



USING A CHAIN DRILL TO IMPROVE STUDENTS' FLUENCY IN SPEAKING ENGLISH

**(The Case of the Seventh Grade Students of “SMP N” 5 Sragen in
the Academic Year of 2010/ 2011)**

a final project

**submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English**

by

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**USING A CHAIN DRILL TO IMPROVE STUDENTS' FLUENCY IN
SPEAKING ENGLISH**

**(The Case of the Seventh Grade Students of "SMP N" 5 Sragen in the
Academic Year of 2010/ 2011)**

yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah. Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila terdapat pelanggaran terhadap konvensi tata ilmiah yang berlaku, saya siap bertanggung jawab.

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Yang membuat pernyataan

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Every dark night is followed by a light morning.



This final project is dedicated to:

1. my beloved mother and father,
2. my sister, and
3. my “lovely”.

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ABSTRACT

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This final project is about the use of a chain drill to improve students' fluency in speaking English. The objective of this study is to help students in improving their fluency in speaking English and make them more interested in learning speaking.

The subject of this study was 24 students of year seven of "SMP N" 5 Sragen in the academic year of 2010/2011. There were two cycles in this study. Each cycle consists of two treatments. Thus, there were seven meetings in this study including pre-test and cycle tests. Pre-test was conducted before the treatments. A chain drill was applied in teaching speaking as the treatments. A chain drill was implemented in each cycle with different theme. The cycle tests were conducted after the treatments in each cycle. The method of the tests was interview. The students were asked some questions, and they had to answer them orally. Their speeches were recorded. The recordings were analyzed by using a speaking rubric modified from Weir and Harris to find the average score. From observing the mean score, it could be seen whether there was a progress in students' fluency or not.

After the treatments by using the chain drill, the students' fluency in speaking English 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 this technique effectively help the students to improve their fluency in speaking English. Based on the result of filed notes, the students' behavior during the speaking activity improved to be more positive. It means that the implementation of this technique made the students more interested in learning speaking.

Based on the results, I suggest that English teachers to use a chain drill as a technique in teaching speaking. They should also find and then introduce many other techniques in teaching and learning speaking so that students will be more motivated and interested in learning speaking English.

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CHAPTER I

INTRODUCTION

This chapter discusses the general background of the study. It also presents the reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, scope of the study, and outline of the report.

1.1 Background of the Study

As an educational program student of English Department in UNNES, I have some experiences in doing teaching, such as doing PPL in a vocational school and teaching a private course of junior high school students. Based on the experiences, I found out that the students are not motivated in learning speaking English. The students are poor in practicing speaking English. As a result, they cannot speak English well.

Speaking is one of the language skills that should be taught by English teachers. Based on School-Based Curriculum, the target in teaching learning English in junior high school is that students can reach the functional level of language use. In order to reach the functional level, they should be able to master four language skills; listening, speaking, reading, and writing. Teaching speaking of English as a foreign language to junior high school students is not easy. Teachers must not only teach how to speak but also pay much attention to their students pronunciation, grammar, vocabulary, fluency and the social and cultural rules.

Speaking English fluency is one of the goals that should be reached out in teaching and learning speaking of English. As stated by Byrne (in Hughes, 2002: 67) that “the main goal in teaching the productive skill of speaking will be oral fluency”. To be fluent in speaking English is important for students because with oral fluency’ mastery they can communicate well in English. As a result, they can use English in daily lives to solve their problems.

Being interested in phenomenon above, I decided to find out an interesting way in speaking English. A chain drill is an alternative technique that teacher can use in teaching speaking of English. A chain drill is one of the activities which is used in Audio-Lingual Method. Being able to use the target language communicatively is the goal of the Audio-Lingual Method. To be communicative, drill is a central technique in Audio-Lingual Method. As stated by Finocchiaro and Brumfit (in Brown, 2001: 45) that “drilling is a central technique, and communicative activities come only after a long process of rigid drills and exercise”.

In teaching speaking using a chain drill, all students have the same opportunity to ask and answer questions with each other. Then, the students’ grammar, pronunciation, intonation, and fluency are not only evaluated by the teacher but also by the other students and even by themselves. As stated by Underhill (1998: 23) “some techniques will be easier to self-correct than others. Sentence transformation or sentence repetition is carried out and self-corrected every time conventional language laboratory drills are used”. Hopefully, the students can learn speaking English

effectively by using a chain drill technique. Then, they can speak English fluently in formal and informal field.

1.2 Reasons for Choosing the Topic

The reasons why I choose this topic “Using a Chain Drill to Improve Students’ Fluency in Speaking English” (A Case Study of the Seventh Grade Students of “SMP N” 5 Sragen in the Academic Year of 2010/ 2011) as follows:

1. Speaking is an important skill, and the students need more time to practice speaking English. However, junior high school students are very poor in practicing speaking English.
2. English junior high school teachers need a technique that can give positive impact to the students in teaching speaking English.
3. I want to socialize one of the simple but interesting technique to teach speaking such as a chain drill.

1.3 Statements of the Problem

Based on the background of the study above, this study is aimed to answer these questions:

1. How can a chain drill improve students’ fluency in speaking English?
2. What are the contributions of a chain drill as a technique in improving students’ fluency in speaking English.

1.4 Objectives of the Study

Based on the statements of the problem above, the objectives of the study can be stated as follows:

1. to find out how a chain drill can improve students' fluency in speaking English, and
2. to explain the contributions of a chain drill as a technique in improving students' fluency in speaking English.

1.5 Significances of the Study

There are two significances will be explained, significance to the teacher and also to the students. The significances are as follows:

1. The teacher

The significance of this study is to introduce a chain drill to improve the students' fluency in speaking English. Hopefully, the result of the study will be useful for teachers to improve their students' fluency in speaking English.

2. The students

The result of the study will be beneficial for the students to improve their fluency in speaking English.

1.6 Scope of the Study

In order to get an obvious view about this study, I limit the scope of my study as follows:

1. I would like to narrow down the topic, especially for speaking fluency.
2. Related to the techniques in speaking English, the technique that is used as treatments in this study is a chain drill technique.
3. The subject of the study is the seventh grade students of “SMP N” 5 Sragen in the academic year of 2010/2011.

1.7 Outline of the Report

There are five chapters in this final project. Chapter I covers general background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, scope of the study, and outline of the report.

Chapter II covers review of previous study, general concept of speaking and speaking fluency, general concept of teaching speaking, and general concept of chain drill.

Chapter III covers method of investigation which is divided into six subsections: research design, subject of the study, roles of the researcher, instruments of the study, procedures of collecting data, and procedures of analyzing data.

Chapter IV covers findings and interpretation. It discusses the results of analysis and interpretation.

Chapter V covers conclusions and the suggestions of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of previous study, general concept of speaking and speaking fluency, general concept of teaching speaking, and general concept of chain drill.

2.1 Review of Previous Study

There are some previous researches which focused on how to improve students' fluency in teaching speaking. One of them was conducted by Fridayanti (2010) entitled *Improving the Speaking Fluency through Card Game (An Action Research on the Grade XI students of SMA Negeri 3 Demak in the Academic Year of 2009/ 2010)*.

This research focused on how to improve the speaking fluency of the grade XI students. It was aimed at finding out the students' speaking fluency and the appropriate teaching technique to improve students' speaking fluency. The research method was a classroom action research. The subject of the study was eight out of forty-two students of class XI-IA.2. The eight students were chosen as the subject of the study since their speaking fluency was still poor. There were 3 cycles in Fridayanti's research. In cycle 1, Fridayanti used a role play as the technique in English speaking teaching and learning. In cycle 2 and cycle 3, she used a card game as the technique since the use of a role play could not improve the eight students'

speaking fluency. Then, the result of the post test showed that the eight students who were the subject of the study could improve their speaking fluency. The two students improved their speaking fluency to mid level and six students improved their speaking fluency to high level.

The relevance of the Fridayanti's research with this research was the focus of the research. Both of them focused on the use of a teaching technique to improve students' fluency in speaking English. Furthermore, both of them were an action research. There was also difference between Fridayanti's research and this research. This research was about applying a chain drill technique to improve students' speaking fluency. Nevertheless, Fridayanti's research was about applying role play and card game to improve students' speaking fluency.

2.2 General Concept of Speaking and Speaking Fluency

General concept of speaking and speaking fluency is divided into four points. They are definition of speaking, nature of spoken language, characteristics of spoken language, and definition of speaking fluency.

2.2.1 Definition of Speaking

Language consists of four basic skills; they are listening, speaking, reading, and writing. Whether the four skills are very different, they are connected intrinsically. For example, the improvement of the speaking skill is influenced by the listening, writing and reading skill. Murphy (in Celce-Murcia, 2001: 104) believes that "oral skills teacher should always connect speaking, listening, and pronunciation teaching although the focus in any one class or activity

may highlight one or another. More broadly, oral skills classes may use reading and writing activities as the basic or follow-up for speaking activities”.

“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.

Speaking skill is the most important goal in learning a language. It is viewed as a primary skill since people are stating their ideas in their native language through spoken language. As stated by Celce-Murcia (2001: 103) “for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”.

Speaking skill, especially speaking in a second or foreign language is not easy to learn. It is because speaking is an oral language expression which involves other language elements, such as grammar, rhythm, fluency, pronunciation and intonation. Furthermore, a speaker also thinks about the way to deliver the message in order to convey the right meaning to someone or audience. As stated by Celce-Murcia (2001: 125) as follows:

Speaking English is regarded as a skill which is difficult to learn because when people speak to someone, they have to know how to pronounce, how to deliver the message of the speech and also how to use the rules of speaking. Thus, the students regard speaking as the most important skill they should acquire, because knowing a language can be measured by their ability to speak.

2.2.2 Nature of Spoken Language

According to Brown and Yule (in Nunan, 1998: 27): “there are two basic spoken language functions; transactional functions, which is primarily concerned with the

transfer of information, and interactional function, in which the primary purpose of speech is the maintenance of social relationship”. Furthermore, Nunan (1998: 27) stated as follows:

The ability to give an interrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and do use language internationally, not all native speakers have the ability to extemporize on a given subject to a group of listener.

It means that the transactional and interpersonal purpose of spoken language is reached easily in a dialogue than in a monologue, although the speakers are native speakers.

Bygate (in Nunan, 1998: 30) examines the interactional nature of spoken language. He distinguishes motor-perceptive skills which concern about using the sounds and structures of the language correctly and interactional skills which involve the use of motor perceptive skills for the purpose of communication. Furthermore, motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, oral drill, and so on. Bygate (1989: 29) also suggests as follows:

In particular, learners need to develop skills in the management of interaction and also in the negotiation of meaning. The management of interaction involves such things as knowing when and how to take the floor, how to invite someone else to speak, how to keep a conversation going and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood them.

2.2.3 Characteristics of Spoken Language

Spoken language has some characteristics that make it difficult to learn than the other language skills. According to Brown (2001: 270), there are eight characteristics of spoken language. Those characteristics are:

- (1) Clustering
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- (2) Redundancy
The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
- (3) Reduced forms
Contractions, elisions, reduced, vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.
- (4) Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.
- (5) Colloquial language
Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- (6) Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- (7) Stress, rhythm, and intonation
This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important message.
- (8) Interactions
Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

Those characteristics of spoken language should be learned by the learners intently. The English teacher should give some speaking practices to the learners in order to make them accustomed to the characteristics of spoken language. Then, they can speak English well.

2.2.4 Definition of Speaking Fluency

One of the goals of the English language' learners are to be fluent in speaking English. Thus, an English teacher should encourage his students to practice in both speaking fluency and accuracy. As stated by Celce-Murcia (2001: 104) that "today, teachers are expected to balance a focus on accuracy with a focus on fluency as well". Furthermore, the importance of a teacher to encourage students' speaking fluency is also cited by Byrne (in Hughes, 2002: 67) that "the main goal in teaching the productive skill of speaking will be oral fluency".

