second lesson plan
 - b) Preparing the teaching material.
 - 2) Acting.
 - a) Giving greeting to students
 - b) Giving motivation , and controlling and managing to the students in the class.
 - c) Giving the explanation and hint about the metter and the key word or difficult word that will be applied.
 - d) Giving the information about the matter. Therefor, the students can be than before.
 - e) Giving the materials to the students.
 - f) Explaining the material.
 - 3) Observing
 - a) Monitoring the procedures
 - b) Observing the students' speaking mastery is improved or not.
 - 4) Reflecting.

The students speaking mastery more accurately than they speaking in the first cycle but it must be increased for the last meeting.

b. Fourth meeting

1) Planning.

- a) Preparing teaching material of speaking.
- b) Preparing the instruemnts of collecting data.

2) Acting

- a) Giving the material to the students
- b) Placing students to be groups
- c) Giving the task
- d) Asking the students about the task
- e) Asking the students one by one to answer the task.

3) Observing

In this reserach, observation focus on:

- a) Situation of teaching and learning process.
- b) Students activities.
- c) Students ability in speaking through question and answer drill.
- d) Interaction between teacher and students.

F. Tecnique of Analyzing Data

In technique of analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to analyze the score of

students. The quantitative data is collected and analyzed by computing the score of speaking test.

To know the mean score of students' for cycle, the researcher applies the following formula:

$$M = \frac{\sum X}{N}$$

Explanation:

M : the mean of the student

$\sum X$: the total score

N : the number of students⁸

The percentage of students' improvement in speaking skill, researcher will be done analyzed by following formula:

$$P \frac{R}{T} \times 100\%$$

Explanation :

P : the percentage of students who get the score 75

R : the number of students who get the score

T : total numbers of students do test⁹

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table below :

⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta :PT Raja Grafindo Persada,2008),p.81.

⁹Anas Sudijono, *Pengantar Statistik...*,p.81.

Table 3. Clasification Quality of Students' Score

NO	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

(Source: ZainalAqip, *PTK untuk Guru SMP,SMA,SMK*)

After the reseacher finds the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high.
- b. If the value of mean score 61 – 80%, it can be categorized into high.
- c. If the value of mean score 41- 60%, it can be categorized into enough.
- d. If the value of mean score 21 – 40%, it can be categorizred into low.
- e. If the value of mean score 0 – 20%, it can be categorizred into very low.¹⁰

The other technique as qualitative data was used to describe the situations during the teaching process in analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian. Which consist of five steps as follow :

1.Data managing

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The

¹⁰Zainal Aqip, *PTK untuk guru SMP, SMA, SMK* (Bandung:CV. Yrama Widya, 2008), p. 205.

purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

this step concerns with reading in data recorded in field notes, transcription of the interview data observation sheets is order to get explanation of the data.

3. Description

This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

This step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find connection among the data.

5. Interpreting

This step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.¹¹

¹¹L.R Gay and Peter Airasian, *Education Research Competence*, p.240-249

CHAPTER IV

RESULT OF THE RESEARCH

After researcher has done the research in SMP N 2 Batang Angkola, now researcher will describe how the research was done. It discussed about the way to improve students' speaking mastery ny using question and answer drill at grade VIII of SMP N2 Batang Angkola in academic year 2018/2019. The description are as follow :

A. The Data Description

Researcher divided this action research into two cycle. Each cycle consisted of four stages, it is plan, action, observation, and reflection. Researcher described learning process and students' score of cycle 1 and cycle 2.

1. The First Cycle 1

The first cycle was done at 14th until 16th of Desember 2019. In this case, the cycle was conducted for two meetings. In SMP N 2 Batang Angkola , every meeting was done 80 minutes. It means that the time allocation was 160 minutes. It caused 4x40 minutes is 160 minutes. Along time, teacher explanation about what are you doing. Here, the teacher made the gave the process of improvement students' speaking' mastery in the first cycle as follow:

a. First meeting

In this first meeting, the teacher found some problems of students learning process. Some students do not ready to study, furthermore, the learning process consisted of four steps for doing

research, such as planning, action, observation and reflection. It would be explained as follow :

b. Planning

In this step, the research prepared the material, determined the topic about expression for activities and events that are ongoing at home, school, and surrounding areas, prepared the instrument, such as observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

b. Acting

in this steps, the researcher applied question and answer drill to improve students speaking mastery. then, the researcher greeted the students and orderes them pray and gave students observation note sheet for students.

The researcher gave the material and gave some examples about the material to students, after that the researcher ask the students about the material and students student should answering the question and the last researcher order to students to make report about the task and report to the teacher and the last the students performance in front of the class.

c. Observing

In this step, when the students were learning by using question and answer drill, the researcher monitoring the steps of students' activities. It started from the learning materials, time

allocation of introduction, explanation, and give evaluation even though it had been arranged, but there were some students who were not ready to study.

Based on the observation note sheet, the students' activities in the teaching learning process will be described as follows:

- a. There were seven students who were ready to study, they were AR, AB, AK, AS, ASP, M
 - b. There were two students who made noise in the classroom, they were AA, DD
 - c. There were two students who sat on the move, they were ASP, AA
 - d. There were two students who felt boring of this lesson, they were RS, TR
 - e. There were four students who do not have motivation to speak, they were AR, AA, MR, MRF
 - f. There were seven students who are not able to practice the conversation, they were AR, AK, ASP, AA, AB, TR, DD.
- d. Reflecting

In this step, the researcher and collaborator discussed about the implementation of action, analyzed the findings of observation, reflecting the students' learning activity to determine the follow-up.

a. Second meeting

After the researcher gave the explaining the materials in the first meeting, the researcher came to the class to continue the second meeting to know the students' achievement in speaking mastery.

The procedures in the second meeting was same as the first meeting. But, in the second meeting the researcher just reviewed the previous material to engage students' knowledge. Then, the researcher gave a test to students to know their achievement in the first cycle.

b. Students' speaking mastery score in the first cycle

The researcher had found the students' speaking mastery score the first cycle as the follow table below :

Table 3. Student' Speaking Score in the First Cycle

No	Name of students	Speaking score				Total	Score (total x 5)
		Pronunciation	intonation	fluency	Accuracy		
1	AR	3	4	3	3	13	65
2	AB	4	3	3	3	13	65
3	AK	4	4	3	3	14	70
4	AS	3	4	3	2	12	60
5	ASP	4	4	3	3	14	70
6	AZ	3	3	3	3	12	60
7	ASF	4	4	4	3	15	75*
8	AA	4	3	3	2	12	60
9	AW	4	4	4	3	15	75*
10	ADR	4	4	4	4	16	80*
11	DD	3	4	2	2	11	55
12	GM	3	4	3	3	13	65
13	IM	3	3	3	2	11	55
14	MA	3	3	3	3	12	60
15	MR	3	4	3	2	12	60
16	MRF	3	3	3	2	11	55
17	MS	4	3	3	2	12	60
18	MRD	4	4	4	4	16	80*

19	M	3	3	3	2	11	55
20	NA	3	4	3	2	12	60
21	RS	4	4	3	3	14	70
22	SRN	3	3	3	2	11	55
23	TR	3	3	2	3	11	55
24	ZAP	4	4	4	3	15	75*
25	FZ	4	3	3	3	13	65
Total scores		87	89	78	67	321	1605
Mean		3.48	3.56	3.12	2.68	12.8 4	64.2
Precentage		20%					

From the table above, the students' mean score of pronunciation was 3.48, 12 students had there are some mistakes but do not interfere the meaning, 13 students had there are some mistakes and interfere the meaning.

Intonation was 3.56, from 25 students in classroom, 14 students had there are some mistakes but do not interfere the meaning, 11 students had there are some mistakes and interfere the meaning. Fluency was 3.12, from 18 students in classroom, 25 students had enough, 2 students had not too bad. Accuracy was 2.68, from 25 students in classroom, 2 students had good, 13 students had enough and 10 students had not too bad.

The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart.

