



**THE EFFECT OF DRILL METHOD ON SPEAKING
MASTERY IN PERSONAL INVITATION SUB TOPIC
AT GRADE VIII STUDENTS OF SMP N 9
PADANGSIDIMPUAN**

A THESIS

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

Written By :

GINA LESTARI HARAHAP
Reg No . 15 203 00104

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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a.n. Gina Lestari Harahap
To: Dean
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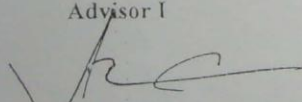
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Gina Lestari Harahap, entitled "The Effect of Drill Method on Speaking Mastery in Personal Invitation Sub Topic at Grade VIII Students of SMP N 9 Padangsidempuan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

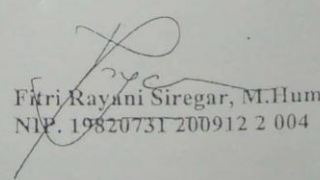
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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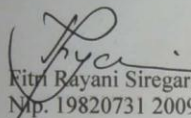
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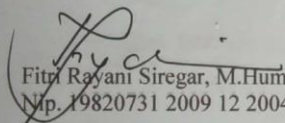
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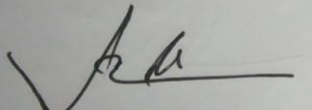
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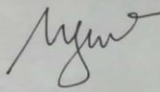

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ABSTRACT

The Researcher described about low mastery of students speaking especially in personal invitation sub topic. It was solved by Drill Method. The problem of students' in speaking here were: (1) students liked to use native language (2) students are shy to speak English (3) students are afraid of false in pronouncing English word (4) teacher's method. The purpose of this research is to know whether there is the effect of Drill Method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan.

The method that is used in this research was experimental research. Two classes were chosen randomly as the sample. They were VIII 2 as experimental class that consisted of 30 students and VIII 3 as control class that consisted of 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Drill Method was higher than control class. Mean score of control class in pre-test was 55.14 and mean score in post-test was 57. The proof was 1.86. Mean score of experimental class before using drill method was 53.34 and mean score after using drill method was 70.7. The proof was 17.36. The effect of drill method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan was 12.58 with t_{count} was higher than t_{table} ($12.58 > 1.67155$), it meant that H_a was accepted and H_0 was rejected. There was the effect of Drill Method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan.

Key Words : *Drill Method, Speaking Mastery*

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ABSTRAK

Peneliti menjelaskan tentang rendahnya penguasaan siswa dalam berbicara bahasa Inggris terutama dalam sub topik undangan pribadi. Itu diselesaikan dengan metode Drill. Masalah siswa dalam berbicara bahasa Inggris di sini adalah: (1) siswa suka menggunakan bahasa daerah (2) siswa malu untuk berbicara bahasa Inggris (3) siswa takut salah dalam mengucapkan kata bahasa Inggris (4) metode guru. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh Metode Drill terhadap penguasaan berbicara dalam sub topik undangan pribadi pada siswa kelas VIII SMP N 9 Padangsidempuan.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas dipilih secara acak sebagai sampel. Adapun kelas yang terpilih adalah kelas VIII 2 sebagai kelas eksperimen yang terdiri dari 30 siswa dan kelas VIII 3 sebagai kelas kontrol yang terdiri dari 30 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata kelas eksperimen setelah menggunakan Metode Drill lebih tinggi daripada kelas kontrol. Nilai rata-rata kelas control di pre-tes adalah 55.14 dan di post-tes adalah 57. Peningkatannya adalah 1.86. Nilai rata-rata kelas eksperimen sebelum menggunakan metode drill adalah 53,34 dan nilai rata-rata setelah menggunakan metode drill adalah 70,7. Peningkatannya adalah 17.36. Pengaruh metode drill pada penguasaan berbicara dalam subtopik undangan pribadi pada siswa kelas VIII SMP N 9 Padangsidempuan adalah 12,58 dengan t_{hitung} lebih tinggi dari t_{tabel} ($12,58 > 1,67155$), itu berarti bahwa H_a diterima dan H_0 ditolak. Ada pengaruh Metode Drill terhadap penguasaan berbicara bahasa Inggris dalam sub topik undangan pribadi pada siswa kelas VIII SMP N 9 Padangsidempuan.

Kata Kunci : *Metode Drill, Penguasaan Berbicara*

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Researcher

GINA LESTARI HARAHAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English consists of four basic skills that students must master; they are speaking, writing, reading and listening. The first skill is speaking, it controls to learn and to develop of an individual's personality. The second is writing, it is a partial representation unit of language expression. This is the chief means by which thought, ideas and knowledge are preserved. The third is reading, it is to grasp language patterns from their written representation. The fourth is listening; though listening, we build knowledge by taking in new information. Reading and listening are called receptive skill, while speaking and writing are called productive skills. From the fourth of language skill that students have mastered, speaking is the important because the human being combine all the skill and produce it with speaking and human being have a process of communication between speaker and listener.

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 as informative, invitational, distortional and actuation.

Mastering speaking is not easy. Although English has been taught since the students were at elementary school. For the day and today still many

students complaint that they have difficulties in speaking. So that, from their difficulties, they also difficult in learning English material especially in personal invitation sub topic. Personal invitation is a kind of invitation that people use in daily life. The students in junior high school have to learn personal invitation not only because that topic consist in the syllabus, but also personal invitation is part of daily conversation in society.

The important of learning personal invitation is to make students easier in invite someone else in oral speak with good structures, good language features and suitable context. Even though they have studied about personal invitation, teachers also should pay attention with students' speaking mastery, because speaking is the most important case everywhere and every situation. The important of speaking mastery, people not only can communicate with other but also for producing and receiving meaning.

The efforts in learning speaking is practice English language every day. Speaking English did not talk about pattern/formula but students able to speak English fluently by practice, practice and practice. Teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. Some kinds of speaking that we teach for communication with other such as; *Imitative, Intensive, Responsive, Interactive and Extensive*.

Based on the interview with Alda Meilani student at grade VIII SMP N 9 Padangsidimpuan, She said that they faced difficulties in speaking because they liked to use their native language (Mandailing language) more

than English language in teaching learning process.¹ Students only use mandailing language with other all day with his friend and hardly ever use English, they speak in English only if they have English lesson. The students also shy to speak English in speaking class because they were afraid false in pronounce the words or sentences, and the directly imagine what will people say after that especially in front of the class. The students were lack vocabulary, so they are hard to speak English. When the researcher ask them about what is their favourite subject, most of them said that Sport is their favourite subject because it was really easy and stated that studying English is very difficult to understand, because English is not our language, only some of them like with English subject.

The problem did not only come from students' self, but also comes from other. It is can come from teacher, because teacher is supposed to be a model for his/her students by having a good knowledge about learning process as the basic of the teaching and learning activity. How can the students be able to speak English, while the teacher does not use English as media of instruction. They also teach English did not use various techniques until the students are lazy and bored to study English, especially when they study speaking. In this problem must be solved by teacher with change strategies or method in teaching learning process, so that the students more enjoy studying English and do not feel boring. Here, the teacher must use other strategies or method to motivate students in speaking English.

¹ Alda Meilani, student of SMP N 9 Padangsidempuan, *Private Interview*, recorded on thursday, 13th June 2019 at her home Jl. SMP N 9 Hutaimbaru.

Furthermore, looking for difficulties which are found by students, it can be influenced by many factors, such as: media, intelligence, students' motivation, interest, grammar mastery, personality of the teacher, environment, facility of the students, society, library, family and teaching method.

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, pronunciation-related factor, grammar- related factor, personality factor, L1 inference-related factor, teacher – related factor, teacher's method, environmental factor, motivation factor and cross-cultural factor.² The researcher did not focus to all factors, but only focus on teacher's method in speaking.

The low of speaking ability above must be solved. There are some methods can be applied to make students active speaking in class. Such as, communicative language teaching, task based language teaching, drill method, problem based learning, describing picture technique, talking chips technique, discussion technique.

Basically, there are many efforts that teachers have done in speaking, such as: prepare teaching materials, gives motivation. But, the result is still not effective. Therefore, the researcher will use a method which may be help students to solve the problem, namely *drill method*.

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

Drill is a repetition of a piece of learning until one can recite or perform it without mistake.³ Drill is imposition of repetitions through which habits are build up.⁴ Drill is a method of teaching technique used for practicing sounds or sentence partners concerned with the fixation of specific accociation for automatic recall. The final goal is a more or less effortless exchange of ideas in real-life conversation. The drill method is part of Audio Lingual Method (ALM). However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situation, the ALM drills students in the use of grammatical sentence patterns. Larsen states that there are seven drills in his book. They are : backward build up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and question-and-answer drill.⁵ The teacher also provides some tricks to attract the students, so they do not feel bored in studying English using the drill method. To avoid misunderstanding of the information given, they use some ways as well as: gesture, pictures and charts. Probably the students do not have confidence and sometimes make errors, here the teacher will correct it directly so that the students realize and fix it.

The drill method will make students usually good in practice English word so that they also usually speak English, because The Drill Method also

³ Umar Mohammed Kani and Tata Umar Sa'ad, "Drill as a Process of Education," *European Journal of Bussiness and Management* 7, no. 21 (2015): 175–78, Accessed on www.iiste.org.

⁴Umar Mohammed Kani and Tata Umar Sa'ad, "Drill as a Process...", p.175.

⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), p.49, Accessed on www.academia.edu.

sees that the four skills: speaking, listening, reading and writing reinforce another but oral communication is seen basic. So that the students will follow what the teacher say.

Based on the background, the researcher was interested to conduct experimental research. The researcher also wanted to know the effect of drill method on students' speaking mastery in personal invitation sub topic at grade VIII SMP N 9 Padangsidempuan.

B. 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.

Factors of speaking mastery that make students difficult in learning speaking based on the background above, such as : psychological factor, poor vocabulary-related factor, peer-related factor, pronunciation- related factor, grammar- related factor, personality factor, L1 inference- related factor, teacher – related factor, teacher's method, environmental factor, motivation factor and cross-cultural factor. The researcher did not focus to all factors, but only focus on teacher's method in teaching speaking. There are some methods can be applied to make students active speaking in class and the researcher will use a method which may be help students to solve the problem, namely *drill method*.

C. Limitation of the Problem

Factors of speaking mastery that make students difficult in learning speaking such as: media, intelligence, students' motivation, interest, grammar mastery, environment, facility of the students, society, library, psychological factor, poor vocabulary-related factor, peer-related factor, pronunciation-related factor, personality factor, L1 inference-related factor, environmental factor, motivation factor and cross-cultural factor. The factors of problems did not only come from students self, but also come from the teacher such as : personality of the teacher and also teacher's method in teaching.

From the factors of problems above, the researcher limited the problem on the teacher's factor. That is teachers' method in teaching speaking especially for personal invitation sub topic. Then, the problem in speaking was solved by doing method, it is drill method. It was focused on grammar, accent, vocabulary, pronunciation, comprehension and fluency with the sub topics; "personal invitation".

The reason of the research choose this method is to find out the effect of drill method in increasing students' mastery on speaking. This method used for the purpose of helping students to speak and appreciate foreign language literature. So, it is hoped that through this study, students will become more familiar with English. This method will strengthen their cooperation because it will be necessary for them to make a good communicative competence in speaking foreign language. As a result, students can speak English better.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem as follows:

1. How is the students' speaking mastery before using drill method at grade VIII of SMP N 9 Padangsidimpuan?
2. How is the students' speaking mastery after using drill method at grade VIII of SMP N 9 Padangsidimpuan?
3. Is there any significant effect of drill method on students' mastery in speaking at grade VIII SMP N 9 Padangsidimpuan?

E. Objectives of the Research

1. To know the students' speaking mastery before using drill method at grade VIII of SMP N 9 Padangsidimpuan.
2. To know the students' speaking mastery after using drill method at grade VIII of SMP N 9 Padangsidimpuan.
3. To know whether there is or there is no any significant effect of drill method on the students' mastery in speaking at the grade VIII of SMP N 9 Padangsidimpuan.

F. Significances of the Research

The significances of the research are:

1. Head master, as an information to guide English teacher in teaching English especially for speaking.
2. The English teachers, as a references in teaching English especially for speaking

3. Researchers, as an information to do further related to the research.

G. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one discusses about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objectives of the research, significances of the research, definition of the operational variables, and outline of the thesis.

Chapter two discusses about theoretical description, which explains about speaking, drill method, review of related finding, framework of thinking, and hypothesis.