There are some theories about the definition of speaking' fluency or the meaning of fluency itself. The first definition stated by Hedge (in Celce-Murcia, 2001: 104) as follows:

The term fluency has two meanings. The first which is "the ability to link units of speech together with facility and without strain or inappropriate slowness and undue hesitation,"...but Hedge proposes a second, more holistic sense of fluency, that of "natural language use," which is likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies are used, and when overt correction is minimized.

Furthermore, Byrne (1997: 9) defines that "speaking fluency is the ability to express oneself intelligibly reasonably accurately and without too much hesitation. A fluent speaker is able to express his idea accurately and fluently". Byrne (1997: 11)

also states that “there are two stages in speaking. The first is practice stage covering manipulation of the fixed elements of the language like phonological and grammatical patterns together with vocabulary. The second is production stage where this stage gives opportunity for expression of personal meaning”.

Finally, it can be concluded that speaking fluency is the ability to fulfill time by talking intelligibly, accurately, reasonably, understandably, and without too much hesitation in order to make the hearers understand the speech.

2.3 General Concept of Teaching Speaking

There are three points explained. They are teaching speaking, types of classroom teaching performance, and the indicators of speaking competence.

2.3.1 Teaching Speaking

Teaching spoken language is not easy since it has some characteristics. In order to be fluent in speaking English, learners should have some practices in their daily lives. Unfortunately, most learners only practice their speaking in a classroom. The lack of speaking practice makes the learners often get stuck in sharing idea with other people. They are afraid of making mistakes in their pronunciation, vocabulary used, and grammar.

In a classroom, a teacher should aware of the characteristics of his students. Students have different characteristics. Some of them are active while the others are passive. Bailey (2005: 170) states:

One learning style issue that influences learner's speaking in class is the contrast between reflectivity and impulsivity. Reflective learners prefer to think their answers or comments before speaking in class, while impulsive learners tend to be more impetuous and may take a gamble. So in an English speaking class, impulsive learners are typically those who will speak quickly, perhaps without much concern for accuracy. Reflective learners, on the other hand, will want to think through what they have to say before speaking out in class.

Thus, as a teacher who teaches speaking English must understand about the kinds of learners he/she faces. The teacher should not assume that the students who are not active in class are not participating.

Bailey (2005: 171) stated that there are three ways in teaching speaking which can make impulsive and reflective learners are able to participate in English teaching and learning process. The first way of teaching speaking is that the teachers not only pay attention to the students' strength but also their weaknesses. The teacher should not only give attention to the active students. He must give more attention to the reflective learners, too. Thus, he can give his students a work pairs in doing the task. Then, it is expected that they can better cooperate in finishing the assignment. They can discuss the material and decide what the best way in doing the assignment is.

The next way of teaching speaking is a "Buzz with a buddy" technique. In this technique, the teacher asks a learner to turn to someone next to him/her as quietly say answer to their partner before speaking to the whole class. The teacher asks the students to discuss their answer with their friends next to him/her. This activity will make them get the best answer for the assignment.

The third way in teaching speaking is that the teacher asks the students to build up their ideas before having a general discussion. The students are asked to write their ideas before starting speak in front of the classroom. This way can help them to develop their ideas before starting speak in front of the classroom.

Finally, in teaching speaking, teacher should give opportunity for all students to talk. Furthermore, teacher should use good technique which can make all students in the classroom participate actively, share what they think, and speak as much as they can.

2.3.2 Types of Classroom Teaching Performance

According to Brown (2001: 271), there are six types of speaking performance which students are expected to carry out in the classroom. The six types of speaking performance in the classroom are presented as follows:

1. Imitative

In this type of performance, students are asked to repeat or imitate the teacher's speech or tape recorder. The teacher's speech is only focused on some elements of languages, such as pronunciation, grammatical, and intonation. Brown (2001: 171) states "A very limited portion of a classroom speaking time may legitimate be spent generating *human tape recorder* speech, where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound." One of the techniques used in imitative are drills. Drills offer students opportunity to listen and orally repeat certain aspects of language. For the elementary and first intermediate level students, the activity of imitative speaking performance is needed. In these levels, the students

are introduced to some aspects of spoken language and then they have to remember or imitative it.

2. Intensive

In this types of performance, students deal with their linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking performance, learners focus on phonological and grammatical aspects. In intensive speaking, a teacher may give the learners some pair work activities. Then, he asks the learners to practice some dialogues which contain some grammatical patterns and expressions. Brown (2001: 273) states that “intensive speaking goes one step beyond imitative include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are “going over” certain forms of language”.

3. Responsive

In this type of performance, students may give short replies to teacher or even students have an initiative for asking questions or comments. There was a limited interaction between a learner and the teacher, or between learners. Brown (2001: 273) states “a good deal student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments”. Students’ responses are usually do not extend into dialogues. Moreover, such a speech can be meaningful and authentic. The students reply based on what his or her have thought or based on the real condition.

4. Transactional (dialogue)

In this type of performance, students are involved in conveying or exchanging specific information with their partners. Different from the responsive speaking, in the transactional speaking the interaction between learners is not limited. They can respond each other. Moreover, they control their conversation by themselves. Brown (2001: 273) stated that transactional language is an extended form of responsive language. It may more negotiate nature than merely responsive speech.

5. Interpersonal (dialogue)

In this type of performance, students are actively participating in the authentic give-and-take of communicative interchange. Brown (2001: 274) states “interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information”. As a result, a good interaction in an interpersonal dialogue is more important than the delivery of the information itself.

6. Extensive (monologue)

This performance is to develop students’ global oral ability of producing spoken language which is more formal and deliberate. According to Brown (2001: 274), “students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches”. This type of spoken language is the most difficult for the learners, since they not only deliver the message or information to the audience but also think about the structure and the appropriate way to deliver the message in order to make the speech understandable. It is difficult for the audience to receive all the information from the speaker when his/her speech is confusing.

2.3.3 The Indicators of Speaking Competence

There are some indicators that show the students' speaking competency. The characteristics of a successful speaking activity According to Ur (1999: 120), there are four characteristics of a successful speaking activity. Those characteristics are:

- (1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- (2) Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- (3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- (4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Based on the theory above, it can be concluded that learners can be said competent in speaking English if she/he can produce oral language in some kinds of activity and respond each other one's speaking to maintain her/his social relationship.

2.4 General Concept of Chain Drill

It talks about drills and the use of a chain drill in teaching speaking.

2.4.1 Drills

"Drills itself is a system of communication in written or spoken words, which is used by the people of a particular country or area" (Longman Dictionary of contemporary English, Advanced Learner's Dictionary, 2009). Brown (2001: 272) stated about drills as follows:

Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistics difficulty- either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor pattern (to “loosen the tongue”) and to associate selected form with their appropriate context.

Drills are commonly used in Audio-Lingual Method. The goal of this method is use the target language communicatively. Larsen-Freeman (2000: 45) states “the goal of teachers who use the Audio-Lingual method is they want their students to be able to use the target language communicatively”. Students need to over-learn the target language, to learn to use it automatically without stopping to think. As we know, to be communicative in using our target language is one of the primary reasons to study language.

The kinds of drill that commonly used for teaching speaking are stated by Larsen-Freeman (2000: 48- 49) as follows:

1. Backward build- up drill
This is used when a long line of dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or line. Then, following the teacher’s cue, the students expand what they are repeating part by part until they are able to repeat the entire line.
2. Repetition drill.
Students are asked to repeat the teacher’s model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.
3. Chain drill
A chain drill gets its name from the 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 questions. That student responds, and 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. A

- chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.
4. **Single- slot substitution drill**
Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase- called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.
 5. **Multiple- slot substitution drill**
This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, on at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement.
 6. **Transformational drill**
The teacher gives students a certain kinds of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into passive one, or direct speech into reported speech.
 7. **Question and answer drill**
This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly.

There are some kinds of drill in Audio-Lingual Method that English teacher can use in teaching speaking. Each drill has its own benefits. He can use it based on the students' need.

2.4.2 The Use of a Chain Drill in Teaching Speaking

A chain drill is one of the techniques used in Audio-Lingual Method. The use of a chain drill in teaching speaking gives some advantages for the students and teacher. According to Larsen-Freeman (2000: 37), "A 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 else, even though the communication is

very limited”. By using a chain drill, the teaching and learning speaking is more effective. The teacher can immediately correct the students’ mistakes. He is able to give more attention and positive feedback to the students in order to give them more knowledge and motivation in practicing speaking. As a result, the students are more interested in learning speaking. They can improve their speaking skill through the chain drill activity.

According to Larsen-Freeman (2000: 37), the example of using a chain drill in a classroom is as follows:

The teacher addresses the student nearest her with, “Good morning, Jose” He, in turn, responds, “Good morning, teacher.” She says, “How are you?” Jose answers, “Fine, thanks. And you?” the teacher replies, “Fine.” He understands through the teacher’s gestures that he is to turn to the students sitting beside him and greet her. That student, in turn, says her lines in reply to him. 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.

In using a chain drill, the teacher should know how to use the technique appropriately. In so doing, the students’ performance and fluency in speaking English will improve.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents method of investigation which is divided into six subsections: research design, subject of the study, roles of the researcher, instruments of the study, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

The research was a Classroom Action Research (CAR) since the aims of this study was to find out how the use of a chain drill could improve the seventh grade of junior high school students' speaking fluency, and to explain the contributions of a chain drill in improving students' speaking fluency. McNiff and Whitehead (2006) stated that "there are two main reasons for doing action research. First, you can improve learning in order to improve educational practices. Second, you can advance knowledge and theory, that is, new ideas about how things can be done and why". Classroom Action Research is a research which becomes a response to solve the problem which occurs in a classroom and becomes a means of improving teacher's teaching quality (Hopkins, 1993: 9). By using a Classroom Action Research as the research design, hopefully this research could reach the aims of the study in order to improve speaking activity to be more effective.

According to Kemmis and Mc Taggart (in Arikunto, 2006: 92), “there are four components in one cycle of a classroom action research. There were planning, action, observation, and reflection”.

This research consisted of two cycles; cycle 1 and cycle 2. The design of this research was presented in the figure below:

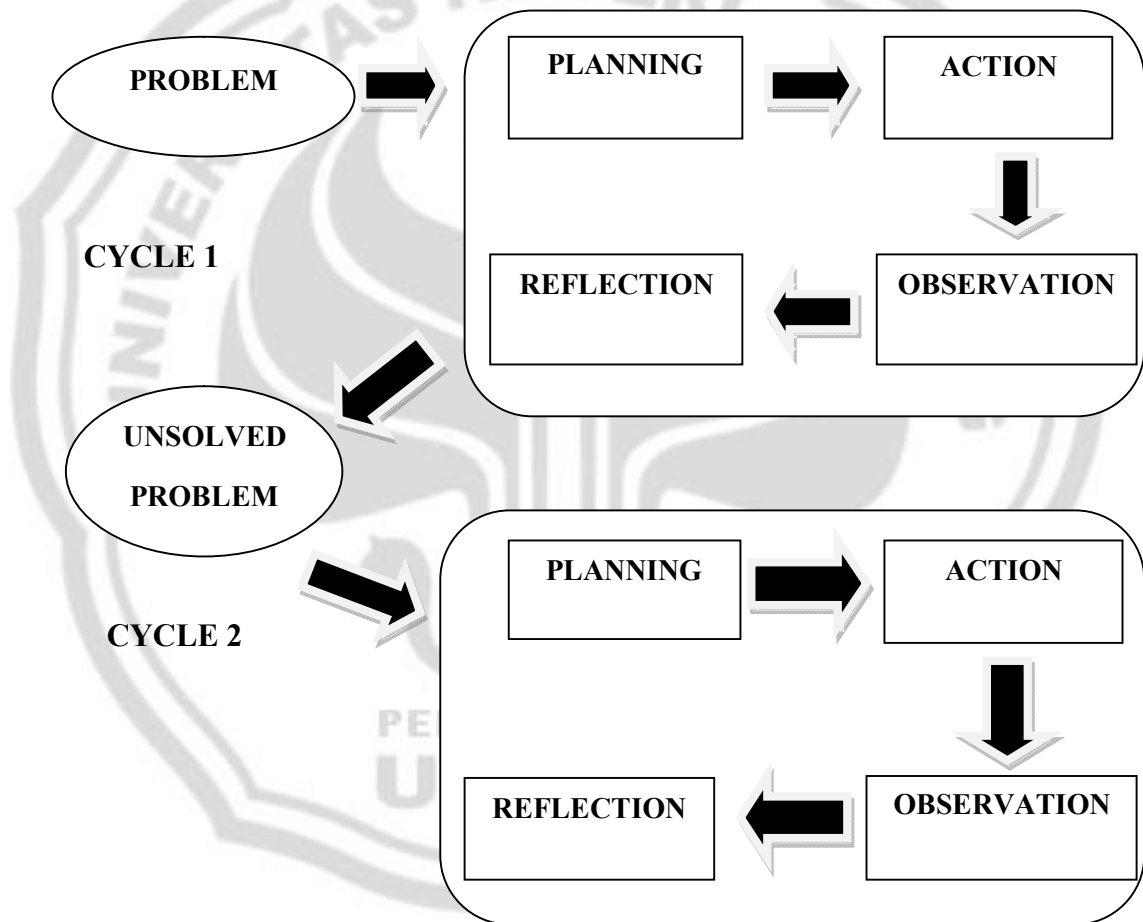


Figure 1. Design of Classroom Action Research (CAR)

The procedures of each component in this research were explained below:

1. Identifying the problem

In this step, I identified the problem by interviewing the English teacher and observing the students. I asked the English teacher about how she usually taught speaking in classroom, and how the students respond in speaking activity. Then, I observed the students as they practiced speaking in a classroom. Based on the interview and observation, it was identified that the students had problem in English speaking fluency.