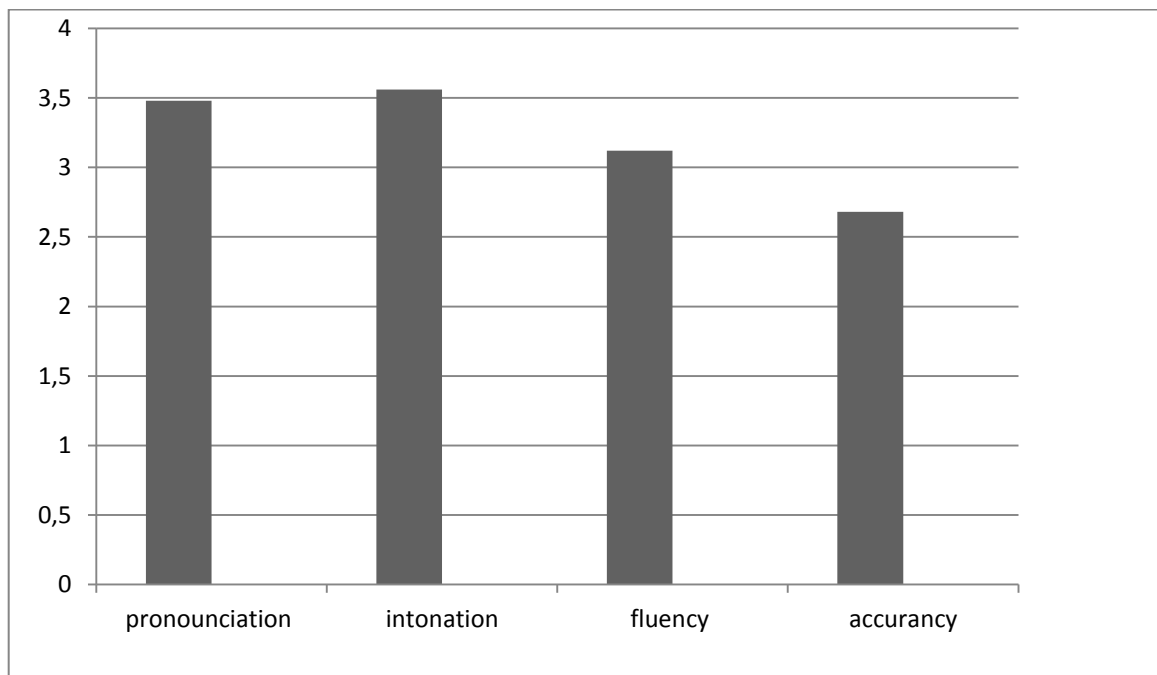


Figure 1. The Students' Achievement Every Indicator of Speaking in First Cycle

Based on the table and chart above, it concluded that the students' achievement in speaking was low. In the first cycle, there were 5 students passed the passing grade (75). The students mean score in the first cycle was 64.2 and the percentage was 20%. It means that this test result could fulfill of the criteria success . it didn't show improvement. So, the reseracher would continue to second cycle. In the next learning, it was needed to overcome students' motivation to have gigh speaking mastery. Re-planning of the question and answwr drill in the first cycle, this resolved in the second cycle.

From the score of student, it could be concluded that there were twenty students who did not pass the KKM. There were five students passed the KKM. And they were categorized into every high category. The classification of student' scores would descriced as the following table:

Table 4. The Classification of Students' Speaking Skill Score in First Cycle

No	classification	Predicate	Total of students	Precentage
1	0%-20%	Very low	-	-
2	21% - 40%	Low	-	-
3	41% -60%	Enough	13 students	52%
4	61% - 80%	High	12students	48%
5	81% - 100%	Very high	-	-
Total 100%				

After getting students' speaking scores in the first cycle, the researcher found the student' achievement were categorized in to good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problem in the second cycle.

2. The second cycle

The second cycle was done at 17th until 18th desember2019, in second cycle, researcher would described the learning process and the activity of teacher of second cycle.

a. Third meeting

The procedure of the cycle was in the following :

1) Planning

In this step, the researcher prepared the material, determined the topic about activities and events that are ongoing at home, school, and surrounding areas, prepared the instrument, such as observation note sheet to collaborator, indicator of speaking score, and students' achievement.

2) Acting

In this step, theresearcher applied question and answer drill to improve students speaking mastery. it focused on students problem

speaking. Then, the researcher greeted the students and ordered them pray and gave students' observation note sheet for students.

The researcher gave the materials and give some examples about the material to students, after that the researcher give question to students and student answering the question about the topic after that the researcher order to student to make a group. In every group consist 2 person, after that the researcher order to students to make conversation about the topic. And the last step the researcher order the students to make report about the task and re-report to teacher and the last the students performance in front of the class. The differences cycle 1 and cycle II (third meeting), in cycle 1 the researcher gave the topic to students to made the conversation and teacher conversation with students and ask the question about the topic material and students should answering the question but in cycle II researcher conversation with the students and researcher order to students made dialogue or task based on their idea about the topic.

- 3) Based on the observation note sheet, the students' activities in teaching learning process will be describe as follow :
- a. There were four students who were not ready to study, they were TR, MR, IM, AR
 - b. There were two students who made noisy in the classroom, they were AZ, ASP
 - c. There were two students who sat on the move, they were IM, AR.

- d. There were three students who felt boring on tn this lesson, they were AK, MR, AB.
- e. There were two students are walking around the class they were TR, MR
- f. There were only one student who have not full attention when learning speaking. He was MR.
- g. There were three students are not able to practice the conversation, they were IS, RS, AR.

4) Reflecting

Based on the observation sheet, the researcher could explain the material better then the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more active in practicing the expressions, the reseacrher evaluated the students and monitored all learning activities.

5) Fourth meeting

In the fourth meeting, the researcher reviewed the materials for a while. It had a purpose to remind the students aboutthe material. Then, to measure students' achievement the researcher had done the second test.

6) Students' speaking mastery in the second cycle

Leraning in the second cycle was based the re-plaaning, thus it was found the improvement of students' speaking mastery and the influencing factors of the students' speaking mastery. the result of

students' speaking mastery improvement is presented in the following table:

No	Name of students	Speaking score				Total	Score (total x 5)	
		Pronunciation	Intonation	Fluency	Accuracy			
1	AR	4	4	4	3	15	75*	
2	AB	4	4	4	3	15	75*	
3	AK	5	4	3	3	15	75*	
4	AS	4	5	3	3	15	75*	
5	ASP	5	4	4	3	16	80*	
6	AZ	4	4	4	3	15	75*	
7	ASF	5	4	4	4	17	85*	
8	AA	4	4	3	3	14	70	
9	AW	4	5	4	3	16	80*	
10	ADR	4	5	4	4	17	85*	
11	DD	4	4	3	3	14	70	
12	GM	4	4	4	3	15	75*	
13	IM	3	4	3	3	13	65	
14	MA	4	4	4	3	15	75*	
15	MR	4	4	4	3	15	75*	
16	MRF	4	4	4	3	15	75*	
17	MS	4	4	4	3	15	75*	
18	MRD	5	4	4	4	17	85*	
19	M	4	4	3	3	14	70	
20	NA	4	4	4	3	15	75*	
21	RS	4	4	4	3	16	80*	
22	SRN	4	4	3	3	14	70	
23	TR	4	4	4	3	15	75*	
24	ZAP	4	5	4	3	16	80*	
25	FZ	5	4	4	3	16	80*	
Total scores		105	105	93	78	380	1900	
Mean		4.2	4.2	3.75	3.12	15.2	76	
Percentage		80%						

From the above table, the students' mean score in pronunciation was 4.2, as result of test in cycle 2, students' achievement in this indicator was improved. Like what teacher made in cycle 1, there were two categorized in indicator ptonunciation in cycle 2. There were 19 students there are some mistakes but do not interfere the meaning, there were only 1 had there are

some mistakes and interfere the meaning. 5 students almost perfect. Intonation was 4.2, as result of test in cycle 2, students' achievement in this indicator was improved. Like what teacher made test in cycle 1, there were 20 students there are some mistakes but do not interfere the meaning, 5 students almost perfect. Fluency was 3.75 as result of test in cycle 2, students' achievement in this indicator was improved. Like what teacher made in cycle 1, there were 18 students there are some mistakes but do not interfere the meaning, there were 7 there are some mistakes and interfere the meaning. Accuracy was 3.12 as result of test in cycle 2, students' achievement in this indicator was improved. Like what teacher made in cycle 1. There were 3 students there are some mistakes but do not interfere the meaning, there were 22 there are some mistakes and interfere the meaning.

