

**THE EFFECT OF DRILLING TECHNIQUE TOWARDS
STUDENTS' SPEAKING ACHIEVEMENT AT GRADE VIII OF
SMPN 5 KOTA JAMBI**

THESIS

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that thesis is really my own work, not written by anyone else, not a plagiarism either partially or wholly. opinions and finding of other contained in this thesis are cited using the code or scientific eithers.

**Jambi, June 2020
The Researcher**

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Finnaly, as human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, April 2020

The Researcher

Rika Mayasari

DEDICATION

I would like to express to Allah SWT the most gracious and the most merciful who has given the researcher mercy and blessing, health and ability to finish this thesis. the researcher dedicates this thesis for:

My beloved father **M. Kasim** and my mother **Riviati** who love and support me and never stop praying for my success now and future with their endless love.

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MOTTO

Education is a bridge to take you to be brave in facing the world

(Rika Mayasari,2020)

ABSTRACT

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Key Words : Drilling Technique, Speaking Achievement

This research was done to find the effect of Drilling Technique of students' speaking Achievement at Grade VIII Student of SMPN 5 Kota Jambi. The researcher used quantitative method as the research methodology with random sampling. The sample of this research was the second grade, VIIIA and VIIIB. The instrument of this research was a speaking dialog. The students involve 74 students of the VIII Grade students at SMPN 5 Kota Jambi as the object of the study and divided in two classes. Class VIIIA consisting 37 students as experiment class and Class VIIIB consisting 37 students. The instrument of the research was speaking test. Drilling technique in teaching speaking makes learning interesting and the students enjoying during learning activities and students' can speak in treatment process. The data was collected by using pre test and post test. Thus alternative hypothesis was accepted, the value of t-test was higher than the value t-table ($2,9288 > 1,68$). Based on the finding above, it could be concluded that drilling technique has a significant effect students' speaking achievement at VIII Grade of SMPN 5 Kota Jambi.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Learning English is one of the important lessons that students must master because English is the second language used. Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. The goal of learning English is students are able to communicate well orally and in writing. Speaking is one of the important skills in communication. This means that speaking is an interactive process of constructing meaning that involves of producing, receiving, and processing information.

According to Ur (1996:12) stated the speaking is one of the most important skills. Because speaking is one of the important element in communication, so how students can communicate with others in English while they cannot speak English. The teacher has a big challenge in making students able to communicate English well, especially speaking English in class or out of the class. In fact, the teacher is still not able to make students communicate using English. The most of students get difficulties to speak.

There are some many problems when the students learning speaking. According to Jisda (2014:2) cited in Mauliyana (16:1), there are many problems in learning speaking, first, some students cannot produce some words in English because they do not know how to say it. Second, students are afraid of being criticized by other students and the teacher. Third, they do not know how to use

grammar effectively in Speaking. Fourth, the students do not get any opportunity to train their speaking in the classroom.

Based on researchers' observation at SMPN 5 Kota Jambi, there were many students who had difficulty especially in speaking skills. The problems of students' in learning speaking is expressing their idea in English orally because they lack in vocabulary. When the students speaks in English, students are required to express their idea using English orally. In reality, students has difficulty to express their idea in English. So, students do not know what they want to say. During this time the teacher teaches English in class does not focus on the use of English, the students also does not use English when they learn English study. So, that students' skills in speaking English do not go well.

Based on the problem teachers are required to be able to overcome these problems by using suitable methods and technique. Because if the teacher is able to choose appropriate learning techniques, the delivery of material will be easier for students to understand. The researcher in this case use drilling technique in overcoming students' speaking problems.

By using this method students are expected to be able to speak and communicate well using English. Drill technique is a technique of audio lingual method which emphasizes on repeating structural patterns through oral practice. By drilling the students, it will be easier for them to remember and learn, since there more often English is repeated, the stronger the habit is and the greater learning will be achieved. That is what like Setiyadi (2006:55) states that drill (ALM) forces the students to use the target language at all times by drilling, their

mother tongue is not used unless it is necessary and translation into their mother is prohibited.

Based on the explanation above, the researcher try to apply the drilling technique to determine the effect of drilling technique in teaching speaking ability. The researcher was interested to choose the title “The Effect of Drilling Technique Towards Students’ Speaking Achievement at the VIII Grade Students of SMP N 5 Kota Jambi”.

1.2 Limitation of the Problem

The researcher focuses on the effectiveness of the use drilling technique in teaching speaking ability at SMPN 5 Kota Jambi. Researcher gives the theme about invitation.

1.3 Formulation of the Problem

Based on the research background discussed above, this research was directed to answer the following research questions: “Is there any significant effect of drilling technique towards students’ speaking achievement at VIII grade of SMP N 5 Kota Jambi”.

1.4 Objective of the Research

Based on the background stated before, the researcher tried to formulate the objectives as follows: To Find out whether there is any significant improvement or not in students’ speaking achievement after being taught through Drilltechnique.

1.5 Significant of the Research

First, the results of this study are expected to be useful for teachers to provide alternative ways to overcome their speaking problems in the teaching and learning process

Secondly, for students, the results of this study can be a medium for improving students' speaking using English. The drilling technique media will also give them many new experiences. So, that they are more interested and enjoy teaching and learning process.