2. Planning

Based on the problem, I chose a teaching technique to solve the problem. A chain drill technique was chosen as the technique in teaching speaking. Then, I arranged appropriate material, and prepared a lesson plan, a pre-test, and a cycle test. The material is based on the curriculum of the school. The material in cycle one was *like and dislike*. Then, I discussed the lesson plan, pre-test and cycle test with the English teacher before they were applied in the classroom. I arranged a schedule for guiding me conducting the research. I would conduct cycle two if the aim of the study was not reached in cycle one. I decided to make a well prepared plan to improve students' speaking fluency by using a chain drill technique. The material would be taught in this cycle was different from the material in cycle one. The material was about describing people. Then, the lesson plan, cycle test, and the schedule of the research were discussed with the English teacher.

3. Action

In this step, the planning was implemented in a teaching learning process. I gave a pre test in order to measure the students' competency in speaking English especially their fluency in speaking English. Then, I conducted cycle one. The cycle one consisted of two treatments, and a cycle test. In the treatments, I taught speaking English using a chain drill technique. The material in the treatments was *like and dislike*. The difference between the first treatment and the second treatment was the chain drill activity. After conducting the treatments, I gave cycle 1 test to the students. Cycle one test was used to know the students' progress in English speaking fluency by using a chain drill technique. If the students' behavior and the result of cycle one test had reached the objective that was expected, the cycle stopped. When the objective had not reached, the cycle continued. Cycle two consisted of two treatments, and cycle two test. The chain drill technique was implemented in each treatment. The material in each treatment was describing people. Although the material was the same, the chain drill activity that was implemented in each treatment was different. Furthermore, I gave cycle two test after conducting the treatments. At the end of cycle two, I gave a questionnaire sheet to each of the student.

4. Observation

In this step, I observed the data that had been collected during the action steps. The purpose of the observation was to find out whether the improvement that was

expected had been reached out or not. The data were obtained from the result of field notes, pre-test and cycle tests, and questionnaire.

5. Reflection

In the reflection step, I analyzed the improvement or the change of the students including the negative and the positive result of the observation. If the study had reached the objective that was expected, the cycle stopped. While if the objective had not been reached yet, the cycle continued, I revised the previous plan for the next cycle. I arranged a better material and lesson plan for the next cycle.

3.2 Subject of the Study

In this study, I chose the grade VII of “SMP N” 5 Sragen in the academic year of 2010/2011 as the subject of the study. I taught in grade VII A in which there were 24 students; consisting 9 female students and 15 male students.

3.3 Roles of the Researcher

The roles of the researcher in this study were as the data collector and the data analyzer. There were non-test and test data which were collected in this action research. The non-test data was collected by the researcher and collaborative observer. Then, the result of the test and non-test data were analyzed by the researcher.

3.4 Instruments of the Study

According to Brimingham (in Hartoyo, 2009: 92), “research instruments are the tools that are used to gather data. Some of the research instruments are questionnaires, interviews, content analysis, focus groups and observation, etc.”

In this study, I used field- notes, questionnaires, tests, and audio recording to collect the data of the research.

3.4.1 Field Notes

Field notes were used to record activities happened in classroom especially the students’ activities. In recording the data, I was helped by a collaborative observer. In cycle one and cycle two, we observed the students’ behavior during the treatments. There were 11 indicators which were used in observing the students during the teaching and learning process. We recorded what we heard and saw during the class activities in a field note. The 11 indicators were (1) students’ enthusiasm in practicing the chain drill activity, (2) students’ ability in using the expressions and vocabularies, (3) students’ ability in pronouncing words, (4) students’ ability in making utterances, (5) students’ ability in producing and saying the utterances fluently, (6) students’ ability in practicing the chain drill communicatively, (7) students’ ability in adapting the researcher’s corrections and examples, (8) students’ attention to the researcher explanation, (9) students’ attention to the researcher as the whole class was practicing the chain drill, (10) students’ attention to the other students who were practicing the

chain drill, and the last (11) students' ability in giving reflection to the researcher when facing some problems and having some questions.

There were four grades that were used in measuring the students' behavior changed during treatments based on the indicators. The lowest grade was one. The students who got grade one in one of the indicators means that their response in that indicator was poor. Then, the students who got grade two in one of the indicators means that their response in that indicator was fair. The students who got grade three in one of the indicators means that their response in that indicator was good. Then, students who got grade four in one of the indicators means that their response in that indicator was excellent.

3.4.2 Questionnaires

Questionnaire was a list of questions to be answered by a group of people to get information. The purpose of giving a questionnaire in this research was to gather information from the students about the factors that affected their improvement in speaking.

A questionnaire was given to gather information from the students based on the students' (1) interest in speaking English, (2) opinion about the importance of speaking English, (3) opinion about the method which usually used by the English teacher, (4) difficulty in speaking English, (5) interest in the use of a chain drill in speaking activity, (6) opinion about the benefit of using a chain drill in speaking class, (7) opinion about the material had given by the researcher, (8) opinion about

whether the use of a chain drill in speaking class was necessary or not. The information was given to the students in 10 questions or statements. The students should answer the questionnaire by checking (v) the statement “yes” or “no”. The questionnaire was written in Indonesia, so the students were easy to understand each of the question or statement in it. As a result, there were no misinterpretations about the meaning of the questions or statements when the students checking (v) the answer. Actually, the questionnaires were given to each of the students in order to know the students’ opinion about speaking English, how they did the speaking activity in the classroom, and their opinion about the use of a chain drill in speaking activity.

3.4.3 Tests

Tests were a set of questions that was used to measure the skills, knowledge, intelligence, and talent of an individual or a group. This action research used pre-test and cycle tests. The pre-test was done before the treatment was implemented. The cycle tests were done after the first and second cycle finished. The students’ speaking fluency improvement could be seen from the tests’ results. The tests were used as supporting data of the observation.

3.4.4 Audio Recording

The audio recording was used to record the result of pre-test and cycle tests. By recording the tests, the students’ speaking fluency progress could be identified and measured.

3.5 Procedures of Collecting Data

I conducted pre-test before the treatments. The purpose of the pre test was to measure the students' fluency in speaking English. The form of the pre-test was interview test. The results of the pre-test were recorded.

In this study, I conducted two cycles. Each cycle consisted of two treatments. I conducted a cycle test after the treatments in each cycle. Thus, there were seven meetings including pre-test and cycle tests. In treatment one, the chain drill activity was introduced to the students. Before the students practiced the chain drill activity, I explained about the material. The material was *like and dislike*, and the theme was about *music*. Then, I explained about a chain drill technique. I gave the students a dialog about *like and dislike* and asked them to read the dialog after me. I gave the students a model of the chain drill activity. I close the dialog and asked some questions to the student next to me. The questions were the same as the given dialog. The student had to answer the questions. When it was finished, I asked him to give the same questions to the student next to him. After giving the model, the students began to practice the chain drill activity. I gave the students the rule of the questions. I started the chain drill activity by asking the student on the corner with some questions. The student had to answer the questions. Then he turned to the other student on the other side of him. He asked the same questions. The chain drill activity continued until all of the students practiced it.

The implementation of the treatment two, treatment three, and treatment four was not different from the treatment one. In treatment two, the material was *like and dislike*, and the theme was about *subject lesson*. In treatment three, the material was about *describing people*. The students were asked to describe one of their family members in a chain drill activity. In treatment four, the students were asked to describe about their idol. The rule of the questions was presented in a slide before the students began to practice the chain drill activity.

I conducted a cycle test after the treatments in each cycle. The form of the cycle test was interview. The theme of the interview in cycle one test was *like and dislike*. Then, the theme of the interview in cycle two test was *describing people*. In order to make the tests more conducive, I divided the students into two groups. One group consisted of 12 students. I gave the test to the first group. The second group had to wait outside the classroom. I recorded the interview during the cycle one test and the cycle two test. At the end of the cycle two test, I gave a questionnaire sheet to each of the students. The students should answer the questions in it.

In this study, the data that had been collected during the action step in each cycle was observed. The data were the result of field notes, pre-test, cycle tests, and questionnaire. The field note data was used to know the improvement of the students' behavior during the treatments in each cycle. Then, the improvement of the students' fluency in speaking English was observed based on the result of pre-test and cycle tests. At the end of the cycle two, I reviewed and summed up all cycles. I compared

the students behavior in cycle one and cycle two to find out the students' behavior improvement during the teaching and learning speaking. I also compared the result of pre test, cycle one test, and cycle two test to find out the significant improvement of the students' speaking fluency. Then, I analyzed the results of the questionnaire to support the research data.

3.6 Procedure of Analyzing Data

The non-test and test data were analyzed after the cycles. The data of field notes were analyzed by counting the sum and the average of each of the student's behavior score during treatments. Furthermore, the sum and the average of each indicator in field note were also counted. Then, the field notes data that had already counted were described in paragraphs. The other no-test data was the questionnaire data. The questionnaire was analyzed by counting the percentage of the students' answer of each statement or question of the questionnaire. Then, the results of the questionnaire were analyzed by describing them in paragraphs.

The second data to analyze was test data; pre-test data and cycle tests data. I used speaking rubrics to score the results of students' speaking fluency, pronunciation, grammar, and vocabulary achievement. The first rubric was speaking fluency rubric. It was taken from criteria of assessment of speaking test (Weir, 1998: 148). The speaking fluency rubric was shown in Table 3.1 as follows:

Table 3.1 The Speaking Fluency Rubric

COMPETENCY	FLUENCY SCORE
Utterances halting, fragmentary and incoherent	1
Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
Utterances, whilst occasionally, by grouping, rephrasing, and circumlocutions. Inter- sentential connectors are used effectively as fillers.	4

The second rubric was the rubric of the pronunciation, grammar and vocabulary. It could be seen on the table 3.2 as follows:

Table 3.2 The Pronunciation, Grammar, and Vocabulary Rubric

Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure.
	3	Makes frequent errors of grammar and word order which

	2	occasionally obscure meaning. Grammar and word-order errors make comprehension difficult. Must after rephrase sentences and/or restrict him to basic pattern.
	1	Errors in grammar and word so severe as to make conversation virtually unintelligible.
Vocabulary	5	Use wide range vocabulary taught previously.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Mistakes of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Modified from Harris (1969: 84) and Walter Bartz, (1983: 150) as cited by Brilianti.