Chapter three discusses about the methodology of research consist of : place and time of the research, research design, population and sample, the instrument of data collecting, the procedures of research and technique of data analysing.

Chapter four discusses about the result of the research and data analysing consist of description of data before using direct method, description data after using direct method, hypothesis testing, discussion and threats of the research.

Chapter five discusses about the conclusion and suggestion.

CHAPTER II LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

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

1. Speaking Mastery

a. Definition of Speaking

Speaking is the process of building and sharing meaning though in verbal and symbol of varieties in context. Speaking consists of producing systematic verbal utterances to convey meaning. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

David Nunan states speaking is the productive aural/oral skill. It is consists of producing systematic verbal utterances to convey meaning.¹ According to Kathleen speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable. Speaking is such as a fundamental human behaviour that we don't

¹ Davin Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003).p.48

stop to analyse it unless there is something noticeable about it.² So, speaking is a process that producing and receiving meaning.

Michael says, “speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.”³ Based on the above explanation, the researcher defined that speaking an interaction process between speaker and listener through ordinary face to face to express their feeling, expression, information, idea and sense so that they understand each other about what they have talked.

b. Kinds of Speaking

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

- 1) *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- 2) *Intensive*. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, rhythm, juncture). The speaker

²Kathleen M.Bailey, *Practical English Language Teaching* 1st Edition (New York: The Mc. Graw-Hill Company), p.52

³J. Michael, *Autentic Assesment for English Language Learners* (USA: Addisaon-Wcsley Publishing Company,1996), p.140.

must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.

- 3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.
- 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.
- 5) *Extensive* (monologue). Extensive oral production tasks includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.⁴

In addition, according to Nunan there are two types of oral language:

1) Monologue.

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

2) Dialogue

Dialogue is involve two or more speaker s and can be subdivided into those exchanges that promote social relationship

⁴Brown, H Douglas. *Principles of Language Learning and Teaching*, New Jersey: Prentice Hall, 2000.p 141-142.

(interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).⁵

Based on explanation about kinds of speaking above, both of expert's opinion are good to apply in the class. But, the researcher conclude the most suitable that teacher apply in the class is based on Nunan's opinion that are monologue and dialogue. Because studying speaking in, students have effort to explain their idea even need long time or short time. Monologue process also can be as an alternative for students to mastery speaking by doing such as : retelling story, combine stories, telling opinion, presentation and speech. Where as studying speaking in dialogue, students communicate not only for one way but also there is a part to talk. For examples: conversation, interview, discussion, and debate.

c. Purpose of Speaking

Purpose of speaking not only for communicate with other but also for producing and receiving meaning. In General, the purpose of speaking as follows :

1) To inform

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

⁵ Brown, H Douglas, *Teaching Principles (An Interactive Approach Language Pedagogy)*. New Jersey: Prentice Hall, 2000. p 358

2) To persuade

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

3) To entertain

Whereas informative and persuasive speech making is focused on the end result of the speech process entertainment speaking is focused on the theme and occasion of the speech.⁶

In this case, if there is purpose of speaking in general, so there is also specific speaking purpose in the school. Means that, the specific purpose related to the speaker or interpersonal. Kingen states that specific purpose of speaking or interpersonal purpose of speaking divided into twelve categories :

- a) **Personal** – expressing personal feelings, opinions, beliefs and ideas.
- b) **Descriptive** – describing someone or something, real or imaged.
- c) **Narrative** – creating and telling stories or chronological sequenced events.
- d) **Instructive** – giving instruction or providing directions designed to produce an outcome.
- e) **Questioning** – asking question to obtain information.
- f) **Comparative** - comparing two or more objects, people, ideas, or opinions to make judgements about them.
- g) **Imaginative** – expressing mental image of people, places, events, and objects.
- h) **Predictive** – predicting possible future events.
- i) **Interpretative** – exploring meanings, creating hypothetical deductions, and considering inference.
- j) **Persuasive** – changing others’ opinion, attitudes, or points of view, or influencing the behaviour of others in some way.

⁶Jeffry Beall, General Purposes of Speaking accessed on <http://open.lib.umn.edu>

- k) **Explanatory** – explaining, clarifying, and supporting ideas and opinions.
- l) **Informative** – sharing information with others.⁷

Based on explanation above the researcher define that there are some purposes of speaking and all of the purpose is to get information from the speaker. This helps to ease the transactional process of communicating to be done by keeping good social relation with others. In other words, we can say that speakers do one thing by doing another.

d. The principles of speaking

There are some principles in speaking that speaker must applied in teaching speaking. Nunan stated there are five principles that 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 group 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.⁸

In addition, there are 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 conversations we have spoken every day, we have no problem being ourselves.

⁷ Shaima Abd EL Fattah Torkey, “The Effectiveness of a Task-Based Instruction Program in Developing the English Speaking Skills of Secondary Students” (Ain Shams University Women’s College, 2006). Accessed on <https://www.awej.org>

⁸David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2003), p.54-56

- 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.
- 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.⁹

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. Evaluation of English Speaking

According to Arthur Hughes there are five categories to measure speaking skills such as: accent, grammar, vocabulary, fluency and comprehend.¹⁰

1) Accent

The term accent is used to refer to speech of someone who speaks a language non-natively. For example a French person speaking English is described as having a French accent.¹¹

⁹ Richard Zeoli, *Seven Principles of Effectives Public Speaking*, Accessed on <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx>

¹⁰ Arthur Hughes, *Testing for Language Teaching* (USA: Cambridge University Press, 2000),p.112

2) Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.

3) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
- c) Choice of word sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
- f) Vocabulary apparently as accurate and extensive as that of a native speaker.¹²

4) Fluency

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

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

- a) The ability to produce written and/or spoken language with ease.
- b) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.¹³

¹¹Arthur Hughes, *Testing for Language*,...p.256

¹²Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press,2000), p.112

¹³Jack C.Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002, p. 204.

5) Comprehension

Hornby states that: “comprehension is the mind’s act or power of understanding”.

Comprehension can be identified looks like this:

- a) Understand too little for the simplest types of conversation.
- b) Understands only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue but require occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- f) Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.¹⁴

So, the evaluation of speaking is to know how far the teacher teach speaking, is success or not. And to measure how far students’ speaking ability in class.

f. The Materials of Teaching Speaking at SMP N 9 Padangsidimpuan

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 k’13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combine to become a whole unit.

¹⁴A. S Hornby, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2008), p.234

There are three ways of communication applied in implementation of 2013 curriculum, they are : student – teacher, teacher – student and student – student. Here, students should be able to observe, asking question, think out, experiment and communicate by doing discussion with their group. In other words, by doing discussion students have to speak and communicate each other. So that, to study the materials of English language in junior high school especially at grade VIII students at SMP N 9 Padangsidempuan categorized into speaking. The materials of speaking in SMP N 9 Padangsidempuan in first semester based on text book are :

The students text book entitled “When English Rings A Bell” and consist of 6 chapters in first semester. They are Chapter I with topic It’s English time, chapter II with topic We can do it and we will do it, chapter III with topic We know what to do, chapter IV with topic Come to my birthday, please !, chapter V with topic I’m so happy for you !, and chapter VI with topic Our busy roads.

From those materials , the researcher did not talk about all topics. The researcher only focus on chapter four in the first semester with sub topic come to my birthday, please!. This topic talk about personal invitation from someone to other person. Based on syllabus in K13 from students’ textbook at grade VIII PERMENDIKBUD version, personal invitation is the material that students will learn to invite someone to do something. The material of personal invitation is :

- Beni : Hello, good morning. This is Beni
- Lina : Oh, Hi Beni. Good morning. How are you ?
- Beni : Fine. I just got your invitation card to your birthday party.
- Lina : You are coming. Aren't you ?
- Beni : Yes I am, Thanks for inviting me.
- Lina : Of course. You are one of my best friends. Don't forget to wear a T-shirt,ok?
- Beni : Are you sure we should wear T-shirt to your party ?
- Lina : Yeah,there will be some outdoor games
- Beni : Wow, that must be fun. Okay, See you then.
- Lina : Alright, see you soon!¹⁵

2. Drill Method

a. Definition of Drill Method

Drill is a method of teaching technique used for practicing sounds or sentence partners concerned with the fixation of specific association for automatic recall. According to Anthony, “method is an overall plan for systematic presentation of language based upon, the selected approach”.¹⁶

Umar Mohammed Koni wrote in his journal that Schofield, defines drill, as “the formation of good or bad habits through regular practice of stereotyped exercises”. Drill is also define by Akinpelu that drill is a method which is often used in the traditional teaching method to get pupils to learn the first rudiments of a subject and he describes its form and process as he said that “drill is a repetition of a piece of learning until one can recite or perform it without mistake.¹⁷ According to Ryle as quoted by Scheffler, that is imposition of repetitions through which habits are build up. He also stressed that the “practices are not learned until the pupils’ responses

¹⁵ Yuli Rulani Khatimah Siti Wachidah, Asep Gunawan, Diyantari, *When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).

¹⁶ Brown H douglas, “Teaching by Principles,” in *Teaching by Principles* (United States of America: Prentice Hall Regents, 2004), 40.

¹⁷ Umar Mohammed Kani and Tata Umar Sa’ad, “Drill as a Process...”, p.175.

to his cues are automatic, until he can do them in his sleep as it is revealingly put and that drill dispenses with intelligence as skills and competences are generally developed through practice, repeated trial and performance.¹⁸

So, from explanation, it can be concluded that the drill method is a learning method that helps students to understand each step of teaching accordingly through habits that are taught and practice repeatedly until the students can perform without mistake. The researcher believe that drill method will increase learning outcomes in pronouncing English word.

According to Matthews, Spratt and Dangerfield said that drill is a type of highly controlled oral practice in which the students respond to given cue. Drill is appropriate in teaching speaking because drill are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned.¹⁹

According to Tice in Lotherington's journal, drilling remains a useful technique in the class room if it is used appropriately.²⁰ So, drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.

¹⁸ Umar Mohammed Kani and Tata Umar Sa'ad, "Drill as a Process...", p.175.

¹⁹ Matthews, A., Spratt, M., Dangerfield, "Practical Techniques in Language Teaching" (UK : Thomas Nelson, 1991)

²⁰ Lotherington, "What four skills? Redefining language literacy standards for ELT in digital era, Vol.22 No. 1.p.65. Accessed on <http://files.eric.ed.gov>

b. The Basic Features of Drills

Drilling also called by repetition. To apply the drill method, the teachers should know the basic features of drills method. Umar on his journal said that, New Universal Library puts that drill has some features that make it different from the other processes of education, which are as follows:

- 1) In drill, there is limit and specification of what is learnt, is not just arbitrarily and open. All the learning task taken care of by drill are limited and specific.
- 2) One of the outstanding features of drill is repetition of piece learning. The piece of learning acquired through drill is not something just for one time or so, it has to be frequently repeated so that one can be accustom to it.
- 3) Majority of the task involved and dealt with by drill are physical skills (exercise). Even if there is cognitive aspect, physical dominates the realm, probably why drill is attributed mostly to military for its rigorosity and consistency.
- 4) Another feature of drill is automation of and habitualization of exercise/ performance so that they would become part and parcel of one, so that one can learn them at heart and practice them with automation even in his sleep.
- 5) The task learnt through are associated with commands, in the sense of the command/ instruction make the basic instrument for drill. All the performance are done with command and obey principle that is why in military where drill is prevalent there is attached to every platoon an instructor who commands. Even in schools, whatever task are being drilled on, command has to be there at integral degree.²¹

In educational sector or else, the above mentioned contents are visible as long as its drill.

²¹ Umar Mohammed Kani and Tata Umar Sa'ad, "Drill as a Process...", p.176.

c. Characteristics of a good pattern drill

It is very important that teachers know the principles of construction of drills and have the experience of trying to construct a series of drill themselves in order to use them in the classroom.

