



**THE EFFECT OF CHAIN DRILL TECHNIQUE ON
SPEAKING MASTERY AT THE GRADE X STUDENTS
OF MA SYEKH AHMAD BASYIR
BATANGTORU**

A THESIS

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

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Assalamu'alaikum wr.wb.

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ABSTRACT

This research is intended to investigate the effect of Chain Drill Technique on Students' Speaking Skill at Grade X Students of MA Syekh Ahmad Basyir Batangtoru. The problems that faced by students' speaking skill were: 1) The students were unwilling to speak English, 2) the students were lack of vocabulary mastery, 3) the students are difficulty in pronouncing English, 4) the teacher has never used various techniques in teaching students' speaking. The research has three formulations of the problem, they are: How is the students' speaking skill before learning by using Chain Drill Technique ? How is the students' speaking skill after learning by using Chain Drill Technique ? and Is there any significant effect on students' speaking skill by using Chain Drill Technique at grade X Students MA Syekh Ahmad Basyir Batangtoru?

The purposes of this research were to know the information about the students' speaking skill before using Chain Drill Technique, to know the information about the students' Speaking Skill after using Chain Drill Technique and to examine whether there is significant effect Chain Drill Technique on students' Speaking skill at grade X MA Syekh Ahmad Basyir Batangtoru. This research used experimental quantitative method with pre-test and post-test design. The population were all of the students at grade X MA Syekh Ahmad Basyir Batangtoru. The sample were X A as experimental class that consisted of 12 students and X B as control class that consisted of 10 students. The data were collected through pre-test and post-test in oral test form and analyzed by using t-test formula.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using Chain Drill Technique. The mean score of experimental class in pre-test was 43,5 and the mean score of control class in pre-test was 47.1. Meanwhile, the mean score of experimental class in post-test was 71.5 and the mean score of control class in post-test was 53,5. In addition, after doing T-test, the researcher found that the post test in experimental class was $t_{count} > t_{table}$ ($3.16 > 1.76$). Therefore, alternative hypothesis (H_a) of this research was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Chain Drill Technique on Students' Speaking Skill at grade X students of MA Syekh Ahmad Basyir Batangtoru.

Key Words: *Chain Drill Technique, Speaking Skill*

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ABSTRAK

Penelitian ini fokus pada pengaruh dari Teknik Pengulangan Berantai dalam kemampuan berbicara siswa pada kelas X dari MA Syekh Ahmad Basyir Batangtoru. Ada beberapa masalah-masalah yang dihadapi siswa dalam menggunakan tehnik pengulangan berantai diantaranya: 1) Siswa tidak mau berbicara bahasa Inggris, 2) Siswa kurang penguasaan kosakata, 3) Siswa kesulitan dalam melafalkan bahasa Inggris, 4) Gurunya belum pernah menggunakan variasi tehnik mengajar berbicara siswa .

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana keterampilan berbicara siswa sebelum pembelajaran dengan menggunakan Teknik Pengulangan Berantai, bagaimana keterampilan berbicara siswa setelah pembelajaran dengan menggunakan Teknik Pengulangan Berantai dan apakah ada pengaruh yang signifikan terhadap keterampilan berbicara siswa. keterampilan menggunakan Teknik Pengulangan Berantai pada Siswa kelas X MA Syekh Ahmad Basyir Batangtoru. Tujuan dari penelitian ini adalah untuk mengetahui informasi tentang keterampilan berbicara siswa sebelum menggunakan Teknik Pengulangan Berantai, untuk mengetahui informasi tentang Keterampilan Berbicara siswa setelah menggunakan Teknik Pengulangan Berantai dan untuk menguji apakah ada pengaruh yang signifikan Teknik Pengulangan Berantai pada siswa. Keterampilan berbicara di kelas X MA Syekh Ahmad Basyir Batangtoru.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test and post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas X MA Syekh Ahmad Basyir Batangtoru. Sampel penelitian adalah X A sebagai kelas eksperimen yang terdiri dari 12 siswa dan X B sebagai kelas kontrol yang terdiri dari 10 siswa. Data dikumpulkan melaluis pre-test dan post-test dalam bentuk tes lisan dan dianalisis dengan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah menggunakan Teknik Pengulangan Berantai . Rerata skor kelas eksperimen pada pre-test adalah 43.5 dan rata-rata skor kelas kontrol pada pre-test adalah 47.1. Sedangkan nilai rata-rata kelas eksperimen pada post-test adalah 71,5 dan nilai rata-rata kelas kontrol pada post-test adalah 53.5. Selain itu, setelah dilakukan uji-t, peneliti menemukan bahwa hasil dari post-test di kelas eksperimen adalah $t_{hitung} > t_{tabel}$ ($3.16 > 176$). Oleh karena itu, hipotesis alternatif (H_a) penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan Teknik Pengulangan Berantai terhadap Keterampilan Berbicara Siswa kelas X MA Syekh Ahmad Basyir Batangtoru.

Kata Kunci: Teknik Pengulangan Berantai, Kemampuan berbicara

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of skills that language learner that should be mastered in learning English. Burn and Thornbury stated, “speaking is accepted by everyone as an essential language communication skill, but its importance to language learners goes beyond just day-to-day communication.”¹ It means, speaking is the oral process between speaker and interlocutor through ordinary face to face to make speaker and interlocutor what they are talking. Actually, It is very useful in association, social context, education, especially for learner in learning process.

According to curriculum of 2013 (K13), the students in the level of MA at grade X have to able to use and answer utterances that offer help, students can tell stories in English, students can ask questions and give opinions about something, students can express agreement and disagreement. English learning at X grade is carried out 3 times a week.² The guidelines has been determined by the minister of education and religion to be implemented in English language learning for students of Indonesian Islamic educational institutions.

¹ Cristine C.M.Goh and Anni Burns., *Teaching Speaking A Holistic Approach*, 1st ed. (Newyork: Cambridge University Press, 2012), p.15, <https://z-lib.org>.

² Kamaruddin Amin, *Implementation of Curriculum Guidelines in Madrasah (K13)*, 187th ed. (Jakarta: Ministry of Education and Religion, 2019), 12, <https://dki.kemenag.go.id>.

Based on the interview pre-research at MA Syekh Ahmad Basyir Batangtoru.

The most of students are unwilling to speak English. In sum, the students do not have skill and have difficulty in pronouncing the word in speaking English. The factors of problem because of most students are poor of vocabulary mastery and low of ability in spronunciation.³

To solve the problems, the researcher tried a Drill technique for teaching speaking whether this technique can solve some problem the students or not. Drill is a repetition of a piece of learning until one can recite or perform it without mistakes. There are many methods to teach speaking by using Drill such as: The Background Build-up Drill Technique, Repetition Drill Technique, Single Slot Subtition Drill Technique, Multiple Slot Subtition Drill Technique, Transformation Drill Technique, Question and Answer Drill Technique, Chain Drill Technique. As the direct methods, the Chain Drill represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A Chain Drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. Based on Freeman and Anderson, “ Chain Drill gives students an opportunity to speak their idea individually, Chain Drill lets students use the expressions in communication with someone, eventhough the communication is very limited”.⁴ So, the Chain Drill Technique is effective to improve studens’ speaking skill.

³English Teacher, “Private Interview to Teacher of MA Syekh Ahmad Basyir Batangtoru” (Batangtoru: MA Syekh Ahmad Basyir, 2021).

⁴ Diane Larsen Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. (New York: Oxford University Press, 2011), p.73.

Some findings in the thesis said that Chain Drill Technique is really helpful for students in learning to speak English. In a thesis of Hermanto is the thesis conducted in experimental research, Chain Drill Technique effectively help students improve students' fluency in speaking English.⁵ Other thesis also have the same statement about the use of Chain Drill Technique in teaching English that helpful for students' speaking ability. In Arnis' thesis, Chain Drill Technique can be implemented in teaching speaking because it can improve the students' speaking ability.⁶ Those theories gives the evidence of Chain Drill suitable to teach speaking.

Based on previous explanation, the researcher wanted to know and find out whether using Chain Drill Technique gives effect or not for students' speaking in MA Syekh Ahmad Basyir Batangtoru. So, the researcher interested to conduct a research entitled "The Effect of Chain Drill Technique on Speaking Mastery at the grade X Students of MA Syekh Ahmad Basyir Batangtoru".

B. Identification of the Problem

Based on background of the problem above, the speaking skill problems are identified belows:

1. The students are unwilling to speak English.
2. The students are lack of vocabulary mastery.

⁵ Dani Hermanto, "The Effectiveness of Chain Drill Technique in Developing Students' Speaking Fluency" (Walisongo State Islamic University Semarang, 2016), <http://eprints.walisongo.ac.id/>.

⁶ Arni, "The Use of Chain Drill Technique in Teaching Speaking As a Transactional Skill At the Eighth Grade of Smp Kartika Xx-2" (UIN Alauddin Makassar, 2017), <http://repositori.uin-alauddin.ac.id/>.

3. The students have difficulty in pronouncing English.

C. Limitation of the Problem

Based on identification of the problem, the researcher limited the students' speaking with a Chain Drill Technique. There are several techniques in teaching speaking but the researcher only focuss on Chain Drill Technique also there are many skills in English but the researcher limit the research with Asking and Giving Personal Information Dialog.

D. Formulation of the Problem

In order to conduct the problem in this research, the problem are formulated as follows:

1. How is the students' speaking mastery before learning by using Chain Drill Technique at grade X students of MA Syekh Ahmad Basyir Batangtoru?
2. How is the students' speaking mastery after learning by using Chain Drill Technique at grade X students of MA Syekh Ahmad Basyir Batangtoru?
3. Is there any significant effect on students' speaking mastery by using Chain Drill Technique at grade X students of MA Syekh Ahmad Basyir Batangtoru?

E. Objectives of the Research

Based on the formulation and the formulation of the problem, the objectives of the research are to find out:

1. To know students' speaking mastery before using Chain Drill Technique at grade X Students MA Syekh Ahmad Basyir Batangtoru.

2. To know the students' speaking mastery after using Chain Drill Technique at grade X Students MA Syekh Ahmad Basyir Batangtoru.
3. To examine whether there is significant effect of Chain Drill Technique on students' speaking mastery at grade X students MA Syekh Ahmad Basyir Batangtoru.

F. Significances of the Research

The significances of the research as follow:

1. For teachers, in learning process, the teacher can apply this technique as a tool to increase the students speaking skill in teaching speaking.
2. For students, the result of the research can make students more interesting in speaking and develop their speaking fluency.
3. For readers, the result of this research makes the readers are motivated and get additional knowledge about technique for teaching speaking.
4. For the next researcher, the result of this research is expected can be the useful information to create another idea about a good technique for teaching speaking.

G. Outline of Thesis

To finish the research, the researcher needed to explain some concepts that are applied in the research. Therefore, the clarification of the concepts will be explained clearly to minimize misunderstanding between readers and the writer. In this research, the researcher organizes the systematic of the research into five chapters. Each chapter consists of sub chapters which are detailed as follows: In chapter one, it consists of background of the problem,

identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

Chapter two, consist of theoretical description of speaking mastery, description about Chain Drill Technique, review of related findings, conceptual framework and hypothesis. Chapter three, consist of research method, which consist of time and place of the research, research methodology, population and sample, instrument of the research, technique of the data collection and technique of data analysis. Chapter four, consist of the result of the research. This chapter concerned about description of data in pre-test and post-test. Then, it will explain hypothesis testing, discussion, and treatment of the research. Chapter five, consist of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Concept of Speaking

a. Definition of Speaking

Speaking is one of skills in English which has many definitions according to some experts. According to Bailey, "Speaking consists of producing systematic verbal utterance to convey meaning".⁷ Therefore, speaking is the tool of communication to producing some information. Meanwhile Cameroon stated, "speaking is the active use of language to express meaning so that speaking is the active use of language on learners' language resources and skills."⁸ It is the activity between of speaker and interlocutor to producing the some information by sharing ideas, feeling and thoughts in verbal and non verbal communication. Rahmadhani also stated that speaking is the productive skill in the oral mode as a fundamental factor of human communication to verbalize their thoughts and ideas.⁹ So, speaking is an expression of human mind which is expressed verbally.

⁷ Kathleen Bailey, *Practical English Language Teaching : Speaking*, ed. David Nunan, 1st ed. (Brigham: McGraw-Hill, 2005), p.2.