The rubrics above showed some aspects to be evaluated in tests. There were fluency, pronunciation, grammar, and vocabulary. Nevertheless, this study was aimed at describing how a chain drill was used to improve students' fluency. Then, the students' pronunciation, grammar, and vocabulary also needed to be evaluated because the students' fluency was also influenced by those aspects.

In recording the results of the students' pre cycle test, cycle one test and cycle two test, I gave score to each of the students' fluency, pronunciation, grammar, and vocabulary aspects. The formula of the students' speaking score could be seen as follows:

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum possible score}} \times 100$$

Meanwhile, each of the students' speaking aspect was calculated using the following formula:

$$\text{Mean} = \frac{\sum \text{score}}{N}$$

Then, the formula of calculating mean of the students' speaking score was stated below:

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

where,

M : mean,

$\sum X$: sum of the scores, and

N : number of the students.

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter the results of analysis and interpretation would be reported.

4.1 Result of Analysis

The research findings were organized based on the technique of gathering the data. Therefore, there were three categories of results. The first result was obtained from the observation data. The second result was obtained from the questionnaire data. Then, the third result was obtained from the test data.

4.1.1 The Result of Observation

Cycle one consisted of two treatments which were conducted on March 26, 2011. After that, I conducted cycle two which conducted on April 9, 2011. The activities in cycle 1 were observed by me and a collaborative observer. The result of the observation was shown in the Table 4.1 as follows.

Table 4.1 The Result of Field Notes

Indicator	Cycle 1			Cycle 2		
	Treatment 1	Treatment 2	Description	Treatment 3	Treatment 4	Description
	Average	Average		Average	Average	
(1) Students' enthusiasm in practicing a chain drill activity.	2.4	2.9	In treatment 1, there were a few students who were not really enthusiastic in practicing the chain drill activity. In treatment 2, most of the students were enthusiastic in practicing the chain drill activity.	3.6	3.7	In cycle 2, the students' enthusiasm in practicing a chain drill activity was good. Students seemed enjoy and comfortable when they practiced the chain drill activity.
(2) Students' ability in using expressions and vocabularies.	2.25	3	In treatment 1, not all of the students could use the expressions and vocabularies appropriately. They used very limited vocabulary. In treatment 2, most of the students could use the expressions and vocabularies appropriately.	3.1	3.9	In cycle 2, the students' ability in using vocabularies and expressions was good. They could use new vocabularies and expressions appropriately.
(3) Students' ability in pronouncing	1.6	2.5	In treatment 1, the students pronounced most of the words incorrectly. In	2.9	3.3	In cycle 2, the students' ability in pronouncing words was good. They

words.			treatment 2, some of the students' ability in pronouncing words improved well.			only made a few mistakes in pronouncing words.
(4) Students' ability in making utterances.	1.96	2.75	In treatment 1, the students made some mistakes in making utterances. Most of the students made some mistakes in <i>to be</i> and <i>personal pronoun</i> . In treatment 2, most of the students could make utterances correctly.	3.1	3.5	In cycle 2, the students could make grammatical utterances. They only make a few mistakes in making utterances.
(5) Students' ability in producing and saying the utterances fluently.	1.5	2.5	In treatment 1, most of the students were hesitant and confused in producing and saying utterances. They kept silent before they could say utterances. In treatment 2, some of the students were more fluent in producing and saying utterances. They were not hesitant and confused anymore.	3	3.4	Generally, the students' ability in producing and saying utterances fluently in cycle 2 was good. The students could produce longer utterances than in cycle 1. The utterances that they had said were coherent in their speed and length. Furthermore, they could use conjunction appropriately.

(6) Students' ability in practicing a chain drill activity communicatively.	2.1	2.8	In treatment 1, the students were not communicative in practicing the chain drill activity. They could not respond their partner well. In treatment 2, the students were more communicative in practicing the chain drill activity. They could ask and answer questions well.	3.5	3.8	In cycle 2, the students could respond one another very well. They were more confident and communicative in practicing the chain drill activity.
(7) Students' ability in adapting my corrections and examples.	2.4	3	In treatment 1, the students could not adapt my corrections and examples well. I should repeat the corrections and examples until the students could adapt them. In treatment 2, the students could adapt my corrections and examples very well.	3.3	3.4	The students' ability in adapting my examples and corrections was good. They could adapt the corrections and examples that I had already given to them very well.
(8) Students' attention to my explanation.	2.8	3	In treatment 1, there were some students who did not pay attention to my explanation. They felt sleepy and sometimes talked with each other. In treatment 2, most of the students really	3.4	3.5	The students really paid attention to my explanation during the teaching and learning process in cycle 2.

			paid attention to my explanation.			
(9) Students' attention to me as the whole class was practicing the chain drill activity.	1.4	1.6	In treatment 1, the students enjoy with their own activities after they had practiced the chain drill activity. It made the teaching and learning process not conducive. In treatment 2, this indicator did not improve well.	3	3.25	In cycle 2, the students' attention to me as the whole class was practicing the chain activity was good. The students did not talk with each other anymore.
(10) Students' attention to the other students who were practicing the chain drill activity.	1.3	1.6	In treatment 1, the students did not pay attention to the other students who was practicing the chain drill activity. In treatment 2, there were only a few students who paid attention to the other students who were practicing the chain drill activity.	3.6	3.9	In cycle 2, I modified the chain drill activity. I gave a table to each of the students. The students should write some points that had already said by the other students. As a result, the students really paid attention to the other students who were practicing the chain drill activity. Then, it made the teaching and learning process conducive.

(11) Students' ability in giving reflections	1.6	1.75	In treatment 1, there were only few students who asked question. In treatment 2, this indicator did not improve well.	2.8	3	In cycle 2, the students were able to ask question when they faced difficulties during the speaking activity. The students were more confident in giving reflections because I tried to more close to them. I gave reinforcements they had already practiced the chain drill and asked a question.
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where,

- 1 : poor,
- 2 : fair,
- 3 : good, and
- 4 : excellent.

4.1.1.1 The Result of the Students' Behavior Changes in Cycle 1 to Cycle 2

There were students' behavior changes in each indicator during the entire treatments in cycle 1 and cycle 2. The result of the students' behavior changes in cycle 1 to cycle 2 was shown in the Table 4.2 as follows.

Table 4.2 The Students' Behavior Changes in the Treatments

Student	Sum of the students' behavior changes during the treatments			
	Treatment 1	Treatment 2	Treatment 3	Treatment 4
S1	18	25	36	38
S2	15	22	31	35
S3	20	32	37	40
S4	21	25	34	37
S5	30	32	40	43
S6	18	25	33	37
S7	25	32	38	40
S8	14	22	30	36
S9	25	29	39	42
S10	18	27	35	37
S11	30	35	39	42
S12	33	37	39	42
S13	15	22	34	36
S14	21	29	37	41
S15	16	22	33	36
S16	29	33	39	40
S17	20	28	35	38
S18	18	25	33	37
S19	18	22	34	38
S20	22	25	33	39
S21	25	30	37	40
S22	21	25	33	37
S23	19	25	32	37
S24	24	33	37	40
	513	662	848	928
	21.37	27.58	35	38.67
	1.94	2.6	3.2	3.5

Based on the Table 4.2, there were the students' behavior changes during the treatments in each cycle. The students' behavior improved to be more positive in each treatment. Generally, the entire students' behavior in treatment one was 513. The average of the entire students' behavior in treatment one was 21.37. Then, the average of each indicator in treatment one was only 1.94. Furthermore, the entire students' behavior score in treatment two was 662. The average of the entire students' behavior in treatment two was 27.58. Then, the average of each indicator in treatment two was 2.6. It improved from poor grade to fair grade. In treatment three, the entire students' behavior improved from 662 to 848. The average of the entire students' behavior in treatment three was 35. The average of each indicator in treatment three was 3.2. It improved from fair grade to good grade. In treatment four, the sum of the entire students' behavior was 928. Then, the average of the entire students' behavior was 38.67. The average of each indicator in treatment four was 3.5.

4.1.2 The Result of Questionnaire

Questionnaire was given to each of the students at the end of the cycle 2. The result of the questionnaire could be seen in the Table 4.3 as follows.

Table 4.3 The Result of Questionnaire

No	Indicator	Yes		No	
		X	%	X	%
1	English speaking class was interesting.	23	96%	1	4%

2	Speaking English was important in the students' daily live.	24	100%	-	0%
3	The method that applied by the English teacher was interesting.	9	37%	15	63%
4	Speaking English was interesting.	100	100%	-	0%
5	There were some difficulties that the students faced in speaking English.	21	87%	3	13%
6	A chain drill technique was interesting to be practiced in English speaking class.	20	83%	4	17%
7	A chain drill technique helped the students in learning speaking English.	22	92%	2	8%
8	A chain drill technique helped the students in understanding the material.	22	92%	2	8%
9	The material that had given by the researcher was difficult.	4	17%	20	83%
10	A chain drill technique should to be applied in English speaking class continually.	23	96%	1	4%

Based on the Table 4.3, it was shown that 23 or 96% students from the total of 24 students answered “yes” for item number (1). It means that most of the students like English speaking class. For item number (2), there were about 24 or 100% students thought that speaking English was important in their daily live. Then, there were 15 or 63% students who answered “no” for the statement

number (3). It means that most of the students were not interested in the method that was used by the English teacher.

Furthermore, all of the students answered that speaking English was interesting. Although speaking English was interesting for them, there were about 21 or 87% students faced some difficulties in speaking English. Then, there were about 20 or 83% of students were interested in a chain drill activity. They like to practice speaking use a chain drill technique. For item number (7), there were about 22 or 92% students answered that a chain drill helped them in learning speaking English. Furthermore, there were about 92% students answered that a chain drill technique helped them in understanding the material. It means that the chain drill technique not only helped them in practicing speaking English but also understanding the material; such as, expressions, grammar, pronunciation, and vocabularies. Then, there were about 20 or 83% students answered that the material that I had given were not difficult. For the last item, there were 23 or 96% students want a chain drill activity to be applied in English speaking class continually.

4.1.3 The Results of Test

4.1.3.1 The Result of Pre Cycle Test

Pre cycle test was conducted on March 24, 2011. There were four aspects that evaluated in that pre cycle test. The four aspects were (1) pronunciation, (2) grammar, (3) vocabulary, and (4) fluency. Generally, the result of the pre cycle could be seen in the Table 4.4 as follows.

Table 4.4 The Result of Pre Cycle Test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	16	67%
2	Poor to fair	50-59	5	21%
3	Fair to good	60-79	3	12%
4	Good to excellent	80-100	-	0%
The Lowest Score : 37				
The Highest Score : 79				

The mean of the Pre cycle test could be calculated as follows:

$$\bar{x} = \frac{\sum x_i}{n}$$

$$\bar{x} = \frac{22222}{22}$$

$$\bar{x} = 47$$

Table 4.5 The Result of Pronunciation, Grammar, Vocabulary, and Fluency

Aspects in Pre Cycle Test

Speaking Aspects	Sum	Mean	Category
Pronunciation	66	2.7	Fair
Grammar	57	2.3	Fair
Vocabulary	60	2.3	Fair
Fluency	32	1.3	Poor

where,

mean = 1- 1.9 (poor),

mean = 2- 2.9 (fair),

mean = 3 – 3.9 (good), and

mean = 4- 5 (excellent).

Based on the Table 4.4, it could be concluded that the speaking ability of the VII A students of “SMP N” 5 Sragen was still poor. There were 16 students or 67% students who got poor score, 5 or 21% students who got fair score and only 3 or 12% students who got good score. It means that only 3 students on the classroom who got the standard of speaking score in “SMP N” 5 Sragen which was 70. Then, the mean of the pre cycle test was only 47. The mean of the pre cycle test was very low than the standard of speaking score in that school.

Based on Table 4.5, the mean of the pronunciation was 2.7, so the grade was fair. Then, the mean of the grammar and vocabulary aspects were 2.3. Then, the lowest mean was the fluency aspect. The mean of the fluency aspect was 1.3, so the grade was still poor.