Third, to further researcher the result of this research can be used to determine the level of students speaking skill in using and increase using drilling technique in learning.

1.6 Definition of Key Terms

1. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts Chaney(1998) in Leong et al (17:35).
2. Drilling Technique is a classroom technique used to practice new language Budden (2013)

1.6 Basic Assumptions

By using drill technique, the students' could improve speaking achievement. Drill technique is emphasizes the students on repeating structural patterns in oral practice and the students use the target language all the time. By using drilling technique the students would be easier to remember and learn,

because the students more often English repeated and students would be accustomed and learning objectives would be achieved.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Definition of Speaking

In English language, there are four important skills namely ; reading, listening, writing, and speaking. All of those skills in English language is very important for students. Students should to master all of those skills because each skills has different function. One of those skills in English is speaking. Speaking is say to words orally, to communicate as by talking, to make a request, and to make a speech (Nunan,1995).

According to Byrne (1984)Speaking is two way process between speaker and listener and it involves the productive skill and receptive skill of understanding. In speaking process the people try to communicate with each others and use their language to send their message to other person. In this case, speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information. Speaking is not only communicate with other people but in speaking we can also get new information and we can share our ideas with other.

In additional, Ladoo (1977) state that speaking is described as an ability to converse or to express a sequence of ideas fluently. In communication, we can find the people as a speaker and listener, the message and the feedback. Speaking can be called as oral communication and also speaking is not only used in conversation, we can speak with other people for interaction, transaction, performance, persuading, other people, and sharing information, knowledge, and

our ideas to each other. So, the speaking can be considered as the most important of human tool for social interaction.

Based on the explanation above, the researcher can conclude that speaking skill is the productive skill and receptive skill. Speaking is the ability to produce some words or language to express in orally. In short, the speaking skill is the ability to communicate or express the ideas fluently. In the classroom there are two aspects that influence in speaking process, the teacher as a speaker and the students as listener.

2.2 Aspects of Speaking

To make people understand to what things explained easily so it is very important to have skills in speaking. According to Haris (1974) there are five aspects of speaking skill describe below:

1. Comprehension

According to Richards, platt and weber (1985) in Maulidar et al (19:83) say that comprehension is the process by which a person understands the meaning of written or spoken language. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate.

2. Grammar

When the people want o speak foreign language they should master about grammar and vocabulary to able speak with others. In grammar, learn about the sounds and the sounds patterns, the basic unit of meaning, such as words and the

rules to combine them to form new sentences in speaking because if the speaker does not master grammar structure, they cannot speak English well.

3. Vocabulary

Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely.

4. Pronunciation

In speaking skill, pronunciation is one of important aspect, it gives meaning to everything what we say. "Pronunciation is the ability of students to produce comprehensible utterances to fulfill the task requirements." (Thonbury,2005 : 128-129)

5. Fluency

Fluency is the ability to read, speak or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly. Fluency in speaking is the aim of many language learners. Fluency means the capability of someone speaks fluently and accurately with little using pauses like.. ums'' and ,,ers'', and so on.

2.3 Types of Speaking Performance

Brown (2004: 141-142) divide five types of speaking are the following :

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive.

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3. Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions, and directions. Those replies are usually sufficient and meaningful.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

5. Extensive (Monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (Perhaps to nonverbal responses) or ruled out together.

2.4 Teaching Speaking

In language learning, teaching speaking is important. The purpose of teaching speaking is to improve the oral production of the students. Richards and Renandya (2005) say that since the goal of language teaching is to provide learners with the competence, classroom activities seem to be an important component of language course. Therefore, the teacher should consider some aspects in designing and administering such as activities which can make the students easier to learn.

In the process of learning speaking, one should know the aspects or components of speaking itself. There are five speaking skills including comprehension, grammar, vocabulary, pronunciation, and fluency (Haris,1974). The learners has the main goal and the goal is speaking English. Their personality is a big role to achieve success this goal. Students who are not afraid to make mistakes in speaking English generally they will often speak, but with mistakes that often occur will become a habit. Different with students who are not confident they will take a long time to try to speak with others.

Nunan (2003:39) said that teaching speaking is to teach ESL learners to :

1. Produce the English speech sounds and sounds patterns

2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on the theories explanation above, the researcher concludes that teaching speaking is teaching process to make the learners to be able in communicate well. Teaching speaking also teach students to improve the oral production. Teaching speaking is important in language learning. The personality of students is a big role to achieve Speaking English. In this research, the researcher will teach speaking by interpersonal dialogue.

2.5. Drill Technique

According to Budden (2013) states that a drill is a classroom technique used to practice new language. It involves teachers in modeling a word or a sentence and learners repeating it. Furthermore, Harmer (2007) also points that drilling is mechanical ways in getting students to demonstrate and practice their ability to use specific language item in a control manner.

According to Brooks (1964) cited by Richards J.C et al (1986:54-56) includes the following :

1. Repetition

The students repeat an utterance aloud as soon as he has heard. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order..