⁸ Lyn Cameroon, *Teaching Language to Young Learners*, 1st ed. (New Work: Cambridge University Press, 2001), p.40, <https://z-lib.org>.

⁹ Sri Rahmadhani Siregar, "Interactive Drama Technique to Improve Students' Speaking Skill," *English Education* 5, no. 2 (2017): p.68, <http://jurnal.iain-padangsidempuan.ac.id/>.

Speaking is the way of issued or expressing feeling, opinions, words. Tarigan stated in Elnida, speaking is the skill of articulating sounds or words to express, state, and feelings.¹⁰ It is similar with Zainuddin and friends in Journal for teaching and learning, Speaking is the process of communication to express, inform and gives the idea, knowledge, feeling, thought, opinion and experiences by using sounds of articulations that can be learn through teaching and learning process.¹¹

Based on explanation above, speaking is a conversation between of speaker and interlocutor in producing and receiving information by express the mind.

b. Components of Speaking

Speaking is the part of language skill. Speaking also has some components. According to Harris, there are four components of speaking skill concerned with pronunciation, grammar, vocabulary, fluency, comprehension. The elaboration of each components as follows:

¹⁰Elnida Saldaria, Vina Anggia Nastitie Ariawan, and Isah Cahyani, "Speaking Skill of Elementary Students Reviewed by Gender," *Jurnal Prima Edukasia* 7, no. 1 (2019): p.20-27, <https://doi.org/10.21831/jpe.v7i1.20363>.

¹¹Sojuangon Rambe Zainuddin, Maria, "Improving Students' Speaking Ability Through Numbered Heads Together Strategy at Grade XI SMA N 1 Batang Angkola," *English Education: English Journal for Teaching and Learning* 5, no. 1 (2017): p.58, <http://doi.org/10.24952/ee.v5il.1170/>.

a. Pronunciation

Pronunciation refers to features of speaking which gives an identifying for speakers. Related to individual sounds, pitch, volume, speed, pausing, intonation, and so forth. It's means pronunciation is facility in communication in humans' habits of producing sound. Pronunciation is production of the sound system and articulation which does not interfere with communication either from the speakers' or the listeners' viewpoint.

b. Grammar

Grammar is the rule in language for changing the form of words and joining them into sentence. It is needed by the students to arrange a correct sentence in conversation and used to develop humans' skills in mastering new language.

c. Vocabulary

Vocabulary is a set of familiar words within mastery of a foreign language. It means that vocabulary has more than single word. Vocabulary is collection of word that an individual knows, refers to words which used to communicate in oral and print language.

d. Fluency

Fluency is speed, smooth of speak, when person speaks without thinking and the structure set well. Person is called fluent when she or he is able to speak spontaneously she or he gives opinion and thought without doubt. Fluency is speakers' ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, excessive pausing, repetitions and other problems.

e. Comprehension

Comprehension is one of the important things in speaking, because the speaker can see whether the listener is able to respond to what he/she said so that there is no misunderstanding between one another.¹²

In addition there are four necessary components from spoken production as Harmer stated, they are as follows :

1) Connected speech

Effective speaker of English need to be able not only to produce the individual phonemes of English, but also to use

¹² David P.Harris, *Testing English as a Second Language*, 1st ed. (Georgetown university: McGraw-Hill, 1969), p.81, <https://z-lib.org>.

- fluent 'connected speech'. In connected speech sounds are modified, omitted, added, or weakened.
- 2) Expensive devices. Native speakers of English change the pitch and stress of particular parts of utterance, volume and speed and show how they are feeling.
 - 3) Lexis and grammar. Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language function.
 - 4) Negotiation language. Effective speaking benefits from the negotiatory language used to seek clarification and to show the structure of what we are saying.¹³

From the two experts opinions about speaking components, the researcher argues that the two expert opinions are related to each other. It is just that Harris mentions the elements of speaking in general that are vocabulary, pronunciation, grammar, fluency, comprehension while Harmer specially mentions the elements necessary from spoken production as opposed to the production of practice examples in language Drills.

c. Assessment of Speaking

The five components of speaking to be scored are pronunciation, grammar, vocabulary, fluency, comprehension.

Table 1
Assesing Speaking Rubric

NO.	Component	Score	Classification
1.	Grammar	21-25	No errors in using grammar.
		16- 20	There are few a lot of mistakes in grammar used and does not effect the meaning.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Cambridge: Longman, 2007), p.343, <https://z-lib.org>.

NO.	Component	Score	Classification
		11- 25	There are a quite a lot of mistakes in grammar, but the meaning can still be understood.
		6 – 10	There are so many errors and meaning to be understood.
		0 - 5	There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25	Speaking vocabulary in educated to express anything but the most elementary needs.
		16- 20	Has speaking vocabulary sufficient to express himself
		11- 25	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.
		6 – 10	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		0 - 5	Speech on all levels is fully accepted by educated native speakers in all its festures including breadth of vocabulary and idioms, colloquialisme, and pertinent cultural references.

NO.	Component	Score	Classification
3.	Fluency	21-25	speech is very smooth and meaning are clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 – 10	Speech is to halting, sentence may be left uncompleted and it is less meaning that can not be understood.
		0 - 5	(no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
		16- 20	There are few mistakes in pronunciation and it does not influence the meaning utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance
		6 – 10	Many mispronunciation errors and it damage the meaning utterances.
		0 - 5	The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.

NO.	Component	Score	Classification
		11- 25	Comprehension is quite complete a normal rate of speech.
		6 – 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

d. Types of Classroom Speaking Performance

There are some types of speaking skill. According to Borwn, there are five basic types of speaking, they are; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monolougue). It is explained as follows :

- a. Imitative, a very limited portion of classroom speaking time may legitimately be spent generating “husman tape recorder” speech. For example, learners practice an intonation contour or try to pin point a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b. Intensive, intensive speaking goes one step beyond imitative to include any speaking performamance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are ‘going over” certain form language. For example. The learners always try to practice the phonological and grammatical all the time.
- c. Responsive, a good deal of students speech in the classroom is responsive: Short replies to teacher or student-initiated form of responsive language. This example of the responsive :

T: How are you today?

S: Pretty good and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority

S1: So, what did you write for question number one?

S2: Well, I was not sure, so I left it blank.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech :

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now?

T: What do you mean?

S: Well, for example, the UN should have the power to force certain countries to destroy its nuclear weapons.

T: You don't think the UN has that power now ?

S: Obviously not. Several countries are currently manufacturing nuclear bombs.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These conversations are a little trickier for learners because they can involve some or all of the following factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

For example:

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so

Amy : Not a great weekend, huh?

Bob : Well, far be from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh, that.... How come you get bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

f. Extensive (monologue)

Extensive is a short speeches form of the oral report or summaries, for example, the learners at intermediate to advance can give the monologues in the form oral reports, here the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁴

In addition, In Borwns' book Nunan stated, There are two types of oral spoken. as follows:

a. Monologue

Monologue is a spoken language where the speaker give a speech for a legnth of a time such as in speeches, lectures, readings, news broadcast or something like that, the listener need to process the information without take a place in the speech.

b. Dialogue

Dialogue is the process of taking and giving an information between speaker and listener. The listener can interrupt the speaker while conversation.¹⁵

Monologue process also can be an alternative for students to mastery speaking by doing such as: telling opinion, retelling story, combine story. From these types of classroom speaking performance can be used as the way to measure how far students can, speak, say and express their feeling in English.

¹⁴ H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 3rd ed (Amerika: Pearson Education, 2007), p.327-333, <http://lib.gen/rs>.

¹⁵Brown, p.303.

e. **Learning Materials for Speaking by Using Chain Drill Technique**

ACTIVITY I

Work in pairs. Read the dialog below with correct pronunciation.

Act out the dialog.



Andi : “Hello, I’m Andi Hermawan.”

Brian : “ Hello, Mr. Hermawan. I’m Brian Jackson.”

Andi : “Where do you come from?”

Brian : “I come from the United Kingdom.”

Andi : “Wow... It must have been a long flight.”

Brian : “Yeah, it has exhausted pretty much.”

Andi : “I hope the time zone doesn’t trouble you.”

Brian : “I hope so. Would you please excuse me? I need some fresh
air.”

Andi : “Oh, okay. Hope you feel better soon. Glad to meet you, Mr.
Jackson.”

Brian : “Thanks. Glad to meet you, too.”

ACTIVITY II

Practice the personal information below. Make questions for each information.

1. Q: “ _____ ?”

A: “My name is Lisna. Just call me Nana.”

2. Q: “ _____ ?”

A: “I come from Padang.”

3. Q: “ _____ ?”

A: “I’m turning 17 next month.”

4. Q: “ _____ ?”

A: “ I like to watch movies or read books in my spare time.”

5. Q: “ _____ ?”

A: “Yes. My sisters’ name is Dina and my brother’s name is Seno.”¹⁶

2. The Concept of Chain Drill Technique

a. The Definition of Chain Drill Technique

A Chain Drill Technique is created from Audiolingual Method by Charless of the University of Michigan. A Chain Drill gets its name from the chain of conversation. According to Freeman and Anderson,

¹⁶ Herman Benyamin, *Bahasa Inggris : When English Comes in Handy*, ed. Yunita Farlina and Anisa Septiany, 4th ed. (Bandung: Grafindo Media Pratama, 2019), 8–13.

The Chain Drill Technique is a Chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. The Teacher addresses the student nearest with teacher, an example of activity using Chain Drill Technique:

Teacher : 'Good morning, Adam.

A student in turn : 'Good morning, teacher'

Teacher : 'How are you?'

A student in turn : 'fine', thanks and you?

Teacher : 'fine'.¹⁷

Student understands through the teachers' gestures that student is to turn to the sitting beside student and greet students' friend in turn. That student in turn says students' lines in reply to the student. This chain continues until all of the students have a chance to ask and answer the questions. The last student directs the greeting to the teacher. finally, the teacher selects two students to perform the entire dialogue for the rest of the class.

In using Chain Drill Technique the students can create a new habit to use English in communicate with others. According to Harmer, "Chain Drill provides opportunities for students to practice a new bit of language in the most controlled way."¹⁸ It can controlled communication among students. According to Franca, "Chain Drill provide a through control of the teacher on students' practice and enable students to exercise pronunciation as well as

¹⁷ Diane Larsen Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. (New York: Oxford University Press, 2011), 75.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, p.50.

that new sentence pattern they had been introduced to through speaking”.¹⁹ Either teacher or students can correct themselves or students’ friends oral sentences.

Paulston and friends stated, that “a Chain Drill are done individually and each students repeats all the responses prior to his own and add his own piece of information”.²⁰ Next Lois stated, “Chain Drill is the chain activity require students to listen to each other, and attention is diverted from the fact that they are drilling”.²¹ As a result, Chain Drill is the activity that makes students are more interested in learning speaking. students can improve students’ speaking mastery through the Chain Drill Technique.

Based on explanation above, the researcher concluded that Chain Drill Technique is a teaching technique that is conducted by asking and answer question all of students relayly. Chain Drill gives students an opportunity to speak their idea individually. Teaching and learning speaking is more effective by using Chain Drill Technique.

¹⁹ Hernani Franca, *Awakening Students’ Inner Power an Effective English Teaching System*, 4th ed. (Brasilia: Thesaurus, 2008), p.28, <https://z-lib.org>.

²⁰Cristina Bratt Paultson and Mary Newton Bruder, *Teaching English as a Second Language : Technique and Procedures* (Cambridge: Winthrop, 1976), p.25.

²¹Lois P. Webster, *American English Language Trainning*, 3rd ed. (USA: Association for Christian Conferences, Teaching and Service, 2007), p.64., <https://sciarium.com/>.

b. Advantages and Disadvantages of Chain Drill Technique.

Every method has advantages and disadvantages in using. According to Freeman and Anderson, the related advantages of using Chain Drill are the Chain Drill Technique as follows:

- a. The Chain Drill Technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas.
- b. The Chain Drill Technique allows the teacher to check corrections as necessary before errors become embedded in students.
- c. The Chain Drill Technique is suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically increase students' speaking ability. So, the Chain Drill Technique can be used by teacher.