There are some characteristics of a good pattern drill as follows:

- 1) A drill series is design for teaching the manipulation of grammatical structure. So, the series should provide considerable practice in the use of each element before moving on to the presentation of new items.
- 2) Each drill should be concerned with one specific structural pattern. The students is thus able to concentrate on one foreign language problem at a time, usually a pattern which contracts with his native language habits.
- 3) The structural features to be drilled will have been encountered already by the student in recent study material in a dialogue he has memorized or in a reading passage or conversation with which he has been working.
- 4) The pattern will be drilled consistently through a series of six or eight cue-response item, in order to give the student time to assimilate the pattern or, the pattern change before lie is asked to make more complicated variations.
- 5) Changes made between one cue-response item and the next will be minimal; involves usually one lexical change.
- 6) The teaching phase of a series of drills will be followed by a testing phase. This may be accomplished by re- presenting in random order to see whether students can still produce the required response on hearing the cue.
- 7) Some provision will be made for the student to apply what he has learned in the drill series in a structured communication situation such in directed dialogue, by questions and answer within the class group in some form of game or in short, oral reports.²²

Based on explanation about characteristics above the researcher define that drill method must use English language in

²² Prahlad Chandra Lamsal, "Effectiveness of Oral Drill in Teaching Grammar", *Thesis*, (Kirtipur : Tribhuvan University, 2011), p.23. Accessed on <http://107.170.122.150:8080/xmlui/bitstream/>

teaching learning process, because drill method make students usually in repeat English word with in teaching learning process.

d. The techniques of Drill Method

There are some techniques that used in teaching learning process English by using drill method. Nunan states that language learning is *drilling*.²³ Fries adds that the practice which the student contributes must be oral practice. The related types of drill techniques are as follows:

- 1) Dialog memorization. Students memorize a short dialogue through mimicry; students usually take the role of one person in the dialogue, and teacher the other. So that, to pronounce consonant sound in this technique used by memorizing will make students know how to pronounce consonant sound in good way.
- 2) Backwards build-up (expansion) drill. The teacher breaks up a long line to several parts. Students repeat the sentence part by part, usually begins from the last part of the line. In consonant sound case, the students pronounce word by word or alphabet by alphabet to make them more understand about the way to pronounce.
- 3) Repetition drill. Students are asked to repeat the teacher's model accurately and as quickly as possible. This technique has a connectives to expansion drill after the students has known how to pronounce letter by letter, in this technique students repeat as much as possible and as quick as possible.
- 4) Chain drill. Chain of conversation that forms around the room as students, on by one, ask and answer questions of each other. Students practice one by one in front of the class, then correct each other.
- 5) Single slot substitution drill. The teacher says a line, usually from dialogue. Next, the teacher says a word or phrase – called a cue. The students repeat the line the teacher has given them, substituting the cue into the line its proper place.
- 6) Multiple slot substitution drill. This is similar to the single slot substitution. The difference is that the teacher gives cue

²³ David Nunan, *Practical English Language Teaching* (Boston: Mc Graw Hill Inc, 2003), p.19.

phrases one at a time that fit into different slots in the dialogue line.

- 7) Question and answer drill. This drill gives students practice with answering questions provided by the teacher quickly and correctly.
- 8) Use of minimal pairs. The teacher works with pair of words which differ in only one sound, e.g. sheep/ship. Students are initially asked to perceive the difference between the two words and later to be able to say the words.
- 9) Complete the dialog. Selected words are erased from a dialog students have learned students complete the dialog by filling in the blanks with the missing words.
- 10) Grammar game. The games are designed to get students to practice grammar point within a context.²⁴

Shipley, Cann, Hilderbrand and Mitchel stand on the opinion that drill has some techniques which defined the rational side of it and its potentialities of yielding fruits. Thus :

- 1) Make use of child's desire to play
- 2) Make all practice periods short
- 3) Make use of incidental drill situations
- 4) Use the new and older skills already established in its operation
- 5) Try team competition and thereby add interest
- 6) Have pupils read aloud in pairs
- 7) In spelling, assist learners to learn by themselves
- 8) Give practice in "mental arithmetic"
- 9) Use prepare workbooks and worksheet based on the skills to be acquired
- 10) Give additional practice through life-situation units
- 11) Give a variety of paper-and-pencil exercises
- 12) Give praise for improvement in skill performance
- 13) Have three or four interesting practice periods the first day
- 14) Insist on accuracy at first, then speed
- 15) Homework should be given to provide drill
- 16) Never expect perfect outcome from all
- 17) When a drill period is finished, put the class to work on a task, unrelated to the drill.²⁵

²⁴ Larsen-Freeman, *Techniques and Principles in Language Teaching*, p.47-49.

²⁵ Kani and Sa'ad, "Drill as a Process of Education," p.176.

Through the techniques have cognitive and physical relevance, they are more of classroom application. Yet, they present drill as what allows individual to learn by doing and retain the learning permanently.

Based on explanation about the techniques of drill method, researcher define that the techniques of drill method can be chose by teacher to make students active in practice how to pronounce consonant sound well.

e. Procedures of Drill Method

There are some researcher in Kezia and Oci's journal that describes the procedure for Application of Drill Methods such as : first, Sumiati and Asra, the steps for implementation:

- 1) The teacher gives a brief explanation of the concepts, principles, or rules that are the basis for carrying out the work to be trained.
- 2) The teacher demonstrates how to do the job properly and correctly in accordance with certain concepts and rules. In the form of verbal students that are shown are the pronunciation or writing of words or sentences.
- 3) If learning is done in groups or classics, the teacher can order one student to imitate what the teacher has done, while other students pay attention to.
- 4) Individual training can be done through guidance from the teacher so that learning outcomes are achieved in accordance with the objectives.

Second, the steps according to Roestiyah are:

- 1) Apperception, which is giving an introduction by remembering the concepts regarding the lesson
- 2) Provide opportunities for students to ask if there are difficulties
- 3) Deliver the subject matter to all students, by explaining to students from simple things to more complex things
- 4) Give examples of questions from simple things to more complex things

- 5) Ask students to work in front of the class, then discuss it together so that if there are students who are still experiencing difficulties, they can immediately ask;
- 6) Providing homework as an exercise, the problem is taking from the textbook used;
- 7) The next meeting of the task is examined together, so that students who have had difficulties can understand
- 8) After the material is finished, the teacher tells the students that a test will be held.

Third, the steps by Majid, in implementing the drill method are:

- 1) Students must be given a deep understanding before certain exercises are held.
- 2) The exercise for the first time should be a diagnosis. If it isn't successful, then repairs are made to make it more perfect.
- 3) Exercise does not need to be as long as it is often done.
- 4) Must be adjusted to the level of student ability.
- 5) The training process should prioritize essential and useful things.²⁶

There are two types of procedure 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:

- 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 in 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 phases 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 out by the students.
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first

²⁶ Astuningtias et al., "Penerapan Metode Drill...", p.55.

practiced in chorus and then individually. Some grammatical explanation is offered at this point, but this is kept to an absolute minimum.

- 4) The students may refer to 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, where 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 pattern, using a number of examples.
- 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, and then with individual responses.
- 5) Repeat the first four steps, using negative versions of the target structure.
- 6) Repeat the first four steps, using interrogative (question) versions of the target structure
- 7) Check for transfer, using previously unrehearsed cues. Solicit both whole class and individual responses.²⁸

From, the steps that some researchers contribute above, the researcher conclude will apply the procedure based on ALM lesson on Richards and Nunan's opinion because the drill method applied clearly by repeating, more complete, suitable with the background of students and make students easier in understanding when teaching learning process.

²⁷ Richards and Roger, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001).

²⁸ Nunan, *Practical English Language Teaching*, 2003.

3. Conventional Method

a. Definition of Conventional Method

Conventional method is a traditional method used by the teachers based on mutual agreement in a school. According to Hudson that “conventional method is a method that used by the teachers based on mutual agreement in a school.”²⁹The traditional or conventional teaching techniques are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the students assessments are determined by the tutor and transmitted to students in various lectures.

b. Classification of Conventional Method

As we know that there are many kinds of teaching method that can be applied by teacher such as: lecturer method, guided discussion, demonstration and others. But the most traditional in teaching method especially in SMP N 9 Padangsidempuan is teacher method. Teacher method is traditional method because this method had been use long since is as an oral communication tool between teacher and students in interaction educative. According to Abu Ahmadi, there are some the strength and weakness of this method.

²⁹Hudson. (Outline).(<http://www.conventional-strategy/topic/54372-strategy>), retrieved on 06 April 2017

1) The Strength

- a) In short time teacher is able to convey the material as many as possible.
- b) The organization of class is simpler, it is not important to group of students like other method.
- c) Teacher is as lecturer goes through good, so it can make the spirit and creative.
- d) Flexible.

2) The Weakness

- a) Teacher is difficult to know the student's comprehension with the material had been given.
- b) Sometimes teacher wants to convey the material as many as possible until it is characteristic of pump.
- c) Students are passive.
- d) If teacher do not pay attention the students' aspect psychology, may be the lecturer will be boring.³⁰

c. The Steps of Lecturer Method

Lecture method is a method that usually apply in KTSP program.

There are some steps of lecturer method in general:

- 1) Preparation (create the learning condition to students)
- 2) Implementation (teacher conveys the material then give opportunity to students for connecting and comparing the material of lecture that had accepted through catechizing)
- 3) Evaluation (give a test to students for looking students' comprehension about material that had learned).³¹

There are some steps of lecturer method:

- 1) Explain the subject matter
- 2) Identify the difficult word
- 3) Ordering the students translate in target language.
- 4) Ordering the students to memorize.

³⁰ Abu Ahmadi and Joko Tri Prasetya, *Strategy Belajar Mengajar* (Bandung: CV. Pustaka Setia, 2005), p.55-56.

³¹ Syaiful Bahri Djamarh, *Strategy Belajar Mengajar* (Jakarta: PT. Asdi Mahasatya, 2006), p.99.

d. The Principle of Conventional Teaching

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

- 1) There is not theory that formulated to discuss the learning activity in traditional education system.
- 2) Motivation is based of punishment, reward of prize and rivalry
- 3) Study with memorizing and save the information without inscription
- 4) The behavioural psychology has the clear significant
- 5) The cognitive psychology does not give the significant
- 6) In general, the learning process in traditional education system is not generated by the certain theory.³²

From explanation above, the researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

B. Teaching Speaking by Using Drill Method

Based on syllabus in k'13 from students' textbook at grade VIII PERMENDIKBUD version, personal invitation is the material that students will learn to invite someone to do something. There are some usual expression that students do in invite someone

How to invite	Response
- Let us/ Let's ...	- Alright
- Could you ...?	- O.K
- Would you ...?	- Thank you.
- How / what about ..?	- That sounds a nice idea
- I'd like you to ...	- With a pleasure
- Would you like to ...	- Of course
- Could you like to ...	- Sorry, I can't
- Delighted if you could ...	- No, thank you

³²Adnan, *Pendidikan Tradisional*, Accessed on (<https://www.scribd.com/doc/45067367/Pendidikan-Tradisional#scribd>).

- | | |
|--------------------------------------|---------------------------|
| - Perhaps you'd care to...
but... | - Thank you very much, |
| - Why don't you? | - I wish I would, but.... |

To teach speaking with personal invitation sub topic lesson above, there are three phase in teaching: pre-teaching, while teaching and post teaching. The researcher will apply drill method based on ALM procedures by Richards and Nunan's opinion and more focus on while teaching phase. The researcher combine both of procedure to make it more complete in teaching process. The phases of teaching are: Pre-teaching, while-teaching and post-teaching.

Pre-teaching consists of:

- a) Teacher come into the class and open the class
- b) Teacher asked the students to pray based on their beliefs
- c) Teacher checked students' attendant
- d) Teacher asked the students about the last material
- e) Teacher asked students' readiness to study the new material.

The process of teaching speaking in while-teaching and post teaching in personal invitation sub topic by using drill method can be seen from table below :

Table 1
Teaching Speaking by Using Drill Method

Teacher	Procedures	Students
While- teaching : 1. Teacher explain first about personal invitation by giving dialogue about personal invitation by using repetition drill.	1. Students first hear the dialogue (either read by the teacher or tape) containing key structures that are focused of the lesson.	1. Students pay attention to teacher's explanation and they repeat the sentence part by part by using backwards build-up (expansion drill).
2. Teacher give dialogue examples about personal invitation	2. Model the target pattern, using a number of examples dialogue, and the dialogue is adapted to the student's interest or situation.	2. Students repeat the teacher's model accurately and as quickly as possible by using repetition drill.
3. Teacher ask students to memorize the dialogue of personal invitation lesson by using dialog memorization drill	3. Get the whole class to mimic and memorize the new pattern following the teacher's model.	3. Students memorize a short dialogue about personal invitation through mimicry by using dialogue memorization drill.
4. Teacher ask students to get a conversation about personal invitation that forms around the room and practice one by one in front of class by using chain drill.	4. The students may refer to their textbook, and follow up reading writing, or vocabulary activities based on the dialogue may be introduced.	4. Students have a conversation about personal invitation that forms around the room and practice one by one in front of class and correct each other by using chain drill.
Post- teaching 5. To make students more understand about personal invitation, teacher ask students to make a dialogue about that material with students' interest or situation and give students practice with answering question by using question and answer drill.	5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out	5. Students make a dialogue about personal invitation material to make them more understand about personal invitation, and students practice with answering the question by using question and answer drill.

