

Improving Speaking Skill through Chain Drill Technique

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Abstract—Improving leaners' Speaking Skill through chain drill technique. This study is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact the leaners' ability in speaking English is low. It is caused by several factors such as there are some elements of speaking such as vocabulary, pronunciation, grammar and fluency that must be mastered by leaners in order to be good English speaker. In this research, the researcher used communicative approach technique to improve students' speaking skill. The main objective of this study is to describe the implementation of improving speech ability through chain drill technique and to identify how much students' speaking skill improvement after being taught by using chain drill technique. Improving speech ability through chain drill technique is appropriate technique used to improve students' speaking skill.

Keywords: Improving Speaking, Speaking, Speaking Skill, Classroom Action Research, Chain Drill Technique

1. INTRODUCTION

Language is a system for the expression of meaning. Its primary function is for interaction and communication (Jo Mc Donough and Shaw, Christopher, 2003:135). English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English.

Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Speaking is one of the four basic language skills: listening, writing, reading and speaking. Teaching English speaking is the process of giving the English lesson, from the teacher to the leaners based on the material from the syllabus of the certain school, in order that the leaners are able to absorb it and they will be able to communicate by using English orally.

Language is used by human in order to know and understand each other. As we know that God created human indifferent condition and character, so they need to interact among people. Allah has explained this instruction in the Quran.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world.

Recently, English becomes important. Since it's important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

There are four skills in learning English they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In speaking, leaners should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many leaners have amount vocabularies and mastering the structure, but they still have difficulty in speaking. This problem also appears to the leaners.

For years, experts have totally given their mind in the study of developing techniques and methods to teach English as the second language in order to improve the motivation of the leaners in learning English. As the result, a variety of English teaching techniques and methods have been found and applied in every level of education. One of them is chain drill, a teaching technique that is created from the Audio Lingual Method firstly applied by Charles Fries (1945) of the University of Michigan (Larsen-Freeman, 2000:35).

Teaching speaking by using chain drill technique is started by the teacher. Teacher prepares questions to be asked to the student nearest with the teacher. Chain drill gives leaners an opportunity to speak their idea individually.

The teacher listens and can tell which leaners are struggling and will need more practice. A chain drill also lets leaners use the expressions in communication with someone, even though the communication is very limited. Then, teacher addresses a questions to the student nearest with her. After that, the first student responds to the teacher's question. The teacher ask another questions then the first student answers or responds the questions given. The first student understand through teacher's gestures then he turns to the student sitting beside him and ask questions like teacher asked before. The second student, in turn, says her lines in replay to him (first student). When the second student has finished, she greets and asks questions to the student on the other side of her. This chain

continues until all of the learners get a chance to ask and answer the questions. The last student directs the greeting and asking questions to the teacher.

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

2. METHODOLOGY

2.1 Research Design

The classroom action research was used in this study to apply Chain Drill Technique and optimize this technique in improving speaking skill. Globalization era demanded educators to be more professional in their job, otherwise they will be left behind. So, it is important for them to be more creative in finding a new kind of methods in teaching process. To support all those things, they have to conduct their own strategy of teaching by doing some kinds of research.

Hewitt and Little stated that Action research is a model of professional development that promotes collaborative inquiry, reflection and dialogue. Within the action research process, educators study students' learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and continue monitoring the improvement of students' learning (2005: 1). Furthermore, Guskey in Hewitt and Little stated that the idea of action research is that educational problems and issues are best identified and investigated where the action is at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly (2005: 1).

Within the action research process, teachers may choose to focus their study on one student, a small group of students, a class or several classes, or a whole school. The focus and level of participation among school and district colleagues depended on the level of support, needs, and interests of the teacher (s) and school. Ary, et al (2010: 512) also argued that action research has been used in a variety of settings, including schools, hospitals, health clinics, community agencies, government units, and other environments. It could be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and programs.

Emily Calhoun in Hewitt and Little described three approaches to action research: individual teacher research, collaborative action research, and schoolwide action research. Even though the environments are different, the process of action research remains the same. This process uses data to identify classroom/school problems, creates and implements a plan of action, collects and analyzes data, uses and shares the results, and makes instructional decisions to improve students' learning continuously (2005: 3).