The disadvantages of using Chain Drill Technique is When applying Chain Drill Technique, a Chain Drill allows some controlled communication, even though it is limited. It means that, Chain Drill technique gives students an opportunity to say the lines individually. They have to respond by using their own ideas or repeat the phrase but for the large class it is not quite effective. Because the teacher has limited time to check one by one and making corrections for each

students.²² In Short, Chain Drill Technique allows some controlled communication, even though it is limited.

Meanwhile, there are some advantages of Chain Drill Technique by Paultson and Bruder.

- a. A Chain Drill Technique requires the students to listen each other, and attention is diverted from the fact that they are Drilling and towards actual use of the language.
- b. A Chain also can be varied by altering pattern of students responses. But A Chain Drill is limited time if the class has many students.²³

In short, this disadvantages can be solved if the class has few students so that the students and teacher have many time in learning students' speaking by using Chain Drill Technique. The researcher concluded that this technique has some advantages and disadvantages that can influence in teaching speaking. But this a disadvantages can be solved by using group work. students can be using time more efficiently and they more actively involved in their work. Thus, the students can practice in groups for responding to the previous question posed by teachers in Chain Drill Technique process.

²² Anderson, *Techniques and Principles in Language Teaching*, p.61.

²³ Cristina Bratt Paultson and Mary Newton Bruder, *Teaching English as a Second Language : Technique and Procedures*, p.27.

b. Procedures of Chain Drill Activity Technique

The procedures in teaching speaking through Chain Drill Technique presenting the target language dialogue one by one relayly wich involves listening and speaking. According to Freeman and Anderson, the procedures of Chain Drill activity can be described as follows :

- a. The activity is begun as the teacher greets and asks question to a particular student.
- b. The student will respond the question.
- c. Then, he takes a turn to ask another student sitting next to him.
- d. This activity will continue work until the last student.
- e. In the end, the last student directs greeting and asking question back to the teacher.²⁴

Another steps comes from Webster as follows :

- a. These Drills are done individually.
- b. And each student repeats all the responses prior to his own.
- c. Then adds his own piece of information.
This is an example of Chain Drill Technique by using a supermarket circular.
T – I'm going shopping to buy a book.
S1- I'm going shopping to buy a book.
S2- I'm going shopping to buy a bottle of milk and a book.
S3- I'm going shopping to buy a magazine, a book, and a bottle of milk.
S4- I'm going shopping to buy a pencil, a book, bottle of milk, and a magazine And so on for each student.²⁵

In addition, based on Bratt and Bruder the procedures of Chain Drill Technique as follows :

- a. At the first the students should answer in order around the class.
- b. Later the teacher can call on students at random.
- c. Finally, the student himself can choose the next to answer. We make it a rule in our classes that no one is allowed to write down

²⁴Anderson, *Techniques and Principles in Language Teaching*, p.61.

²⁵ Lois P. Webster, *Teaching English as a Second Language : Technique and Procedures*, 3rd ed. (USA: Association for Christian Conferences, Teaching and Service, 2007), p.35.

the items because the challenge of remembering seems to be important to the success of the drills.²⁶

In these procedures of teaching speaking, the researcher chooses the steps of Chain Drill Technique based on Freeman and Anderson. Because this procedures are more suitable with the students ability and more simple than other procedures by Lois and Cristina Bratt. So, students are easy to practice the technique.

B. Teaching Speaking by Using Chain Drill Technique.

Teaching by using Chain Drill Technique can involves listening and speaking of students. It is the procedures of teaching speaking by using Chain Drill Technique based on Freeman and Anderson. The researcher modified the procedures to use in Chain Drill . As follows:

Table 2
Teaching Speaking by Using Chain Drill Technique

Teachers' Activities	Procedures	Students' Activities
Pre- Teaching		
1. Teacher opens the class by greeting.		1. Students listen to the teacher. 2. Students answer The teacher's greeting and pray before learn.

²⁶ Cristina Bratt Paultson and Mary Newton Bruder, *Teaching English as a Second Language : Technique and Procedures*, p.32.

Teachers' Activities	Procedures	Students' Activities
Pre- Teaching		
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
3. Teacher asks the students about the last and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new Material of speaking.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.

Teachers' Activities	Procedures	Students' Activities
Pre- Teaching		
<p>5. The teacher explains about the topic of conversation.</p>	<p>1. The teacher must make a topic of material (The material about conversation)</p>	<p>1. Students pay attention to the teacher explanation.</p>
While Teaching		
<p>1. The teacher explains about how to practice the Chain Drill Technique.</p>	<p>2. Giving a model how to practice a Chain Drill Technique</p>	<p>1. The students pay attention to the students explanation.</p>

Teachers' Activities	Procedures	Students' Activities
While Teaching		
<p>1. The teacher greets and asks a question of conversation to the first student.</p>	<p>3. Instruct the students to practice the material conversation by using Chain Drill Technique.</p> <p>4. Greeting and Asking the first student a question of the conversation.</p>	<p>1. The first student respond the question of the teacher based students own answer.</p>
<p>1. The teacher directs the first student to greeting and asking the same question to the second student in next to the first student.</p> <p>2. The Teacher monitors while the activity of students.</p>	<p>5. The teacher as a monitors and director of the students' activity</p> <p>6. Direct the first students to greeting and asking the same question to the second student sitting next to the first student.</p>	<p>1. The first Student take a turn to greets and asks the same question to the second student sitting next to the first student.</p> <p>2. All of students participate in activity.</p>

Teachers' Activities	Procedures	Students' Activities
While Teaching		
<p>1. In the end, the teacher directs the last students greeting and asking the same question back to the teacher.</p>	<p>7. The activity will continue until the last of students in class.</p> <p>8. Direct the second student to ask and answer the same question until the last students.</p>	<p>1. In the end, the last students greeting and asking the question back to the teacher.</p>

Teachers' Activities	Procedures	Students' Activities
Post-Teaching		
1. Teacher ask the students about their understanding about the material.	1. Feedback	1. Students answer The teacher's question and tell their problem.
2. The teacher might Conclude or summarize the lesson by himself or together with the students.		2. Listen to the teacher. 3. The students make a Summarize while teacher concludes the lesson.
3. Teacher closes The teaching-learning activity.		4. Students give the greeting to the teacher.

Based on statement above the teaching English actually was simple and fun. In this case not easier, but must to had quality with the education. One of the which using Drill in this research was word Chain Drill Technioque. The purpose of this technique was to developed students' mastery in speaking English.

C. Teaching Speaking by Using Teachers' Technique.

The teachers' technique used by English teacher in MA Syekh Ahmad Basyir Batangtoru. The teacher teachers' technique was similar with Grammatical Teaching Method. The teacher presented the material

of learning in front of the classroom. Furthermore, students listened and took a note from the teacher in front of the classroom. In this case, the teacher has a big responsibility on the lesson fluency. Based on the researcher interview on pre research, these were the procedures of teachers' teaching technique at MA Syekh Ahmad Basyir Batangtoru as follows:

1. Pre-Teaching
 - a. Opening the activity by greeting the students.
 - b. Asking the questions about the general condition in the classroom.
 - c. Checking students' attendance list.
 - d. Telling students about what will be discussed.
2. While Teaching
 - a. Explaining about the topic of learning.
 - b. Asking the students to read the dialog.
 - c. Giving some examples about the dialog.
 - d. Asking the students to take a note and understanding about the dialog.
3. Post- Teaching
 - a. Giving the students some tasks about the topic of learning.
 - b. concluding the material of learning.²⁷

From the description above, this technique does not train students' speaking ability. Because from the teachers' description above, the teacher has not ever make a variety technique that makes students' are not bored in learning and practice students' speaking. Therefore, this kind of the technique make students' speaking ability is low.

²⁷ English Teacher, "Private Interview to Teacher of MA Syekh Ahmad Basyir Batangtoru" (Batangtoru: MA Syekh Ahmad Basyir, 2021).

D. Review of Related Findings

In relevant of the study will discuss about the result of the researchers which done previously by the researchers. The first is Kusuma Utami Handayani's research. Based on the result of the research, the researcher found that by using the Chain Drill Technique, the students' fluency in speaking English is improved. It is proved by the improving mean score from the pre-test into the second cycle test. It improved from 1.3 to 3.5. it shows that chain drill technique effectively help students improve the students fluency in speaking English.²⁸

The second is Arni's research. The researcher found that the result of the data indicated that there was a significant difference between students' post-test in experimental class and control class. The mean score of post test (3.53) in experimental class was greater than the mean score of post-test (2.28) in control class and standard deviation of post-test in control greater than t-table (2.010) at the level of significance = 0.05 with degree of freedom = $(N1 + N2) - 2 = (25 + 25) - 2 = 48$. The researcher drew a conclusion that the use of Chain Drill Technique is effective to improve the students' speaking ability.²⁹

The Third is Safrianas' research. Based on the result of the research, the researcher found that the score of experimental class was 75.2 and

²⁸ Kusuma Utami Handayani, "Using a Chain Drill to Improve Students' Fluency in Speaking English" (Semarang State University, 2017), p.55, <https://lib.unnes.ac.id/>.

²⁹ Arni, "The Use of Chain Drill Technique in Teaching Speaking As a Transactional Skill At the Eighth Grade of Smp Kartika Xx-2" (UIN Alauddin Makassar, 2017), p.41, <http://repositori.uin-alauddin.ac.id/>.

the average score of control class was 69.47. It means that the experimental class was better than control class. Consequently based on the testing, learning by using Chain Drill Technique was effective when applied in the process of learning English especially in speaking.³⁰

The Fourth is Hermantos' research. Based on the research, the researcher found that the score of t-test showed that t-score 2.0830 was higher than t-table 1.6666. It could be concluded that there was a significance difference in achievement between control and experiment class. It's means the experimental class was better than control class.³¹

The last is Widyaningsih' Research. Based on the research, the researcher found that the post-test was higher than the pre-test. So, it revealed that teaching speaking by using Chain Drill Technique could effectively improve the ability of class VIII B students of SMPN 1 Amlapura in speaking activity.³²

Based on related findings above, the researcher is more interested to conduct a research about speaking. In this research, the researcher still discusses the same technique namely Chain Drill Technique, but it is not in same place and there are several different indicators. So, the researcher is interested to research about the Effect of

³⁰Yuli Safriana, "The Impact of Chain Drill Technique in Students' Speaking Aspects (An Experimental Study at Second Grade of SMKN 2 Banda Aceh)" (Syiah Kuala, 2016), p.70, <http://eprints.walisongo.ac.id/>.

³¹ Dani Hermanto, "The Effectiveness of Chain Drill Technique in Developing Students' Speaking Fluency" (UIN Walisongo, 2017), p.71, <http://eprints.walisongo.ac.id/>.

³²Mila Januar Widya Ningsih, "Improving Speaking Skill by Using Chain Drill Technique at the Eight Grade Students of SMPN 1 Amlapura in Academic Year 2013/2014" (Mahasaraswati Denpasar University, 2014), 31, <http://www.researchgate.net/>.

Chain Drill Technique on Students' Speaking at the X Grade Students

MA Syekh Ahmad Basyir Batangtoru.

E. Conceptual Framework

The concept of Chain Drill Technique is to know the effect of this technique. The effect of Chain Drill Technique on students' speaking can be seen in the following conceptual framework.

