

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an important tool for improving the quality of people. It is a process of communication that involves the transformation of knowledge, values and skills, both inside and outside of school, which lasts a lifetime (a process that lasts a lifetime), from generation to generation. Nowadays, English education is very important to learn. Students are expected to master English lessons.

English has four skills, namely reading, listening, speaking and writing.¹ Of the four skills, speaking is a skill that we must master. If we master speaking, we can easily communicate with anyone, including foreigners who live in various countries², currently English is an international language, almost everyone learns English as a second language. Therefore, it is very important for us to master English, especially in speaking.

Speaking is a type of communication that involves the delivery of a message to two or more persons who are listening to the message. According to Cameron, memorizing speaking as the active use of language to express something one feels and wishes to transmit vocally. As a result, this talent is

¹ Dewi Anggraini, "Chain Drill Technique in Teaching Speaking," *Channing: English Language Education and Literature* 3, No. 1 (2018), 52.

² Sriyana, Moses Adesan Mihaballo, Heru Susanto, *The Miracle of Language*, ed. Elex Media Komputindo (Jakarta: Elex Media Komputindo, 2013), 49.

critical for us.³

From the observations, I found the background of the problem in this study is the practice of students and the use of less effective learning methods such as the techniques used by teachers are less varied such as learning to speak only by practicing in front of the class with their classmates and also this problem is caused by students.

The students think that language English is a second language that is not very important to learn. This has an impact on the low motivation of students in learning to speak. So from these problems, The researcher want to apply a new technique to develop speaking skills, this technique is called Chain Drill.

Chain drill is an audio lingual approach in which students form a circle in the shape of a chain and ask each other repetitive questions vocally. Chain drill is another teaching style that focuses on a question-and-answer format of education. The chain drill approach, according to Franca, is a useful way for developing new learning patterns because students learn to ask and answer questions in a systematic manner.⁴

Students are expected to produce a large amount of speech when using the chain drill approach. When students ask or answer questions, they

³ Ilham, Moh. Fauzi Bafadal, Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, No. 1 (January 21, 2020), 34.

⁴ Dira Permana, Heri Hidayatullah, and Nurul Hafizah, "The Effectiveness of Chain Drill Technique in Teaching Speaking," *English Department, IKIP Mataram* Vol. 4, No. 2 (September 26, 2018): 3.

are given the opportunity to acquire new sentence patterns. They can either answer and ask questions at the same time, or they can construct a list of their friends who will be chosen to answer the next question. Chain Drill is an effective strategy for teaching speaking because students may easily learn English by asking and answering each other's questions, and they can practice speaking abilities in class.⁵

Researcher will conduct this research by looking at previous researcher who have titles similar to the titles above. Previous studies, on the other hand, only used the chain drill technique in learning to speak to see if there was a difference between students who were taught to talk using the chain drill technique and students who were taught using traditional methods. This researcher conducted research at MTs Nurul Huda Sukaraja class VII.

The data was analyzed by the previous researcher using an independent t test, and the calculations revealed that the t obtained was bigger than the t table ($5.73 > 2.0129$). It indicates that the experimental and control groups differed significantly. As a result, the alternative hypothesis (Ha) has been accepted, while the null hypothesis (Ho) has been rejected. To summarize, the chain drill strategy for teaching speaking is effective.

⁵ Diane Larsen, Freeman, and Marti Anderson, *Techniques and Principles in Language Teaching*, Third. (Oxford: Oxford University Press, 2011), 48.

By looking at previous researchers, I as a researcher want to develop a title about the effectiveness of using chain drill techniques in developing students' speaking skills at SMPN 9 Cilegon. This title is a form of proving whether the chain drill method mentioned by the researcher is also effectively used at SMPN 9 Cilegon.

B. Identification of the Problem

From the problems above, researcher can identify the following problems:

1. The teacher uses a monotonous technique, so there is a lack of interest in learning in students.
2. Students who make English a second language, so their lack of interest in learning English.

C. Statements of the Problem

From the identification of problems above, the researcher can formulate the problem as follows:

1. How is the students' speaking ability before and after using the chain drill technique?
2. How is the effectiveness of chain drill in developing students speaking skill?

D. Limitation of the Study

Actually there are several other problems that exist in SMPN 9 Cilegon. However, due to limitations in this researcher only focuses on speaking problems in class VIII.

E. The Aims of the Study

From the Statements of the problem above, the researcher writes the study objectives as follows:

1. To find out students' speaking skills before and after using the chain drill technique.
2. To find out how the effectiveness of chain drill in developing students' speaking skills.

F. Assumption and Hypothesis

a. Assumption

Based on research that has occurred with using the chain drill in teaching speaking, the research assume that using chain drill technique will develop their speaking skill at the eighth garde students of SMPN 9 Cilegon. This assumption will be investigated with the experimental research by the researcher. The researcher will collect data on students' oral skills before and after treatment and analyse them using the t-test.

b. Hypothesis

The hypothesis established that the hypothesis of this research is:

- a. Null hypothesis (h_0) : there is no meaningful influence

between the students taught by the use of chain drill without chain drill.

- b. Experimental hypothesis (H_a): There is an influence between the pupils taught by the use of chain drills without chain drills.

G. Significant of the Study

This research has important meaning for several people, namely:

1. For Teacher

This chain drill technique can assist teachers in trying to improve students' speaking skills at school, add experience, add insight into teaching techniques that previously may not have been known.

2. For Students

With this research they can solve their speaking problems by using the chain drill method that has been taught to them. They are also expected to improve their speaking skills by using this chain drill technique.

3. For researcher

The researcher knows whether the chain drill technique is effective or not in teaching speaking for class VIII students at SMPN 9 Cilegon.

H. Organization of Writing

CHAPTER I : INTRODUCTION this chapter contains several subtitles, including Research Background, Identification of Problem, Statements of Problem, Limitation of Problem, The Aims of Study and Significant of Study.

CHAPTER II : THEORETICAL FRAMEWORKS this chapter contains theoretical basis is review speaking ability and chain drill, previous study and hypothesis.

CHAPTER III : RESEARCH METHODOLOGY this chapter contains the method of research, place and time of the research, population and sample, instrument, and data collection and data analyzing.

CHAPTER IV : RESULT AND DISCUSSION this chapter contains Data Description, Process Experimental Score, Process Control Class, Comparison Post Test Experimentl and Control Class, Hypothesis Testing and Imperetation Data.

Chapter V : Conclusion and Sugestion this Chapter contains Conclusion and Sugestion that relevance to the existing problem.

The final part of this paper consist of a list of Bibliography and Appendices.