According to Hewitt and Little, the action research process involved four phases; Identifying a classroom problem, developing and implementing an action research plan, collecting and analyzing data, using and sharing results (2005:2). Another expert such as Kurt Lewin stated that the concept of Action Research design contained of four components; Planning, Acting, Observing and Reflecting (Kusumah and Dwitagama, 2009:20). But actually, both designs above were generally same in their action.

From those explanations, it could be concluded that the meaning of classroom action research was a kind of educational research that aimed to increase teaching and learning through problem solving. It tempted to answer

questions related to some aspects of educational practice. Here the teacher could reflect on what they have discovered and then apply it to their professional practice.

2.2 Research Procedure

Classroom Action Research in this study took two cycles (Cycle I and Cycle II) which every cycle had two sessions. Those two sessions consisted of four activities which had bounding in every activity and they were named:

Planning (P), Action (A), Observation (O), and Reflection (R). However, in order to measure the result of pre-existing speaking skill of Manajemen Informatika students of Politeknik Ganesha Medan, researcher administered Initial Reflection (IR). The mean score of IR would be compared to the corresponding mean score of R and at the end of each session would show the degree of speaking skill's improvement.

There were many kinds of the action research's designs exist at present. Those are Kurt Lewin's design, Kemmis and McTaggart's design, Dave Ebbut design, John Elliot's design, McKernan's design and many more. However, here the researcher focused on Kurt Lewin's design. He was the expert who introduced the action research for the first time. His design became the host and the main basic of other further action research especially classroom action

research. The concept of Kurt Lewin's action research design contains four components those are Planning, Acting, Observing and Reflecting (Kusumah and Dwitagama, 2009: 20) which could be showed completely below.

2. 2.1 Planning

After making sure about the problem of the research, researcher made a preparation before doing an action researcher. The kind of preparation could be seen as follows:

- a) The steps and the activities during the research.
- b) Preparation for teaching facilities.
- c) Preparation for data analysis during the research process.
- d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

2.2.2 Action

Doing an action research was the main cycle of action research. Then was followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she had to follow the procedure or action planning during the research. Action referred to what the researcher really do in the classroom setting during the processes of teaching speaking through chain drill technique which aimed was to solve the problems found.

3. RESULTS AND DISCUSSION

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others (Glenn, Fulcher, 2003: 23). Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

As quoted in speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating (Glenn, Fulcher, 2003: 21)

Speaking is making use of language in ordinary voice; uttering words knowing and being able to use a language expressing oneself in words; making speech (A S Hornby, 1987: 827)

In short, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

The Manajemen of Informatika students at Politeknik Ganesha Medan were divided into two classes. Class MI R.1.1 (Manajemen Informatika) regular was taken as the subject of the research because based on the interview with the English lecturer, students of MI.R.1.1 got low scores in speaking. There were 20 students in this class, 13 females and 7 males, which was considerably enough to be the purpose of the research.

3.1 Text Analysis

In text analysis, the researcher analyzed some questions that has given to the students. In this session, the material is carried out on an English Book entitled 'E-compusoft English book. Bandung: E-compusoft Indonesia. Handoko, Teguh. 2009'. For the ESP book, the text analysis is not carried out on the entire book but uses, rather, the passages as the texts.

3.1.1. Analyzed Wh Question

These are some questions that is questioned by the researcher:

1. What is your full name?
2. How old are you?
3. What is your job?
4. What is your phone number?
5. What are your hobbies?
6. What is your marital status?
7. What is your home address?
8. What is your college address?
9. What is your zodiac?