The students' achievement in every indicator of speaking in the second cycle could be seen in the following chart :

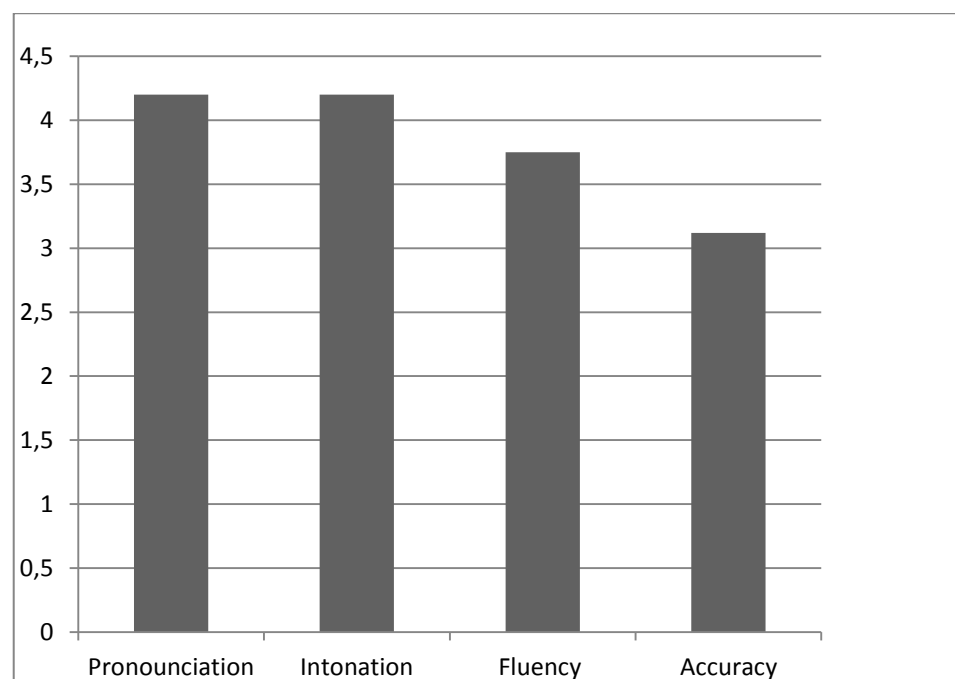


Figure 2. The Students' Achievement in Every Indicator Speaking in Second Cycle

From the above table chart, it could be conclude that the students' achievement in the second cycle was increase. In second cycle, there were only five students did not pass passing grade (75) the mean score in second cycle was 76 and the percentage of students' score in cycle (80%) , students achievement in speaking was categorized well. the students score in the second cycle got improvement from the first cycle . it shown that the first cycle was 64.2 (20%) and second cycle was 76 (80%) .

Table 6. The Classification of Students' Speaking Skill Score in Second Cycle.

No	Classification	Predicate	Total of students	Precentage
1	0%-20%	Very low	-	-
2	21% - 40%	Low	-	-
3	41% -60%	Enough	-	-
4	61% - 80%	High	22 students	88 %
5	81% - 100%	Very high	3 students	12%
Total 100%				

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problem in the second cycle.

3. Comparison of students' achievement in first cycle and second cycle

Based on the observation of students speaking mastery, it can be concluded that the students' speaking mastery had improved by using question and answer drill .

After implementing and teaching in the classroom, there is a method researcher used to improve students' achievement in speaking mastery. The researcher divided that into classroom applying and shows that in table below :

Table 7. Action of Teaching the Classroom.

Cycle 1	Cycle 2
<p>1. Planning</p> <ul style="list-style-type: none"> a. In cycle 1, the teacher make a lesson plan that the concict of the step action. b. The teacher prepared rubric scale for testing speaking. c. The teacher designed procedure of the teaching speaking by using question and answer drill. d. The teacher gave the learning material about activities and events that are ongoing at home, school, and surrounding areas e. The teacher prepared students evaluation in pronunciation, intonation, fluency,accuracy. f. The researcher prepared the test for the first cycle and time for planning was about 10 minutes. 	<p>1. Planning</p> <ul style="list-style-type: none"> a. In cycle 2, the researcher made the lesson plan that consist of the steps action. b. The teacher prepared ruubric scale for testing in speaking. c. The teacher designed procedure of the teaching speaking by using question and answer drill. d. The teacher gave the learning material about activities and events that are ongoing at home, school, and surrounding areas. e. The teacher prepared students evaluation in pronunciation, intonation, fluency,accuracy. f. The researcher prepared the test for the first cycle and time for planning was about 10 minutes
<p>2. Action</p> <ul style="list-style-type: none"> a. In cycle 1, the teacher introduced the procedures of question and anser drill that would be done by the students in English speaking. b. The teacher prepared the tast according to the topic or material of subject. c. Teacher make conversation with students and ask the students about the material and students should 	<p>2. Action</p> <ul style="list-style-type: none"> a. In cycle 1, the teacher introduced the procedures of question and anser drill that would be done by the students in English speaking. b. The teacher prepared the tast according to the topic or material of subject. c. Teacher make

<p>answering the question.</p> <p>d. After that the students make a report about the task, and report to the teacher.</p>	<p>conversation with students and ask the students about the material and students should answering the question.</p> <p>d. The teacher divided students to made the group and the group consist two persons, and students make a dialog about the activites at school and surrounding areas (at school)</p> <p>e. After make a dialog, students performance in front of the class.</p>
<p>3. Observation</p> <p>a. In cycle 1, the researcher monitored the steps of students' activities. The students' activities in teaching learning process will be described :</p> <p>b. There were 7 students were not ready to study. They were aah ahhkj</p> <p>c. There were 2 students who sat on the move, they were ap, wc</p> <p>d. There were 2 students who felt boring of this lesson, they were ds,rt</p> <p>e. There were 4 students do not have motovation to speak, they were ds, mh,nb</p> <p>f. There were 7 studentsare not able to practice the conversation, they were aah, ds, mrs</p>	<p>3. Observation</p> <p>a. In cycle 2, the researcher monitored the steps of students' activities. The students' activities in teaching learning process will be described :</p> <p>b. There were 3 students were not ready to study. They were es,wa,ta.</p> <p>c. There were 3 students who made noisy in the classroom they were ap,mrs,mc</p> <p>d. There were 3 students who felt boring on this lesson, they were fh,th,yd</p> <p>e. There were 1 students who have notfull attention when learning speaking, he was maw.</p> <p>f. There were 3 students are not able to practice the conversation, they were ap,ds,maw.</p>
<p>4. Reflecting</p> <p>a. In cycle 1, the researcher discussed with co-teacher about the progress that using question and answer drilltodetermined the followed up to</p>	<p>4. Reflecting</p> <p>a. In cycle 1, the researcher discussed with co-teacher about the progress that using question and answer</p>

<p>activity.</p> <p>b. The teacher told the students that she would note everything that was done by the students. the teacher told the students to be natural when they were speaking, and that would be reward for the students who active and sportive in the class.</p> <p>c. For starting the test, the teacher gave group perform,ance time to testb students speaking mastery. to measure stduents speaking skill the teacher gave groupperformance test about activities and events that are ongoing at school, and surrounding areas. The the teacher evaluated the result of their speaking test in the second meeting.</p>	<p>drilltodetermined the followed up to activity.</p> <p>b. The teacher told the students that she would note everything that was done by the students. the teacher told the students to be natural when they were speaking, and that would be reward for the students who active and sportive in the class.</p> <p>c. For starting the test, the teacher gave group perform,ance time to testb students speaking mastery. to measure stduents speaking skill the teacher gave group performance test about activities and events that are ongoing at school, and surrounding areas. The the teacher evaluated the result of their speaking test in the fourt meeting.</p>
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The result of the test of the first cycle, there was 6 students got 55 score, 4 students got 65 score, 7 students got 60 score, 3 students got 70 score, 3 students got 75 score, 2 students got 80 score. It can be concluded that from the 21 students at the grade VIII of SMP N2 Batang Angkola. There were 5 students passed the passing grade 75 score. Meanwile, there were 20 students did not passing grade 75 score. In anlyzing the data of first test, the first step was get the mean score of the class. It was conclude as following :

$$x = \frac{\sum X}{N}$$

$$x = \frac{1605}{25}$$

$$x = 64.2$$

based on the calculation, the mean score of the data class in the first test was 62.09. it showed that the students' speaking mastery was categorized into low categories. The first step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as follows :

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{5}{25} \times 100\%$$

$$P = 20\%$$

Then, in the second cycle the researcher calculated the result of second test to know the students' score improvement from the first test result. There was only 1 student got 65 score, 4 students got 70 score, 12 students got 75 score, 5 students got 80 score, 3 students got score 85.