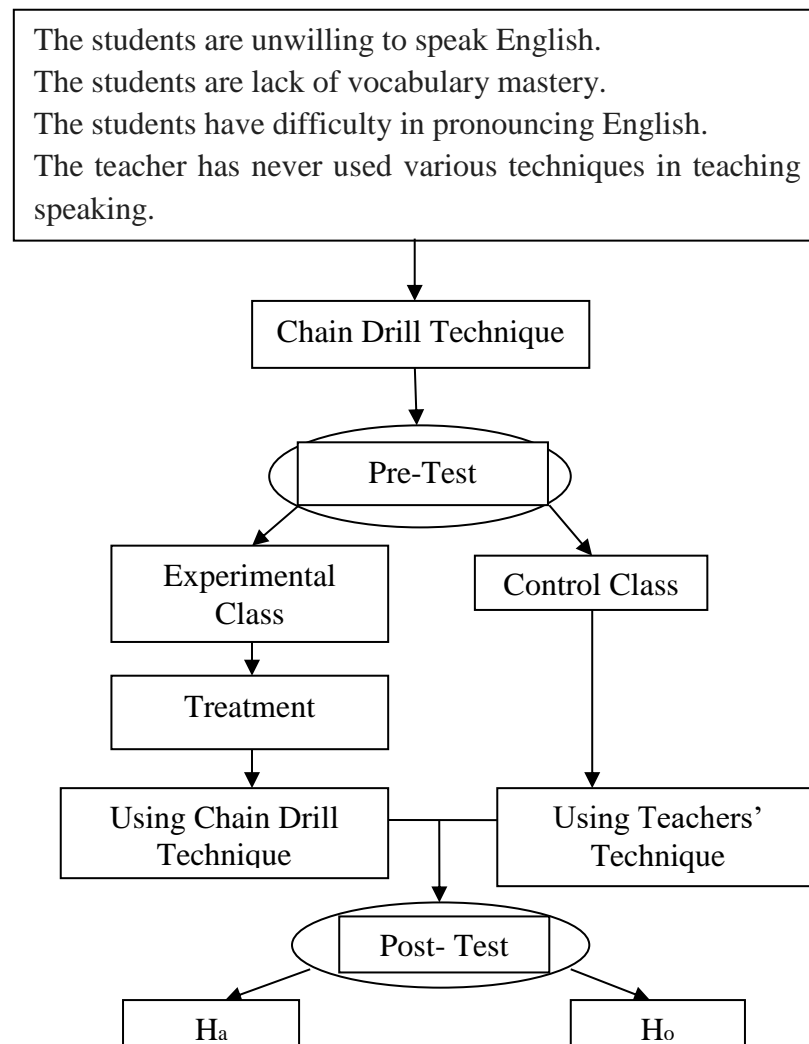


Figure 1

Conceptual Framework

Based on conceptual framework above, the Chain Drill Technique can make the students to solve students' problem in speaking. The first step is pre-test to know the students ability on speaking before treatment. Then, the researcher gives the treatment with Chain Drill Technique to the experimental class and the teacher technique for control class. The last, the researcher gives post-test to examine whether there is significant effect of using Chain Drill Technique on students' speaking of MA Syekh Ahmad Basyir Batangtoru.

F. Hypothesis

The hypothesis is one important element of research, it is an ideas suggestion answer to the problem or a case. So, the researcher formulated the hypothesis of this research as followed:

H_a: "There is a significant effect of Chain Drill Technique on students' speaking skill at the grade X students MA Syekh Ahmad Basyir Batangtoru".

H_o: "There is no significant effect of Chain Drill Technique on students' speaking skill at grade X students MA Syekh Ahmad Basyir Batangtoru".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research.

In order to get a clear description of where the researcher took place for the research, it was necessary to mention the location and time of the research as detail possible. The researcher chose MA Syekh Ahmad Basyir Batangtoru as the location for the research. It was in Merdeka street, Batangtoru, Tapanuli selatan, Nort Sumatera. The schedule of the research was started from March 2021 until finish.

B. Research Design

This research was an experimental method in quantitative research. This study applied the pre-experimental design by using a group pre-test and post-test control group design, in this case, the experimental was the class that taught by Chain Drill Technique. Meanwhile control class was the class taught by using Teacher Technique. To make this research effective, it needs to make research design by using one treatment and can be seen below :

Table 3³³
Research Design
Pretest – Post test Design

E	O ₁	X	O ₂
P	O ₂	-	O ₂

³³Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Jakarta: Alfabet, 2011), p.79.

The pattern shows:

E : Experimental Class.

P : Control Class.

O₁ : Pre-test Experimental Group.

X : Treatment.

O₂ : Post-test Experimental Group.

Based on the design above, the experimental class (E) and the control class (P) was given pre-test (O₁). Then, the experiment class was given the treatment (X) than control class was not given treatment (X). The last both of class were given post test.

C. Population and Sample

1. Population

The population of this research was the grade X Students MA Syekh Ahmad Basyir Batangtoru. The population of the sample consisted of 2 classes. It can be seen from the table below :

Table 4
The Population of Grade X MA Syekh Ahmad Basyir Batangtoru

NO.	Class	Total Students
1.	X-A	12
2.	X-B	10
Total Population		22

2. Sample

The sample of this research was grade X students MA Syekh Ahmad Basyir Batangtoru. The researcher chose grade X by using Simple random sampling technique. Because the Population of grade X were only 22 students, the researcher took all of the population as the sample.

Therefore, the researcher divided the group into two classes. The students of X-A consisted of 12 students as an experimental class and the students of X-B that consisted of 10 students as a control class. Total sample of this research were 22 students.

Tabel 5
Samples of the Research

Experimental Class	Control Class
X-A = 12	X-B = 10

D. Definition of Operational Variable

The researcher has conveyed some important theoris of this research therefore, the researcher concludes there are two variables, as follows :

1. Chain Drill Technique (Variable X)

Chain Drill Technique is one of a drill technique is used in Audio-lingual method to teach speaking. The technique is done by repeating and connecting like a chain.

2. Speaking Skill (Variable Y)

Speaking is is the oral process between speaker and interlocuter through ordinary face to face to make speaker and interlocutor what they are talking.

E. Instrument of Collecting Data

To obtain the data, the researcher preceded the oral test that consist of pre-test and post-test. The function of pre- test was to know how far the ability in speaking of the students before using Chain Drill Technique and function of post test was to know the enhancement of students'ability in speaking after using Chain Drill Technique. The result of the test was hoped able to measure the students' achievement in speaking skill. To make clear about the score, the researcher adapted system of speaking by Brown as follows:

Table 6

Assesing Speaking Rubric

NO.	Component	Score	Classification
1.	Grammar	21-25	No errors in using grammar.
		16- 20	There are few a lot of mistakes in grammar used and does not effect the meaning.
		11- 25	There are a quite a lot of mistakes in grammar, but the meaning can still be understood.
		6 – 10	There are so many errors and meaning to be understood.

NO.	Component	Score	Classification
		0 - 5	There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25	Speaking vocabulary in educated to express anything but the most elementary needs.
		16- 20	Has speaking vocabulary sufficient to express himself
		11- 25	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.
		6 – 10	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		0 - 5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3.	Fluency	21-25	speech is very smooth and meaning are clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally

NO.	Component	Score	Classification
			hesitant but the meaning of the story is difficult to be understood.
		6 – 10	Speech is to halting, sentence may be left uncompleted and it is less meaning that can not be understood.
		0 - 5	(no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
		16- 20	There are few mistakes in pronunciation and it does not influence the meaning utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance
		6 – 10	Many mispronunciation errors and it damage the meaning utterances.
		0 - 5	The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.
		11- 25	Comprehension is quite complete a normal rate of speech.
		6 – 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language

NO.	Component	Score	Classification
			experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

1. Validity of instruments

In this Research, the researcher used construct validity to get the validity of the instrument. Construct validity evaluates whether a measurement tool really represents the thing measuring. There were two valid tests that is given in pre test and post. The researcher used oral test to measure the student's speaking skill.

2. Reliability of Instruments

Reliability of test also important. The function of reliability to measure of the result is consistent. In this research, the researcher used inter-rater reliability. The researcher consulted the instrument to the experts of English teacher of grade X MA Syekh Ahmad Basyir Batangtoru. The teacher validated student's learning material with the items of instrument. The scoring student's skill based on several aspect of scoring rubric.

In this case, the researcher measured the students' speaking by using Chain Drill Technique. The researcher takes score from speaking scoring rubric.

F. Technique of Collecting Data

To get the data, the researcher gave the sample by pre-test, treatment and post-test.

1. Pre- Test

The pre-test is conducted to find out the homogeneity of the sample.

The researcher will use some steps in giving pre-test, as follows :

- a. The researcher prepared 2 as the topics of conversation for the test speaking skill students.
- b. The researcher distributed the test to experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the some students to practice a conversation in pairs.
- e. The researcher recorded the conversations of the students.
- f. The researcher checked the speaking of students and counts the students'score.

2. Treatment

After giving the pre-test, students was given the treatment. In conducting the treatment, researcher had some steps to do, as follows;

- a. For the beginning, the researcher opened the learning activity with greeting.
- b. The researcher explained the learning material by using Chain Drill Technique.
- c. The researcher asked the students to practice the conversation by using Chain Drill Technique.
- d. The researcher monitored the students.
- e. The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving the treatment, the researcher gave pos-test. The post test was given for experiment and control class. It is to find out whether there was significant effect or not. In this test, the procedures are still same with pre-test before. As follows:

- a. The researcher prepared 2 as the topics of conversation for the test speaking skill students.
- b. The researcher distributed the test to experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the some students to practice the conversation in pairs.
- e. The researcher recorded the conversation of the students.

- f. The researcher checked the speaking of students and counts the students' score.

G. Techniques of Data Analysis

In order, to find out a significant effect Chain Drill Technique on students' speaking skill, The data collection in this research is Test and The technique of the data analysis that uses in this research is T-test formula. As the requirements of t-test, the data have to use normality and homogeneity test.

1. Normality Test

Normality test is used to know whether the data of research is normal or not. The researcher Used normality test by using Chi-Quadrate formula, as follows³⁴:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where :

X^2 = Chi-Quadrate

f_o = Observed Frequency

f_e = Expected Frequency

To calculate the result of Chi-Quadrate, it used significant level 5% (0.05) and degree of freedom as big as total of frequency is 2 (dk = K-2). If result $x^2 count < x^2 table$. So, it is concluded that is distributed normal.

³⁴ Rusydi Ananda and Muhammad Fadhil, *Statistik Pendidikan (Teori Dan Praktik Dalam Pendidikan)*, ed. Syarbaini Saleh, 1st ed. (Medan: CV. Widya Puspita, 2018), p.279, <http://repository.uinsu.ac.id/>.

2. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class that have same variant or not. If both of class are same, it can be called homogenous. To find the homogeneity, the researcher used Fisher test, The formula is³⁵:

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

Hypothesis is accepted if $F_{(\text{count})} < F_{(\text{table})}$

Hypothesis is rejected if $F_{(\text{count})} > F_{(\text{table})}$

It determined with significant level 5% (0.05) and dk numerator is $(n_1 - 1)$ while denominator is $(n_2 - 1)$.

3. Hypothesis Test

In this research, the researcher used T-test to examine the hypothesis in this research. T-test was an analyzing technique to compare one free variable. This technique is used to examine whether the result difference significantly. The formula of T-test is follows³⁶:

$$t = \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Where :

Md : The mean score of gain pre- test and post –test.

d : The gain score of pre-test and post-test.

n : The population.

³⁵ Fadhil, p.175-176.

³⁶ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis, 2nd ed. (Medan: Perdana Publishing, 2015), p.89.

CHAPTER IV

RESEARCH RESULT

This chapter presented research result in order to find the effect of Chain Drill Technique on students' speaking skill at grade X MA Syekh Ahmad Basyir Batangtoru. The researcher had calculated the data using pre-test and post test. The researcher conducted the research with pre-test to know the students' speaking skill before given the treatment and post test to know the students' speaking skill after given the treatment by using Chain Drill Technique. Applying quantitative research, the researcher used the formulation of t-test to test the hypothesis. In this below, the researcher described the result based on the data that has been researched as follow:

A. Description of Data

1. The Description of Data before Using Chain Drill Technique

a. Score of Pre -Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students oral test. The researcher gave a conversation test.

After getting students score of experimental class in pre- test, the researcher arranged it from the low score to the high score in interval class form. After that, the researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score of experimental class could be applied into the table frequency distribution is follows :

Table 7
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentages (%)
1.	20 – 29	24.5	3	25%
2.	31 – 40	35.5	1	8.3%
3.	41 – 50	45.5	5	41.6%
4.	51 – 60	55.5	1	8.3%
5.	61 – 70	65.5	2	24%
<i>i</i> = 10			12	

From table 6, it can be seen that the students who get the highest score can be seen at interval 61 – 70, the students who get the lowest score at interval 20 – 29 and most of the students get scores at interval 41 – 50. It means that most of students get the score at average 43.5 So, the students scores are categorized into a bit low.

