

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in learning English those are listening, speaking, reading and writing. But, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). English is an international language which is used by all people around the world to communicate with others. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated (Brown, 2003:140). Both cannot be separated. By listening a correct model, students will be able to speak correctly. By creating English atmosphere in the classroom placed teacher as a model, students will accustomed to use english orally to express their mind, feeling, communicate with their friends and teacher and etc, so they will able to use English fluently in daily life.

Based on preliminary observation, in the process of teaching and learning that the researcher did at Junior High School 1 Padang especially in teaching speaking, the researcher has found some factors considered as the causes of those problems. Firstly, the students in the class are still lack of capability to communicate in English. Second, the English teacher does not provide students with sufficient time for speaking practices. The teacher helped the students translate meaning difficult words the conventional text

given. Thirdly, the spoken exercises given are taken from textbooks. It means the students just read and must memorize the materials which are strange and abstract from them. Fourthly, there is lack of media to practice with and the last is that the learning process takes places in the same class with the same situation.

The problems were found when the writer did observation in MTsN 1 Padang. Students did not brave to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they do not accustomed to use English in English class. The students' difficulties in speaking are caused by the lacked of related vocabularies, low ability in constructing sentences and utterances, and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake.

These phenomenon supported by the data that researcher got in observation.

Table 1.1 Mean Speaking Score of Students' Class VIII at Junior High School 1 Padang

No	Class	Total of Students	Mean of students' speaking score
1	VIII 1	29	59.86
2	VIII 2	29	58.62
3	VIII 3	27	57.19
4	VIII 4	29	56.97
5	VIII 5	31	55.35
6	VIII 6	31	53.80
7	VIII 7	29	56.83
8	VIII 8	29	54.48
9	VIII 9	27	55.11
10	VIII 10	27	57.03
11	VIII 11	28	54.42

Notes: The teacher speaking book mark of preliminary observation 2017

From the table above, it can be concluded that the students' ability in speaking is still low and then to solve these problems, the researcher try to help by giving the solution to make learning process especially in teaching speaking become fun and enjoy. The solution is making teaching process is fun by using technique which hoped to improve the students ability in speaking.

The situation was getting worse because teacher's fault in deciding the material and also teaching technique which made students felt bored and lost interest in the speaking class. Moreover, teacher did not explore students' potential to speak as he did not provide many chances for students to speak because the class was teacher-centered, teacher who talk alot and dominate the class. This type of teaching technique made students brave to speak. They also could not perform maximally in the speaking test where the Standard Minimum Achievement (KKM) score is 75 point for English course but their mean score of daily test was 70; consequently, the students must do remedial phases to pass the test. That was unsatisfactory result for the students that is why they need to be motivated by applying teaching teachnique which is able to make them enthusiastic and confident in expressing their mind in the target language.

For years, experts have totally given their mind in the study of developing techniques and methods to teach English as the second language in order to improve the motivation of the students in learning English. As the result, a variety of English teaching techniques and methods have been found

and applied in every level of education. One of them is chain drill, a teaching technique that is created from the Audio Lingual Method firstly applied by Charles Fries (1945) of the University of Michigan (Larsen-Freeman, 2000:35).

Teaching speaking by using chain drill technique is started by the teacher. Teacher prepares questions to be asked to the student nearest with the teacher. Chain drill gives students an opportunity to speak their idea individually. The teacher listens and can tell which students are struggling and will need more practice. A chain drill also lets students use the expressions in communication with someone, even though the communication is very limited. Then, teacher addresses a questions to the student nearest with her. After that, the first student responds to the teacher's question. The teacher ask another questions then the first student answers or responds the questions given. The first student understand through teacher's gestures then he turns to the student sitting beside him and ask questions like teacher asked before. The second student, in turn, says her lines in replay to him (first student). When the second student has finished, she greets and asks questions to the student on the other side of her. This chain continues until all of the students get a chance to ask and answer the questions. The last student directs the greeting and asking questions to the teacher.

This kind of technique is really fun and makes students enjoy the lesson. Teaching by using chain drill technique will make students enjoy and understand more the point of the material given, moreover it will improve

students' speaking skill as well. That is why in this research, the writer would use "The Effect Of Chain Drill Technique On Students' Speaking Ability In Descriptive Text At Class VIII Of Islamic Junior High School 1 Padang"

B. Identification of the Problem

As already been explained above that the achievement of students in speaking was quite low and it influences their score and also their confidence in using English for communication, the teaching-learning process by using Chain drill technique as a solution to solve the weaknesses of the students in speaking.

C. Research Question

The problem that is going to be discussed in this study can be formulated as follows: Is there any significant difference of the students' ability in speaking between those taught with chain drill and those taught with conventional technique at Islamic Junior High School 1 Padang?