Table 1. Table of questions and answers

No	The Questions	The student's answer
1	What is your full name?	The first question indicates that only 60 % of the students answer incomplete sentence and 25 % of them may answer complete sentence, but the sentence is not incorrect. And 15 % of them can answer with complete sentence. It identifies that most students do not know how to answer the question completely. Or there may be some principal problems in answering it. As a result, they do not familiar with complete answer.
2	How old are you?	The second questions shows that students, before they study how to answer the question well. They do not know the complete answer from the question. It is about 15 % can answer the question completely and correct. And 65 % answer incompletely and it is still about 20 % answer

No	The Questions	The student's answer
3	What is your job?	from indonesia to English. The third question clarifies that the students' answers in English are relatively low. It is about 80% students miss the answer . And 10 % answer incomplete answer. It is just 10% can answer complete and correct answer. There may be some weaknesses that students may have at this question. This is assumed because only a few students who answer complete sentences. With this, it can be assumed that students may have no knowledge and skill before they answer the question.
4	What is your phone number?	The fourth question shows that 70 % of the students miss for complete answer. Some of the students still have a problem to answer the complete sentence. And it is 20 % can answer but the sentence is not correct. It is about 10% can answer well. The researcher concludes that the students still have confusing complete answer from the question.
5	What are your hobbies?	The fourth question shows indicates that 15 % (20) of the students only answer the question correctly. It is so because the questionnaires were given to them instantly. In other words, the responses are obtained from the students who were currently taking the English course.
6	What is your marital status?	It seems that, it is about 70 % of the students can answer incorrectly. It is primarily used as the answer of the question. Most of the students may have not enough ability to answer the question. English is seldom used totally in their daily conversation. Also, as shown in the above Table, 30 % of the students complete answer. It is a fact that happens in students' problem. This state may become one of the basic problems that affect students' ability in improving their English.
7	What is your home address?	It is shown that 80 % of the students answer the questions incomplete answer. Anyhow, it is assumed that those students rarely answer complete answer. And It also indicates that answer the complete English is not common for them so that they could not answer well. It is 15% the students can answer correct answer. And it is 5% miss the answer. It is assumed that the students still do not know how to answer well.
8	What is your zodiac?	It verifies that 65 % students still answer incomplete sentence. English full sentence is rarely used in daily conversation, either inside or outside of the classroom. It is 15 students answer incomplete answer. And it is 20 % students answer complete answer. As the language researchers, Tarigan (1975) and Smith (1991) indicate, Indonesian students rarely use English as a medium of communication, because they are unfamiliar with the English language itself (Tarigan. 1975: 63-64; Smith. 1991: 41). With this, it can be said that students are still not using or learning English (see 1.2). Consequently, the frequency of using English is quite low.
9	What is your favorite food?	It is shown that 55 % of students acknowledge that they answer the question incompletely. From this percentage, it is indicated that most of them primarily have some weaknesses in answering English. It, therefore, can be said to be a big problem for university students that English is difficult to practice as a communication. It is 20 % of them say that they answer incompletely, there is an assumption that they still have problems when they use English as a daily communication. It is just 15% the students can answer completely.

3.2 Summary of Findings: Needs Analysis

With the analysis above in mind, it can be deduced that there are many problems encountered by the Management Informatika students when they come to use English. As clarified, their achievement in English when they were in the first semester is unfortunately below the good standard. Then, the frequency of using English, whether it is in or outside campus, is quite low, and English itself is not well familiarised to them. Although all of them has studied simple questions and answers when they were in Junior and Senior high school, they still find it difficult to answer the questions, especially in complete answer. They, therefore, prefer to answer with incomplete answer than complete answer. Then, although the students have English subject in their class they still have difficulties in making and answering the complete sentence. Anyone could use these tools although he or she has no very good command of English.

4. CONCLUSIONS

Based on the discussion above, there are some important conclusions as follows:

Speaking is one of the most difficult aspects for students to master because when they speak, they have to consider everything that is involved in speaking such as idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person they are communicating with.

Chain drill technique has given the students more chances to speak English in the classroom. Students participated in the lesson much more actively because they are involved in talking to their friends exchanging opinions and practicing new structures more than learning speaking.

Material practice in English passages are effective teaching media to be used in teaching speaking because it could inspire many ideas to the learners in speaking activities especially in learning speaking through chain drill technique.

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