In analyzing the data of second test, the first step was to get the score of the class. It was calculated as follows :

$$x = \frac{\sum X}{N}$$

$$x = \frac{1900}{25}$$

$$x = 76$$

based on calculation, the mean score of the class in second test was 74.09. it shows the students' speaking mastery was categorized into high categories.

The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following :

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{25} \times 100\%$$

$$P = 80\%$$

Based on explanation above, it can be conclude that the mean score and the percentage of the second test the improvement from the first test. In the first test the mean score was 64.2 (20%). It was included very low category. The improvement of mean score test was 76(80%). It was in cluded high category. The comparison of speaking mastery in each cycle based on their gotten score is shown in the table below :

Table 8. Comparison of Students' Achievement in Cycle 1 and Cycle 2

No	Name of students	Cycle 1 first test	Cycle 2 Second test	State
1	AR	65	75	Improved
2	AB	65	75	Improved
3	AK	70	75	Improved
4	AS	60	75	Improved
5	ASP	70	70	Constant
6	AZ	60	75	Improved
7	ASF	75	80	Improved
8	AA	60	70	Constant
9	AW	75	80	Improved
10	ADR	80	85	Improved
11	DD	55	70	Constant
12	GM	65	75	Improved
13	IM	55	65	Constant
14	MA	60	75	Improved
15	MR	60	75	Improved
16	MRF	55	75	Improved
17	MS	60	75	Improved
18	MRD	80	85	Improved
19	M	55	70	Constant

20	NA	60	75	Improved
21	RS	70	80	Improved
22	SRN	55	70	Constant
23	TR	55	75	Improved
24	ZAP	75	80	Improved
25	FZ	65	80	Improved

Based on the table above, students got 65 improvement on their score from the students mean score, the first cycle students mean score were 62.09 and the second cycle students mean score were 64.2. from the students' percentage, the first cycle, there were five students passed the passing grade (20%). And the second cycle, there were twenty students passed the passing grade (80%) . the different showed that there was an improvement of students' speaking mastery. the differences showed in the folling chart :

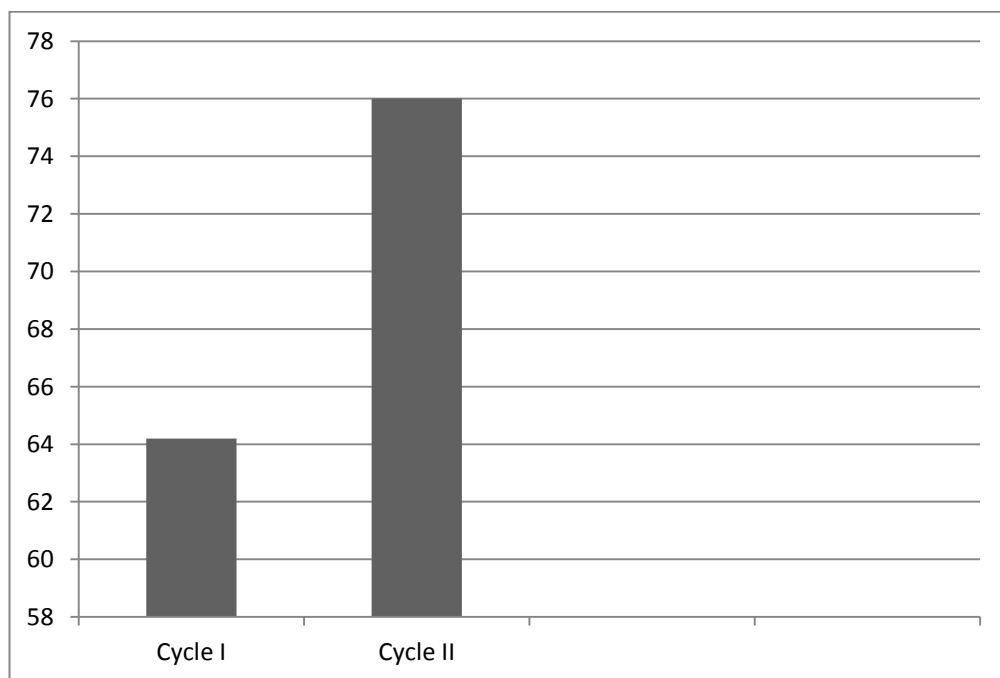


Figure 3. The Comperative Means Score Between Cycle 1 and Cycle 2

So, from the table and chart above that could be concluded the students' speaking mastery by using question and answer drill could improve their speaking ability at grade VIII SMP N 2 Batang Angkola.

4. Discussion of the research findings

There are three thesis that researcher used as related findings. Then researcher will explain it. The one purpose of this research is too describe the result improving students' speaking mastery through question and answer drill technique at grade VIII SMP N2 Batang Angkola.

First, Mila Januar Widianingsih in her thesis. She said The achievement of students in speaking was quite low and it influence their score and also their confidance in using English communication the teaching learning process must be needed by using question and answer drill technique as a solution to solve the weaknes of the students in speaking. She said classroom action study proved that question and answer drill technique could improve speaking skill of the eight grade students of SMA N 1 Amplapura in Academic year 2013/2014.¹ So, question and answer drill was suitable to teach students speaking mastery.

Next, Luthfi'Alawiyah, concluded that the result of her research shows that there is an improvement of the students speaking skill using "question and answer drill" technique. It can be seen from t_{test} calculation in cycle 1 is 2.5 and cycle 2 is 6.58; t_{table} with $N = 34$ is 2.032. Also the increasing students' main score in percentage from cycle 1 and cycle 2 with the standardize score (the minimum of passing criteria) is 72, in cycle 1 is 55.5% students and 82.58% in cycle 2. The indicates that by applying

¹Mila Januar Widya Ningsih, *Improving Speaking Skill By Using Chain Drill Technique At The Eight Grade Students Of Smp N 1 Amlapura In Academic Year 2013/2014*(online) <http://unmas-library.ac.id/wp-content/uploads/2014/11PDF-SKRIPSI.pdf>, retrieved on january 23th,2017 at 19.00 p.m

question and answer drill technique, the students' speaking skill can be improved.² So, question and answer drill can be applied to the decrease inactivity in learning process.

After analyzing data, the researcher got the mean score from the Cycle 1 was 64.04. from the students' percentage the first cycle, there were five students passed the passing grade (20%). And the mean score from the cycle 2 was 76. From the students' percentage the second cycle, there were twenty students passed the passing grade (80%). So, based on comparing can be conclude the students' speaking mastery by using question and answer drill can improve their speaking mastery grade VIII SMP N 2 Batang Angkola.

Based on explanation, it be conclude that the problem of students' speaking mastery could be solved immediately by some technique, espeacially by using question and answer drill. it could be proven based on this research above question and answer drill could improve students' score in speaking mastery. furthemore, using interview technique was also proven that there was an improvement in students' speaking mastery achievement. It means that, students' speaking mastery by using questiona and answer drill at grade VIII SMP N 2 Batang Angkolais satisfaction. It can be seen from the result of data analyze was increase of each cycle that has been gotten mean score 64.2 (20%) in first cycle and mean score 76 (80%) in cycle 2.