Example :

This is the seventh month – This is the seventh month

After the student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

Examples :

I used to know him – I used to know him

I used to know him years ago,- I used to know him years ago when we were in school....

2. Inflection

One word in an utterance appears in another form when repeated.

Examples :

I bought the ticket- I bought the tickets.

He bought the candy- she bought the candy

I called the young man- I called the young men...

3. Replacement

One word in an utterance is replaced by another

Examples:

He bought this house cheap – He bought it cheap

Helen left early _ She left early

They gave their boss a watch – They gave him a watch...

4. Restatement

The student rephrases an utterance and addresses it to someone else, according to instructions.

Examples:

Tell him to wait for you- Wait for me

Ask her how old she is - How old are you/

Ask John when he began – John, when did you begin/..

5. Completion

The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

Examples :

I'll go my way and you go...-I'll go my way and you go yours.

We all have..own troubles.- We all have our own troubles...

6. Transposition

A change in word order is necessary when a word is added.

Examples;

I'm hungry. (so).- So am I.

I'll never do it again. (neither).- Neither will i...

7. Expansion

When a word is added it takes a certain place in the sequence.

Examples :

I know him (hardly).- I hardly know him

I know him. (well).- I know him well...

8. Contraction

A single word stands for a phrase or clause

Examples:

Put your hand on the table.- put your hand there.

They believe that the earth is flat.- they believe it...

9. Transformation

A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples :

He knows my address.

He doesn't know my address

Does he know my address.

He used to know my address

If he had known my address.

10. Integration

Two separate utterances are integrated into one.

Examples :

They must be honest. This is important.- it is important that they be honest.

I know that man. He is looking for you. –I know the man is who is looking for you...

11. Rejoinder

The student makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways ;

Be Polite.

Answer the question

Agree.

Agree emphatically

Examples of Be polite :

Thank you- You're welcome

May I take one ?- Certainly

12. Restoration

The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

Examples ;

Students/waiting/bus- The students are waiting for the bus

Boys/build/house/tree- The boys built a house in a tree.

13. Substitution drill

Drill in which the students are required to replace one word with another.

Examples :

T : John is cold

T : Hungry

Sl: John is hungry

T: John and Marry

S3: John and Marry are hungry

2.6. Teaching Speaking Through Drilling Technique

Teaching speaking is a process in a class. The teacher should make the students to be able to communicate well and students should be able to make themselves understand. Drilling is a teaching technique to make the students easier to remember and learn the target language. Drill means listening to a model from a teacher or tape or another students to repeating or responding what is heard. Larsen-Freeman (1986:31) drill technique (ALM) is that they want their students to be able to use language communicatively. The teacher can use this technique to teach the students. By using drill technique the students learn English speaking, and they get suitable technique for its skill to get the improvement of students' speaking skill.

The procedure in teaching speaking by using drill technique is the students presenting the target language dialog which involves listening and speaking. According to Richards and Rodgers (1986: 58) the procedure in using drill techniques are following :

1. Students first hear a model dialogue (either read by the teacher or on the tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistake of pronunciation of grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is

read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book through out this phase.

2. The dialogue is adapted to the students' interest or situation, through changing key words or phrases. This is acted out by the student.

3. Certain key structure from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.

4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short composition on given topics with the help of framing questions, which will guide their use of language.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

According to Huebener (1969:37) cited in Maulyana (2016:28) there are steps of procedure in speaking as follows:

1. The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.

2.The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.

3.Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.

4.Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds , and then single rows or smaller groups. Groups can assume the speakers' roles.

5.Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.

According to the theories above, the researcher would use procedures based on their theories as a guide of this research since their procedures are more clear. Those procedures would be applied in teaching speaking in class. In this research, the researcher who is being the teacher will teach speaking in form of interpersonal dialogue by using the procedure, the procedures as follows:

Pre Activities

The teacher reads a brief summary of the content of the dialogue.

Whilst activities

a).The teacher reads a short dialogue. The dialogue is about invitation dialogue.

b).The teacher asks the students to repeat together line by line after the teacher read the dialogue.

c).The teacher asks the students to repeat the dialogue individually and in chorus. Each sentences may be repeated a half dozens of times, depending on its length and on the alertness of the language learner. If the teacher detects an error, the offending learner corrects and repeats the sentence

d).After the students repeat the dialogue, the teacher ask the students to add a few words, For example :

I've already made other plans, the students add a few words into **I've already made other plans tomorrow .**

Post Activities

The teacher writes the text of the dialogue on the whiteboard. The students now are allowed to look at their textbooks.

a). The teacher asks the students to make their own dialogue. The dialogue contains of key structure.

b). All of the students' speech performance in each pair is recorded by the researcher.

According to the statement above, the research made those procedure by adapting the procedure of drill technique from Huebener, Richards and Rodgers.

The researcher can conclude that in teaching speaking by using Drill technique. The first teacher asks the student to listening then comprehend and remember the dialogue. After that the student should repeat the dialogue individually and in chorus they may repeat again and add a few words. Dialogue are selected and used as the basis for pattern drills using repetition drill and transformation drill. Then, the students are expected to make their own dialogue that contains of key structure. Then, the students can speak well to perform it in front of the class.