C. Review of Related Finding

This research is not as beginner in this title but there is the researcher had researched before which relevant with title, the researcher found some researches have done by other person, below:

The first is Umi Lailatul, she concluded that there is the effect of using drilling technique in developing students' speaking ability with t_{count} was higher than t_{table} ($8,45 > 2,069$).³³

³³ Umi Lailatul Zahro Syai'un, "The Effectiveness of Drilling Technique in Developing Students" (Universitas Islam Malang, 2018). Accessed on <http://eltar.inggrisppsunisma.ac.id>

Secondly, Wa Ode Shyerlin Soni, he concluded in his research that the use of chain drill technique shows a significant difference on students' speaking achievement with the result shows that students' speaking ability in the post test is 2.806 higher than 1.647 is the post test.³⁴

Third, Luthfi 'Alawiyah, she concluded that the result of her research shows that there is an improvement of the students speaking skill using "repetition drill" technique.³⁵

Fourth, Prahlad Chandra Lamsal found that the group taught with using drill technique performed better than the group taught with conventional (usual) way of teaching with group A has increased its average percentage with 83.79 against group b which has increased its average percentage with 64.09.³⁶

In conclusion, from the description above, the researcher concluded that many techniques or method can increase the students' speaking skill. So, the researcher hoped that the drill method could increase the students' speaking skill. And the researcher interested to make the research about "The Effect of Drill Method on Speaking Mastery in Personal Invitation Sub Topic at Grade VIII SMP N 9 Padangsidempuan".

³⁴ wa Ode Shyerlin Soni, "The Effect of Chain Drill Technique on Students' Speaking Achievement at Smp Negeri 3 Raha," n.d., 1–17. Accessed on <http://ojs.uho.ac.id>

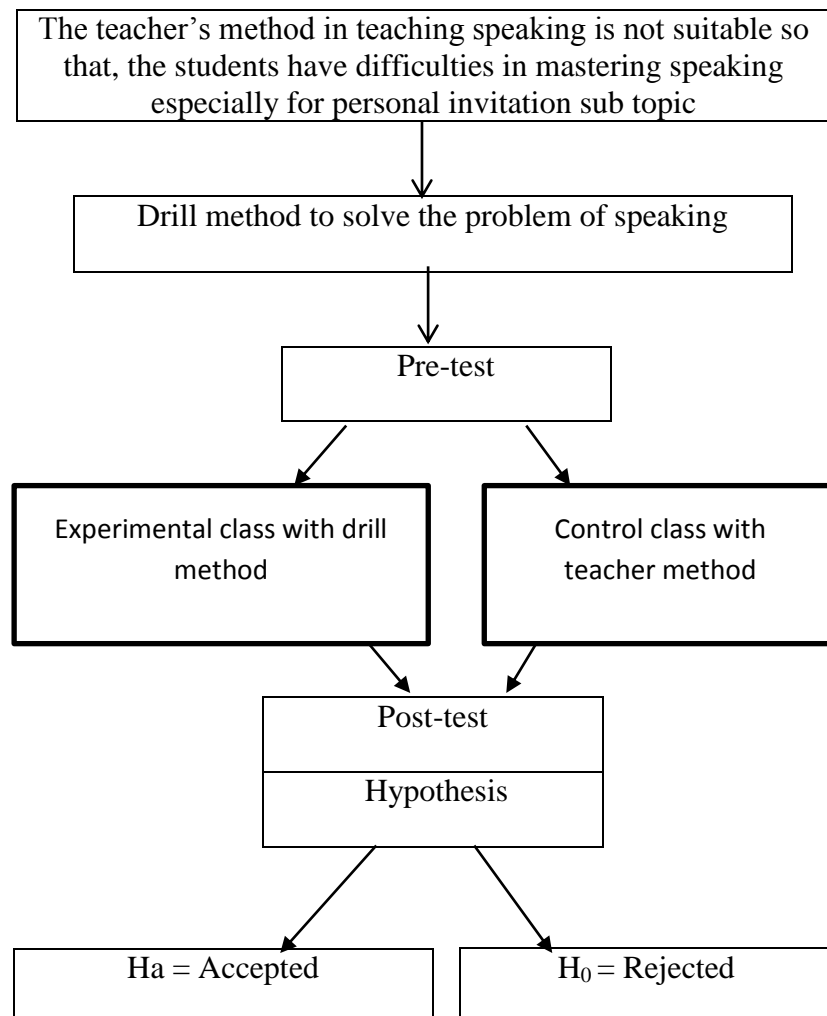
³⁵ lutfi'alawiyah, "The Use of Repetition Drill to Improve Speaking Skill On Descriptive Text Of The Eight Year Students Of Mtsn Salatiga In The Academic Year 2016/2017" (Iain Salatiga, 2017). Accessed on <http://e-repositiry.perpus.iainsalatiga.ac.id>

³⁶ Prahlad Chandra Lamsal, "Effectiveness of Oral Drill in Teaching Grammar", *Thesis*, (Kirtipur : Tribhuvan University, 2011). Accessed on <http://107.170.122.150:8080/xmui/bitstream>

D. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his idea, thought, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students' and teacher work together in the class. So, the purpose of teaching English can be reached.

Based on students problem or students difficulties in mastering speaking, it comes from inappropriate teacher's method and must be solve by doing new method in teaching namely drill method. To know the effect of this method, the researcher must research two classes. The class named control class and experiment class. Control class is a class that teach by using teacher method and experiment class is a class that teach by using drill method. Then, the researcher will give test before doing method named pretest for each class. After that, researcher teach personal invitation sub topic by using teacher method in control class and using drill method in experimental class. To know the effect of drill method, the researcher give back test called post test. This test is to whether the hypothesis is accepted or rejected. The process of researcher activities in doing research can be seen as picture follow:



Picture 1: The picture about the process of drill method.

Based on description above, using drill method should be seen as suitable method in teaching speaking and to develop understanding of students in speaking with personal invitation sub topic. Teacher and students must use drill method in speaking to get speak fluency and gave the important function in teaching speaking.

E. Hypothesis

The hypothesis is need to show the researcher thinking and expectation about result to the study. In this research hypothesis is “There is the significant effect of drill method on students’ speaking mastery at grade VIII SMP N 9 Padangsidempuan”.

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of the Research

The place of the research is SMP N 9 Padangsidimpuan. It is located at JL. Sudirman km 4,5 Lk. VII Hutaimbaru, Kec. Padangsidimpuan Hutaimbaru, Kota Padangsidimpuan North Sumatera. The location is 5,2 km from the city center to the west, it takes time about 13 minutes by public transportation. The process of the research is from August 2019 until finish.

B. Research Design

The design of this research is quantitative design in experimental research. It means, researcher manipulated at least one independent variable, control other relevant variables, and observes the effect on one or more dependent variables in experimental research. The experimental research is a form of variable analysis to know the difference between two group data or more. There are experimental class and control class. The experimental class is received the treatment by drill method. While the control class is the class that received the treatment by teacher method in usual. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then gave pretest to know the basic condition of the two classes. Next, the both classes will be given post test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below :

Table 2
Pretest-Posttest Control Group Design

E	O ₁	X	O ₂
P	O ₁	-	O ₂

Where :

E = Symbol for experimental class

P = symbol for control class

X = symbol for treatment¹

In this model, both of classes were given pre-test (O₁).

Then, in experimental group was given a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O₂).

C. Population and Sample

1. Population

Population is the entire object that becomes the target of the research. So, population is consist object or collecting elements was be research. Population of this research is grade VIII students at SMP N 9 Padangsidimpuan academic year 2018/2019. Population of the research consists of 10 classes with 306 students. Sukriadi said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them.² So that it can be conclude that the population is a homogeneous population. It can be seen from the table below :

¹ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003).

² Sukriadi, English teacher in SMP N 9 Padangsidimpuan, *Private Interview*, recorded on friday, 2nd August 2019 at SMP N 9 Padangsidimpuan Hutaimbaru.

Table 3
The population of the grade VIII

NO.	Class	Number
1.	VIII-1	32 persons
2.	VIII-2	30 persons
3.	VIII-3	30 persons
4.	VIII-4	30 persons
5.	VIII-5	32 persons
6.	VIII-6	30 persons
7.	VIII-7	30 persons
8.	VIII-8	30 persons
9.	VIII-9	30 persons
10.	VIII-10	32 persons
Total Population		306 Persons

2. Sample

The population in this research is big enough, so it was needed to be classified into classes or groups. So, sample is the part of population that is chosen as respondent of the research. By using simple random sampling, the researcher chose VIII-2 consist of 30 students and VIII-3 consist of 30 students as a respondents. . So, the total samples of the research are 60 students. They are experimental class and control class. So that, one class is an experimental class and the other is control class.

Table 4
The Sample of Students SMP N 9 Padangsidempuan

No	Class	Number
1	Experimental Class VIII-2	30
2	Control Class VIII-3	30
Total		60

D. Definition of Operational Variable

To avoid misunderstanding, this research is consisted of two variables, the key terms of research are defined as follows :

1. Drill Method (Variable X)

Drill is a method of teaching technique used for practicing sounds or sentence partners concerned with the fixation of specific accociation for automatic recall. Drill method is a learning method that helps students to understand each step of teaching accordingly through habits that are taught and practice repeatedly until the students can perform without mistake.

2. Speaking Mastery (Variable Y)

Speaking is the process of building and sharing meaning though in verbal and symbol of varieties in context. Speaking consists of producing systematic verbal utterances to convey meaning. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

E. The Instrument of Data Collecting

The instrument that had been used in this research is speaking test. There are some testing speaking, like: verbal essay, oral presentation, interview, interaction tasks, conversation, discussion, reading aloud and so on. To make this research more effectively, so the researcher choose oral presentation as the test instrument in this research, because it is suitable with

conversation practice technique. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.

A test is a first method; it is an instrument a set of techniques, procedures, or items that requires performance on the part of the test taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain.

To know students' speaking skill improved, there are some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension.³ 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 definition of speaking itself 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 :⁴

Table 5
Indicators of Speaking

	Aspects	Criteria	Score
1.	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

³Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), 111.

⁴Yuli Rulani Khatimah Siti Wachidah, Asep Gunawan, Diyantari, *When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).

2.	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
3.	Fluency	Very good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

The score's criteria :

Every point of indicator x 5

e.g.: If the students got fluency very good means, the score is 5 and times by 5 (5x5)

Criteria of value

No	Number of Score	Predicate
1	80 – above	Very good
2	66 – 79	Good
3	56 – 65	Enough
4	41 – 55	Less
5	40 – down	Failed

F. The Procedures of Research

In completing the data, the researcher will continue to the next step. The next step is collecting the data. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They were pre-test, treatment, and post-test.

1. Pre-test

The pre-test will conduct to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of drill and teacher method in teaching before the researcher give treatment. In this case, the writer hopes that the whole students' speaking ability was same, or if there is a difference is hopefully not significant.

2. Treatment

The experimental group and the control group will give same material, which is consist of communication aspects that will be taught by the teacher in different ways. The experimental group will give treatment, it was taught by using drill method and the control group was taught by the conventional method.

3. Post-test

After giving treatment, both of the classes again will give the final test in order to measure their speaking achievement. This test is used for investigating the difference of speaking achievement between the group drill class and control class.

G. Technique of Data Analysing

The technique of data collection in this research is test technique. The test technique used to look the students' speaking mastery on the class VIII (experimental and control class) at SMP N 9 Padangsidimpuan.

Telling about the test, Suharsimi Arikunto says, test is a set of statement that is used to measure the skill, intelligence, ability, or talent that have by the individual or the group.⁵

After experimental process, two of classes will test with using technique of data analysis as follow:

1. Requirement test

a. Normality test

In normality test, the data can be tested with Chi-quadrade:⁶

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

Where :

x^2 = Chi-quadrade

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

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

To calculate result of Chi-quadrade, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta:Rineka Cipta, 2002), p.275.

⁶Mardalis, *Metode Penelitian:suatu pendekatan proposal* (Jakarta: Bumi Aksara,2003), p.85

b. Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher use formula as follow:⁷

$$F = \frac{\text{the biggest variant}}{\text{thesmallest variant}}$$

Where:

n₁ = Total of the data that bigger variant

n₂ = Total of the data that smaller variant

2. Hypothesis test

The data analysis of data was done to find out the achievement of the two groups that have been divided in to experimental and control class. To know the difference between the two classes, the researcher used t-test as formula below.