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

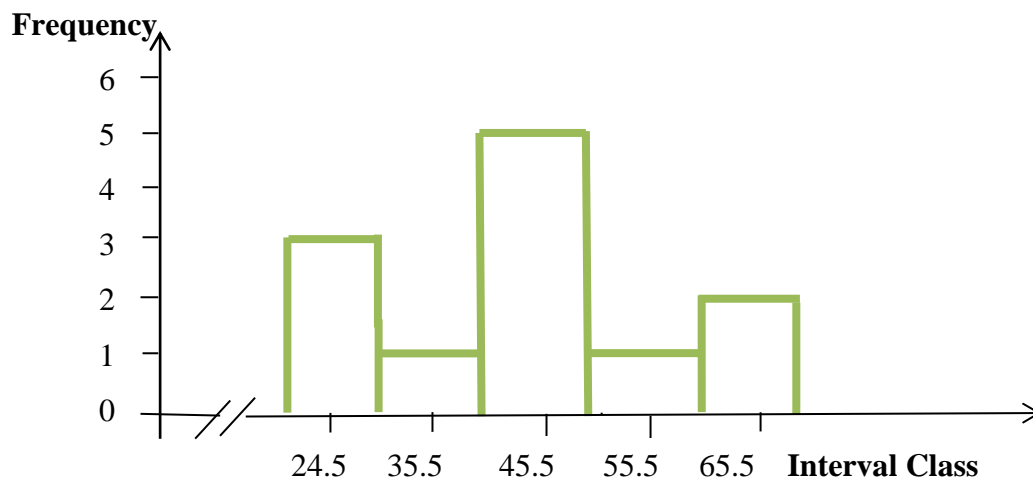


Figure 2
Description Data Pre- Test of Experimental Class

The figure 2 described the students score based on the interval class. The histogram of the students' score of experimental class in pre- test showed that the highest interval 60 – 69 was 2 students and the lowest score interval 20 – 29 was 2 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students oral test. The researcher gives a conversation test .

After getting students score of control class in pre- test, the researcher arranged it from the low score to the high score in interval class form. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution below:

Table 8
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentages %
1	20 – 31	25.5	2	20 %
2	32 – 43	37.5	1	10 %
3	44 – 55	49.5	4	40%
4	56 – 67	61.5	3	30 %
<i>i = 12</i>			10	

From table 7, it can be seen that the students who get the highest score can be seen at interval 56 – 67, the students who get the lowest score were at interval 20 – 31 and most of the students get scores at interval 44 – 55. It means that most of students who got the score at

average 47.1. So, the students scores in this control class also categorized into a bit low.

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

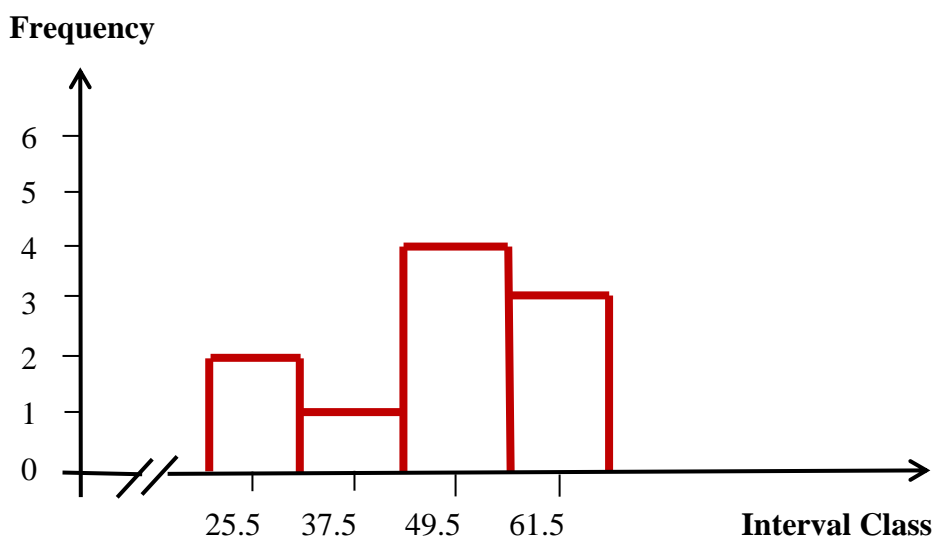


Figure 3
Description Data of Pre-Test in Control Class

The figure 3 described the students score based on the interval classes. The histogram of the students' score of control class in pre- test showed that the highest interval 56 – 67 was 3 students and the lowest score interval 20 – 31 was 2 students.

2. The Description of Data after Using Chain Drill Technique

a. Score of Post- Test Experimental Class

In post-test of experimental class the researcher calculated the result that had been gotten by the students conversation in oral test. after the researcher did the treatment by using Chain Drill Technique. The researcher give students a conversation test.

From the students score of experimental class in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table 9
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentage %
1.	60 – 64	62	3	25%
2.	65 – 69	67	1	8.3%
3.	70 – 74	72	4	33.3%
4.	75 – 79	77	2	16.6%
5.	80 – 84	82	2	16.6%
$i = 5$			12	

From table 8, it can be seen that the students who get the highest score can be seen at interval 80– 84, the students who get the lowest score at interval 60 – 64 and most of students get scores at interval 70 – 74. It means that most of students get the score at average 71.5. So, the students scores get a good increasing if the average score is compared with the score in pre- test.

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

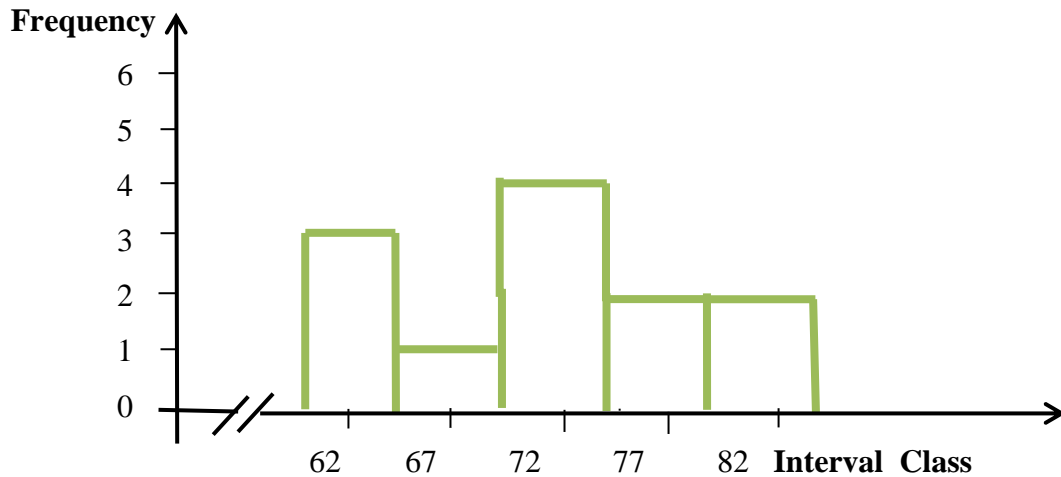


Figure 4
Description Data Post- Test of Experimental Class

The figure 4 described the students score based on the interval class. The histogram of the students' score of experimental class in pre- test showed that the highest interval 80 – 84 was 2 students and the lowest score interval 60-64 was 3 students.

b. Score of Post Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students oral test. The researcher gave a conversation test. After getting students score of control class in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table 10
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentages %
1.	42 – 47	44.5	3	30%
2.	48– 53	50.5	2	20%
3.	54 – 59	56.5	3	30%
4.	60 – 65	62.5	1	10%
5.	66 – 71	68.5	1	10%
$i = 6$			10	

From table 9, it can be seen that the students who get the highest score can be seen at interval 66– 71, the students who get the lowest score at interval 42 – 47 and most of the students get scores at interval 42 – 47 and 54– 59. It means that most of students get the score at average 42.5 dan 53.5. So, the students scores get not bad increasing score from the pre-test.

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

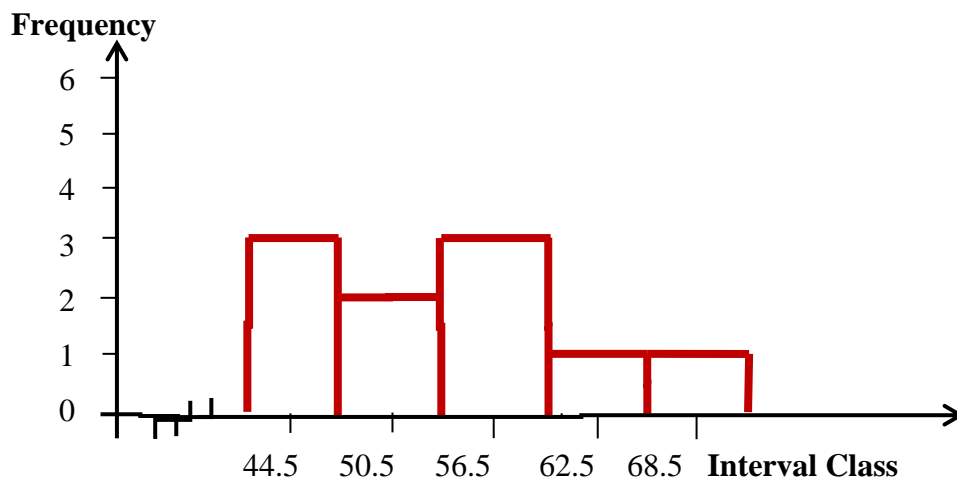


Figure 5
Description Data Post- Test of Control Class

The figure 5 described the students score based on the interval class. The histogram of the students' score of experimental class in pre- test showed that the highest interval 66– 71 was a student and the lowest score interval 42 – 47 was 3 students.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-Test and Post Test in Experimental Class

After the researcher got the result of experimental class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table.

Table 11
The Score of Experimental Class in Pre- Test and Post Test

No.	Interval Class		Frequency	
	Pre – Test	Post – Test	Pre – Test	Post – Test
1.	20 – 29	60 – 64	3	3
2.	31 – 40	65 – 69	1	1
3.	41 – 50	70 – 74	5	4
4.	51 – 60	75 – 79	1	2
5.	61 – 70	80 – 84	2	2
	<i>i</i> = 10	<i>i</i> = 5	12	12

Based on the table 10 of pre-test and post-test. The researcher found that most of students got score in pre-test at interval 41– 50 and the students in post- test got score at interval 70 – 74. Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

b. Comparison Score of Pre-Test and Post Test in Control Class

After the researcher getting the result of control class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score.

Table 12
The Score of Control Class in Pre- Test and Post- Test

No.	Interval Class		Frequency	
	Pre – Test	Post – Test	Pre – Test	Post – Test
1.	20 – 31	42 – 47	2	3
2.	32 – 43	48– 53	1	2
3.	44 – 55	54 – 59	4	3
4.	56 – 67	60 – 65	3	1
5.		66 – 71	-	1
	$i = 12$	$i = 6$	10	

Based on the table 11 of pre-test and post-test. The researcher found that most of students got high score in pre-test at interval 44 – 55 and the students in post- test got score at interval 54 – 59 Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

B. Hypothesis of Thesis

The researcher T-test formula to get the conclusion of data analysis. In this research, the null hypothesis (H_0) states that “There was no significant effect of using Chain Drill Technique on students speaking skill at grade X students of MA Syekh Ahmad Basyir Batangtoru”, meanwhile the hypothesis alternative (H_a) of the research was “There was significant effect of using Chain Drill Technique on students speaking skill at grade X students of MA Syekh Ahmad Basyir Batangtoru” The

hypothesis test was two criteria. They are if $t_{\text{count}} > t_{\text{table}}$ H_0 is accepted .
And if $t_{\text{count}} < t_{\text{table}}$ H_a is rejected.

Based on the researcher calculation in post- test, the researcher found that t_{count} while t_{table} with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n-1 = 12-1=11$. Cause $t_{\text{count}} < t_{\text{table}}$ ($3.16 > 1.76$), it means that the hypothesis H_a is accepted “There was significant effect of using Chain Drill Technique on students speaking skill at grade X students of MA Syekh Ahmad Basyir Batangtoru”, The result of t-test was as follow:

Table 13
Result of T-Test at Both of Class in Post Test

Post Test	
t_{count}	t_{table}
3.16	1.76

Based on the calculation of t-test above, it can be concluded that there “There was significant effect of using Chain Drill Technique on students speaking skill at grade X students of MA Syekh Ahmad Basyir Batangtoru”, In this case, the mean score of experimental class after using Chain Drill Technique was 71.5 and mean score of control class by using teacher technique was 53.5.

C. Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using Chain Drill Technique on Students Speaking, where the result of mean scores experimental class was higher than control class. The mean score was 71,5 than mean score of control class was 53.5. The calculation of significant in using Chain Drill was $t_{\text{count}} > t_{\text{table}}$ ($9.487 > 7.829$) it means H_a is accepted.