2.7. Advantages and Disadvantages of Drilling Technique

2.7.1. Advantages:

According to Huebener (1969: 44) The advantages of Pattern Drill Technique are:

- 1.It ensures the participation of the students because the students have unique, essential information; all learners need to get other's information
- 2.It helps the students in learning the content of the subject
- 3.It has a strong effect on learning attitude and social relationship among students in a group
- 4.It enables the students to understand the dialogue because while they are doing the activity, they will try to know the meaning of the words or sentences in order to get the complete content of the dialogue.

2.7.2. Disadvantages:

The disadvantages, Huebener states that these are disadvantages :

1.The primary aim of foreign language instruction in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside

From the first statement, the teacher can overcome that problem by providing opportunity for the students to practice using the foreign language after the class. Language teacher must be creative in providing learning resource and they have to keep monitoring the process of the students.

2.Real conversation is difficult to achieve in the classroom because the time to develop it is limited.

3.Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Part of its effectiveness is due to facial expression and gesture.

4.Speaking ability is the most difficult phase of foreign language to teach and to acquire.

The teacher must be creative in providing learning resources, such as media and interesting topic in teaching. The teacher should provide the students to practice their foreign language.

5.It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher. No textbook can make up for the originality of and everyday life situation

Based on the statement above, the researcher concludes that this method has some advantages and disadvantages. It can influence in teaching speaking. The disadvantages is not big problems when the teacher teaches English language. The teachers must be creative in language and they have to keep monitoring the process of language learning in class.

2.8 Previous Study

There are some previous studies that can be referenced for the researcher that using drill technique :

1.The first relevant study was done by Isnaini Maulyana From Universitas Lampung in 2016. The title of study is *“The implementation of drill technique in teaching speaking”*.The aim of the study is to find out the significant improvement of students’ speaking achievement after being taught through drill technique, to what extent were students engaged in speaking class through drill technique. The researcher used the experimenalt reasearch population The population is students of the first grade at SMA YP UNILA BANDAR LAMPUNG. There are 11 classes, the classes are classified into MIA class and ISSOS class. The sample is ISOS 4 and this class consists 31 students. ISOS 4 class got treatments. The result of this study is drill technique can improve the students’ speaking achievement in all aspect of speaking, especially the pronunciation aspect. The difference this study with my research is I used Dialogue especially in invitation expression. In this research, the researcher only to find out whether drill technique can improve their speaking skill.

2. The second previous study was conducted by Suyansah Swanto in a group of Rural Malaysian Students. The title ***“Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students”***. The aim of the study is to be able to help the limited learners in writing. The result of this study is the experiment on the use of the drilling technique to teach writing skills amongst low proficiency ESL Learners seems to suggest that it has a positive effect on their writing performance. The difference this study with the researcher is the researcher used repetition drill in teaching speaking

3. The third previous study was conducted by Lutfi Alawiyah from State institute for Islamic studies (IAIN) Salatiga. The title ***“The use of repetition drill to improve speaking skill on descriptive text of the Eight year students of MTSN Salatiga in the academic year 2016/2017 A graduating paper”***. The aim of the study is to find out to what extents is the use of repetition drill technique in improving speaking skill on descriptive text, and this study to describe the implementation of repetition drill to improve speaking skill on descriptive text. The sample is VIII G class of MTSN Salatiga in the academic year 2016/2017. The result of this study is the implementation of using “repetition drill” technique can improve the students speaking skill in teaching learning process. The extent of using “repetition drill” technique can be proved by t-test calculation. The difference this study with the researcher is the researcher used substitution drill in this research.

Based on the explanation above, the researchers’ interested to choose the title ***“The effect of drilling technique towards students’ speaking achievement of VIII Grade students of SMPN 5 Kota Jambi”***