As formula below:

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

Where:

- T = the value which the statistical significant
- M₁ = the average score of the experimental class
- M₂ = the average score of the control class
- X₁² = Derivation of experimental class
- X₂² = Derivation of control class
- N₁ = Number of experimental class
- N₂ = Number of control class⁸

⁷ Mardalis, *Metode Penelitian : Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003).

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p.275.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of Drill method on the students' speaking mastery, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of drill method on the student's speaking mastery. Next, researcher described the data as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Description of Data Before Using Drill Method

a. The Pre-test Score for Experimental Class

As the experimental class, the researcher took class VIII-2. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students in answering the question by practice in front of the class (oral test). The researcher has calculated the students' score in appendix 6 and 7. The score of pre-test for experimental class can be seen in the following table.

Table 6
The Score of Experimental Class in Pre-test

Total Score	1455
Highest score	75
Lowest score	20
Mean	53.34
Median	48.78
Modus	49.83
Range	55
Interval	9
Standard deviation	13.59
Variant	198.3

Based on the above table, the total of pre-test for experimental class was 1455, mean was 53.34 standard deviation was 13.59, variant was 198.3, median was 48.78, range was 55, modus was 49.83, interval was 9. The researcher got the lowest score was 20 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 6. Then, the calculation of the frequency distribution of the students' score as follow:

Table 7
Frequency Distribution of The Variables

No	Interval	Mid Point	Frequency	Percentages
1	20-28	24	2	6.66%
2	29-37	33	5	16.66%
3	38-46	42	6	20%
4	47-55	51	9	30%
5	56-64	60	4	13.33%
6	65-73	69	2	6.66%
7	74-82	78	2	6.66%
	$i = 9$		30	100%

From the table above, the students' score in class interval between 20 – 28 was 2 students (6.66%), class interval between 29 –

37 was 5 students (16.66 %), class interval between 38 – 46 was 6 students (20 %), class interval between 47– 55 was 9 students (30%), class interval between 56– 64 was 4 students (13.33%), class interval between 65 – 73 was 2 students (6.66 %), and the last class interval between 74 – 82 was 2 students (6.66%).

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

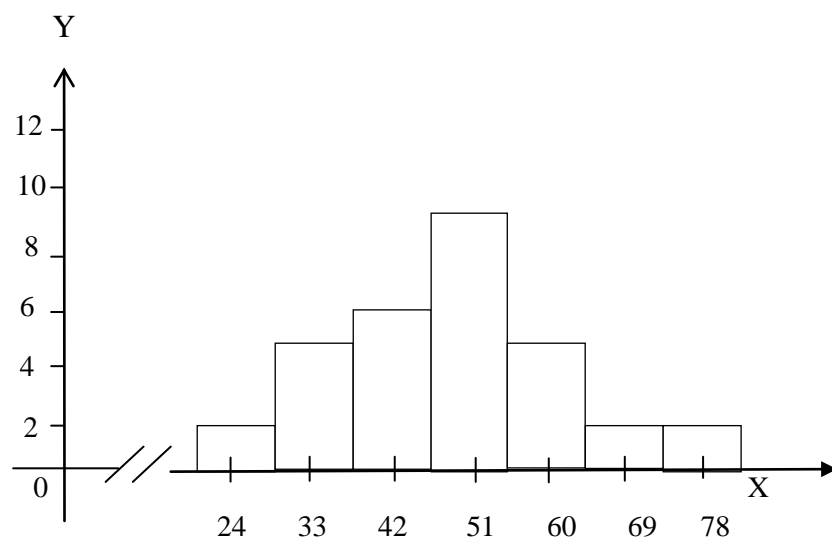


Figure 1: Description Data of Students' Speaking Mastery in Experimental Class (Pre-test)

From the histogram above shows that, the data was normal.

b. The Pre-test Score for Control class

In pre-test of control class, the researcher calculated the result that had been gotten by students in answering the test .The score of pre-test for control class can be seen in the following table:

Table 8
The Pre-test Score for Control Class

Total Score	1395
Highest score	75
Lowest score	20
Mean	55.14
Median	46.5
Modus	48.48
Range	55
Interval	9
Standard deviation	13.32
Variant	212.32

Based on the table above, the total score for control class in pre-test was 1395, mean was 55.14, median was 46.5, modus was 48.48, range was 55, interval was 9, standard deviation was 13.32, variant was 212.32. The researcher got the lowest score was 20 and the highest score was 75. Next, the calculation of how to get it could be seen in the appendix 6. Then, the calculation of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of The Variables

Interval class	Mid Point	Frequency	Percentages
20-28	24	2	6.66%
29-37	33	6	20%
38-46	42	7	23.33%
47-55	51	9	30%
56-64	60	2	6.66%
65-73	69	3	10%
74-82	78	1	3.33%
i=9		30	100%

From the table above, the students' score in class interval between 20 – 28 was 2 students (6.66%), class interval between 29 –

37 was 6 students (20%), class interval between 38–46 was 7 students (23.33 %), class interval between 47-55 was 9 students (30%), class interval between 56-64 was 2 students (6.66%), class interval between 65-73 was 3 students (10%) and the last class interval between 74-82 was 1 student (3.33 %)

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

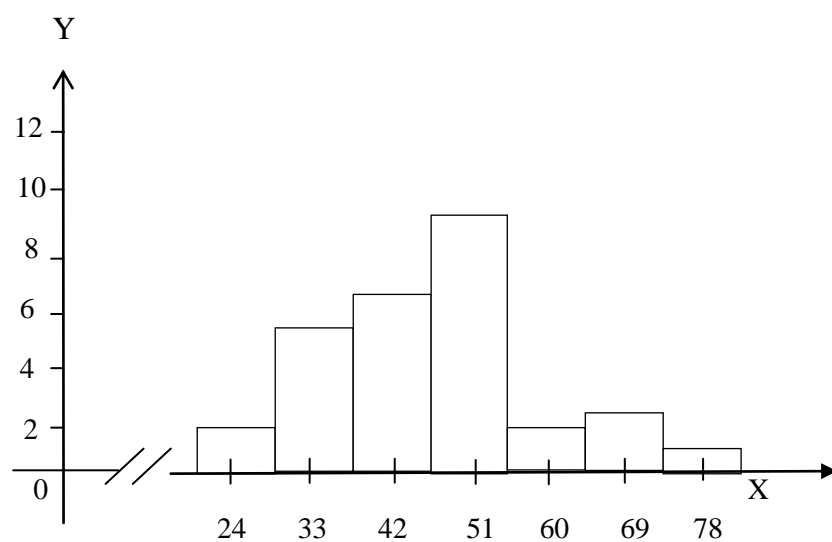


Figure 2: Description Data of Students' Speaking Mastery in Control Class (Pre-test)

From the figure above shows that, the data was normal.

2. Description of Data After Using Drill Method

a. Score of Post-test Experimental Class

In post-test for experimental class, the researcher calculated that had been gotten by the students in answering the test (oral test). Researcher could give the score to students about their speaking

mastery based on their performance. The score of post-test for experimental class can be seen in the following table:

Table 10
The Post-test Score for Experimental Class

Total Score	2150
Highest score	85
Lowest score	55
Mean	70.7
Median	74
Modus	73.5
Range	30
Interval	5
Standard deviation	6.95
Variant	48.85

Based on the table above, the total score of experimental class for post-test was 2150, mean was 70.7, median was 74, modus was 73.5, range was 30, interval was 5, standard deviation was 6.95, variant was 48.85. The researcher got the lowest score was 55 and the highest score was 85. Next, the calculation of how to get it could be seen in the appendix 9. Then, the calculation of frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of The Variables

Interval class	Mid Point	Frequency	Percentages
55-59	57	1	3.33%
60-64	62	3	10%
65-69	67	2	6.66%
70-74	72	10	33.3%
75-79	77	8	26.6%
80-84	82	5	16.6%
85-89	87	1	3.33%
i=5		30	100%

From the table above, the students' score in class interval between 55-59 was 1 student (3.33%), class interval between 60-64 was 3 students (10%), class interval 65-69 was 2 students (6.66%), class interval between 70-74 was 10 students (33.3%), class interval between 75-79 was 8 students (26.6%), class interval between 80-84 was 5 students (16.6%), and the last class interval between 85-89 was 1 student (3.33%).

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

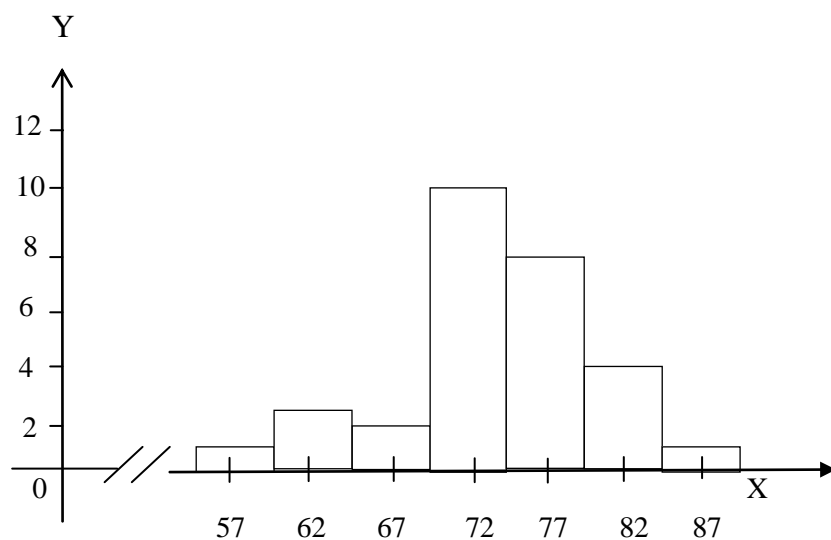


Figure 3: Description Data of Students' Speaking Mastery in Experimental Class (Post-test)

From the figure above shows that, the data was normal.

b. The Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students score about their

speaking by their performance. The score of post-test for control class can be seen in the following table:

Table 12
The Post-test Score for Control Class

Total Score	1705
Highest score	80
Lowest score	40
Mean	57
Median	55.25
Modus	54.48
Range	40
Interval	7
Standard deviation	11.28
Variant	25.83

Based on the table above, the total score of control class for post-test was 1705, mean was 57, standard deviation was 11.28, variant was 25.83, median was 55.25, modus was 54.48, range was 40, interval was 7. The researcher got the lowest score was 40 and the highest score was 80 . Next, calculation of how to get in could be seen in the appendix 8. Then, the calculation of the frequency distribution of the student' score of control class could be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of The Variables

No	Interval class	Mid Point	Frequency	Percentages
1	40-46	43	6	20%
2	47-53	50	7	23.33%
3	54-60	57	8	26.6%
4	61-67	64	3	10%
5	68-74	71	2	6.66%
6	75-81	78	4	13.33%
	i=7		30	100%

From the table above, the students' score in class interval between 40-46 was 6 students (20%), class interval between 47-53 was 7 students (23.33%), class interval between 54-60 was 8 students (26.6%), class interval between 61-67 was 3 students (10%), class interval between 68-74 was 2 students (6.66%), and the last class interval between 75-81 was 4 students (13.33%).

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

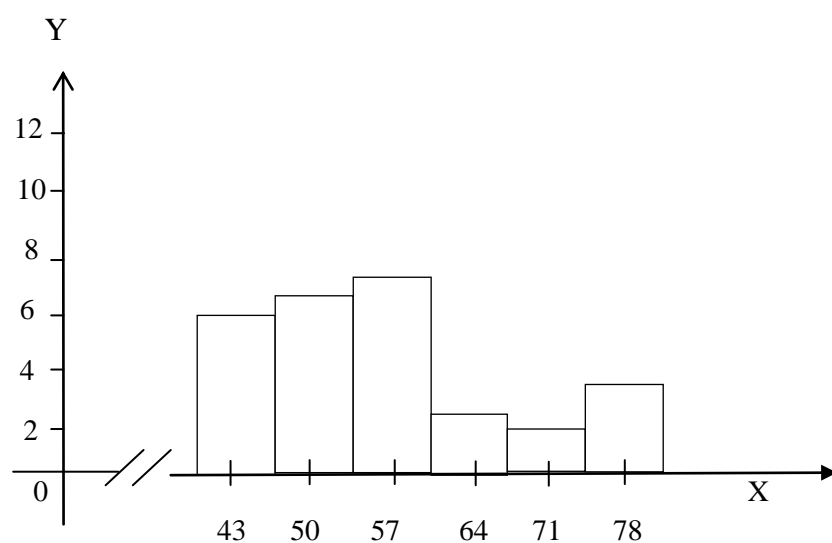


Figure 4: Description Data of Students' Speaking Mastery in Control Class (Prost-test)

From the figure above shows that, the data was normal.

B. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Drill Method has effect on students' Speaking Mastery at grade VIII SMPN 1

Padangsidempuan". The calculation can be seen in appendix 12. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.70	1.67155	12.58	1.67155

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 0.70 while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} < t_{table}$ (0.70 < 1.67155), it meant that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 12.58 while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} > t_{table}$ (12.58 > 1.67155), it meant that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 53.34 and in post-test was 70.7. Then, the mean score of control class in pre-test was 55.14 and in post-test was 57. The gain score was 15.5. The calculation can be seen on the appendix 13.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 53.34 and in post-test was 70.7 The proof was 17.36. Then, the mean

score of control class in pre-test was 55.14 and in post-test was 57. The improving was 1.86. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Drill Method had the effect on students' Speaking Mastery.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Umar Mohammed Koni defines drill, as “the formation of good or bad habits through regular practice of stereotyped exercises”.¹ Based on the related findings, Thesis by Umi Lailatul, she concluded that there is the effect of using drilling technique in developing students' speaking ability with t_{count} was higher than t_{table} ($8,45 > 2,069$).² So, it was same with the result of this thesis that the implication of drill method was suitable to teach students' speaking mastery and give a positive effect on students' speaking mastery. It can be seen from the mean score of experimental in pre-test was 53.34 and in post-test was 70.7. The proof was 17.36. Then, the mean score of control class in pre-test was 55.14 and in post-test was 57. The proof was 1.86.

Next, Wa Ode Shyerlin Soni said in his research that the use of chain drill technique shows a significant difference on students' speaking achievement with the result shows that students' speaking ability in the post test is 2.806 higher than 1.647 is the post test.³ It was same with the result of

¹ Umar Mohammed Kani and Tata Umar Sa'ad, “Drill as a Process of Education,” *European Journal of Bussiness and Management* 7, no. 21 (2015): 175–78, www.iiste.org.

² Umi Lailatul Zahro Syai'un, “The Effectiveness of Drilling Technique in Developing Students' Speaking Ability” (Universitas Islam Malang, 2018).

³ Wa Ode Shyerlin Soni, “The Effect of Chain Drill Technique on Students' Speaking Achievement at SMP Negeri 3 RAHA,” n.d., 1–17.

this thesis that the implication of drill method was suitable to teach students' speaking mastery and give a positive effect on students' speaking mastery.

Then, Luthfi 'Alawiyah, concluded that the result of her research shows that there is an improvement of the students speaking skill using "repetition 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 to cycle 2 with the standardize score (the minimum of passing criteria) is 72, in the cycle 1 is 55.5% students and 82.85% in the cycle 2. This indicates that by applying repetition drill technique, the students' speaking skill can be improved.⁴ So, drill method can be applied to decrease inactivity in learning process.

This proofs show that drill method in teaching students' speaking mastery. So, drill method has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings.

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. The weather at the time was so hot, so that the students feel lazy in learning process and also the researcher almost lazy to do the research because some students talked each other, and slept in the classroom.
2. The students still use their mother tongue (native language) when teaching learning process so, it made noisy and distrubed each others.

⁴ LUTFI'ALAWIYAH, "The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of The Eight Year Students of MTsN Salatiga in The Academic Year 2016/2017" (IAIN SALATIGA, 2017).

3. Some of students were not too serious in practicing the test, because they new before that the test would not influence their score in school. It made them pronounce the word without thinking hard and did not do it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Before using drill method, the mean score of pre-test for experimental class was 53.34 and the mean score of pre-test for control class was 55.14.
2. After using drill method, the mean score of experimental class was higher than before using drill method. The mean score of post-test for the experimental class was 70.7 and the mean score of post-test for control class taught by conventional method was 57.
3. The researcher found the research result of t-test where t_0 was higher than t_t was 12.58 and t_t was 1.67155 ($12.58 > 1.67155$). It meant that H_a was accepted, so there was a significant effect of drill method on the students' speaking mastery at grade VIII SMP N 9 Padangsidempuan.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow :

1. From the researcher result it is expected to the headmaster to suggest the English teacher to apply various method in learning process such as drill method because this method can achieve the students speaking especially

in personal invitation sub topic and also to guide the English teacher to in teaching speaking.

2. From the research result it is also expected to the English teacher to apply Drill Method as a reference in teaching speaking to make learning process more active.
3. The researcher suggests to another researcher to use this method in solving another problems and find another factors that face by students in learning English process.

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CURRICULUM VITAE



A. Identity

Name : Gina Lestari Harahap
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Place/ Date of Birthday : Hutaimbaru, June 24th 1997
Sex : Female
Religion : Islam
Address : Hutaimbaru, Jl. SMP N 9 No. 126 Padangsidimpuan

B. Parents

Father's Name : Miswar Harahap
Mother's Name : Nursailah Siregar

C. Educational Background

1. Elementary School : SDN 200406 Hutaimbaru (2009)
2. Junior High School : SMP Negeri 9 Hutaimbaru (2012)
3. Senior High School : SMAN 4 Padangsidmpuan (2015)
4. Institute : IAIN Padangsidimpuan (2019)

Appendix 1

Lesson Plan (RPP)

Experimental Class

Nama Sekolah	: SMP N 9 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / II (satu)
Alokasi waktu	: 2 X 40 minutes (2JP)
Topik Pembelajaran	: Personal Invitation
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua l dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
- 3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari teks undangan atau ajakan pribadi dan ucapan selamat sesuai dengan konteks penggunaannya.

C. Indikator

- 4.1 Memahami makna teks tentang undangan pribadi sangat sederhana
- 5.1 Membuat undangan atau ajakan pribadi sangat sederhana

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tentang undangan atau ajakan pribadi sangat sederhana
2. Siswa mampu membuat undangan atau ajakan pribadi sangat sederhana
3. Siswa mampu merespon undangan pribadi sesuai konteks penggunaannya.

E. Materi Pembelajaran

1. Expression how to invite

- Let us/ Let's ...
- Could you ...?
- Would you ...?
- How / what about ..?
- I'd like you to ...
- Would you like to ...
- Could you like to ...
- Delighted if you could ...
- Perhaps you'd care to...
- Why don't you?

2. Response

- O.K

- Thank you. I'd like to very much
- That sounds a nice idea
- With a pleasure
- Of course
- Sorry, I can't
- No, thank you
- Thank you very much, but...
- I wish I would, but...

Example of dialog :

Beni : Hello, good morning. This is Beni

Lina : Oh, Hi Beni. Good morning. How are you ?

Beni : Fine. I just got your invitation card to your birthday party.

Lina : You are coming. Aren't you ?

Beni : Yes I am, Thanks for inviting me.

Lina : Of course. You are one of my best friends. Don't forget to wear a T-shirt,ok?

Beni : Are you sure we should wear T-shirt to your party ?

Lina : Yeah,there will be some outdoor games

Beni : Wow, that must be fun. Okay, See you then.

Lina : Alright, see you soon!

F. Metode pembelajaran : Drill method

G. Langkah-langkah Kegiatan Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika	- Membalas salam guru	10 menit

masuk ruang kelas		
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- berdoa bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here." Atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
<ol style="list-style-type: none"> 1. Teacher explain first about personal invitation by giving dialogue about personal invitation by using repetition drill. 2. Teacher give dialogue examples about personal invitation 3. Teacher ask students to memorize the dialogue of personal invitation lesson by using dialog memorization drill. 4. Teacher ask students 	<ol style="list-style-type: none"> 1. Students first hear the dialogue (either read by the teacher or tape) containing key structures that are focused of the lesson. 2. Model the target pattern, using a number of examples dialogue, and the dialogue is adapted to the student's interest or situation. 3. Get the whole class to mimic and memorize the new pattern following the teacher's model. 4. The students may refer to their textbook, and follow 	<ol style="list-style-type: none"> 1. Students pay attention to teacher's explanation and they repeat the sentence part by part by using backwards build-up (expansion drill) 2. Students repeat the teacher's model accurately and as quickly as possible by using repetition drill. 3. Students memorize a short dialogue about personal invitation through mimicry by using dialogue memorization drill.

<p>to get a conversation about personal invitation that forms around the room and practice one by one in front of class by using chain drill.</p> <p>5. To make students more understand about personal invitation, teacher ask students to make a dialogue about that material with students' interest or situation and give students practice with answering question by using question and answer drill.</p>	<p>up reading writing, or vocabulary activities based on the dialogue may be introduced.</p> <p>5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out</p>	<p>4. Students have a conversation about personal invitation that forms around the room and practice one by one in front of class and correct each other by using chain drill.</p> <p>5. Students make a dialogue about personal invitation material to make them more understand about personal invitation, and students practice with answering the question by using question and answer drill.</p>
---	---	--

3) Kegiatan penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10'
- Menutup kelas		

H. Media/ Alat, Bahan dan Sumber Belajar

1. Media

- a. Whiteboard
- b. Board marker

2. Sumber

- a. Buku siswa
- b. Buku guru
- c. Internet

I. Penilaian

Bentuk Test : oral test, conversation practice with his/her partner using expression how to invite someone and the response

J. Instrument

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of how to invite someone and give the response
3. Practice/present in front of your class

Topics :

- a. Come to my birthday party
- b. Come to Budi's birthday party
- c. Go to the zoo

K. Indikator Penilaian:

	Aspects	Criteria	Score
1.	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
2.	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
3.	Fluency	Very good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

Pedoman penilaian :

- 1. Jawaban benar setiap indikator x 5**
- 2. Jawaban salah : 0**

Criteria of value

No	Number of Score	Predicate
1	80 – above	Very good
2	66 – 79	Good
3	56 – 65	Enough
4	41 – 55	Less
5	40 – down	Failed

Padangsidempuan, Agustus 2019

Validator

Researcher

Ida Syafitri Tanjung, S.Pd
NIP.197211012002122006

Gina Lestari Harahap
NIM. 1520300104

Appendix 3

Speaking Test

Invitation

Instrument for pre-test

Instruction :

4. Choose one of the topics below
5. Work in pairs to make a conversation/dialogue using expression of how to invite someone and give the response
6. Practice/present in front of your class

Topics :

- a. Come to my birthday party !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

- b. Go to the canteen !

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

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

c. Go to the zoo!

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

Validator

Researcher

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Appendix 4

Speaking Test

Invitation

Instrument for post-test

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of how to invite someone and give the response
3. Practice/present in front of your class

Topics :

- a. Come to my Birthday party !

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

- b. Come to Budi's birthday party!

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

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

c. Follow the gymnastic exercise in the yard!

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

Validator

Researcher

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NIM. 1520300104

APPENDIX 5

Score of Experimental Class and Control Class on Pre-Test

a. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test
1	ARH	50
2	AEW	45
3	AHS	55
4	AEH	75
5	AS	55
6	AR	30
7	AM	60
8	DR	35
9	FRS	20
10	FA	60
11	JR	50
12	LSN	65
13	MFA	50
14	MR	60
15	MH	45
16	NL	40
17	NS	35
18	NAS	30
19	NSA	75
20	RIS	70
21	SS	40
22	SPR	45
23	SDP	50
24	SAD	60
25	SH	45
26	SWL	55
27	TM	50
28	YNS	30
29	ZA	50
30	ZT	25
Total		1455

b. Score of Control Class Pre-Test

No	Students Initial Name	Pre-Test
1	AS	70
2	AH	65
3	ASP	50
4	AIS	45
5	AD	30
6	DS	35
7	HFR	35
8	JMP	50
9	LHH	25
10	LPH	50
11	MI	20
12	MVAN	70
13	PR	45
14	PS	50
15	RH	50
16	RP	60
17	RAP	55
18	RR	40
19	SB	30
20	SHH	45
21	SHL	50
22	SAA	45
23	SRR	45
24	SSH	60
25	SRH	50
26	TAN	35
27	TH	30
28	YN	50
29	YPS	75
30	ZH	45
Total		1395

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of VIII-2 class in pre test from low score to high score:

20	35	45	50	60
25	40	50	55	60
30	40	50	55	65
30	45	50	55	70
30	45	50	60	75
35	45	50	60	75

2. High = 75

Low = 20

Range = High – Low

= 75 - 20

= 55

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

= $1 + 3,3 \log (30)$

= $1 + 3,3 (1.47)$

= $1 + 4,85$

= 5,85

= 6

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{55}{6} = 9,1 = 9$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
20 – 28	2	24	+3	6	9	18
29 – 37	5	33	+2	10	4	20
38 – 46	6	42	+1	6	1	6
47 – 55	9	51	0	0	0	0
56 – 64	4	60	-1	-4	1	4
65 – 73	2	69	-2	-4	4	8
74 – 82	2	78	-3	-6	9	18
<i>i</i> = 9	30	-	-	8	-	74

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

$$\begin{aligned}
&= 51 + 9 \left(\frac{8}{30}\right) \\
&= 51 + 9 (0.26) \\
&= 51 + 2.34 \\
&= 53.34
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 9 \sqrt{\frac{74}{30} - \left(\frac{8}{30}\right)^2} \\
&= 9 \sqrt{2.46 - (0.26)^2} \\
&= 9 \sqrt{2.46 - 0.0676} \\
&= 9 \sqrt{2.3} \\
&= 9 \times 1.51 \\
&= 13.59
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
74 - 82	82.5	2.14	0.4838	0.05	1.5	2	0.33
65 - 73	73.5	1.48	0.4306	0.13	3.9	5	0.28
56 - 64	64.5	0.82	0.2939	0.23	6.9	6	-0.13
47 - 55	55.5	0.15	0.0596	-0.24	-7.2	9	-2.25
38 - 46	46.5	-0.50	0.30854	0.22	6.6	4	-0.39
29 - 37	37.5	-1.38	0.08379	0.04	1.2	2	0.66
20 - 28	28.5	-1.82	0.03438	0.02	0.6	2	2.33
	19.5	-2.54	0.00554				
X²							6.37

Based on the table above, the reseracher found that $x^2_{count} = 6.37$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($6.37 < 11.070$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-1 class (pre-test) is normal.