² Lufthi ' alawiyah, "The use of question and answer Drill to improve speaking Skill on Descriptif Text of the Eight Year Students of Mtsn Salatiga in the Academic Year 2016/2017"(Iain Salatiga,2017). Accessed on <http://e-repository.perpusiainsalatiga.ac.id>

So that, from the above description, the researcher concludes that many techniques can increase the students' speaking skill. Then, the researcher hopes that question and answer drill can increase the students' achievement in speaking skill. So that, the researcher interested to make the research about "The Using Question And Answer Drill To Improve Speaking Mastery At Grade VIII Students' Of Smp N 2 Batang Angkola"

5. Threat of the research

There were some aspects that could threaten for this research when researcher doing the research. They were :

1. The data in this research were not objective because it needed the description of the mark based on the researcher listening in the students.
2. The tool that used in collecting the result of students' speaking was uncomplete because the researcher just used recorded video or other tools were needed to make the mark more subjective and learning process more effective and efficient.
3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing question and answer drill, some students still miss language when they don't know about vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the classroom action research, it could be concluded that question and answer drill improved students' speaking mastery at grade VIII SMP N 2 Batang Angkola, based on the analyzing of the research data, the mean score of students' speaking mastery in first cycle is 64.2 (20%), and score cycle is 76 (80%). The students' improvement can be categorized into very high improvement (very good,

In conclusion, question and answer drill could improve students speaking mastery. It also encourages the students to be more interested in the teaching learning process. The students actively and motivated in doing the lesson.

B. SUGGESTION

Based on the above conclusion, researcher has some suggestion as below :

First, students' speaking can improve by question and answer drill at grade VIII SMP N 2 Batang Angkola, researcher suggests to the teacher to apply this technique in teaching speaking skill, give solution to the students' problem, and looking at the teacher's way in teaching.

Second, in improving students' speaking skill there are some factors that influence students' speaking skill through Question and Answer Drill, the researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that

influence students' speaking skill through question and answer drill. the teacher and other researcher must give good motivation and increase students' interest in learning process.

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CURRICULUM VITAE

A. Identity

Name : Nur Adilah Lubis
Reg. No : 15 203 00105
Place/Birthday : Sigalangan / Maret , 25th 1997
Gender : Female
Religion : Islam
Address : Sigalangan

B. Parents

Father's name : Aminuddin Lubis
Mother's name : Rahmawati

C. Educational Background

1. Elementary School : SDN 100010080 Sigalangan (2009)
2. Junior High School : SMP Negeri 1 Batang Angkola (2012)
3. Senior High School : SMA Negeri 3 Padangsidempuan (2015)
4. Institute : IAIN Padangsidempuan (2020)

Rubric of Speaking Score in Indonesia

Aspek	Kriteria	Skor
Pengucapan :	Hampir sempurna	5
	Ada beberapa kesalahan namun tidak mengganggu makna	4
	Ada beberapa kesalahan dan mengganggu makna.	3
	Banyak kesalahan dan mengganggu kesalahan.	2
	Terlalu banyak kesalahan dan mengganggu makna.	1
Intonasi :	Hampir sempurna	5
	Ada beberapa kesalahan namun tidak mengganggu makna	4
	Ada beberapa kesalahan dan mengganggu makna.	3
	Banyak kesalahan dan mengganggu kesalahan.	2
	Terlalu banyak kesalahan dan mengganggu makna.	1
Kelancaran :	Sangat lancar	5
	Lancar	4
	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar	1
Ketelitian :	Sangat lancar	5
	Lancar	4
	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar	1

(Source: Siti Wcahidah et al., *Buku Guru Inggris” When English Rings a Bell*)

Appendix I

Name of Students

Grade VIII-A SMP N 2 Batang Angkola

No	Name of students	Initial name	Gender
1	Abdul rohim	AR	Male
2	Abdullah	AB	Male
3	Andi Kurniawan	AK	Male
4	Aldi Sanjaya	AS	Male
5	Ali Syah Putra	ASP	Male
6	Arjun Azhari	AZ	Male
7	Aliya Safitri	ASF	Female
8	Anggi Adriani	AA	Female
9	Afifah Wahda	AW	Female
10	Aura Dwi Rahmadhani	ADR	Female
11	Dedi	DD	Male
12	Gustina Murni	GM	Female
13	Ismail Marzuki	IM	Male
14	Mhd. Arifin	MA	Male
15	Mhd. Ripai	MR	Male
16	Mhd. Rifii	MRF	Male
17	Maysaroh	MS	Female
18	Marni Rahmdhani	MRD	Female
19	Morani	M	Male
20	Nur Aida	NA	Female
21	Rahman Syaputa	RS	Male
22	Suci Rizky Namurni	SRN	Female
23	Tommy Rahadi	TR	Male
24	Zahra Anisa Putri	ZAP	Female
25	Fatimah Zahra	FZ	Female

Appendix II

LESSON PLAN in Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah	: SMP N 2 BATANG ANGKOLA
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VIII -A
Materi	: activities and events that are ongoing at home, school, and surrounding areas
Aspek/skill	: Speaking
Alokasi waktu	: 2X45menit

Standar kompetensi

Berbicara

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

Kompetensi dasar

- 1.1. mengungkapkan makna dalam percakapan transaksional to get thing done dan interpersonal (bersosialisasi) resmi dan berlanjut sustained dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

Indicator

1. menanyakan aktivitas yang dilakukan secara langsung dengan pola pertanyaan dengan benar.

2. Merespon pertanyaan dengan pola pertanyaan dengan benar.

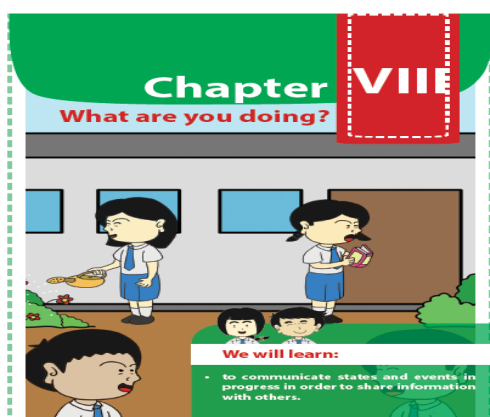
Tujuan pembelajaran

- a) Siswa dapat mengetahui bagaimana menanyakan aktifitas di lakukan secara langsung dengan menggunakan pola pertanyaan dengan benar.
- b) Siswa dapat merespon atau menjawab tentang aktifitas yang di lakukan secara langsung dengan pola jawaban dengan benar.

Tehnik pembelajaran : Question and Answer Drill

Materi pembelajaran :

Materi pembelajarannya adalah activities and events that are ongoing at school, and surrounding areas.



Activities that are going at school !

A: what are you doing ?

B: I'm cleaning the whiteboard

A: Are they studying English now ?

B: Yes, they are

Langkah – langkah pembelajaran

Kegiatan awal :

Kegiatan Awal

<p>Guru</p> <ol style="list-style-type: none"> 1. Mengucapkan salam dengan ramah kepada siswa dan berdoa sebelum memulai pelajaran 2. Mengecek kehadiran siswa 3. Menanyakan siswa tentang materi yang terkait 4. Membahas tujuan materi yang di pelajari. 	<p>siswa</p> <ol style="list-style-type: none"> 1. Siswa menjawab salam dengan ramah dan berdoa sebelum memulai pelajaran. 2. Merespon kehadiran siswa. 3. Siswa mendengarkan dan menjawab pertanyaan guru tentang materi yang terkait. 4. Siswa mendengarkan dan memahami tujuan dari materi pelajaran yang terkait 	<p>Waktu</p> <p>10 menit</p>
--	--	------------------------------

Kegiatan inti

<ol style="list-style-type: none"> 1. Guru pertama menjelaskan tentang aktivitas dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitar area. 2. Menjelaskan pola menanya dan menjawab aktifitas yang sedang berlangsung dengan benar 3. Guru memberikan contoh aktifitas di sekolah dan di sekitar sekolah. 4. Guru memberikan pertanyaan kepada siswa satu persatu apa yang di lakukan nya sekarang. 5. Guru berdialog dengan siswa tentang aktivitas di sekolah dan sekitaran sekolah 6. Guru memerintahkan kepada siswa membuat grup, masing-masing 2 orang. 7. Kemudian guru menyuruh siswa membuat dialog tentang aktifitas di sekolah dan di sekitar sekolah. 8. Untuk lebih memahaminya guru menyuruh siswa conversation dengan teman nya tentang topic yang di berikan. Dan conversation di depan kelas. 	<p>Siswa</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan apa yang di jelaskan guru 2. Siswa mendengarkan dan mengerti apa yang di jelaskan guru tentang pola menanya dan menjawab dengan benar. 3. Siswa mengulangi apa yang di katakan guru tentang contoh aktifitas di sekolah. 4. Siswa menjawab pertanyaan guru dengan benar dan tepat. 5. Siswa berdialog dengan guru. 6. Siswa mencari kelompok nya 2 orang. 7. Siswa membuat dialog tentang aktifitas di sekolah. 8. Siswa performance di depan kelas 	<p>.</p>
---	--	----------

	dengan conversation tentang aktifitas yang sedang berlangsung di sekolah atau di sekita sekolah.	
Kegiatan akhir		
<ol style="list-style-type: none"> 1. Guru menyimpulkan materi hari ini. 2. Guru menanyakan kepada siswa untuk menyampaikan perasaan mereka tentang materi di pelajari. 3. Guru menutup pembelajaran. 	Siswa <ol style="list-style-type: none"> 1. Siswa mendengarkan dan menanggapi. 2. Siswa menyatak perasaan mereka dengan mempelajari materi. 3. Siswa memberikan salam kepada guru. 	Waktu 10 menit

Sumber belajar :

- a. Buku
- b. Internet

Instrumen test

 Observing & Asking Questions

We will play the roles of the speakers in the conversations.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.