4.1.3.2 The Result of Cycle 1 Test

The cycle one test was given on April 7, 2011. The technique of cycle one test was also interview test, and the topic was about like and dislike of a subject lesson. The results of the cycle 1 test could be seen on the Tables 4.6 and 4.7 as follows.

Table 4.6 The Result of Cycle 1 Test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	-	0%
2	Poor to fair	50-59	-	0%
3	Fair to good	60-79	22	92%
4	Good to excellent	80-100	2	8%
The Lowest Score : 63				
The Highest Score : 95				

The mean of cycle 1 test can be calculated as follows;

$$\bar{x} = \frac{\sum x_i}{n}$$

$$\bar{x} = \frac{22222}{22}$$

$$\bar{x} = 73$$

Table 4.7 The Result of Pronunciation, Grammar, Vocabulary, and Fluency

Aspects in Cycle 1 Test

Speaking Aspects	Sum	Mean	Category
Pronunciation	88	3.7	Good
Grammar	87	3.6	Good
Vocabulary	89	3.7	Good
Fluency	69	2.9	Fair

where,

mean = 1- 1.9 (poor),

mean = 2- 2.9 (fair),
mean = 3 – 3.9 (good), and
mean = 4- 5 (excellent).

Based on the Table 4.6, there was improvement in the students' speaking score. There were no students who got poor score in speaking. There were 22 or 92% who got good score and 2 or 8% students who got excellent score. Moreover, the mean of cycle one test score was 73. It improved 26 points from the mean of pre cycle test. The mean of cycle one test also showed that the average of the students' score had already reached out the standard of English speaking score in "SMP N" 5 Sragen which was 70.

Based on the Table 4.7, there were improvement on the students' pronunciation, grammar, vocabulary and fluency. The students' pronunciation' mean in cycle one test was 3.7. Then, the mean of the grammar aspect was 3.6, and the grade was good. Then, the students' vocabulary aspect in cycle one test was 3.7. The students' pronunciation, grammar, and vocabulary improved from the fair grade in pre cycle test to good grade in cycle one test. The last speaking aspect was fluency aspect. The mean of the fluency aspect was 2.9, and the grade was fair.

4.1.3.3 The Result of Cycle 2 Test

Cycle two test was conducted on April 14, 2011. I gave an interview test to each of the students about their idol description. The result of the cycle two test could be seen on the Tables 4.8 and 4.9 as follows.

Table 4.8 The Result of Cycle 2 Test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0%
2	Poor to fair	50-59	0	0%
3	Fair to good	60-79	9	37%
4	Good to excellent	80-100	15	63%
The Lowest Score : 74				
The Highest Score : 95				

The mean of cycle 2 test can be calculated as follows;

$$\bar{x} = \frac{\sum x_i}{n}$$

$$\bar{x} = \frac{7777}{93}$$

$$\bar{x} = 83.5$$

Table 4.9 The Result of Pronunciation, Grammar, Vocabulary, and Fluency

Aspects in Cycle 2 Test

Speaking Aspects	Sum	Mean	Category
Pronunciation	94	3.9	Good
Grammar	97	4	Excellent
Vocabulary	109	4.5	Excellent
Fluency	84	3.5	Good

where,

mean = 1- 1.9 (poor),

mean = 2- 2.9 (fair),

mean = 3 – 3.9 (good), and

mean = 4- 5 (excellent).

Based the Table 4.8 above, the mean of the students speaking score in cycle two test was 83.5 There were 9 or 37% students who got good score and 15 or 63% students who got excellent score.

Based on the Table 4.9, it could be concluded that the students' pronunciation, grammar, vocabulary, and fluency also improved. The mean of students' pronunciation improved from 3.7 in cycle one test to 3.9 in cycle two test. Then, the mean of the students' grammar improved from 3.6 to 4. The mean of the students' vocabulary also improved from 3.7 to 4.5. Then, the mean of fluency aspect was 3.5. Furthermore, the grammar and vocabulary grade in cycle two test was excellent.

4.2 The Correlation between Results of the Observation, Test, and Questionnaire

Basically the results of observation and test support each other. Based on the observation, the use of a chain drill in speaking class made the teaching and learning process more interesting and conducive. Then, it helped the students to improve their speaking score. Those could be seen from some of the following examples. The first example was S5 student. The average of his behavior in treatment four was 3.9, and it was the highest score in treatment four. He also got

the highest speaking score in cycle two test. His speaking score was 95. The other example was student who got the lowest behavior score in treatment four. The student was S8. The average of his behavior in treatment four was 3.27. Then, his speaking score in cycle two test was 74. His speaking score was also the lowest score in cycle two test. From those examples, it could be concluded that the students' behavior during treatment influenced the students' speaking score. Student who got high behavior score during the treatment also got excellent speaking score in cycle test. Then, student who got fair or low behavior score during treatment also got fair or low speaking score in cycle test.

Moreover, based on the questionnaire' results, most of the students interested in the use of a chain drill technique in speaking activity. The chain drill activity made them easier in understanding the speaking material. It also made them enjoy during the speaking activity. Then, as the student more enjoy during the speaking activity, they would practice speaking well. Their behavior during speaking activity would also be positive. Then, their positive behavior during speaking class would influence their speaking score.

4.3 The Advantages and Disadvantages of Using a Chain Drill Technique in Teaching and Learning Speaking

The use of a chain drill in teaching and learning speaking gave some advantages and disadvantages. The advantages and disadvantages of the chain drill implementation in teaching and learning speaking could be seen as follows.

4.3.1 The Advantages of Using a Chain Drill Technique in Teaching and Learning Speaking

There were some advantages from the application of a chain drill in teaching speaking for English teacher and also students. The advantages of the use of a chain drill in speaking English were:

1. A chain drill technique as alternative technique.

A chain drill technique was a simple technique but very useful in improving students' ability in speaking English. As it was a simple technique, it could be practiced by an English teacher in speaking class easily.

2. A chain drill technique made the students was more interested in learning speaking.

A chain drill technique was not only a simple technique but also interesting technique. English teacher could use the technique in order to be more creative in teaching speaking English. As the teacher could be more creative by using such a technique, it could make the students more interesting in learning speaking. A chain drill technique could make the teaching and learning speaking was not boring.

3. A chain drill technique made the teacher easier in checking and correcting the students' speaking aspects.

By using a chain drill technique in teaching speaking, the teacher was easier in checking the students' pronunciation, grammar, and vocabulary. In practicing a chain drill technique, the teacher could pay attention to each of the students' speech. As a result, when the student made mistakes, the teacher could correct

them immediately. It would make the students produce good utterances, pronounce most of the words correctly, and use words and expressions appropriately.

4. A chain drill technique made the students practice speaking English Effectively.

The effectiveness was achieved since all of the students really practiced speaking English in a classroom. Furthermore, the students' mistakes would be corrected immediately by the English teacher. As a result, the students knew about their mistakes. Then, they also know how to correct the mistakes.

5. A chain drill technique made the students could speak English communicatively.

In a chain drill activity, there was an interaction between a student and the other student next to him/her. The students would know how to ask and also answer some questions in communicating with someone else appropriately.

All of the students have the same chance in asking and answering questions.

4.3.2 The Disadvantages of Using a Chain Drill Technique in Teaching and Learning Speaking

Besides of some advantages, there were also some disadvantages from the implementation of a chain drill. The first disadvantage was the chain drill activity consumed time. It needed at least one hour to practice a chain drill activity in a classroom which consists of 24 students. The second disadvantage was the chain drill technique was not effective to be practiced in a noisy classroom. Then,

English teacher should be creative in modifying the chain drill technique in order to make the teaching and learning speaking more conducive.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusions and suggestions of the study.

5.1 Conclusions

Based on the results of data interpretation on the previous chapter, I came to conclusions as follows:

The implementation of a chain drill in teaching and learning speaking successfully improved the students' behavior during the speaking activity getting better. The students did not show negatives behavior during speaking activity at the end of the cycle. Then, the improvement of the students' behavior during cycle one and cycle two significantly influenced their speaking score. It could be seen from the result of the pre cycle test that lowers (47) than the result of cycle one test (73). Then, the result of the cycle two test was higher than both of them (83.5).

The implementation of a chain drill in speaking activity gave some contributions to the students' speaking fluency. The students' fluency in speaking English improved well. The mean of the students' speaking fluency in pre cycle test was only 1.3. Then, the mean of the students' speaking fluency in cycle one test improved from 1.3 to 2.9. In cycle two test, the students' speaking fluency improved well. It improved from 2.9 to 3.5. It means that the students' speaking

fluency at the end of the cycle two was good. The implementation of a chain drill as the treatments in each cycles successfully made the students were not hesitant, halting, and confused in producing utterances. Furthermore, the utterances that they had produced were coherent, grammatical, and understandable. The students could use vocabularies and expressions appropriately.

5.2 Suggestions

Based on the conclusions, it is suggested that English teachers should motivate the students to learn and practice speaking English. Then, I recommend English teachers to use a chain drill as one of the technique in teaching speaking. They should also find and then introduce many other techniques in teaching and learning English. This can help the students to enjoy their study and they can be more interested in learning English.

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APPENDICES

APPENDIX 1

STUDENTS LIST OF THE SEVENTH GRADE STUDENTS OF “SMP N” 5 SRAGEN IN THE ACADEMIC YEAR OF 2010/ 2011

No.	Students' Name	Class	Code
1	ABDURROHMAN ISNANI ZUHRI	VII A	R.1
2	AFITA SARI GINANJAR	VII A	R.2
3	ALFIA BUDI NUR AINI	VII A	R.3
4	ALIEF RIZKY AGUSTYA	VII A	R.4
5	ANGGA DWI WIJAYANTO	VII A	R.5
6	ANUGERAH PERMANA PRASETYO A.	VII A	R.6
7	CHOIRUNISA AHMAD KHADAFI	VII A	R.7
8	DHIMAS RADITYO KUNCORO	VII A	R.8
9	DINENDA TEJOARUM	VII A	R.9
10	FANDO WILDAN ASHARI	VII A	R.10
11	FRANSCHELINA PERMATA NUSA	VII A	R.11
12	HAEDAR SYAMSU JUNIARDI	VII A	R.12
13	IKHSAN PRIWI AMBARDA	VII A	R.13
14	INDAH KUSUMA PUTRI	VII A	R.14
15	MUHAMMAD HAFIDZ AL FAUZAN	VII A	R.15
16	MUHAMMAD ISA RAHMATULLAH	VII A	R.16
17	MUHSIN WICAKSONO AL BAKRI	VII A	R.17
18	MUCHTAR HUSNADI	VII A	R.18
19	NUR ALFAN WISNU HARDIATMOJO	VII A	R.19
20	PRIMAROSA DITAFITRI K.	VII A	R.20
21	PUTRI ARIYANTI	VII A	R.21
22	SANDY SAKTI ADANI	VII A	R.22
23	YOGA BUDI SETYAWAN	VII A	R.23
24	YUDA ARIYANTO	VII A	R.24

APPENDIX 2
LESSON PLAN
(Teaching and Learning Process Cycle 1)

School : “SMP N” 5 Sragen

Subject : English

Class/Semester : VII / 2

Duration : 4 X 40’ (2 meetings)

Standard Competence:

9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence:

9.2 Mengungkapkan makna dalam percakapan transaksional (to get the things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka.

Objective of the Study:

At the end of the study, 75% students are able to:

- Use the expressions of like and dislike in a dialog.
- Use the expressions of giving and respond opinion in a dialog.
- Respond transactional dialogue about like and dislike correctly and fluently.
- Share their opinion and ask their friend opinion about what they are like and dislike correctly and fluently.

Material of Learning:

- Short dialog that use the expressions of asking & giving opinion, and like & dislike.
- Short monolog that use the expressions of asking & giving opinion, and like & dislike.

- The lists of the expressions that use in showing like and dislike.
- The lists of the expressions that use in giving and asking opinion.
- The grammatical pattern that use in showing like and dislike.
- The grammatical pattern that use in giving and asking opinion.