6. Median

Interval class	F	Fk
20 – 28	2	2
29 – 37	5	7
38 – 46	6	13
47 – 55	9	22
56 – 64	4	26
65 – 73	2	28
74 – 82	2	30

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

$$Bb = 46,5$$

$$F = 13$$

$$fm = 9$$

$$i = 9$$

$$n = 30$$

$$1/2n = 15$$

So :

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

$$= 46.5 + 9 \left(\frac{15-13}{9} \right)$$

$$= 46.5 + 9 (0.22)$$

$$= 46.5 + 1.98$$

$$= 48.78$$

7. Modus

Interval class	F	Fk
20 – 28	2	2
29 – 37	5	7
38 – 46	6	13
47 – 55	9	22
56 – 64	4	26
65 – 73	2	28
74 – 82	2	30

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

$$L = 46,5$$

$$d_1 = 3$$

$$d_2 = 5$$

$$i = 9$$

So,

$$\begin{aligned} M_o &= 46.5 + \frac{3}{3+5} 9 \\ &= 46.5 + 0.37 (9) \\ &= 46.5 + 3.33 \\ &= 49.83 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF VIII-3 IN PRE-TEST

1. The score of VIII-3 class in pre test from low score to high score:

20	35	45	50	60
25	35	45	50	60
30	40	45	50	65
30	45	50	50	70
30	45	50	50	70
35	45	50	55	75

2. High = 75

Low = 20

Range = High – Low

$$= 75 - 20$$

$$= 55$$

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

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{55}{6} = 9.16 = 9$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
20 – 28	2	24	+3	6	9	18
29 – 37	6	33	+2	12	4	24
38 – 46	7	42	+1	7	1	7
47 – 55	9	51	0	0	0	0
56 – 64	2	60	-1	-2	1	2
65 – 73	3	69	-2	-6	4	12
74 – 82	1	78	-3	-3	9	18
<i>i</i> = 9	30	-	-	14	-	72

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

$$= 51 + 9 \left(\frac{14}{30} \right)$$

$$= 51 + 9 (0.46)$$

$$= 51 + 4.14$$

$$= 55.14$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\ &= 9 \sqrt{\frac{72}{30} - \left(\frac{14}{30}\right)^2} \\ &= 9 \sqrt{2.4 - (0.46)^2} \\ &= 9 \sqrt{2.4 - 0.2116} \\ &= 9 \sqrt{2.1884} \\ &= 9 \times 1.48 \\ &= 13.32 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
74 – 82	82.5	2.05	0.4798				
				0.06	1.8	2	0.11
65 – 73	73.5	1.37	0.4147				
				0.15	4.5	6	0.33
56 – 64	64.5	0.70	0.2580				
				0.25	7.5	7	-0.06
47 – 55	55.5	0.02	0.0080				
				-0.25	-7.5	9	-2.2
38 – 46	46.5	-0.64	0.26109				
				0.16	4.8	2	-0.58
29 – 37	37.5	-1.32	0.09342				
				0.07	2.1	3	0.42
20 – 28	28.5	-2	0.02275				
				0.01	0.3	1	2.33
	19.5	-2.67	0.00379				
						X ²	6.03

Based on the table above, the reseracher found that $x^2_{count} = 6.03$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($6.03 < 11.070$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-3 class (pre-test) is normal.

6. Median

Interval class	F	Fk
20 – 27	2	2
29 – 37	6	8
38 – 46	7	15
47 – 55	9	24
56 – 64	2	26
65 – 73	3	29
74 - 82	1	30

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

$$Bb = 46.5$$

$$F = 15$$

$$fm = 9$$

$$i = 9$$

$$n = 30$$

$$1/2n = 15$$

So :

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

$$= 46.5 + 9 \left(\frac{15 - 15}{9} \right)$$

$$= 46.5 + 9 (0)$$

$$= 46.5 + 0$$

$$= 46.5$$

7. Modus

Interval class	F	Fk
20 – 27	2	2
29 – 37	6	8
38 – 46	7	15
47 – 55	9	24
56 – 64	2	26
65 – 73	3	29
74 - 82	1	30

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

$$L = 46.5$$

$$d_1 = 2$$

$$d_2 = 7$$

$$i = 9$$

So,

$$\begin{aligned} M_0 &= 46.5 + \frac{2}{2+7} 9 \\ &= 46.5 + 0.22 (9) \\ &= 46.5 + 1.98 \\ &= 48.48 \end{aligned}$$

APPENDIX 7

HOMOGENEITY TEST (PRE-TEST)

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

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

Hypotheses:

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

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

A. Variant of the VIII-2 class is:

No	Students Initial Name	Xi	Xi ²
1	ARH	50	2500
2	AEW	45	2025
3	AHS	55	3025
4	AEH	75	5625
5	AS	55	3025
6	AR	30	900
7	AM	60	3600
8	DR	35	1225
9	FRS	20	400
10	FA	60	3600
11	JR	50	2500
12	LSN	65	4225
13	MFA	50	2500
14	MR	60	3600
15	MH	45	2025
16	NL	40	1600
17	NS	35	1225
18	NAS	30	900
19	NSA	75	5625
20	RIS	70	4900
21	SS	40	1600
22	SPR	45	2025
23	SDP	50	2500

24	SAD	60	3600
25	SH	45	2025
26	SWL	55	3025
27	TM	50	2500
28	YNS	30	900
29	ZA	50	2500
30	ZT	25	625
Total		1455	76325

$$n = 30$$

$$\sum xi = 1455$$

$$\sum xi^2 = 76325$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(76325) - (1455)^2}{30(30-1)} \\
 &= \frac{2289750 - 2117025}{30(29)} \\
 &= \frac{172725}{870} \\
 &= 198.53
 \end{aligned}$$

B. Variant of the VIII-3 class is:

No	Students Initial Name	Xi	Xi ²
1	AS	70	4900
2	AH	65	4225
3	ASP	50	2500
4	AIS	45	2025
5	AD	30	900
6	DS	35	1225
7	HFR	35	1225
8	JMP	50	2500
9	LHH	25	625
10	LPH	50	2500
11	MI	20	400
12	MVAN	70	4900
13	PR	45	2025

14	PS	50	2500
15	RH	50	2500
16	RP	60	3600
17	RAP	55	3025
18	RR	40	1600
19	SB	30	900
20	SHH	45	2025
21	SHL	50	2500
22	SAA	45	2025
23	SRR	45	2025
24	SSH	60	3600
25	SRH	50	2500
26	TAN	35	1225
27	TH	30	900
28	YN	50	2500
29	YPS	75	5625
30	ZH	45	2025
Total		1395	71025

$$N = 30$$

$$\sum xi = 1395$$

$$\sum xi^2 = 71025$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(71025) - (1395)^2}{30(30-1)} \\
 &= \frac{2130750 - 1946025}{30(29)} \\
 &= \frac{184725}{870} \\
 &= 212.32
 \end{aligned}$$

The Formula was used to test hypothesis was:

1. VIII-3 and VIII-2 :

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

So:

$$F = \frac{212.32}{198.53}$$
$$= 1.06$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.06$. It had been compared to F_{table} with $\alpha 5\%$ and dk numerator and deminator were same (n_1 and $n_2 = 30$; $dk=30-1 =29$). From the distribution list F, researcher found that $F_{\text{table}} = 4.18$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.06 < 4.18$). So, there is no difference the variant between the VIII-2 class and VIII-3 class. It means that the variant is homogenous.

APPENDIX 8

Score of Experimental and Control Class on Post-Test

a. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test
1	ARH	75
2	AEW	70
3	WHS	80
4	AEH	80
5	AS	70
6	AR	65
7	AM	75
8	DR	60
9	FRS	55
10	FA	75
11	JR	70
12	LSN	60
13	MFA	75
14	MR	70
15	MH	70
16	NL	70
17	NS	75
18	NAS	80
19	NSA	75
20	RIS	75
21	SS	85
22	SPR	70
23	SDP	70
24	SAD	80
25	SH	70
26	SWL	70
27	TM	75
28	YNS	60
29	ZA	65
30	ZT	80
	Total	2150

b. Score of Control Class Post-Test

No	Students Initial Name	Post-Test
1	AS	75
2	AH	80
3	ASP	50
4	AIS	80
5	AD	40
6	DS	50
7	HFR	50
8	JMP	65
9	LHH	45
10	LPH	55
11	MI	40
12	MVAN	80
13	PR	60
14	PS	60
15	RH	55
16	RP	65
17	RAP	55
18	RR	65
19	SB	55
20	SHH	70
21	SHL	70
22	SAA	45
23	SRR	45
24	SSH	55
25	SRH	55
26	TAN	50
27	TH	40
28	YN	75
29	YPS	50
30	ZH	50
	Total	1705

APPENDIX 9

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

1. The score of VIII-2 class in post test from low score to high score:

55	60	60	60	65
65	70	70	70	70
70	70	70	70	70
70	75	75	75	75
75	75	75	75	80
80	80	80	80	85

2. High = 85

Low = 55

Range = High – Low

= 85 - 55

= 30

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

= $1 + 3,3 \log (30)$

= $1 + 3,3 (1.47)$

= $1 + 4.85$

= 5.85

= 6

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{30}{6} = 5$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
55 – 59	1	57	+3	3	9	9
60 – 64	3	62	+2	6	4	12
65 – 69	2	67	+1	2	1	2
70 – 74	10	72	0	0	0	0
75 – 79	8	77	-1	-8	1	8
80 – 84	5	82	-2	-10	4	20

85 - 89	1	87	-3	-3	9	9
$i = 5$	30	-	-	-8	-	60

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

$$= 72 + 5 \left(\frac{-8}{30} \right)$$

$$= 72 + 5 (-0.26)$$

$$= 72 + (-1.3)$$

$$= 70.7$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2}$$

$$= 5 \sqrt{\frac{60}{30} - \left(\frac{-8}{30} \right)^2}$$

$$= 5 \sqrt{2 - (-0.26)^2}$$

$$= 5 \sqrt{1.94}$$

$$= 5 \times 1.39$$

$$= 6.95$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
85 – 89	89.5	2.70	0.4965	0.02	0.6	1	0.66
80 – 84	84.5	1.98	0.4761	0.07	2.1	3	0.42
75 – 79	79.5	1.26	0.3962	0.19	5.7	2	-0.64
70 – 74	74.5	0.54	0.2054	-0.22	-6.6	10	-0.24
65 - 69	69.5	-0.17	0.43251	0.24	7.2	8	0.11
60 - 64	64.5	-0.89	0.18673	0.13	3.9	5	0.28
55 - 59	59.5	-1.61	0.05370	0.04	1.2	1	-0.16
	54.5	-2.33	0.00990				
X^2							2.51

Based on the table above, the reseracher found that $x^2_{count} = 2.51$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($2.51 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-2 class (post-test) is normal.