So, there was significant effect of using Chain Drill Technique on Students Speaking Skill at Grade X Students of MA Syekh Ahmad Basyir Batangtoru”

It has been discussed by Arni stated that Chain Drill Technique was effective to improve the students’ speaking ability. The result of significant effect of using Chain Drill was t- Test higher than t-Table ($1.78 > 1.69$).³⁷ It can be concluded that Chain Drill Technique is very useful for speaking that make feel enjoy and interested in learning. .

The same result also found by Safrianas’ research. Based on the result of the research, the researcher found the score of experimental class was 75.2 and the average score of control class was 69.47. The result of significant effect of using Chain Drill was t- Test higher than t-Table ($9.487 > 7.842$).³⁸ It means that the experimental class was better than control class. Consequently based on the testing, learning by using Chain

³⁷ Arni, “The Use of Chain Drill Technique in Teaching Speaking As a Transactional Skill At the Eighth Grade of Smp Kartika Xx-2” (UIN Alauddin Makassar, 2017), p.41, <http://repositori.uin-alauddin.ac.id/>.

³⁸ Yuli Safriana, “The Impact of Chain Drill Technique in Students’ Speaking Aspects (An Experimental Study at Second Grade of SMKN 2 Banda Aceh)” (Syiah Kuala, 2016), p.70, <http://eprints.walisongo.ac.id/>.

Drill Technique was effective when applied in the process of learning English especially in speaking.

The next, Shafithris' research. Based on the research, the researcher found that there was a significant of Chain Drill Technique. After analyzing the data by using T-test the researcher found that the score of t- Test ($3.620 > 2.000$) was higher than t-Table means that the experimental class was better than control class.³⁹ So, it could be concluded that the use of Chain Drill Technique was effective in developing students speaking mastery.

Table 14
The Comparison Result of Reseachers

NO.	Names	t-Count	t-Table	t-count < t-table = Accepted	Result
1.	Arni	1.78	1.69	$1.78 < 1.69$	Significant
2.	Safriana	9.48	7.842	$9.48 < 7.842$	Significant
3.	Safithri	3.620	2.000	$3.620 < 2.000$	Significant

From the result that was previously stated from the first, second and the last researcher it was proved that H_a was accepted it means that Chain Drill Technique was effective for students speaking skill.

D. Treats of the Research

There were some threats that faced by researcher when conducting this research. One of them was the condition which are pandemic situation

³⁹ Ade Ira Safithri Hasibuan, "The Effect of Chain Drill Technique on Students ' Speaking Mastery at XI Grade in MAN 1 Padangsidimpuan" (IAIN Padangsidimpuan, n.d.), 78, <http://202.4.186.74/>.

and the time. Because the pandemic of covid-19, the students and the teacher have to keep the distance to avoid the spread of the virus. Whereas, the time also have to be minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were follows:

1. The learning implementation was not too effective because the time was limited.
2. Some of the students were not serious in answering pre- test and post-test. Although they looked like not serious, they still do the test by themselves
3. Some of the students were not serious in answering pre- test and post-test. Although they looked like not serious, they still do the test by themselves.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusion of this research are as follow:

1. The students' Speaking Skill at grade X MA Syekh Ahmad Basyir Batangtoru before using Chain Drill Technique in experimental class was in 43.5. It can be categorized to low category.
2. The students' Speaking Skill at grade X MA Syekh Ahmad Basyir Batangtoru by using Chain Drill technique in experimental class was in 71.5. It can be concluded that the score getting increased.
3. The result found that t_{count} was higher than t_{table} ($7.842 < 9.487$). It means that the hypothesis H_a was accepted and H_o rejected. So, there was significant effect of using Chain Drill Technique on students speaking at grade X MA Syekh Ahmad Basyir Batangtoru.

B. Suggestions

The researcher got many information and knowledge in teaching and learning after finishing the research. By this research, the researcher was some things that need to be improved. It makes researcher give some suggestion as follow:

1. For head master of MA Syekh Ahmad Basyir Batangtoru, it is hoped to inform the English teacher in the school to use Chain Drill Technique in

students' speaking. The researcher and others proved that Chain Drill was effective to be applied in classroom.

2. For English teacher, it is hoped to use Chain Drill Technique while teaching speaking because this technique can help the students in improving students' skill in speaking.
3. For students, it is hoped can be useful to improve speaking after using this technique.
4. For the next researcher, this research can help other researcher who will conduct further research in the same technique. It is hoped that other researchers can get many information from this experimental research.

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CURICULUM VITAE



A. Identity

Name : Melati Suri Siregar
Registration Number : 17 203 00038
Place/ Date of Birthday : Batangtoru, 14th June 1999
Gender : Female
Religion : Islam
Address : Desa. Wek III Kec. Batangtoru Kab. Tapanuli Selatan
Phone Number : 081396905515
Email : melatisiregar609@gmail.com

B. Parents

Father's Name : Panyahatan
Job : PNS
Mother's Name : Erlina Pohan
Job : House Wife

C. Educational Background

Elementary School : SD N 101250 (2011)
Junior High School : MTs N 1 Batangtoru (2014)
Senior High School : SMA N 1 Batangtoru (2017)
College : IAIN Padangsidempuan (2021)

APPENDIXES

Appendix 1

Experimental Class

LESSON PLAN (EXPERIMENTAL CLASS)

School	: MA Syekh Ahmad Basyir Batangtoru
Subject	: Bahasa Inggris
Grade/ Semester	: X/Genap
Topic	: Asking Personal Information Dialog
Skill	: Speaking
Time Allotment	: 2×45 minutes (two meetings)

A. Standard Competence

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

B. Basic Competence

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

C. Learning Objective

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

1. Asking the information of a person in English.
2. Express information in English.
3. Use the expression of Asking personal information in dialogue.
4. Conversation through English in daily activity.

D. Learning Material

1. Questions words used in asking personal information
 - a. What : Asking for information about something or person (example :
What is your name?,What do you know about him?)
 - b. Who : Asking what or which person or people (subject) (example: who
is your role model?)
 - c. Whom: Asking what or which person or people (object) (example: To
whom do you the cake?
 - d. When: Asking about time (example: When will you meet him?)
 - e. Where: Asking in or at what place or position (example: Where do you
live?)
 - f. Why : Asking for reason (example: Why do you come here?)
 - g. Which: Asking about choice (example: Which one is your favorite
book?)
 - h. How : Asking about manner (example: How do you introduce yourself?)

Example :

Andi : “Hello, I’m AndiHermawan. This is my brother Anto”.

Brian : “ Hello, Mr. Hermawan, anto... I’m Brian Jackson.”

Andi : “Where do you come from?”

Brian : “I come from the United Kingdom.”

Andi : “Wow... It must have been a long flight.”

Brian : “Yeah, it has exhausted pretty much.”

Andi : “I hope the time zone doesn’t trouble you.”

Brian : “I hope so. Would you please excuse me? I need some fresh air.”

Andi : “Oh, okay. Hope you feel better soon. Glad to meet you, Mr. Jackson.”

Brian : “Thanks. Glad to meet you, too.”

E. Technique

Chain Drill Technique.

F.Learning Activity

Meeting 1

Learning Stages	Activity	Time
Pre-activities	1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students’ attendance list.	10 minutes

Learning Stages	Activity	Time
	4) Telling students about what will be discussed in the classroom. 5) Stating the learning objective to be achieved.	
Main Activities	<p>Exploration</p> <ol style="list-style-type: none"> 1) Showing expressions of asking personal information. 2) Asking the students to practice the pronunciation of some words after the researcher. 3) Giving the students example of asking personal information. <p>Elaboration</p> <ol style="list-style-type: none"> 1) Explaining about Chain Drill technique. 2) Giving a model about how to practice the Chain Drill. 3) Asking the students to practice the Chain Drill based on the model. 4) Ask the first student some question of the conversation about asking personal information. 5) The first will takes a turn to ask the 	30 minutes

Learning Stages	Activity	Time
	<p>same question of conversation to the second student sitting next to the first student and the second student will ask the same question of conversation to the third student to.</p> <p>6) The activities of Chain Drill continue until the last student takes the turn.</p> <p>7) In the end, the last student directs greeting and asking question back to the teacher.</p> <p>8) The teacher monitors the students during the activity.</p> <p>Confirming</p> <p>1) Asking some pair to come forward and practice the conversation in front of class.</p> <p>2) Giving comment for all performance and giving suggestions to better in the future.</p> <p>3) Confirming the key concept of the lesson one more time.</p>	

Learning Stages	Activity	Time
Post-Activities	<ol style="list-style-type: none"> 1) Giving the students reward and feedback. 2) Concluding the material 	5 minutes

Meeting 2

Learning Stages	Activity	Time
Pre-activities	<ol style="list-style-type: none"> 1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students' attendance list. 4) Telling students about what will be discussed in the classroom. 5) Stating the learning objective to be achieved. 	10 minutes
Main Activities	<p>Exploration</p> <ol style="list-style-type: none"> 1) Showing expressions of Asking Personal Information. 2) Asking the students to practice the pronunciation of some words after the 	30 minutes

Learning Stages	Activity	Time
	<p>researcher.</p> <p>3) Giving the students example of asking personal information.</p> <p>Elaboration</p> <p>1) Explaining about Chain Drill technique.</p> <p>2) Giving a model about how to practice the Chain Drill.</p> <p>3) Asking the students to practice the Chain Drill based on the model.</p> <p>4) Asking the first student some question of the conversation about asking personal information.</p> <p>5) The first will takes a turn to ask the same question of conversation to the second student sitting next to the first student and the second student will ask the same question of conversation to the third student to.</p> <p>6) The activities of Chain Drill continue until the last student takes the turn.</p> <p>7) In the end, the last student directs greeting and asking question back to the</p>	

Learning Stages	Activity	Time
	<p>teacher.</p> <p>8) The teacher monitors the students during the activity.</p> <p>Confirming</p> <p>1) Asking some pair to come forward and practice the conversation in front of class.</p> <p>2) Giving comment for all performance and giving suggestions to better in the future.</p> <p>3) Confirming the key concept of the lesson one more time by pointing out material given.</p>	
Post-Activities	<p>1) Giving the students reward and feedback.</p> <p>2) Concluding the material</p>	5 minutes

G. Sources and Media:

1. White Board.
2. Text book that relevant to the material.

H. Assessment

No.	Indicator	Technique	Form
1.	Use the expression of Asking Personal Information Dialog.	Oral test	Performance
2.	Asking personal information	Oral test	Performace

	about something correctly and fluently.		
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Speaking Scoring Rubric

NO.	Component	Score	Classification
1.	Grammar	21-25	No errors in using grammar.
		16- 20	There are few a lot of mistakes in grammar used and does not effect the meaning.
		11- 25	There are a quite a lot of mistakes in grammar, but the meaning can still be understood.
		6 - 10	There are so many errors and meaning to be understood.
		0 - 5	There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25	Speaking vocabulary in educated to express anything but the most elementary needs.
		16- 20	Has speaking vocabulary sufficient to express himself
		11- 25	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.
		6 - 10	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		0 - 5	Speech on all levels is fully accepted by educated native speakers in all its festures including breadth of vocabulary and idioms, colloquialisme, and pertinent cultural references.

3.	Fluency	21-25	speech is very smooth and meaning are clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 - 10	Speech is to halting, sentence may be left uncompleted and it is less meaning that can not be understood.
		0 - 5	(no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
		16- 20	There are few mistakes in pronunciation and it does not influence the meaning utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance
		6 - 10	Many mispronunciation errors and it damage the meaning utterances.
		0 - 5	The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.
		11- 25	Comprehension is quite complete a normal rate of speech.
		6 - 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

Table 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	Bad

Batangtoru, 2022

The Teacher

The Researcher

Lisra Saputri Siregar, S.Pd.

Melati Suri Siregar

Appendix 2

LESSON PLAN (CONTROL CLASS)

School	: MA Syekh Ahmad Basyir Batangtoru
Subject	: Bahasa Inggris
Grade/ Semester	: X/Genap
Topic	: Asking Personal Information Dialog
Skill	: Speaking
Time Allotment	: 2×45 minutes (two meetings)

A. Standard Competence

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

B. Basic Competence

Mengungkapkan makna dalam percakapan transaksional (*Asking Personal Information*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur :meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta member dan mengingkari informasi, meminta memberi, menolak pendapat dan menawarkan/ menerima/ menolak sesuatu.