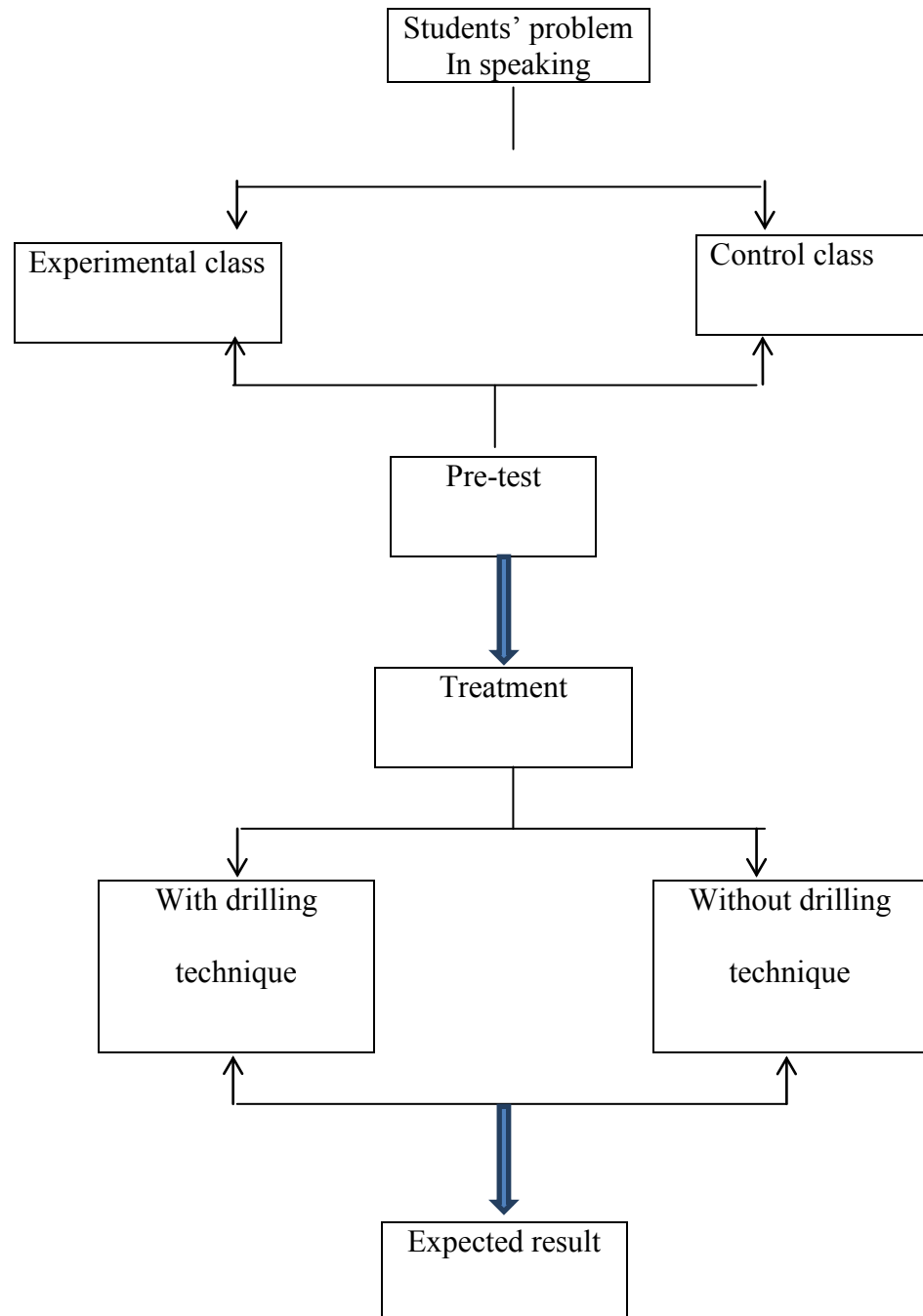
2.9. Hypothesis

Theoretical assumption above leads to the following hypotheses:

Ha :There is a significant effect of using drilling technique towards students speaking achievement of VIII Grade students at SMPN 5 Kota Jambi.

Ho: There is no significant effect of using drill technique towards students speaking achievement of VIII grade students at SMPN 5 Kota Jambi.

2.11 Theoretical Framework



Based on the diagram, the researcher was teach about speaking ability of students, The researcher was used two groups in this research. There are experimental class and control class. The researcher did pre-test in experimental class and control class. After the researcher did pre-test, the researcher was given treatment in experimental class and control class. But, in experimental class the researcher used drilling technique and control class used common technique and method. The last, the researcher did post-test to see the expected result.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Design of the research in order to solve the problem, the researcher designed quasi-experimental research. This research intended to find out whether drill technique could improve students' speaking achievement. So, this research conducted this quantitative research which used pre-test, treatment, and posttest design. The research design was as follows:

Table 1. Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	✓ (Using Drill technique)	✓
Control	✓	✓ (Without Drill technique)	✓

Pre-test is administered before the treatment of teaching speaking through drill technique is implemented, to see the students' basic speaking ability. Then, there were the treatments of teaching speaking by using drill technique and without drill technique. The researcher will do treatments using drill technique in experimental class. The post-test was administered afterward to analyze how the improvement of their speaking achievement by using drill technique.

3.2. Setting of the Research

a. Place of the Research

The study was conducted at SMPN 5 Kota Jambi. The subject of this study was the students of VIII Grade students at SMPN 5 Kota Jambi.

b. Time of the Research

The researcher conducted this research on VIII grade students. It will begun on February 2020.

3.3. The Population and Sample

3.3.1 Population

According to Sugiono (2008) Population is a generalization area consisting object or subject which has certain quality and characteristic that is determined by the researcher in order to be learned and taken its conclusion. The population of this research is the VIII grade students of SMPN 5 Kota Jambi.

TABEL 2Population of the Research

No	CLASS	NUMBER OF STUDENTS
1	VIII A	37
2	VIII B	37
3	VIII C	35
4	VIII D	36
5	VIII E	36
6	VIII F	36
7	VIII G	37
8	VIII H	36
9	VIII I	36
10	VIII J	36
	Total	361

Sources: SMPN5 Kota Jambi

3.3.2 Sample

According to Etikan et al (2015:1) sample is a portion of a population or universe. In this research, the researcher was used random sampling.

The technique took the sample:

1. The researcher took sample of 10 class and the researcher wrote the class prepare, containing class02100000 A until
2. Rolled one by one the paper and then put it in a bottle.
3. Shake the bottle.