6. Median

Interval class	F	Fk
55 – 59	1	1
60 - 64	3	4
65 - 69	2	6
70 - 74	10	16
75 – 79	8	24
80 – 84	5	29
85 – 89	1	30

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

$$Bb = 69.5$$

$$F = 6$$

$$fm = 10$$

$$i = 5$$

$$n = 30$$

$$1/2n = 15$$

So :

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

$$= 69.5 + 5 \left(\frac{15-6}{10} \right)$$

$$= 69.5 + 5 (0.9)$$

$$= 69.5 + 4.5$$

$$= 74$$

7. Modus

Interval class	F	Fk
55 - 59	1	1
60 - 64	3	4
65 - 69	2	6
70 - 74	10	16
75 - 79	8	24
80 - 84	5	29
85 - 89	1	30

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

$$L = 69.5$$

$$d_1 = 8$$

$$d_2 = 2$$

$$i = 5$$

So,

$$\begin{aligned}M_o &= 69.5 + \frac{8}{8+2} 5 \\&= 69.5 + 0.8 (5) \\&= 69.5 + 4 \\&= 73.5\end{aligned}$$

RESULT OF NORMALITY TEST IN POST TEST
RESULT OF THE NORMALITY TEST OF VIII-3 IN POST-TEST

1. The score of VIII-3 class in post test from low score to high score:

40	50	50	55	70
40	50	55	60	70
45	50	55	60	75
45	50	55	65	75
45	50	55	65	80
45	50	55	65	80

2. High = 80

Low = 40

Range = High – Low

$$= 80 - 40$$

$$= 40$$

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

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.6 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
40 – 46	6	43	+2	12	4	24
47 – 53	7	50	+1	7	1	7
54 – 60	8	57	0	0	0	0
61 – 67	3	64	-1	-3	1	3
68 – 74	2	71	-2	-4	4	8
75 – 81	4	78	-3	-12	9	36
<i>i</i> = 7		-	-	0	-	78

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 57 + 7 \left(\frac{0}{30} \right) \\
 &= 57 + (0) \\
 &= 57
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 7 \sqrt{\frac{78}{30} - \left(\frac{0}{30} \right)^2} \\
 &= 7 \sqrt{2.6 - (0)^2} \\
 &= 7 \sqrt{2.6} \\
 &= 7 \times 1.61 \\
 &= 11.28
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
75 - 81	81.5	2.17	0.4850				
68 - 74	74.5	1.55	0.4394	0.04	1.2	6	4
61 - 67	67.5	0.93	0.3238	0.11	3.3	7	1.12
54 - 60	60.5	0.31	0.1217	0.20	6	8	0.33
47 - 53	53.5	-0.31	0.37828	-0.25	-7.5	3	-1.4
40 - 46	46.5	-0.93	0.17619	0.20	6	2	-0.6
	39.5	-1.55	0.06057	0.11	3.3	4	0.21
						X ²	3.74

Based on the table above, the reseracher found that $x^2_{\text{count}} = 3.74$ while $x^2_{\text{table}} =$

11.070 cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.74 < 11.070$) with degree of freedom (dk) = $6 - 1 =$

5 and significant level $\alpha = 5\%$. So distribution of VIII-3 class (post-test) is normal.

6. Median

Interval class	F	Fk
40 – 46	6	6
47 – 53	7	13
54 – 60	8	21
61 – 67	3	24
68 – 74	2	26
75 – 81	4	30

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

$$Bb = 53.5$$

$$F = 13$$

$$fm = 8$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

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

$$= 53.5 + 7 \left(\frac{15-13}{8} \right)$$

$$= 53.5 + 1.75$$

$$= 55.25$$

7. Modus

Interval class	F	Fk
40 – 46	6	6
47 – 53	7	13
54 – 60	8	21
61 – 67	3	24
68 – 74	2	26
75 – 81	4	30

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

$$L = 53.5$$

$$d_1 = 1$$

$$d_2 = 5$$

$$i = 7$$

So,

$$\begin{aligned} M_0 &= 53.5 + \frac{1}{1+6} 7 \\ &= 53.5 + 0.14 (7) \\ &= 53.5 + 0.98 \\ &= 54.48 \end{aligned}$$

APPENDIX 10

HOMOGENEITY TEST (POST-TEST)

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

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

Hypotheses:

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

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

C. Variant of the VIII-2 class is:

No	Students Initial Name	Xi	Xi ²
1	ARH	75	5625
2	AEW	70	4900
3	AHS	80	6400
4	AEH	80	6400
5	AS	70	4900
6	AR	65	4225
7	AM	75	5625
8	DR	60	3600
9	FRS	55	3025
10	FA	75	5625
11	JR	70	4900
12	LSN	60	3600
13	MFA	75	5625
14	MR	70	4900
15	MH	70	4900
16	NL	70	4900
17	NS	75	5625
18	NAS	80	6400
19	NSA	75	5625
20	RIS	75	5625
21	SS	85	7225
22	SPR	70	4900

23	SDP	70	4900
24	SAD	80	6400
25	SH	70	4900
26	SWL	70	4900
27	TM	75	5625
28	YNS	60	3600
29	ZA	65	4225
30	ZT	80	6400
Total		2150	155500

$$n = 30$$

$$\sum xi = 2150$$

$$\sum xi^2 = 155500$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(155500) - (2150)^2}{30(30-1)} \\
 &= \frac{4665000 - 4622500}{30(29)} \\
 &= \frac{42500}{870} \\
 &= 48.85
 \end{aligned}$$

D. Variant of the VIII-3 class is:

No	Students Initial Name	X_i	X_i^2
1	AS	75	5625
2	AS	50	2500
3	ASP	50	2500
4	AIS	80	6400
5	AD	40	1600
6	DS	50	2500
7	HFR	50	2500
8	JMP	65	4225
9	LHH	45	2025
10	LPH	55	3025
11	MI	40	1600
12	MVAN	80	6400
13	PR	60	3600
14	PS	60	3600
15	RH	55	3025
16	RP	65	4225
17	RAP	55	3025
18	RR	65	4225
19	SB	55	3025
20	SHH	70	4900
21	SHL	75	5625
22	SAA	45	2025
23	SRR	45	2025
24	SSH	55	3025
25	SRH	55	3025
26	TAN	70	4900
27	TH	40	1600
28	YN	50	2500
29	YPS	50	2500
30	ZH	50	2500
Total		1705	97650

$$N = 30$$

$$\sum x_i = 1705$$

$$\sum x_i^2 = 97650$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{30(97650) - (1705)^2}{30(30-1)} \\
&= \frac{2929500 - 2907025}{30(29)} \\
&= \frac{22475}{870} \\
&= 25.83
\end{aligned}$$

The Formula was used to test hypothesis was:

2. VIII-2 and VIII-3 :

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

So:

$$\begin{aligned}
F &= \frac{48.85}{25.83} \\
&= 1.89
\end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.89$. It had been compared to F_{table} with $\alpha 5\%$ and dk numerator and deminator were same (n_1 and $n_2 = 30$; $dk=30-1 =29$). From the distribution list F, researcher found that $F_{\text{table}} = 4.18$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.89 < 4.18$). So, there is no difference the variant between the VIII-2 class and VIII-3 class. It means that the variant is homogenous.

Appendix 11

T-test of the Both Averages in Pre-Test

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

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{48.78 - 46,5}{\sqrt{\left(\frac{(30 - 1)198.53 + (30 - 1)212.32}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{2.28}{\sqrt{\left(\frac{29(198.53) + 29(212.32)}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{2.28}{\sqrt{\left(\frac{5757.37 + 6157.28}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{2.28}{\sqrt{\left(\frac{11914.56}{58}\right)(0.06)}}$$

$$Tt = \frac{2.28}{\sqrt{205.42(0.06)}}$$

$$Tt = \frac{2.28}{\sqrt{12.32}}$$

$$Tt = \frac{2.28}{3.5}$$

$$Tt = 0.70$$

Based on researcher calculation result of hypothesis test of the both averages, researcher found that $t_{\text{count}} = 0.70$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, researcher found that $t_{\text{table}} = 1.671$, because $t_{\text{count}} < t_{\text{table}} (0.70 < 1.671)$. So, H_a was rejected, it means that there is no difference in average between experimental class and control class in pre test.

Appendix 11

T-test of the Both Averages in Post-Test

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

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{74 - 55.25}{\sqrt{\left(\frac{(30 - 1)48.85 + (30 - 1)25.83}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{18.75}{\sqrt{\left(\frac{29(48.85) + 29(25.83)}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{18.75}{\sqrt{\left(\frac{1416.65 + 749.07}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{18.75}{\sqrt{\left(\frac{2165.72}{58}\right)(0.06)}}$$

$$Tt = \frac{18.75}{\sqrt{37.34(0.06)}}$$

$$Tt = \frac{18.75}{\sqrt{2.24}}$$

$$Tt = \frac{18.75}{1.49}$$

$$Tt = 12.58$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 12.58$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, $t_{\text{table}} = 1.671$. So, $t_{\text{count}} > t_{\text{table}}$ (12.58)

> 1.671) and H_a is accepted, it means there was a difference average between experimental class and control class in post test. It can be concluded that there was the significant effect of Drill method on students' speaking mastery at grade VIII students of SMP N 9 Padangsidempuan.

APPENDIX 12

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

A. Assesment Indicator Speaking in Pre-Test and Post-Test Of Experimental Class

No	Pre-test					Post-test					
	The Initial Name of Students	P	I	F	A	SCORE	P	I	F	A	SCORE
1	ARH					50					75
2	AEW					45					70
3	AHS					55					80
4	AEH					75					80
5	AS					55					70
6	AR					30					65
7	AM					60					75
8	DR					35					60
9	FRS					20					55
10	FA					60					75
11	JR					50					70
12	LSN					65					60
13	MFA					50					75
14	MR					60					70
15	MH					45					70
16	NL					40					70
17	NS					35					75
18	NAS					30					80
19	NSA					75					75
20	RIS					70					75
21	SS					40					85
22	SPR					45					70
23	SDP					50					70
24	SAD					60					80
25	SH					45					70
26	SWL					55					70
27	TM					50					75
28	YNS					30					60
29	ZA					50					65
30	ZT					25					80

B. Assesment Indicator Speaking in Pre-Test and Post-Test Of Control Class

No	Pre-test					Post-test				
	The Initial	P	I	F	A	SCORE	P	I	F	A

	Name of Students									
1	AS					70				75
2	AH					65				80
3	ASP					50				50
4	AIS					45				80
5	AD					30				40
6	DS					35				50
7	HFR					35				50
8	JMP					50				65
9	LHH					25				45
10	LPH					50				55
11	MI					20				40
12	MVAN					70				80
13	PR					45				60
14	PS					50				60
15	RH					50				55
16	RP					60				65
17	RAP					55				55
18	RR					40				65
19	SB					30				55
20	SHH					45				70
21	SHL					50				70
22	SAA					45				45
23	SRR					45				45
24	SSH					60				55
25	SRH					50				55
26	TAN					35				50
27	TH					30				40
28	YN					50				50
29	YPS					75				75
30	ZH					45				50

APPENDIX 13

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test scores	Post-test scores	Enhancement	Gain Score
Experimental	53.34	70.7	17.36	15.5
Control	55.14	57	1.86	

APPENDIX 14

DOCUMENTATION









PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 9 PADANGSIDIMPUAN
Jalan Sudirman Km 4,5 Padangsidempuan Kode Pos 22736
PADANGSIDIMPUAN

SURAT KETERANGAN

Nomor : 422/119/SMP.09/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Padangsidempuan dengan ini menerangkan bahwa :

Nama : Gina Lestari Harahap
N I M : 1520300104
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Hutaimbaru Jl. SMP N 9 No. 126 Padangsidempuan

Adalah benar telah melaksanakan penelitian di SMP Negeri 9 Padangsidempuan tertanggal 30 Agustus s/d 03 September 2019 sebagai syarat untuk melengkapi data-data penelitian yang bersangkutan sesuai dengan judul skripsi:

"The Effect of Drill Method on Speaking Mastery in Personal Invitation Sub Topic at Grade VIII Students of SMP N 9 Padangsidempuan"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Padangsidempuan, 03 September 2019
Kepala Sekolah,

Drs. MULATUA
NIP. 19610512 198403 1 004



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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - 1065 /In.14/E.1/TL.00/08/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

5 Agustus 2019

Yth. Kepala SMP N 9 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

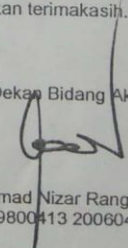
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Alamat : Hutaimbaru Jl. SMP N 9 No.126 Padangsidempuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Drill Method on Speaking Mastery in Personal Invitation Sub Topic at Grade VIII SMP N 9 Padangsidempuan".

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


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