D. Objective of the Study

To be able to answer the statement of research question above, the objective of the study is to find significant difference of the students' ability in speaking between those taught with chain drill and those taught with conventional technique at Islamic Junior High School 1 Padang. This study was conducted in order to know the students' confidence, motivation and improvement during the technique applied in speaking class. In addition, the hope of this study is that Chain Drill Technique can be a better way in teaching speaking.

E. Limitation of the Study

This research is only limited on the effect of chain drill technique on students' speaking ability at class VIII of Islamic Junior High School 1 Padang with the material about describing something or someone.

F. Significance of the Study

The concern of this research is teaching speaking by using Chain Drill Technique. The use of this research is to know how the technique can overcome the problem faced by the students and an English teacher in students' speaking ability. At the end, this research has significance of the study which is divided into theoretical and practical.

Theoretically, this research is expected to support the existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly to the ability of the students' speaking by using Chain Drill technique. Practically, the study is considered to be practical in its nature that is to provide the educational feedback.

For the English teacher, the finding of this study would help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can help student's get the motivation and confidence in learning English.

For the second grade students, the finding of this study would help students in understanding more the material given by the teacher. This finding also hoped can help student's get motivation and confidence, creating new habit and new atmosphere which will improve their achievement too.

For the school, the finding of this study would be able to increase the school's score which will make it to be the most favourite school among others.

G. Definition of Key Terms

In order to avoid the misunderstanding of this investigation to the readers, the definition of key terms is used to make it clear in comprehending this study, such as: The effect, Chain Drill Technique and MTsN 1 Padang.

1. Speaking Ability

Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people" (Longman Dictionary of Contemporary English, Advanced Learner's Dictionary, 2009). It means that speaking is one of the language productive skills, which is defined as the ability of using language orally.

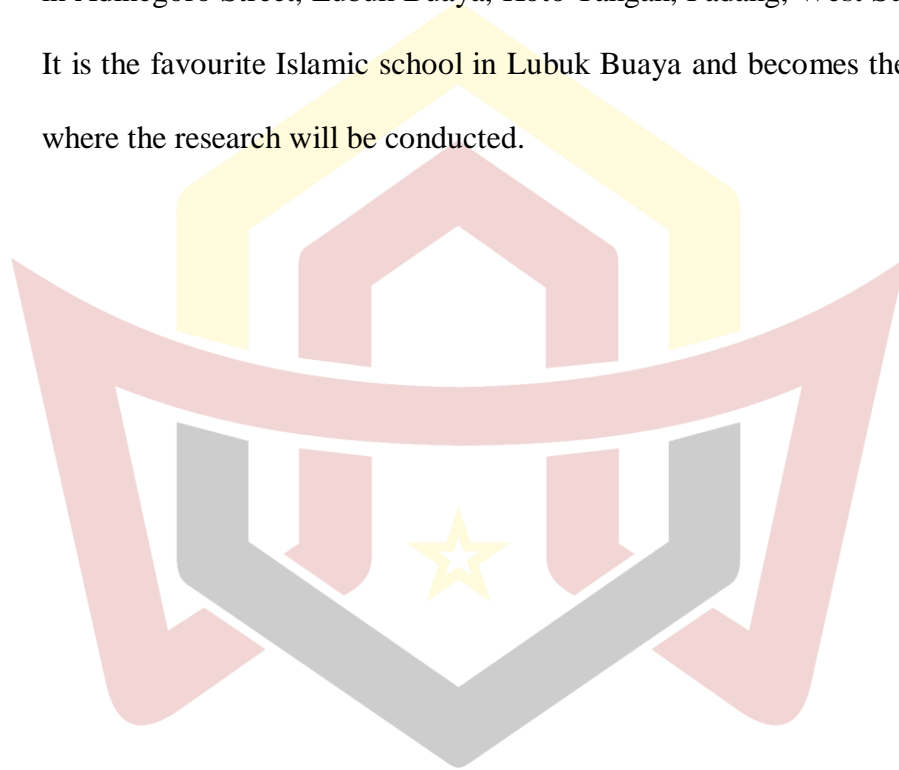
2. Chain Drill Technique

Chain Drill technique is a teaching technique that is created from the Audio Lingual Method firstly applied by Charles Fries (1945) of the University of Michigan. Chain drill gives students an opportunity to say the lines individually. The teacher listens and can tell which students are struggling and will need more practice. A chain drill also lets students use the expressions in communication with someone, eventhough the communication is very limited. This chain continues until all of the

students get a chance to ask and answer the questions. (Larsen-Freeman, 2000:35)

3. MTsN 1 Padang

MTsN 1 Padang is the level of junior high school which is located in Adinegoro Street, Lubuk Buaya, Koto Tengah, Padang, West Sumatra. It is the favourite Islamic school in Lubuk Buaya and becomes the place where the research will be conducted.



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