Method of Study:

- Modeling
- Repetition drill
- Chain drill
- Single slot substitution drill
- Cued dialog
- Question and answer
- Dialog practice

Teaching and learning activities:

A. Session 1

Pre activities

- Opening the activity by greeting the students.
- Asking the questions about the general condition in classroom.
- Checking students' presence.
- Telling students about what will be discussed in the classroom.

Main Activities

- Asking two of the students about what is their hobby and why he/ she like to do it.
- Showing some utterances of like and dislike.
- Asking the students to find the differences between the utterances.
- Explaining the grammar rule that used in like and dislike.
- Giving some examples of like and dislike that is followed by noun.
- Giving some example of like and dislike that is followed by verb (ing).
- Showing some expressions and adjectives that used in expressing like and dislike.
- Showing expressions of asking and giving opinion.

- Asking the students to repeat the pronunciation of some words after the teacher.
- Explaining about a chain drill technique.
- Giving a model about how to practice the chain drill.
- Giving the rule of the chain drill activity.
- Asking the first student and second student to practice the chain drill based on the model and the dialog rule.
- The activities of chain drill continue until the last student takes the turn.

Post- activities

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems.
- Closing the lesson activities.

B. Session 2

Pre activities

- Opening the activity by greeting the students.
- Asking the questions about the general condition in classroom.
- Checking students' presence.
- Telling students about what will be discussed in the classroom.

Main Activities

- Showing some expressions and words of like and dislike in subject lesson
- Asking the students to repeat the expressions and pronunciation after the researcher.
- Giving a dialog about like and dislike of subject lesson.
- Asking two students to practice the dialog.
- Asking the students to respond the teacher based on the dialog that has already given.
- Giving the rule of the chain drill practice that will be practiced in session two.
- Giving a model about the chain drill activity.

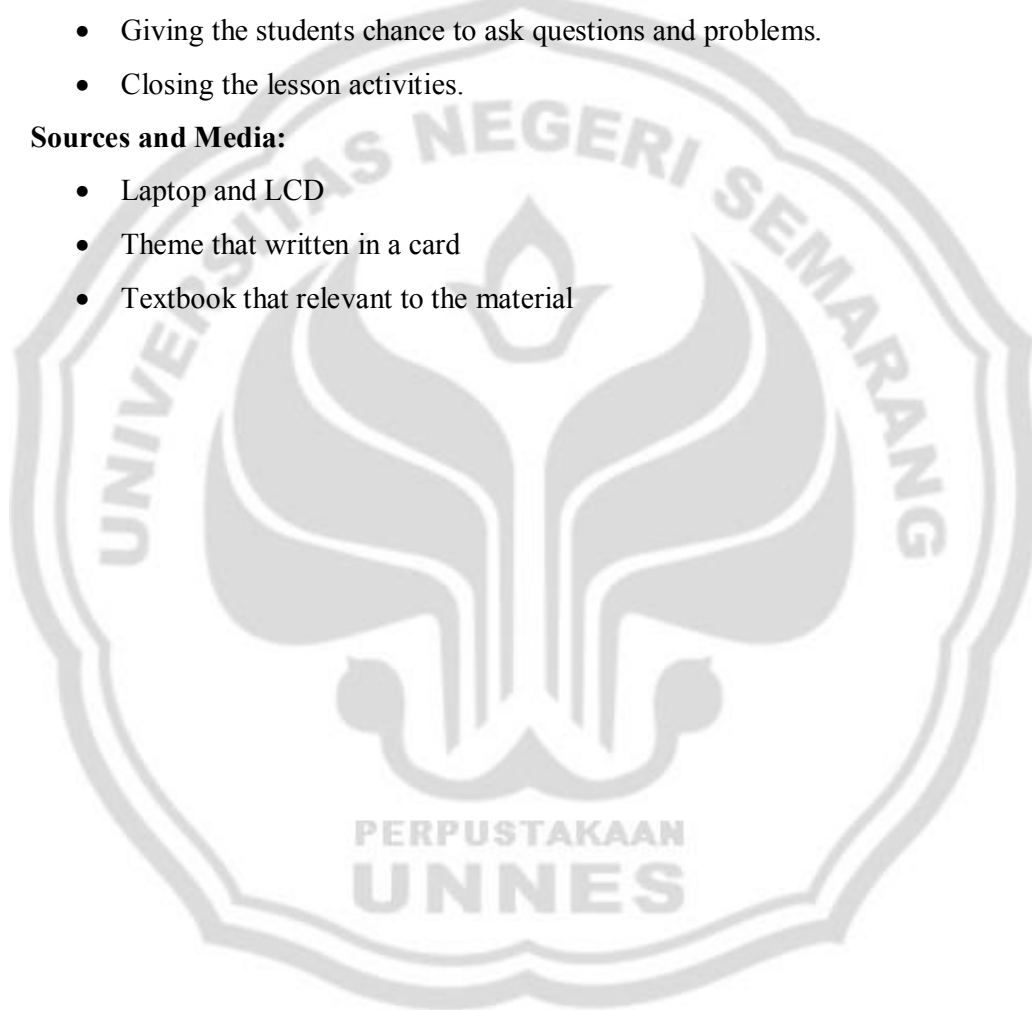
- Giving the rule of the chain drill activity.
- Asking the first student and second student to practice the chain drill based on the model and the dialog rule.
- The activities of chain drill continue until the last student takes the turn.

Post- activities

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems.
- Closing the lesson activities.

Sources and Media:

- Laptop and LCD
- Theme that written in a card
- Textbook that relevant to the material



APPENDIX 3

LESSON PLAN

(Teaching and Learning Process Cycle 2)

School : “SMP N” 5 Sragen
Subject : English
Class/Semester : VII / 2
Duration : 4 X 40’ (2 meetings)

Standard Competence:

10. Speaking

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Basic Competence:

10.2. Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

Objective of the Study:

At the end of the study, 75% students are able to:

- Pronounce the vocabularies use in describing people correctly.
- Use the expressions and vocabularies that used in describing people.
- Describe people correctly and fluently.

Material of Learning:

- Some pictures of people and the students’ idol.
- The list of expressions and adjectives that use in describing people.

- Short dialogues about people description.
- Short Monolog about people description.

Method of Study:

- Modeling
- Repetition drill
- Chain drill
- Question and answer
- Discussion
- Dialog practice

Teaching and learning activities:

C. Session 1

Pre activities

- Opening the activity by greeting the students.
- Asking the questions about the general condition in classroom.
- Checking students' presence.
- Telling students about what will be discussed in the classroom.

Main Activities

- Asking the students about the physical appearance of his/ her mother and father.
- Showing a picture of a woman and asking the students to mention her physical appearance
- Showing and explaining about the expressions and adjectives that used in describing people.
- Asking the students to repeat the pronunciation of each of the adjectives and expressions.
- Showing a dialog about a family member description.

- Showing a monolog about people description.
- Giving the rule and also explaining about the chain drill activity in treatment three.
- Giving a model to the students.
- Giving a table to each of the students that should be filled with information of the other students during chain drill practice.
- Asking the first student and second student to practice the chain drill based on the model and the dialog rule.
- The chain drill activity continues until the last student takes the turn.
- Asking two of the students to report the table list in a monolog.

Post- activities

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems.
- Closing the lesson activities.

D. Session 2

Pre activities

- Opening the activity by greeting the students.
- Asking the questions about the general condition in classroom.
- Checking students' presence.
- Telling students about what will be discussed in the classroom.

Main activities

- Showing some pictures of the students' idol.
- Asking them to describe about the picture.
- Asking one of the students to come forward.
- Asking the other student to describe their friend.
- Showing a monolog about an idol description.
- Asking some questions to the students based on the monolog.

- Asking the students to pronounce some of the adjectives in the monolog.
- Asking the students to describe about their idol in some minutes in a monolog.
- Giving the rule of the chain drill practice in treatment four.
- Giving a model about the chain drill activity.
- Giving a table to each of the students that should be filled with information of the other students during chain drill activity.
- Asking the first student and second student to practice the chain drill based on the model and the dialog rule.
- The activities of chain drill continue until the last student takes the turn.

Post- activities

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems.
- Closing the lesson activities.

Sources and Media:

- Laptop and LCD
- Pictures
- Objects
- Textbook that relevant to the material

APPENDIX 4

LESSON PLAN

(PRE- TEST)

School : “SMP N” 5 Sragen

Subject : English

Class/Semester : VII / 2

Duration : 2 X 40”

Standard Competence:

9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence:

9.2 Mengungkapkan makna dalam percakapan transaksional (to get the things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka.

Material of learning:

- Short dialogue in the form of asking and giving opinion.
- Short dialogue in the form of like and dislike expressions.

Methods:

- Short dialog
- Interview
- Evaluation

Pre- test Activity:

a. Pre-Activity

- Opening the activity by greeting the students.
- Checking the students' presence.
- Telling students about what will be discussed in the classroom.

b. Main Activity

- Asking the students to find their partner.
- Giving the students the instruction about the pre- test.
- Asking the student to practice speaking with their partner in five minutes.
- Calling the first student and asking him/ her some questions based on the instruction.
- Calling the second student and asking him/ her some questions based on the instruction too.
- The interview will be conducted until all the students take the turn.
- During the students' performance, teacher observing, scoring, and recording the students' performance based on the table of rating scale.

c. Post- Activity

- Giving feedback to the students.
- Closing the lesson activity

Sources

- Instruction script
- Tape recorder

Assessment

- Type : Interviewing
- Technique : Oral test

- Instrument :

Indicator(s)	Evaluation	
	Type	Instrument
Use the expressions of asking and giving opinion in an interpersonal dialogue.	Oral test	Performance
Use the expression of like and dislike in an interpersonal dialogue.	Oral test	Performance

Instruction:

Think about what you are like and dislike the reason why. The teacher will hold an interview for about 3- 5 minutes. To be more prepared, this is the cue that the teacher will ask to you, and also the theme that you can choose before.

Dialog cued

Teacher	Student
1. Greets the student	1. Returns greeting
2. Ask about what the student like based on the theme he/ she chose.	2. Respond the teacher question by mention what he/ she likes.
3. Ask the student why he/ she like that.	3. Respond the teacher by giving reason why he/ she likes it.
4. Asks the teacher opinion about something related to what he/ she likes.	4. Respond the teacher question by giving opinion about something related to what he/ she likes.
5. Ask the student to share about what he/ she dislike	5. Respond the teacher question by mention what he/ she dislike.

Theme:

- Television program

- Music

Rubric:

Table of Rating Scale

Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must after rephrase sentences and/or restrict him to basic pattern.
	1	Errors in grammar and word so severe as to make conversation virtually unintelligible.
Vocabulary	5	Use wide range vocabulary taught previously.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Mistakes of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

{Modified from Harris (1969: 84) and Walter Bartz, (1983: 150)} cited by Brilianti}.

COMPETENCY	FLUENCY SCORE
Utterances, whilst occasionally, by grouping, rephrasing, and circumlocutions. Inter- sentential connectors are used effectively as fillers.	4
Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
Utterances halting, fragmentary and incoherent	1

{Modified from Weir (1998: 148)}



APPENDIX 5
LESSON PLAN
(Cycle 1 Test)

School : “SMP N” 5 Sragen
Subject : English
Class/Semester : VII / 2
Duration : 2 X 40”

Standard Competence:

9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence:

9.2 Mengungkapkan makna dalam percakapan transaksional (to get the things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka.

Material of learning:

- Short dialogue in the form of asking and giving opinion.
- Short dialogue in the form of like and dislike expressions.

Methods:

- Interview
- Short dialog practice
- Evaluation

Pre- test Activity:

a. Pre-Activity

- Opening the activity by greeting the students.
- Checking the students' presence.
- Telling students about what will be discussed in the classroom.

b. Main Activity

- Giving the students the instruction about the post- test cycle 1.
- Asking the students to prepare it in 3 minutes.
- Calling the first students to come forward then asking him/ her some questions (do a short dialog or interview with him/ her).
- Asking the second student to come forward and asking some questions to him/ her
- The interview will be conducted until all the students take the turn.
- During the students' performance, teacher observing, scoring, and recording the students' performance based on the table of rating scale.

c. Post-Activity

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems
- Closing the lesson activity.