Is she studying for the English test?

No, she is not. She's studying for the Math test.



Penilaian

Speaking test :

Aspects	Criteria	Score
Pronunciation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
Intonation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
Fluency:	Very good	5
	Good	4
	Enough	3
	Not so bad	2
	Bad	1
Accuracy:	Very good	5
	Good	4
	Enough	3
	Not too Bad	2
	Bad	1
Score 20x5 =100		

(Source: Siti Wcahidah et al., *Buku Guru Inggris” When English Rings a Bell*)

Validator

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Appendix III

LEARNING MATERIAL in CYCLE 1

Direction (petunjuk) :

1. Teacher orders the students to speak directly
2. Teacher gives the point or cue of conversation. The cues are :
 - a. Make a conversation about activities at school
 - b. Make a conversation at surrounding areas (at school)
3. teacher ask the students about activities at school and surrounding areas (at schoo) .
4. students can answering the teacher question about activities at schoo and surrounding areas (school).
5. teacher achieves the students understanding about the topic.
6. Teacher reviews the topic and makes conclusion.
7. Teacher closes the studying.

Appendix IV

Instrument For Test

Speaking test

1. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai kemampuan speaking siswa dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a) Lakukanlah percakapan bahasa inggris dengan guru /teman mu di depan kelas
- b) Apabila kurang jelas, silahkan tanyakan kepada pengawas.

3. Soal

Make a conversation/dialogue of how to know activities and events that are ongoing at school, and surrounding areas.

Make a conversation about activities at school !

a. Activities at school !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Make a conversation about activities at surrounding areas(at school) !

b. Activities at surrounding areas(at school) !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Validator

RESEARCHER

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Apendix V

Instrument For Test

Speaking test

4. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai kemampuan speaking siswa dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

5. Petunjuk

c) Lakukanlah percakapan bahasa inggris dengan guru /teman mu di depan kelas

d) Apabila kurang jelas, silahkan tanyakan kepada pengawas.

6. Soal

Make a conversation/dialogue of how to know activities and events that are ongoing at school, and surrounding areas.

Make a conversation about activities at school !

c. Activities at school !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Make a conversation about activities at surraoundingareas(at school) !

d. Activities at surraoundingareas(at school) !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Validator

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Appendix VI

OBSERVATION NOTES SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject matter : English

Class/semester : VIII-A/I

Cycle : I

Observer/co-teacher :Masliani, S.Pd

Kind Observation : Observation Checklist

No	Activities	Students																								Total students		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	
1	Students' who are not ready the study English in classroom																											6 students
2	Students who made noisy in the classroom																											2 students
3	Students' who asked permission	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students

	<p>2(RS,TR) students who felt boring of this class</p> <p>4(AR,AA,MR,MRF)students do not have motivation to speak.</p> <p>7(AR, AK, ASP, AA, AB, TR, DD) student are not able to practice the conversation</p>
--	--

Teacher

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Appendix VII

Teacher Activity In Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class : VIII
Day/ Date of :
Cycle : I
Observant :Masliani, S.Pd
Kind observation : Obseravtion checklist

No	Activities	yes	No
1. Introduction	1. Teacher doing greeting		
	2. Teacher check studentspresent list		
	3. Teacher give motivation		
	4. Teacher explanation about how to twaching and learning by using question and answer drill.		
2. Content	1. Teacher give material about present tense		
	2. Teacher give explanation about present tense		
	3. Teacher give question by using question and answer drill		
	4. Teacher checks students'		

	understanding		
3. Closing	1. Teacher give conclusion		
	2. Teacher ask students about learning material has been learned		
	3. Teacher give test oral one by one of student to answering question		

Teacher

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Appendix VIII

LESSON PLAN in Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah	: SMP N 2 BATANG ANGKOLA
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VIII -A
Materi	: activities and events that are ongoing at home, school, and surrounding areas
Aspek/skill	: Speaking
Alokasi waktu	: 2X45menit

Standar kompetensi

Berbicara

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

Kompetensi dasar

- 2.1. mengungkapkan makna dalam percakapan transaksional to get thing done dan interpersonal (bersosialisasi) resmi dan berlanjut sustained dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan,

indicator

3. menanyakan aktivitas yang di lakukan secara langsung dengan pola pertanyaan dengan benar.
4. Merespon pertanyaan dengan pola pertanyaan dengan benar.

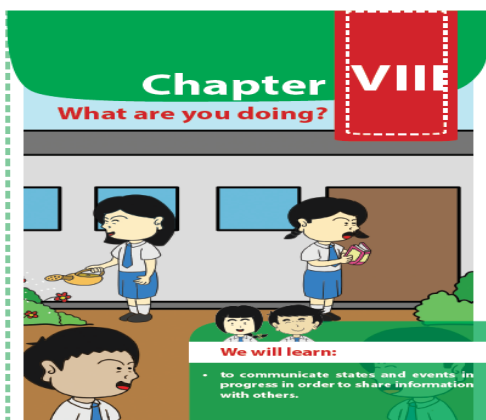
Tujuan pembelajaran

- c) Siswa dapat mengetahui bagaimana menanyakan aktifitas di lakukan secara langsung dengan menggunakan pola pertanyaan dengan benar.
- d) Siswa dapat merespon atau menjawab tentang aktifitas yang di lakukan secara langsung dengan pola jawaban dengan benar.

Tehnik pembelajaran : question and answer drill

Materi pembelajaran :

materi pembelajaran nya adalah activities and events that are ongoing at school, and surrounding areas



Activities that are going at school !

- A: what are you doing ?
- B: I'm cleaning the whiteboard
- A: Are they studying English now ?
- B: Yes, they are

Langkah – langkah pembelajaran

Kegiatan awal

Kegiatan Awal		
<p>Guru</p> <ol style="list-style-type: none"> 5. Mengucapkan salam dengan ramah kepada siswa dan berdoa sebelum memulai pelajaran 6. Mengecek kehadiran siswa 7. Menanyakan siswa tentang materi yang terkait 8. Membahas tujuan materi yang di pelajari. 	<p>siswa</p> <ol style="list-style-type: none"> 5. Siswa menjawab salam dengan ramah dan berdoa sebelum memulai pelajaran. 6. Merespon kehadiran siswa. 7. Siswa mendengarkan dan menjawab pertanyaan guru tentang materi yang terkait. 8. Siswa mendengarkan 	<p>Waktu</p> <p>10 menit</p>