4. The researcher got VIII B as experimental group, and VIII A as control group. .

TABEL 3 Sample of the Research

No	Group	Classes	Number Of Students
1	Experimental Group	VIII A	37
2	Control Group	VIII B	37
	Total		74

Sources: SMPN 5 Kota Jambi

3.4 Techniques Data Collection

In this research, the researcher takes the test because it can to know how much are students' ability. In collecting the data, the researcher used:

1. Pre-test

The pre-test give to experimental and control group before the treatment of teaching speaking by drill technique is implemented. The Pre-test is conducted to know the students' basic speaking ability. Meanwhile, do pre-test, First the researcher explained the topic that would be tested. The tests focused on dialogue form of oral test.

2. Treatment

In experimental group, the researcher teach speaking for the students by using drill technique that will be observed by the researcher. The treatment was conducted in each meeting after pre-test. It was took two weeks a meetings. The materials in these treatment are based on the guideline of the K13 SMP English curriculum about invitation. In control group, the researcher also do treatment, but

the researcher do not used drilling technique, The researcher only do treatment by using common method.

3. Post-test

The post-test is administered to the students after the treatment of teaching speaking technique by using drill technique. The treatment will given in Experimental group. It was a subjective test and focused in oral test.

3.5 Research Procedure

In the collecting data, the researcher follows the following steps:

1. Determining the subject

There are 10 classes at VIII grade of SMPN 5 Kota Jambi which consisted of about 37 students for each class. The sample of this research is chosen by using random sampling technique as the control and experimental class.

2. Selecting the Materials

The researcher choose the materials from the students' book. The material was about expressing invitation.

3. Conducting Pre-test

The pre-test is given to the students before the treatment by using drill technique, to know the students' basic speaking ability. Before administer pre-test, the researcher explained the topic that would be tested. The students focused in oral test. The researcher explained generally the test and asks the students to make a group. The group consist two persons. The researcher gave the students situational dialogue and they will perform it in front of class with their friend.

When the students do the test, the teacher ask the students to speak up clearly then the students' voice and the researcher would be recorded but the researcher did not inform to the students that their voice would be recorded in order the students could perform naturally.

4. Treatments

In this research, the treatments were administered in two meetings. The drill technique only used in Experimental group. There are 3 steps when the researcher did treatments. The first treatment the researcher will deliver the indicators and objectives of treatment in experimental group. The researcher also explains the material by using drill technique especially in expressing invitation. And the next, the researcher asks the students to make conversation dialogue with their group about expressing invitation.

5. Administering Post-test

Post-test is conducted after the treatment. Post-test is used in experimental and control group. After using drill technique the researcher wants to know students' progress of speaking ability after using drill technique. The researcher used oral test. The researcher gave a text of situational dialogue for the student and they had to perform the dialogue in front of the class.

6. Recording

It was used to help the researcher in scoring the students' speaking test when they do the test by using drill technique. But, the writer did not inform to the students if their voice would be recorded in order the students can perform naturally.

3.6. Instrument of the Research

1. Speaking Test/ Speaking Dialogue

The instrument of this research was speaking test. The speaking test of this research was conducted to find out whether drill technique can improve students' speaking achievement or not. The material of speaking test was a dialogue. The students were asked to speak with their friend in front of the class about the dialogue during speaking class.

3.7. Techniques Data Analysis

The students' speaking scores pre-test and post-test are analyzed in order to know is there any significant effect in students' speaking ability by using drill technique. To find out the data of students ability to speak, it viewed from the four component there are pronunciation, grammar, vocabulary, and fluency.

Table 4 Rubric Score.

Aspects	Score	Criteria
Pronunciation	5	Speech is fluent and effortless as that of native speaker
	4	Always intelligible though one is conscious of definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problem must frequently be asked to repeat

Grammar

	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
	3	Make frequent errors of grammar and word order, which obscure meaning
	2	Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and words order to severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words, conversation, somewhat limited because inadequate vocabulary

	2	Misuses of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitation to extreme as to make virtually impossible
Fluency	5	Speech is fluent and effortless as that of native speaker problems
	4	Speed of speech seems to be slightly affected by language problems
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant, often forced into silence by language problems
	1	Speech is a shalting and fragmentary as to make conversation virtually impossible

Source: Harris (1979)

TABLE 5 SCORING SCALE SYSTEM

Score	Category
81-90	Excellent
71-80	Very Good
61-70	Good
51-60	Fair
41-50	Weak
30-40	Poor

(Harris:1979)

- T-test

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum Y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

t= T-test value

M_x = (differences), between pre-test and post-test score

M_y =(differences), between pre-test and post-test score

$\sum x^2 d$ = quadrate of deviation

N = the number of sample

d.b = N-1

- To look for the mean score, the researcher uses formula is presented as follows :

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

Explanation :

M = Mean Score

$\sum x$ = The total score

N = The total number of sample

- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanation :

P =The percentage of score

F =The number of false score

N =The number of students

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

This research was done at the Eight grade of SMP Negeri 5 Kota Jambi. The researcher conducted this research for 2 weeks. The researcher taken two class a sample, the researcher used cluster sampling in this research. From using cluster sampling the researcher got two class as a sample. There are VIII A (37 students) and VIII B (37 students) they are equal (74 students). The researcher did this research start from on March 4, 2020 until March 12, 2020. The researcher present the data from the test, the test are pre test, treatment and post test.