Sources

- Recorder

Assessment

- Type : Interview
- Technique : Oral test
- Instrument :

Indicator(s)	Evaluation	
	Type	Instrument
Use the expressions of asking and giving opinion in a dialog correctly and appropriately.	Oral test	Performance
Use the expression and vocabularies of like and dislike in a dialog correctly and appropriately.	Oral test	Performance
Fluent in responding or interacting in an interview about like and dislike	Oral tes	Performance

Instruction:

Remember about the activity you did in the last section. Practice a dialog about like and dislike of a subject lesson with your partner in 3 minutes. Then, you will do a short interview about it with the teacher for about 3- 5 minutes.

Rubric:

Table of Rating Scale

Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.

	2	Grammar and word-order errors make comprehension difficult. Must after rephrase sentences and/or restrict him to basic pattern.
	1	Errors in grammar and word so severe as to make conversation virtually unintelligible.
Vocabulary	5	Use wide range vocabulary taught previously.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Mistakes of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

{Modified from Harris (1969: 84) and Walter Bartz, (1983: 150)} cited by Brilianti}.

COMPETENCY	FLUENCY SCORE
Utterances halting, fragmentary and incoherent	1
Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3



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Utterances, whilst occasionally, by grouping, rephrasing, and circumlocutions. Inter- sentential connectors are used effectively as fillers.	4
--	---

{Modified from Weir (1998: 148)}



APPENDIX 6
LESSON PLAN
(Cycle 2 Test)

School : “SMP N” 5 Sragen
Subject : English
Class/Semester : VII / 2
Duration : 2 X 40”

Standard Competence:

10. Speaking

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Basic Competence:

10.2. Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

Material of learning:

- Short dialog that use in describing people.
- Short monolog that used in describing people.

Methods:

- Short dialog practice
- Short monolog practice
- Interview
- Evaluation

Pre- test Activity:

a. Pre-Activity

- Opening the activity by greeting the students.
- Checking the students' presence.
- Telling students about what will be discussed in the classroom.

b. Main Activity

- Giving the students the instruction about the post- test cycle 2.
- Asking the students to prepare a short monolog about their idol in 3 minutes.
- Calling the first students to come forward and asking some questions to him/ her based on the short monolog about their idol in 3 – 5 minutes.
- The evaluation finish after the entire students is interviewed.
- During the interview, teacher observing, scoring, and recording the students' performance based on the table of rating scale.

d. Post-Activity

- Giving the students reward and feedback.
- Giving the students chance to ask questions and problems
- Closing the lesson activity.

Sources

- Recorder

Assessment

- Type : Interview
- Technique : Oral test
- Instrument :

Indicator(s)	Evaluation	
	Type	Instrument
Use some adjectives that are used in describing people correctly and appropriately.	Oral test	Performance
Make a description of people correctly	Oral test	Performance
Fluent in responding or interacting in an interview about people description.	Oral test	Performance

Instruction:

Remember about the activity you did in the last section. Practice a monolog about your idol in 3 minutes. Then, you will do a short interview that is related to your monolog with the teacher for about 3- 5 minutes.

Rubric:**Table of Rating Scale**

Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension

		difficult. Must after rephrase sentences and/or restrict him to basic pattern.
	1	Errors in grammar and word so severe as to make conversation virtually unintelligible
Vocabulary	5	Use wide range vocabulary taught previously.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Mistakes of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

{Modified from Harris (1969: 84) and Walter Bartz, (1983: 150)} cited by Brilianti}.

COMPETENCY	FLUENCY SCORE
Utterances halting, fragmentary and incoherent	1
Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
Utterances, whilst occasionally, by grouping, rephrasing, and circumlocutions. Inter- sentential connectors are used effectively as fillers.	4

{Modified from Weir (1998: 148)}

APPENDIX 7

The Form of the Field Note

Student	Indicator	Grade			
	1 : Student' enthusiasm in practicing a chain drill	1	2	3	4
	2 : Student' ability in using expressions and vocabularies	1	2	3	4
	3 : Student' ability in pronouncing words	1	2	3	4
	4 : Student' ability in making utterances	1	2	3	4
	5 : Student' fluency in producing and saying utterances	1	2	3	4
	6 : Student' ability in practicing a chain drill communicatively	1	2	3	4
	7 : Student' ability in adapting the researcher examples and corrections	1	2	3	4
	8 : Student' attention to the researcher' explanation	1	2	3	4



9	: Student' attention to the researcher as the whole class was practicing a chain drill	1	2	3	4
10	: Student' attention to the other students who were taking a role in practicing a chain drill	1	2	3	4
11	: Student' ability in giving reflections	1	2	3	4

grade:

- 1 : poor,
- 2 : fair,
- 3 : good, and
- 4 : excellent.

Denah Kelas VII A SMP N 5 Sragen

Meja Guru					
Muhsin (S17)	Angga (S5)	Lina (S11)	Haedar (S12)	Nisa (S7)	Yudha (S24)
Hafidz (S15)	Fando (S10)	Muchtar (S18)	Yoga (S23)	Dita (S20)	Alfia (S3)
Aji (S6)	Alfan (S19)	Isna (S1)	Isa (S16)	Nenda (S9)	Afita (S2)
Dhimas (S8)	Sakti (S22)	Alief (S4)	Ikhsan (S13)	Putri (S21)	Puput (S14)

APPENDIX 8

The Form of the Questionnaire

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kalian menyukai pelajaran berbicara bahasa Inggris (speaking)?		
2	Menurut kalian apakah pelajaran berbicara bahasa Inggris (speaking) sangat berguna dalam kehidupan sehari-hari?		
3	Apakah selama ini metode yang digunakan guru bahasa Inggris menyenangkan?		
4	Menurut kalian apakah berbicara bahasa Inggris itu menyenangkan?		
5	Apakah kalian mengalami kesulitan dalam berbicara dalam bahasa Inggris?		
6	Apakah kalian menyukai berdialog dengan menggunakan teknik <i>Chain Drill</i> ?		
7	Apakah dengan menggunakan <i>Chain Drill</i> dapat membantu kalian dalam pelajaran speaking (berbicara) Inggris?		
8	Menurut pendapat kalian, apakah cara pengajaran speaking yang telah diajarkan mempermudah kalian dalam memahami materi bahasa Inggris?		
9	Apakah materi speaking yang diajarkan sulit?		
10	Apakah kegiatan ini perlu dilakukan terus menerus?		

APPENDIX 9

The Result of Students' Behavior Changes

Student	Indicator	Grade of the students' behavioral during the treatments			
		Treatment 1	Treatment 2	Treatment 3	Treatment 4
S1	A	1	2	3	3
	B	2	3	3	4
	C	2	3	3	3
	D	2	3	3	4
	E	1	2	3	3
	F	1	2	4	4
	G	2	3	4	4
	H	2	3	3	3
	I	3	3	4	4
	J	1	1	3	3
	K	1	1	4	4
	L	1	1	3	3
	Sum	19	27	40	42
S2	A	1	2	3	3
	B	2	3	3	4
	C	1	2	3	3
	D	2	3	3	3
	E	1	1	2	3
	F	2	3	3	4
	G	1	2	3	3
	H	2	3	3	4
	I	2	3	3	3
	J	1	1	3	3
	K	1	1	3	3
	L	1	1	2	3
	Sum	17	25	34	39
S3	A	2	3	4	4
	B	2	3	3	4
	C	1	2	3	3
	D	2	3	3	3
	E	1	3	3	3
	F	2	3	4	4
	G	2	3	4	4
	H	2	3	3	4
	I	4	4	4	4
	J	1	3	3	4
	K	1	1	4	4
	L	2	3	3	3
	Sum	22	35	41	44

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S4	A	3	3	4	4
	B	2	3	3	4
	C	2	3	3	4
	D	2	2	3	3
	E	2	2	3	3
	F	2	3	4	4
	G	3	3	3	3
	H	2	3	3	3
	I	2	3	3	3
	J	1	1	3	3
	K	1	1	3	4
	L	1	1	3	3
	Sum	23	28	38	41
S5	A	3	3	4	4
	B	3	3	4	4
	C	2	3	3	4
	D	2	3	3	4
	E	2	3	4	4
	F	3	3	4	4
	G	3	4	4	4
	H	3	3	4	4
	I	4	4	4	4
	J	2	3	3	4
	K	2	3	4	4
	L	3	3	3	3
	Sum	32	35	44	47
S6	A	2	3	3	3
	B	2	3	3	3
	C	2	2	3	3
	D	2	3	3	4
	E	1	2	3	3
	F	3	3	3	4
	G	2	3	3	4
	H	2	3	3	3
	I	1	3	3	4
	J	1	1	3	3
	K	1	1	3	4
	L	1	1	3	3
	Sum	20	28	36	41
S7	A	3	3	4	4
	B	2	3	3	4
	C	2	2	3	3
	D	2	3	4	4

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	E	2	3	3	3
	F	1	2	3	3
	G	2	3	3	4
	H	2	3	3	3
	I	3	3	4	4
	J	3	3	3	3
	K	1	3	4	4
	L	3	3	4	4
	Sum	26	34	41	43
S8	A	1	1	3	3
	B	2	3	3	4
	C	1	2	2	3
	D	2	3	3	3
	E	1	2	2	3
	F	2	3	3	3
	G	1	2	3	3
	H	2	3	3	4
	I	1	3	3	3
	J	1	1	3	3
	K	1	1	3	4
	L	1	1	2	3
	Sum	16	25	33	39
S9	A	3	3	4	4
	B	3	3	3	4
	C	2	3	3	3
	D	2	3	3	4
	E	2	3	4	4
	F	3	3	3	3
	G	3	3	4	4
	H	3	3	4	4
	I	4	4	4	4
	J	1	1	2	3
	K	1	2	4	4
	L	1	1	4	4
	Sum	28	32	42	45
S10	A	2	3	3	4
	B	2	3	3	3
	C	1	2	3	3
	D	1	2	3	3
	E	2	3	3	3
	F	2	3	3	4
	G	1	2	3	3
	H	2	3	4	4



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	I	3	3	3	3
	J	1	2	3	4
	K	2	3	4	4
	L	1	1	3	3
	Sum	20	30	38	41
S11	A	3	3	4	4
	B	2	3	3	4
	C	2	3	3	4
	D	2	3	3	3
	E	2	3	3	4
	F	2	3	3	3
	G	3	3	4	4
	H	3	4	4	4
	I	4	4	4	4
	J	3	3	4	4
	K	3	3	4	4
	L	3	3	3	3
	Sum	32	38	42	45
S12	A	3	4	4	4
	B	3	4	4	4
	C	3	3	3	4
	D	3	3	3	3
	E	2	3	3	4
	F	3	4	4	4
	G	3	3	4	4
	H	3	4	4	4
	I	4	4	4	4
	J	3	3	4	4
	K	3	3	3	4
	L	3	3	3	3
	Sum	36	41	43	46
S13	A	2	3	3	3
	B	2	3	3	4
	C	2	3	3	3
	D	1	2	3	3
	E	1	2	3	3
	F	2	3	3	4
	G	1	2	3	4
	H	2	3	3	3
	I	1	1	3	3
	J	1	1	3	3
	K	1	1	4	4
	L	1	1	3	3



	Sum	17	25	37	40
S14	A	3	4	4	4
	B	3	3	3	4
	C	1	2	3	3
	D	2	3	3	4
	E	1	3	3	4
	F	3	4	4	4
	G	2	3	4	4
	H	3	3	3	3
	I	3	3	4	4
	J	1	2	3	4
	K	1	1	4	4
	L	1	2	3	3
	Sum	24	33	41	45
S15	A	3	3	4	4
	B	2	3	3	3
	C	1	2	3	3
	D	1	2	3	3
	E	1	2	2	3
	F	2	3	3	4
	G	1	2	3	4
	H	1	2	3	3
	I	3	3	3	3
	J	1	1	3	3
	K	1	1	4	4
	L	1	1	2	3
	Sum	18	25	36	40
S16	A	3	3	4	4
	B	3	3	3	4
	C	3	4	4	4
	D	3	3	4	4
	E	3	4	4	4
	F	3	4	4	4
	G	3	3	4	4
	H	3	3	3	3
	I	3	3	3	3
	J	2	2	3	3
	K	1	2	4	4
	L	2	3	3	4
	Sum	32	37	43	44
S17	A	3	3	4	4
	B	2	3	3	4
	C	1	2	2	3