C. Learning Objective

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

1. Asking the personal information in English.
2. Express information in English.

3. Use the expression of introducing students' self in dialogue.
4. Conversation through English in daily activity.

D. Learning Material

1. Questions words used in asking personal information

- a. What : Asking for information about something or person (example :
What is your name?,What do you know about him?)
- b. Who : Asking what or which person or people (subject) (example:
who is your role model?)
- c. Whom : Asking what or which person or people (object) (example: To
whom do you the cake?)
- d. When: Asking about time (example: When will you meet him?)
- e. Where: Asking in or at what place or position (example: Where do
you live?)
- f. Why: Asking for reason (example: Why do you come here?)
- g. Which: Asking about choice (example: Which one is your favorite
book?)
- h. How: Asking about manner (example: How do you introduce
yourself?)

Example :

Andi :“Hello, I’m AndiHermawan. This is my brother
Anto”.

Brian : “ Hello, Mr. Hermawan, anto... I’m Brian
Jackson.”

Andi : “Where do you come from?”

Brian : “I come from the United Kingdom.”

Andi : “Wow... It must have been a long flight.”

Brian : “Yeah, it has exhausted pretty much.”

Andi : “I hope the time zone doesn’t trouble you.”

Brian : “I hope so. Would you please excuse me? I need some fresh air.”

Andi : “Oh, okay. Hope you feel better soon. Glad to meet you, Mr. Jackson.”

Brian : “Thanks. Glad to meet you, too.”

E. Technique

Teachers’ Technique

F. Learning Activity

Meeting 1

Learning Stages	Activity	Time
Pre-activities	<ol style="list-style-type: none">1) Opening the activity by greeting the students.2) Asking the questions about the general condition in classroom.3) Checking students’ attendance list.4) Telling students about what will be discussed in the classroom.	10 minutes
Main Activities	<ol style="list-style-type: none">1) Explains about Asking personal	30

Learning Stages	Activity	Time
	<p>information dialog.</p> <p>2) Asking the students to read the dialog.</p> <p>3) Giving some examples about the dialog.</p> <p>4) Asking take a not of the material and understanding about the dialog.</p>	minutes
Post-Activities	<p>1) Giving the students some tasks about topic.</p> <p>2) Concluding the material of learning</p>	5 minutes

Meeting 2

Learning Stages	Activity	Time
Pre-activities	<p>1) Opening the activity by greeting the students.</p> <p>2) Asking the questions about the general condition in classroom.</p> <p>3) Checking students' attendance list.</p> <p>4) Telling students about what will be discussed in the classroom.</p>	10 minutes
Main Activities	<p>1) Explains about Asking personal information dialog.</p> <p>2) Asking the students to read the dialog.</p>	30 minutes

Learning Stages	Activity	Time
	3) Giving some examples about the dialog. 4) Asking the students to take a not of material and understanding about the dialog.	
Post-Activities	1) Giving the students some tasks about the material. 2) Concluding the material	5 minutes

G. Sources and Media:

1. White Board.
2. Text book that relevant to the material.

H. Assessment

No.	Indicator	Technique	Form
1.	Use the expression of Asking personal information.	Oral test	Performance
2.	Asking personal information about something correctly and fluently.	Oral test	Performace

Speaking Scoring Rubric

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1.	Grammar	21-25	No errors in using grammar.
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		0 - 5	There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25	Speaking vocabulary in educated to express anything but the most elementary needs.
		16- 20	Has speaking vocabulary sufficient to express himself
		11- 25	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.
		6 - 10	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		0 - 5	Speech on all levels is fully accepted by educated native speakers in all its festures including breadth of vocabulary and idioms, colloquialisme, and pertinent cultural references.

NO.	Component	Score	Classification
3.	Fluency	21-25	speech is very smooth and meaning are clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 - 10	Speech is to halting, sentence may be left uncompleted and it is less meaning that can not be understood.
		0 - 5	(no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
		16- 20	There are few mistakes in pronunciation and it does not influence the meaning utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance
		6 - 10	Many mispronunciation errors and it damage the meaning utterances.
		0 - 5	The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.
		11- 25	Comprehension is quite complete a normal rate of speech.
		6 - 10	Can get the gist of most conversation of non-technical subjects.

NO.	Component	Score	Classification
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

Table 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	Bad

Batangtoru, 2022

The Teacher

The Researcher

Lisra Saputri Harahap, S.Pd.

Melati Suri Siregar

Appendix 3

Pre- Test Instrument

Buatlah sebuah percakapan dengan memilih salah satu tema dibawah ini dan praktikkan bersama teman sebangku mu !

1. Asking and giving opinion
2. Asking about activity.

Mengetahui,

Validator

Lisra Saputri Siregar, S.Pd.

Appendix 4

Form of Construct Validity for Speaking Skill Test

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X A/B

Penelaah : Lisra Saputri Harahap, S.Pd.

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Speaking Skill Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester II?			
2.	Apakah isi materi dan topic sesuai dengan yang materi dan topic yang sudah dipelajari siswa ?			

No.	Aspek	Ya	Tidak	Catatan
3.	Apakah isi materi dan topic sesuai dengan jenjang kelas/ tingkatan kelas?			
4.	Apakah instruksi dapat dipahami?			
5.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Mengetahui,

Validator

Lisra Saputri Siregar, S.Pd.

Appendix 5

Post- Test Instrument

Buatlah sebuah percakapan dengan memilih salah satu tema dibawah ini dan praktikkan bersama teman sebangku mu !

1. Asking and Giving Personal Information.
2. Asking for Help.

Mengetahui,

Validator

Lisra Saputri Siregar, S.Pd.

Appendix 6

Form of Construct Validity for Speaking Skill Test

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X A / B

Penelaah : Lisra Saputri Harahap, S.Pd.

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (\checkmark) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Speaking Skill Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester II?			
2.	Apakah isi materi dan topic sesuai dengan yang materi dan topic yang sudah dipelajari siswa ?			

No.	Aspek	Ya	Tidak	Catatan
3.	Apakah isi materi dan topic sesuai dengan jenjang kelas/ tingkatan kelas?			
4.	Apakah instruksi dapat dipahami?			
5.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Mengetahui,

Validator

Lisra Saputri Siregar, S.Pd.

Appendix 7

The Score of Pre-Test and Post Test at Experimental Class

No.	The Name of Students	Pre -Test	Post Test
1.	FA	64	82
2.	EL	44	78
3.	ADM	20	65
4.	RS	59	75
5.	DSM	44	72
6.	SL	44	72
7.	LNI	69	82
8.	ST	36	70
9.	ASM	44	70
10.	LNN	20	60
11.	JN	44	64
12.	NK	23	64
Total		575	859

Appendix 8

The Score of Pre-Test and Post Test at Control Class

No.	The Name of Students	Pre -Test	Post Test
1.	DRS	46	50
2.	DP	36	49
3.	YP	20	57
4.	NR	46	46
5.	RL	56	59
6.	SH	67	70
7.	NAL	60	61
8.	CS	20	42
9.	KP	52	54
10.	MN	46	47
Total		449	535

Appendix 9

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of Normality Test of Experimental Class X A

1. The Score of class X A in Pre-Test from Low Score to High Score

$$64 \quad 44 \quad 69 \quad 59 \quad \text{High} = 69$$

$$44 \quad 44 \quad 20 \quad 36 \quad \text{Low} = 20$$

$$44 \quad 20 \quad 44 \quad 23 \quad n = 12$$

2. Range (R) = High Score – Low Score

$$= 69 - 20$$

$$= 49$$

3. Total of Class (K) = $1 + 3.3 (\log n)$

$$= 1 + 3.3 (\log 12)$$

$$= 1 + 3.3 (1.07)$$

$$= 4.53 = 5$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of the class}}$

$$= \frac{49}{5}$$

$$= 9.8 = 10$$

Interval Class	Fi	Xi	Fi.Xi	Xi- X	(Xi-X)²	Fi(Xi-X)²
20 – 29	3	24.5	73.5	-19	361	1.083
31 – 40	1	35.5	35.5	-8	64	64
41 – 50	5	45.5	227.5	2	4	20
51 – 60	1	55.5	55.5	12	144	144
61 – 70	2	65.5	131	22	484	968
Jumlah	12		523			2.279

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{523}{12} = 43.5$$

6. Median

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 40.5 + 10 = \frac{\frac{1}{2} 12 - 4}{5} \\ &= 40.5 + 10 (0.4) \\ &= 40.5 + 4 = 44.5 \end{aligned}$$

7. Modus

$$\begin{aligned} Mo &= b + p \left(\frac{b1}{b1+b2} \right) = 40.5 + 10 \frac{4}{4+3} \\ &= 40.5 + 10 (0.5) \\ &= 40.5 + 5 = 45.5 \end{aligned}$$

8. Standard Deviation

$$S = \sqrt{\frac{\sum fi(Xi-X)^2}{n}}$$

$$= \sqrt{\frac{2279}{12}}$$

$$= \sqrt{189.9} = 13.78$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
20 – 29	3	19.5 – 29.5	-1.70 dan -1.05	0.0446 dan 0.1469	0.1023	1.2276	2.5589
31 – 40	1	30.5 – 40.5	-0.90 dan -0.25	0.1841 dan 0.4013	0.2172	2.6064	0.9900
41 – 50	5	40.5 – 50.5	-0.18 dan 0.47	0.4286 dan 0.6808	0.2522	3.0264	1.2870
51 – 60	1	50.5 – 60.5	0.54 dan 1.19	0.7054 dan 0.8830	0.1776	2.1312	0.8076
61 – 70	2	60.5 – 70.5	1.26 dan 1.92	0.8962 dan 0.9726	0.0764	0.9168	1.2797
X² =							6.9232

9. **Drajat Kebebasan (Dk)**

$$Dk = \text{Banyak Kelas} - 1$$

$$= 5 - 1$$

$$= 4$$

10. **Taraf Signifikansi $\alpha = 0.05$**

$$X^2_{\text{tabel}} = 9.4877$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 6.9232$$



Based on the table above, the researcher found that $X^2_{\text{count}} = 6.9232$, while $X^2_{\text{tabel}} = 9.488$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($6.9232 < 9.488$) with degree of freedom (dk) = 4 and significansi $\alpha = 5\%$. So, distribution of experimental class X A in pre-test was normal.

B. Result of Normality Test of Control Class X B

1. The Score of class X B in Pre-Test from Low Score to High Score

20	20	36	46	High	= 67
46	46	52	56	Low	= 20
60	67			n	= 10

2. Range (R) = High Score – Low Score

$$= 67 - 20$$

$$= 47$$

3. Total of Class (K) = $1 + 3.3 (\log n)$

$$= 1 + 3.3 (\log 10)$$

$$= 1 + 3.3 (1)$$

$$= 4.3 = 4$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of tghe class}}$

$$= \frac{47}{4}$$

$$= 11.75 = 12$$

Interval Class	Fi	Xi	Fi.Xi	Xi – X	(Xi-X) ²	Fi(Xi-X) ²
20 – 31	2	25.5	51	-21,6	466,56	933.12
32 – 43	1	37.5	37.5	-9,6	92.16	92.16
44 – 55	4	49.5	198	2,4	5.76	23.04

56 – 67	3	61.5	184.5	14,4	207.36	622.08
<i>Jumlah</i>	10		471			1.670,4

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{471}{10} = 47.1$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 43.5 + 12 \left(\frac{\frac{1}{2} 10 - 3}{4} \right) \\ &= 43,5 + 12 (0.5) \\ &= 43.5 + 6 \\ &= 49.5 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b1}{b1+b2} \right) = 43.5 + 12 \frac{3}{3+1} \\ &= 43.5 + 12(0.75) \\ &= 43.5 + 9 \\ &= 52.5 \end{aligned}$$

8. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1670.4}{10}} \\ &= \sqrt{167.04} = 12.92 \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F_o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f_e)	$\frac{(f_o - f_e)^2}{f_e}$
20 – 31	2	19.5 – 31.5	-2.13 dan -1.20	0.0165 dan 0.1150	0.0985	0.985	1.0459
32 – 43	1	31.5 – 43.5	-1.20 dan -0.27	0.1150 dan 0.3935	0.2785	2.785	1.1440
44 – 55	4	43.5 – 55.5	-0.27 dan 0.65	0.3935 dan 0.2422	0.6357	6.357	0.8739
56 – 67	3	55.5 – 67.5	0.65 dan 1.57	0.2422 dan 0.4418	0.1996	1.996	0.5050
X² =							3.5688

9. **Drajat Kebebasan (Dk)**

$$\begin{aligned}
 Dk &= \text{Banyak Kelas} - 1 \\
 &= 4 - 1 \\
 &= 3
 \end{aligned}$$

10. **Taraf Signifikansi $\alpha = 0.05$**

$$X^2_{\text{tabel}} = 7.815$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 3.5688$$



Based on the table above, the researcher found that $X^2_{\text{count}} = 3.5688$, while $X^2_{\text{tabel}} = 3.8414$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($3.5688 < 7.815$) with degree of freedom (dk) = 3 and significantst $\alpha = 5\%$. So, distribution of control class X B in pre-test was normal.