4.1.1. The Result of Pre test in the Experiment and Control Class

The first meeting the researcher was given pre test for students. The test has 5 point. The result of pre test as follow:

A. The Result of Pre test in Experiment Class

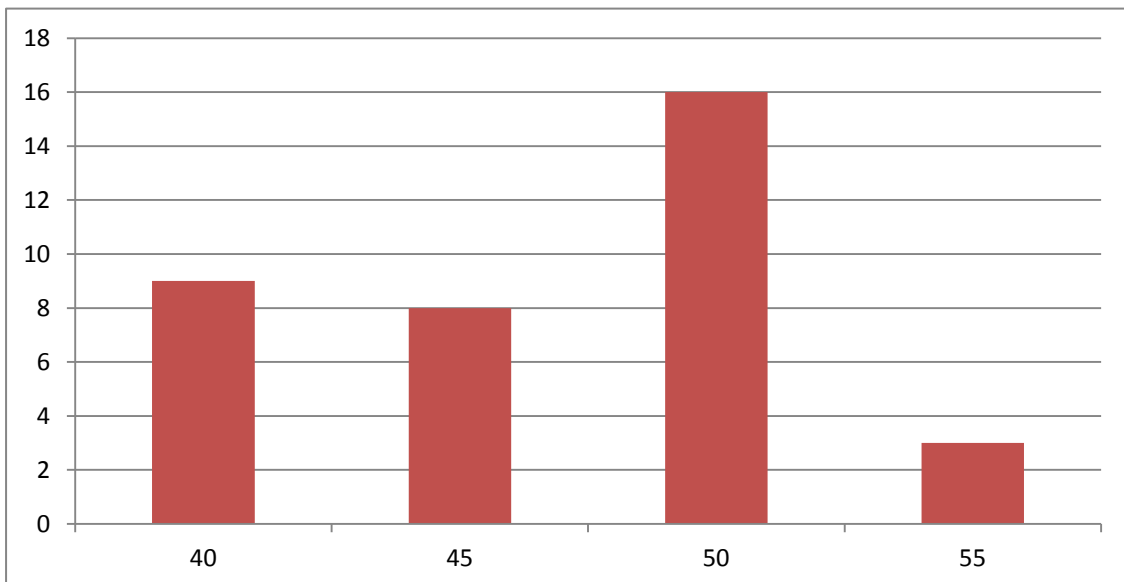


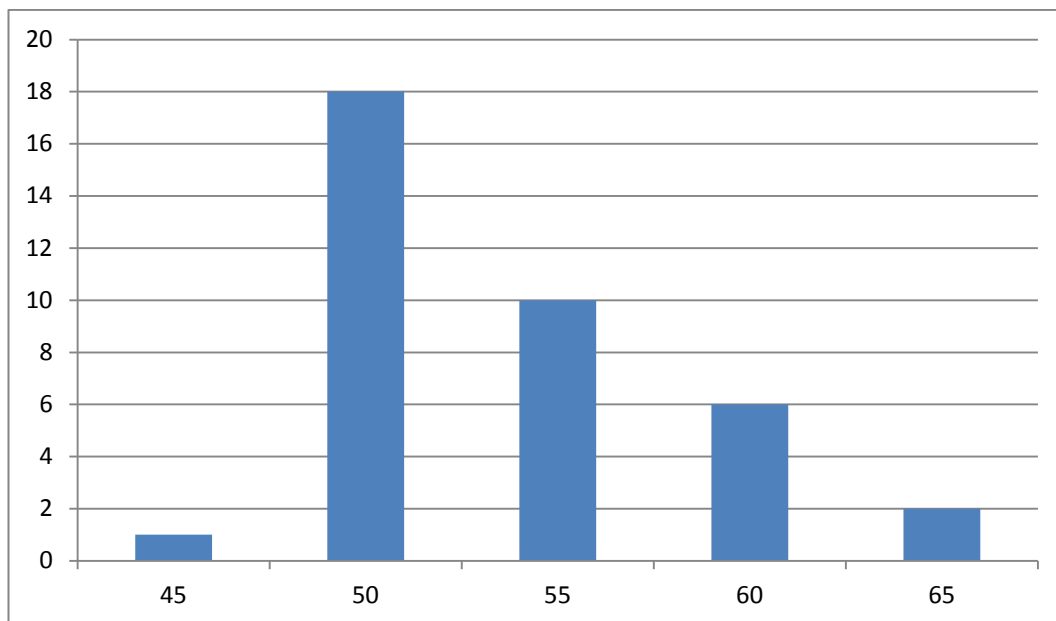
Table 4The Result of Pre Test in Experimental Class

No	Code of Students	Score
1	AP	60
2	ADP	60
3	ASM	50
4	APC	50
5	ASS	55
6	BJS	50
7	CM	60
8	DL	60
9	DPZ	60
10	DA	60
11	FAR	45
12	FR	50
13	MDF	65
14	MF	65
15	MM	50
16	NSZ	55
17	NR	50
18	NAD	50
19	NIP	50
20	PA	55
21	RAH	55

22	RA	50
23	RH	50
24	RS	55
25	RE	50
26	RI	50
27	RIS	55
28	SAH	55
29	SEP	50
30	SR	55
31	SM	50
32	SA	50
33	UN	50
34	YFD	55
35	YD	55
36	YA	50
37	ZC	50
	Total	1985
	Rata-rata	53,6486486

Based on the results above, the researchers can concluded that there is a students who get the lowest score is 45. The higher score is only 65. The rest of the students only get the score 45-65.