	D	2	3	3	4
	E	1	3	3	3
	F	2	3	3	4
	G	1	2	3	3
	H	2	3	4	4
	I	3	3	3	3
	J	1	1	3	3
	K	2	2	4	4
	L	2	3	3	3
S18	Sum	22	31	38	42
	A	2	3	4	4
	B	2	3	3	4
	C	1	2	3	3
	D	2	3	3	4
	E	1	2	3	3
	F	3	3	3	3
	G	2	3	3	4
	H	2	3	3	3
	I	3	3	3	3
	J	1	1	2	3
	K	1	1	3	3
	L	1	1	3	3
	Sum	21	28	36	40
S19	A	3	3	4	4
	B	2	3	3	4
	C	1	2	3	3
	D	2	2	3	3
	E	1	2	3	4
	F	2	3	3	4
	G	1	2	3	4
	H	2	2	3	3
	I	3	3	3	3
	J	1	1	3	3
	K	1	1	3	4
	L	1	1	2	3
	Sum	20	25	37	42
S20	A	2	3	3	4
	B	3	3	3	4
	C	2	2	3	3
	D	2	2	3	3
	E	2	3	3	4
	F	3	3	4	4
	G	3	3	4	4

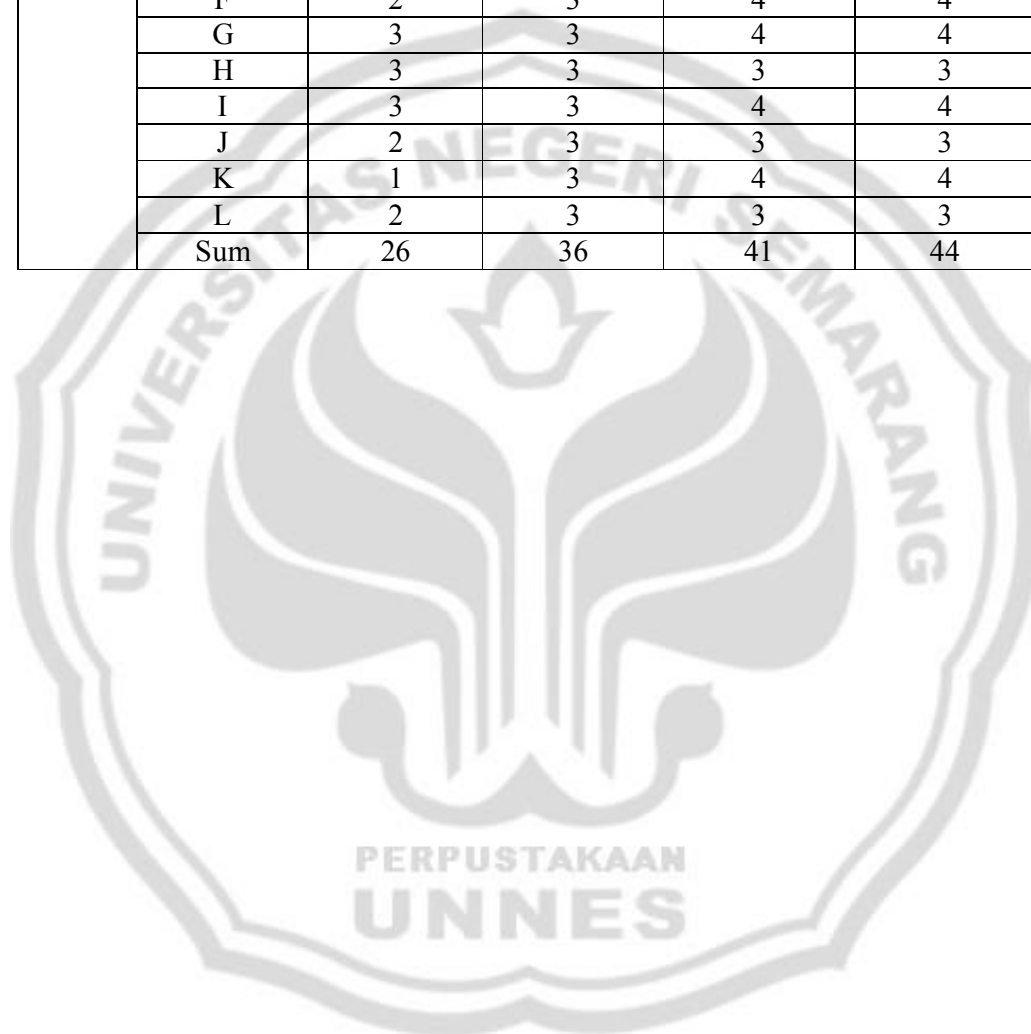
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	H	3	3	3	3
	I	2	3	3	4
	J	1	1	3	3
	K	1	1	3	4
	L	1	1	2	3
	Sum	25	28	37	43
S21	A	3	3	4	4
	B	2	3	3	4
	C	2	3	3	4
	D	2	3	3	3
	E	2	3	3	4
	F	3	4	4	4
	G	3	4	4	4
	H	3	3	4	4
	I	3	3	3	3
	J	1	1	3	3
	K	1	1	4	4
	L	3	3	3	3
	Sum	28	34	41	44
S22	A	2	3	3	3
	B	2	3	3	4
	C	2	2	3	3
	D	2	3	3	4
	E	2	2	3	3
	F	2	3	4	4
	G	2	3	3	4
	H	3	3	3	3
	I	3	3	3	3
	J	1	1	3	3
	K	1	1	4	4
	L	1	1	2	3
	Sum	23	28	37	41
S23	A	2	3	3	3
	B	2	3	3	4
	C	2	2	3	3
	D	2	3	3	4
	E	1	2	3	3
	F	2	3	3	3
	G	2	3	3	4
	H	2	3	3	3
	I	3	3	3	3
	J	1	1	3	3
	K	1	1	3	4



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	L	1	1	2	3
	Sum	21	28	35	40
S24	A	3	3	4	4
	B	2	3	3	4
	C	2	3	3	4
	D	2	3	3	3
	E	2	3	3	4
	F	2	3	4	4
	G	3	3	4	4
	H	3	3	3	3
	I	3	3	4	4
	J	2	3	3	3
	K	1	3	4	4
	L	2	3	3	3
	Sum	26	36	41	44



APPENDIX 10

THE RESULT OF THE PRE- TEST

No.	Code	Pronunciation	Grammar	Vocabulary	Fluency	Total	Final Score
1	R.1	3	1	2	1	7	37
2	R.2	3	2	1	1	7	37
3	R.3	3	2	2	1	8	42
4	R.4	2	2	2	1	7	37
5	R.5	3	2	3	2	10	53
6	R.6	3	2	3	1	9	47
7	R.7	3	2	3	1	9	47
8	R.8	2	2	2	1	7	37
9	R.9	3	3	2	1	9	47
10	R.10	2	2	2	1	7	37
11	R.11	4	4	3	2	13	68
12	R.12	4	3	4	2	13	68
13	R.13	2	2	2	1	7	37
14	R.14	3	3	3	1	10	53
15	R.15	2	2	2	1	7	37
16	R.16	4	4	4	3	15	79
17	R.17	2	2	2	1	7	37
18	R.18	3	3	3	2	11	58
19	R.19	2	2	2	1	7	37
20	R.20	2	2	2	1	7	37
21	R.21	3	3	3	2	11	58
22	R.22	2	2	3	1	9	47
23	R.23	3	2	3	1	9	47
24	R.24	3	3	2	2	10	53
Sum		66	57	60	32	215	1137
Mean		2,75	2,3	2,3	1,3	8,75	47

Final score = $\frac{00000000000000 \quad 0000000000 \quad 0 \quad 0000000000000000 \quad 000000 \quad 000000 \quad 0000}{00} \times 100$

$$\text{Mean of total score} = \frac{22}{2} = \frac{2222}{22} = 83,5$$

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0%
2	Poor to average	50-59	0	0%
3	Average to good	60-79	9	37%
4	Good to excellent	80-100	15	63%
The Lowest Score : 74				
The Highest Score : 95				

APPENDIX 11

THE RESULT OF THE CYCLE 1 TEST

No.	Code	Pronunciation	Grammar	Vocabulary	Fluency	Total	Final Score
1	R.1	4	3	4	3	14	74
2	R.2	3	4	4	2	13	68
3	R.3	3	4	4	3	14	74
4	R.4	3	4	4	3	14	74
5	R.5	4	4	4	3	15	79
6	R.6	4	3	4	3	14	74
7	R.7	3	4	4	3	14	74
8	R.8	3	3	4	2	12	63
9	R.9	4	3	4	3	14	74
10	R.10	3	3	4	2	12	63
11	R.11	4	4	4	3	15	79
12	R.12	4	4	5	3	16	84
13	R.13	4	3	4	2	13	68
14	R.14	4	3	4	3	14	74
15	R.15	4	3	4	2	12	64
16	R.16	5	5	4	4	18	95
17	R.17	3	4	4	3	14	74
18	R.18	4	3	4	3	14	74
19	R.19	3	3	4	2	12	63
20	R.20	3	4	4	3	14	74
21	R.21	4	4	3	3	14	74
22	R.22	4	4	3	3	14	74
23	R.23	4	3	3	2	12	64
24	R.24	4	4	3	3	14	74
Sum		88	87	89	69	332	1751
Mean		3,7	3,6	3,7	2,9	13,8	73

Final score = $\frac{000000000000\ 000000\ 0000\ 0\ 00\ 000000\ 0000000000\ 000000\ 000000\ 0000}{00} \times 100$

$$\text{Mean of total score} = \frac{22}{2} = \frac{2222}{22} = 73$$

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0%
2	Poor to average	50-59	0	0%
3	Average to good	60-79	22	92%
4	Good to excellent	80-100	2	8%
The Lowest Score : 63				
The Highest Score : 95				

APPENDIX 12

THE RESULT OF THE CYCLE 2 TEST

No.	Code	Pronunciation	Grammar	Vocabulary	Fluency	Total	Final Score
1	R.1	4	4	5	3	16	84
2	R.2	4	4	5	3	16	84
3	R.3	4	3	4	3	14	74
4	R.4	4	4	5	3	16	84
5	R.5	4	5	5	4	18	95
6	R.6	4	4	4	4	16	84
7	R.7	4	4	5	3	16	84
8	R.8	3	4	4	3	14	74
9	R.9	4	4	5	4	17	89
10	R.10	3	4	4	3	14	74
11	R.11	4	4	5	4	17	89
12	R.12	5	4	5	3	17	89
13	R.13	3	4	5	3	15	79
14	R.14	4	4	4	3	15	79
15	R.15	3	4	4	4	15	79
16	R.16	5	5	4	4	18	95
17	R.17	3	4	5	3	14	79
18	R.18	4	4	4	4	16	84
19	R.19	4	4	4	4	16	84
20	R.20	4	4	4	4	16	84
21	R.21	4	4	5	4	17	89
22	R.22	3	4	5	3	15	79
23	R.23	4	4	4	3	15	79
24	R.24	4	4	5	4	17	89
Sum		94	97	109	84	382	2003
Mean		3,9	4	4,5	3,5	15,9	83,5

Final score

[illegible]

$$\text{Mean of total score} = \frac{22}{2} = \frac{2222}{22} = 83,5$$

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0%
2	Poor to average	50-59	0	0%
3	Average to good	60-79	9	37%
4	Good to excellent	80-100	15	63%
The Lowest Score : 74				
The Highest Score : 95				