Appendix 10

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test in Experimental Class

1. The Score of class X A in post-Test from Low Score to High Score

$$78 \quad 82 \quad 82 \quad 72 \quad \text{High} = 82$$

$$70 \quad 70 \quad 74 \quad 72 \quad \text{Low} = 60$$

$$64 \quad 64 \quad 75 \quad 60 \quad n = 12$$

2. Range (R) = High Score – Low Score

$$= 82 - 60$$

$$= 22$$

3. Total of Class (K) = $1 + 3.3 (\log n)$

$$= 1 + 3.3 (\log 12)$$

$$= 1 + 3.3 (1.07)$$

$$= 4.53 = 5$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of tghe class}}$

$$= \frac{22}{5}$$

$$= 4,4 = 5$$

Interval Class	Fi	Xi	Fi.Xi	Xi- X	(Xi-X) ²	Fi(Xi-X) ²
60 – 64	3	62	186	-9,5	90,5	271.5
65 – 69	1	67	67	-4,5	20,25	20.25
70 – 74	4	72	288	0,5	0,25	1
75– 79	2	77	154	5,5	30,25	60.5
80 – 84	2	82	164	10,5	110,25	220.5
Jumlah	12		859			573.75

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{859}{12} = 71.5$$

6. Median

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 69.5 + 5 = \frac{\frac{1}{2} 12 - 4}{4} \\ &= 69.5 + 5 (0.5) \\ &= 69.5 + 2.5 \\ &= 72 \end{aligned}$$

7. Modus

$$\begin{aligned} Mo &= b + p \left(\frac{b1}{b1+b2} \right) = 69.5 + 5 \frac{3}{3+2} \\ &= 69.5 + 5 (0,6) \\ &= 69.5 + 3 \\ &= 0.043 \end{aligned}$$

8. Standard Deviation

$$S = \sqrt{\frac{\sum fi(Xi-X)^2}{n}}$$

$$= \sqrt{\frac{573,75}{12}}$$

$$= \sqrt{47,8} = 6.91$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
60 – 64	3	59.5 dan 64.5	-1.73 dan -1.01	0.0418 dan 0.1562	1144	13.728	1.372
65 – 69	1	64.5 dan 69.5	-1.01 dan -0.21	0.1562 dan 0.4168	2.606	31.272	3.12
70 – 74	4	69.5 dan 74.5	-0.21 dan 0.43	0.4168 dan 0.6664	2.496	29.952	2.994
75– 79	2	74.5 dan 79.5	0.43 dan 1.15	0.6664 dan 0.8749	2.085	25.020	0.025
80 – 84	2	79.5 dan 84.5	1.15 dan 1.88	0.8749 dan 0.9699	950	11.400	0.011
X² =							7.842

9. **Drajat Kebebasan (Dk)**

$$Dk = \text{Banyak Kelas} - 1$$

$$= 5 - 1$$

$$= 4$$

10. **Taraf Signifikansi $\alpha = 0.05$**

$$X^2_{\text{tabel}} = 9.4877$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 7.842$$



Based on the table above, the researcher found that $X^2_{\text{count}} = 7.842$, while $X^2_{\text{tabel}} = 9.488$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($7.842 < 9.488$) with degree of

freedom (dk) = 2 and significansi $\alpha = 5\%$. So, distribution of experimental class X A in post-test was normal.

B. Result of Normality Test in Control Class

1. The Score of class X B in Post-Test from Low Score to High Score

50	49	57	46	High	= 70
59	70	61	42	Low	= 42
54	47			n	= 10

2. Range (R) = High Score – Low Score

$$= 70 - 42$$

$$= 28$$

3. Total of Class (K) = $1 + 3.3 (\log n)$

$$= 1 + 3.3 (\log 10)$$

$$= 1 + 3.3 (1)$$

$$= 4.3 = 5$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of tghe class}}$

$$= \frac{28}{5}$$

$$= 5.6 = 6$$

Interval Class	Fi	Xi	Fi.Xi	Xi - X	(Xi-X) ²	Fi(Xi-X) ²
42 - 47	3	44.5	133,5	-9	81	243
48 - 53	2	50.5	101	-3	9	18
54 - 59	3	56.5	169,5	3	9	27
60 - 65	1	62.5	62,5	9	81	81
66 - 71	1	68.5	68,5	15	225	225
<i>Jumlah</i>	10		535			594

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{535}{10} = 53.5$$

6. Median

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 47,5 + 6 \left(\frac{\frac{1}{2} 10 - 3}{2} \right) \\ &= 47,5 + 6 (1) \\ &= 47,5 + 6 = 53.5 \end{aligned}$$

7. Modus

$$\begin{aligned} Mo &= b + p \left(\frac{b1}{b1+b2} \right) = 67.5 + 6 \frac{1}{1+ -1} \\ &= 67.5 + 6 (1) \\ &= 67.5 + 6 \\ &= 73.5 \end{aligned}$$

8. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{594}{10}} \\ &= \sqrt{59,4} = 7.70 \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
42 – 47	3	41.5 – 47.5	-1.55 dan -0.77	0.0606 dan 0.2206	0.16	1.6	1.225
48 – 53	2	47.5 – 53.5	-0.77 dan 0.00	0.2206 dan 0.5000	0.2794	2.794	0.38
54 – 59	3	53.5 – 59.5	0.00 dan 0.77	0.5000 dan 0.7794	0.2794	2.794	0.014
60 – 65	1	59.5 – 65.5	0.77 dan 1.55	0.7794 dan 0.9394	0.16	1.6	0.225
66 – 71	1	65.5 – 71.5	1.55 dan 0.17	0.9394 dan 0.5675	0.3719	3.719	1.974
X² =							3.818

9. Drajat Kebebasan (Dk)

$$Dk = \text{Banyak Kelas} - 1$$

$$= 5 - 1$$

$$= 4$$

10. Taraf Signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 9.488$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 3.818$$



Based on the table above, the researcher found that $X^2_{\text{count}} = 3.818$, while $X^2_{\text{tabel}} = 9.488$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($3.818 < 9.488$) with degree of freedom (dk) = 2 and significans $\alpha = 5\%$. So, distribution of control class X B in post-test was normal.

Appendix 11

HOMOGENEITY TEST (PRE – TEST)

Calculation of parameter to get the varian of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (X A)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n-1}} \\ &= \sqrt{\frac{2279}{11}} \\ &= \sqrt{207.18} = 14.39 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (14.39)^2 \\ &= 204.49 \end{aligned}$$

B. Variant of Control Class (X B)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n-1}} \\ &= \sqrt{\frac{1670.4}{9}} \\ &= \sqrt{185.6} = 13.62 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (13.62)^2 \\ &= 185.5 \end{aligned}$$

After getting the variants of experimental and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$
$$= \frac{204.4}{185.5}$$
$$= 1.10$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1,10$, it had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($df1 = k-1 = 2 - 1 = 1$) ($df2 = n - k = 22 - 1 = 21$) From the distribution list F, the researcher found that $F_{\text{table}} = 32.6$. So $F_{\text{count}} < F_{\text{table}}$ ($1,10 < 32.6$). It could be concluded that there is no difference variant between the experimental class (X A) and control class (X B). It means that the variant in pre – test was homogeneous.

Appendix 12

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the varian of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (X A)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n-1}} \\ &= \sqrt{\frac{573,75}{11}} \\ &= \sqrt{52.15} = 7.22 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (7.22)^2 \\ &= 52.12 \end{aligned}$$

C. Variant of Control Class (X B)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n-1}} \\ &= \sqrt{\frac{594}{9}} \\ &= \sqrt{66} = 8.12 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (8.12)^2 \\ &= 65.9 \end{aligned}$$

After getting the variants of experimental and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{65.9}{52.12} \\ &= 1.26 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1,26$, it had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($df1 = k-1 = 2 - 1 = 1$) ($df2 = n - k = 22 - 1 = 21$) From the distribution list F, the researcher found that $F_{\text{table}} = 32.6$ So $F_{\text{count}} < F_{\text{table}}$ ($1.26 < 32.6$). It could be concluded that there is no difference variant between the experimental class (X A) and control class (X B). It means that the variant in post – test was homogeneous.

Appendix 13

T- Test of the Both Averages in Post- Test

The researcher used both averages to analyze the hypothesis stated that there is difference between experimental class and control class in post- test after doing treatment. To answer the hypothesis, the researcher used T-test formula as follow:

$$\begin{aligned}t &= \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}} &= \frac{28.5}{\sqrt{\frac{11,011 - 28.6}{12(12-1)}}} \\ & &= \frac{28.5}{\sqrt{\frac{10,726}{132}}} \\ & &= \frac{28.5}{\sqrt{81.25}} \\ & &= \frac{28.5}{81.25} \\ & &= 3.16\end{aligned}$$

Based on the researcher calculation result of T-test that $t_{\text{count}} = 3.16$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n-1 = 12-1 = 11$ $t_{\text{table}} = 1.79$. So, $t_{\text{count}} > t_{\text{table}}$ ($3,16 > 1.79$). Caused $t_{\text{count}} > t_{\text{table}}$, H_a was accepted. It means that there was difference average between the average of experimental class (X A) and control class (X B) in post - test. It can be concluded that there was significant effect of Chain Drill Technique on Students' Speaking Skill at grade X MA Syekh Ahmad Basyir Batangtoru.

Appendix 14

Chi – Square Table

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

Appendix 15

Z – Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510

-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

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

Appendix 16

T- Table

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 17

Research Documentation

Pre- Test in Experimental Class



Pre-Test In Control Class



Giving Treatment in Experimental Class



Post- Test in Experimental Class



Post-Test in Control Class





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

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Nomor : B - 360 /In.14/E/TL.00/02/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

25 Februari 2021

Yth. Kepala MA Syekh Ahmad Basyir Batangtoru
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Melati Suri Siregar
NIM : 1720300038
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Chain Drill Technique on Students' Speaking Skill at Grade X MA Syekh Ahmad Basyir Batangtoru".

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.

Dekan

Dr. Leva Hilda, M.Si.
NIP. 19720920 200003 2 002



YAYASAN
PESANTREN SYEKH AHMAD BASYIR PARSARIRAN
(PONTREN – MTsS – MAS – THARIQAT)
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nomor : 211/MA.09/III/2022
lampiran : -
perihal : Surat Balasan Izin Penelitian
Penyelesaian Skripsi

Parsariran, 1 Maret 2022
Kepada Yth,
Bapak/Ibu Dekan Fakultas Tarbiyah
dan Ilmu Keguruan IAIN Padangsidempuan
di – Tempat

Yang Hormat,

Sehubungan Dengan Surat Bapak Nomor B-368 / In 14/E/TL.00/02/2022 Tanggal 25 Februari 2022 perihal Izin Penelitian penyelesaian Skripsi maka kami sampaikan bahwa :

Nama : MELATI SURI SIREGAR
NIM : 1720300038
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Sejalah benar telah kami berikan Izin melakukan Penelitian pada MAS SYEKH AHMAD BASYIR PARSARIRAN dalam rangka sebagai persyaratan penyelesaian Skripsi dengan *Judul " The Effect of Chain Drill Technique on Students Speaking Skill at Ma'ade X MA Syekh Ahmad Basyir Batangtoru "*

Demikian Surat ini kami sampaikan , untuk dapat dipergunakan sebagaimana mestinya.

KEPALA MA
MA Syekh Ahmad Basyir

Drs. H. MUSTANIR NASUTION