	dan memahami tujuan dari materi pelajaran yang terkait	
Kegiatan inti		
<p>9. Guru pertama menjelaskan tentang aktivitas dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitar area.</p> <p>10. Menjelaskan pola menanya dan menjawab aktifitas yang sedang berlangsung dengan benar</p> <p>11. Guru memberikan contoh aktifitas di sekolah dan di sekitar sekolah.</p> <p>12. Guru memberikan pertanyaan kepada siswa satu persatu apa yang di lakukannya sekarang.</p> <p>13. Guru berdialog dengan siswa tentang aktivitas di sekolah dan sekitaran sekolah</p> <p>14. Guru memerintahkan kepada siswa membuat grup, masing-masing 2 orang.</p> <p>15. Kemudian guru menyuruh siswa membuat dialog tentang aktifitas di sekolah dan di sekitar sekolah.</p> <p>16. Untuk lebih memahaminya guru menyuruh siswa conversation dengan temannya tentang topic yang di berikan. Dan conversation di depan kelas.</p>	<p>Siswa</p> <p>9. Siswa mendengarkan apa yang di jelaskan guru</p> <p>10. Siswa mendengarkan dan mengerti apa yang di jelaskan guru tentang pola menanya dan menjawab dengan benar.</p> <p>11. Siswa mengulangi apa yang di katakan guru tentang contoh aktifitas di sekolah.</p> <p>12. Siswa menjawab pertanyaan guru dengan benar dan tepat.</p> <p>13. Siswa berdialog dengan guru.</p> <p>14. Siswa mencari kelompoknya 2 orang.</p> <p>15. Siswa membuat dialog tentang aktifitas di sekolah.</p> <p>16. Siswa performance di depan kelas dengan conversation tentang aktifitas yang sedang berlangsung di sekolah atau di sekita sekolah.</p>	
Kegiatan akhir		
<p>4. Guru menyimpulkan materi hari ini.</p> <p>5. Guru menanyakan kepada siswa untuk menyampaikan perasaan</p>	<p>Siswa</p> <p>4. Siswa mendengarkan dan menanggapi.</p> <p>5. Siswa menyatak</p>	<p>Waktu 10 menit</p>

<p>mereka tentang materi di pelajari.</p> <p>6. Guru menutup pembelajaran.</p>	<p>perasaan mereka dengan mempelajari materi.</p> <p>6. Siswa memberikan salam kepada guru.</p>	
--	---	--

Sumber belajar :

- c. Buku
- d. Internet


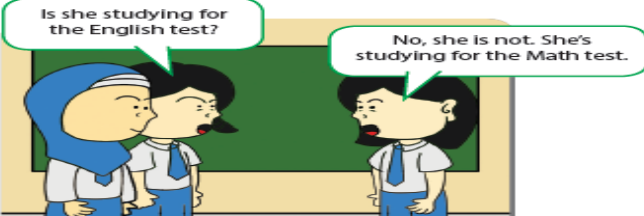
Instrumen test :

 Observing & Asking Questions

We will play the roles of the speakers in the conversations.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.





 Observing & Asking Questions

We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.



Penilaian

Speaking test :

Aspects	Criteria	Score
Pronunciation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
Intonation:	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
Fluency:	Very good	5
	Good	4
	Enough	3
	Not so bad	2
	Bad	1
Accuracy:	Very good	5
	Good	4
	Enough	3
	Not too Bad	2
	Bad	1
Score 20x5 =100		

(Source: Siti Wcahidah et al., *Buku Guru Inggris'' When English Rings a Bell*)

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Appendix IX

LEARNING MATERIAL in CYCLE 2

Direction (petunjuk) :

8. Teacher orders the students to speak directly
9. Teacher gives the point or cue of conversation. The cues are :
 - c. Make a conversation about activities at school
 - d. Make a conversation at surrounding areas (at school)
10. teacher ask the students about activities at school and surrounding areas (at schoo) .
11. students can answering the teacher question about activities at schoo and surrounding areas (school).
12. students make a group two person, they are conversation about the topic.
13. teacher achieves the students understanding about the topic.
14. Teacher reviews the topic and makes conclusion.
15. Teacher closes the studying.

Appendix X

Instrument For Test

Speaking test

7. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai kemampuan speaking siswa dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

8. Petunjuk

e) Lakukanlah percakapan bahasa inggris dengan guru /teman mu di depan kelas

f) Apabila kurang jelas, silahkan tanyakan kepada pengawas.

9. Soal

Make a conversation/dialogue of how to know activities and events that are ongoing at school, and surrounding areas.

Make a conversation about activities at school !

e. Activities at school !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Make a conversation about activities at surrounding areas(at school) !

f. Activities at surrounding areas(at school) !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Validator

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Appendix XI

Instrument For Test

Speaking test

10. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai kemampuan speaking siswa dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

11. Petunjuk

- g) Lakukanlah percakapan bahasa inggris dengan guru /teman mu di depan kelas
- h) Apabila kurang jelas, silahkan tanyakan kepada pengawas.

12. Soal

Make a conversation/dialogue of how to know activities and events that are ongoing at school, and surrounding areas.

Make a conversation about activities at school !

g. Activities at school !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Make a conversation about activities at surrounding areas(at school) !

h. Activities at surrounding areas(at school) !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Validator

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	<p>2(RS,TR) students who felt boring of this class</p> <p>4(AR,AA,MR,MRF)students do not have motivation to speak.</p> <p>7(AR, AK, ASP, AA, AB, TR, DD) student are not able to practice the conversation</p>
--	--

Teacher

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Appendix XIII

Teacher Activity In Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class : VIII
Day/ Date of :
Cycle : II
Observant :Masliani, S.Pd
Kind observation : Obseravtion checklist

No	Activities	yes	No
4. Introduction	5. Teacher doing greeting		
	6. Teacher check studentspresent list		
	7. Teacher give motivation		
	8. Teacher explanation about how to twaching and learning by using question and answer drill.		
5. Content	5. Teacher give material about present tense		
	6. Teacher give explanation about present tense		
	7. Teacher give question by using question and answer drill		
	8. Teacher checks students'		

	understanding		
6. Closing	4. Teacher give conclusion		
	5. Teacher ask students about learning material has been learned		
	6. Teacher give test oral one by one of student to answering question		

Teacher

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Appendix XIV

Nama :

Kelas:

List of interview

A. Interview to the students before action

1. Apakah kamu suka belajar bahasa inggris?

(do you like study English?)

Answer :

2. Apakah kamu suka berbicara dalam bahasa inggris?

(do you like speaking English ?)

Answer :

3. Kesulitan-kesulitan apa yang kamu miliki ketika berbicara dalam bahasa inggris?

(what are difficulties in speaking English?)

Answer :

4. Apa yang membuatmu malas berbicara bahasa inggris?

(what are the factor that makes you lazy to speak English?)

Answer :

5. Apakah adik sering menggunakan bahasa inggris untuk berbicara dengan teman ?

(do you often use English to pseak with your friend?)

Answer :

6. Apa yang adik pikirkan ketika adik di suruh untuk berbicara bahasa inggris ?

(what do you think when you are asked to speak English?)

Answer :

7. Apakah yang adik lakukan untuk mampu berbicara bahasa inggris ?

(what is your effort bring able to speak English ?)

Answer :

Appendix VII

Nama :

Kelas:

List of interview

A. Interview to the students before action

1. Apakah kamu suka belajar bahasa inggris?

(do you like study English?)

Answer :

2. Apakah kamu suka berbicara dalam bahasa inggris?

(do you like speaking English ?)

Answer :

3. Kesulitan-kesulitan apa yang kamu miliki ketika berbicara dalam bahasa inggris?

(what are difficulties in speaking English?)

Answer :

4. Apa yang membuatmu malas berbicara bahasa inggris?

(what are the factor that makes you lazy to speak English?)

Answer :

5. Apakah adik sering menggunakan bahasa inggris untuk berbicara dengan teman ?

(do you often use English to pseak with your friend?)

Answer :

6. Apa yang adik pikirkan ketika adik di suruh untuk berbicara bahasa inggris ?

(what do you think when you are asked to speak English?)

Answer :

7. Apakah yang adik lakukan untuk mampu berbicara bahasa inggris ?

(what is your effort bring able to speak English ?)

Answer :

Appendix VII

Nama :

Kelas:

List of interview

A. Interview to the students before action

1. Apakah kamu suka belajar bahasa inggris?

(do you like study English?)

Answer :

2. Apakah kamu suka berbicara dalam bahasa inggris?

(do you like speaking English ?)

Answer :

3. Kesulitan-kesulitan apa yang kamu miliki ketika berbicara dalam bahasa inggris?

(what are difficulties in speaking English?)

Answer :

4. Apa yang membuatmu malas berbicara bahasa inggris?

(what are the factor that makes you lazy to speak English?)

Answer :

5. Apakah adik sering menggunakan bahasa inggris untuk berbicara dengan teman ?

(do you often use English to pseak with your friend?)

Answer :

6. Apa yang adik pikirkan ketika adik di suruh untuk berbicara bahasa inggris ?

(what do you think when you are asked to speak English?)

Answer :

7. Apakah yang adik lakukan untuk mampu berbicara bahasa inggris ?

(what is your effort bring able to speak English ?)

Answer :

Appendix XV

Students' Speaking Score in the First Cycle

No	Name of students	Speaking score				Total	Score (total x 4)
		Pronounciation	intonation	fluency	Accurancy		
1	AR	3	4	3	3	13	65
2	AB	4	3	3	3	13	65
3	AK	4	4	3	3	14	70
4	AS	3	4	3	2	12	60
5	ASP	4	4	3	3	14	70
6	AZ	3	3	3	3	12	60
7	ASF	4	4	4	3	15	75*
8	AA	4	3	3	2	12	60
9	AW	4	4	4	3	15	75*
10	ADR	4	4	4	4	16	80*
11	DD	3	4	2	2	11	55
12	GM	3	4	3	3	13	65
13	IM	3	3	3	2	11	55
14	MA	3	3	3	3	12	60
15	MR	3	4	3	2	12	60
16	MRF	3	3	3	2	11	55
17	MS	4	3	3	2	12	60
18	MRD	4	4	4	4	16	80*
19	M	3	3	3	2	11	55
20	NA	3	4	3	2	12	60
21	RS	4	4	3	3	14	70
22	SRN	3	3	3	2	11	55
23	TR	3	3	2	3	11	55
24	ZAP	4	4	4	3	15	75*
25	FZ	4	3	3	3	13	65
Total scores		87	89	78	67	321	1605
Mean		3.48	3.56	3.12	2.68	12.84	64.2
Percentage		20%					

The result of the test of the first cycle, there was four students got 55 score, six students got 60 score, 4 students got 65 score, 3 students got 70 score, 3 students got 75 score, 2 students got 80 score. It can be concluded from 25 students at the grade VIII of SMP N 2 Batang Angkola . there were five students passed the passing grade 75 score. Meanwhile , there were 20 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was get the mean score of the class. It was concluded as following :

$$x = \frac{\sum X}{N}$$

$$x = \frac{1605}{25}$$

$$x = 64.2$$

based on the calculation, the mean score of the data class in the first test was 62.09. it showed that the students' speaking mastery was categorized into low categories. The first step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as folling :

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{5}{25} \times 100\%$$

$$P = 20 \%$$

Appendix XVI

Students speaking score in the second cycle

No	Name of students	Speaking score				Total	Score (totalx 4)	
		Pronunciation	intonation	fluency	Accurancy			
1	AR	4	4	4	3	15	75*	
2	AB	4	4	4	3	15	75*	
3	AK	5	4	3	3	15	75*	
4	AS	4	5	3	3	15	75*	
5	ASP	5	4	4	3	16	80*	
6	AZ	4	4	4	3	15	75*	
7	ASF	5	4	4	4	17	85*	
8	AA	4	4	3	3	14	70	
9	AW	4	5	4	3	16	80*	
10	ADR	4	5	4	4	17	85*	
11	DD	4	4	3	3	14	70	
12	GM	4	4	4	3	15	75*	
13	IM	3	4	3	3	13	65	
14	MA	4	4	4	3	15	75*	
15	MR	4	4	4	3	15	75*	
16	MRF	4	4	4	3	15	75*	
17	MS	4	4	4	3	15	75*	
18	MRD	5	4	4	4	17	85*	
19	M	4	4	3	3	14	70	
20	NA	4	4	4	3	15	75*	
21	RS	4	4	4	3	16	80*	
22	SRN	4	4	3	3	14	70	
23	TR	4	4	4	3	15	75*	
24	ZAP	4	5	4	3	16	80*	
25	FZ	5	4	4	3	16	80*	
Total scores		105	105	93	78	380	1900	
Mean		4.2	4.2	3.75	3.12	15.2	76	
Percentage		80%						

The, in the second cycle the researcher calcute the result of second test to know the students' score improvement from the first test result. There was one student got 65 score, 4 students got 70 score, 12 students got 75 score, 5 students got 80 score,3 students got 85 score.

It be concluded that 25 students at the grade VIII of SMP N 2Batang Angkola ,there were 5 students did not pass the passing grade 75 score. Meanwhile, there 20 students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get score of the class. It was calculated as following :

$$x = \frac{\sum X}{N}$$

$$x = \frac{1900}{25}$$

$$x = 76$$

based on calculation, the mean score of the class in second test was 74.09. it shows the students' speaking mastery was categorized into high categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following :

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{25} \times 100\%$$

$$P = 80\%$$

Appendix XVII

Comparison of Students' Achievement in Cycle 1 and Cycle 2

No	Name of students	Cycle 1 first test	Cycle 2 Second test	State
1	AR	65	75	Improved
2	AB	65	75	Improved
3	AK	70	75	Improved
4	AS	60	75	Improved
5	ASP	70	70	Constant
6	AZ	60	75	Improved
7	ASF	75	80	Improved
8	AA	60	70	Constant
9	AW	75	80	Improved
10	ADR	80	85	Improved
11	DD	55	70	Constant
12	GM	65	75	Improved
13	IM	55	65	Constant
14	MA	60	75	Improved
15	MR	60	75	Improved
16	MRF	55	75	Improved
17	MS	60	75	Improved
18	MRD	80	85	Improved
19	M	55	70	Constant
20	NA	60	75	Improved
21	RS	70	80	Improved
22	SRN	55	70	Constant
23	TR	55	75	Improved
24	ZAP	75	80	Improved
25	FZ	65	80	Improved
Total score		1605	1900	Improved
Mean score		64.2	76	Improved

DOCUMENTATIONS

APPENDIX XVIII









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

19 November 2018

Nomor : 256 /In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr.H. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani, M. Hum (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nur Adilah Lubis
NIM : 1520300105
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : The Using of Question and Answer Drill to Improve Speaking Mastery at the VIII Grade Students of SMP N 2 Batang Angkola.

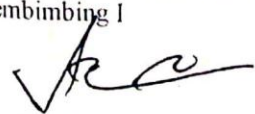
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

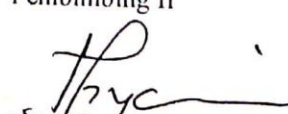
PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Dr.H. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

 Scanned with
CamScanner

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Fitri Rayani, M. Hum
NIP. 19820731 2009 12 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalar. T. Rizal Nurdin Km. 4,5 Sihatang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2204 /In.14/E.1/TL.00/12/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

13 Desember 2019

Yth. Kepala SMP N 2 Batang Angkola
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

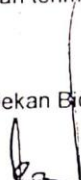
Nama : Nur Adilah Lubis
NIM : 1520300105
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Using of Question and Answer Drill to Improve Students' Speaking Mastery at Grade VIII SMP N 2 Batang Angkola".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik


Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002





PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 2 BATANG ANGKOLA

JL. MANDAILING KM.20 BENTENG HURABA Kode Pos 22773

Telepon.(0634) 7363129..

Email : smpnegeriduabatangangkola@yahoo.co.id

SURAT KETERANGAN MENGADAKAN PENELITIAN

NO. 420/ 149 / SMPN.2/2019

Yang bertanda tangan dibawah ini :

Nama : **ABDUL KAMIL HASIBUAN, M.Pd**
NIP : 19600612 198602 1 005
Pangkat/Gol : Pembina TK.I/ IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 2 Batang Angkola,
Kec.Batang Angkola Kab. Tapanuli Selatan

Menyatakan dengan sesungguhnya bahwa :

Nama : **NUR ADILAH LUBIS**
NIM : 1520300105
Program Study : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Sigalangan

Yang benar telah melakukan penelitian di SMP Negeri 2 Batang Angkola pada tanggal 14 s/d 18 Desember 2019 Semester Ganjil Tahun Ajaran 2019/2020.

Tujuan maksud penelitian dilakukan adalah untuk memperoleh data dan Informasi yang diperlukan untuk menyusun Skripsi dengan judul : "THE USING OF QUESTION AND ANSWER DRILL TO IMPROVE STUDENTS' SPEAKING MASTERY AT GRADE VIII SMP NEGERI 2 BATANG ANGKOLA".

Dengan Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bentenghuraba, 18 Desember 2019

Kepala Sekolah,



ABDUL KAMIL HASIBUAN, M.Pd

19600612 198602 1 005