Chart 1. The Means Scores of Pre-Test in Experimental Class



Based on histogram above, the researcher concluded the pre test in experimental class more than one students got 50-55. The lowest students got 45 score. The mean in histogram is 53,64, and the number of students is 37.

B. The Result of Pre Test in Control Class

Table 5The Result of Pre Test in Control Class

NO	Name of Students	Score
1	ANS	50
2	AKA	50
3	APP	40
4	AR	40
5	AA	50
6	AHW	55
7	AS	45
8	BE	45

9	DCF	50
10	AWS	50
11	FPD	50
12	FNW	50
13	FRL	40
14	GPK	45
15	JAH	40
16	KSS	50
17	MAI	50
18	MAMA	55
19	MAFR	55
20	MIA	50
21	MIF	50
22	MNM	40
23	MZDK	45
24	MPF	45
25	MW	55
26	MR	50
27	NSA	50
28	NA	40
29	PR	40
30	RH	40
31	RO	45

32	RTH	50
33	RIW	50
34	SA	50
35	SAW	45
36	TWR	45
37	WP	40
	Total	1740
	Rata-rata	47,027027

Based on the results above there is the highest value in the pre test is 55. The lowest score is 40.

Based on histogram above researcher concluded the pre test in control class more than one students got 40-50 score. The lowest students got 40 score and higher score is 55. The mean in histogram is 47,02 and the number of students is 37.

4.1.2The Result of Post Test in the Experiment and Control Class

A. The Result of Post Test in Experiment Class

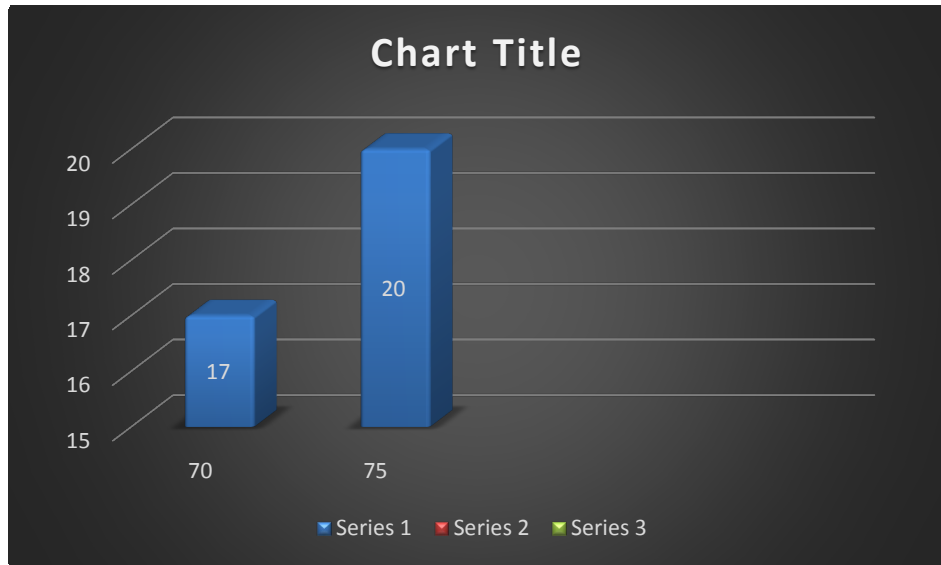
Table 6The Result of Post Test in the Experiment

NO	Name of Students	Score
1	AP	75
2	ADP	70
3	ASM	70
4	APC	70
5	ASS	70
6	BJS	70
7	CM	75
8	DL	70
9	DPZ	75
10	DA	70
11	FAR	75
12	FR	75
13	MDF	70
14	MF	75
15	MM	70
16	NSZ	70
17	NR	75
18	NAD	70
19	NIP	70
20	PA	75
21	RAH	70

22	RA	70
23	RH	75
24	RS	75
25	RE	70
26	RI	75
27	RIS	75
28	SAH	75
29	SEP	75
30	SR	70
31	SM	75
32	SA	70
33	UN	75
34	YFD	75
35	YD	75
36	YA	75
37	ZC	75
	Total	2690
	Rata-rata	72,567568

Based on the result above, the researcher concluded that there are students who got the lowest score is 70. The highest score is 75.

Chart 3 The Means Scores of Post Test in Experimental Class



Based on histogram above, the researcher concluded the post test in experimental class 17 students got 70 score, and 20 students got 75 score. The mean in histogram is 70,78, and the number of students is 37.

B. The Scores of Post Test in Control Class

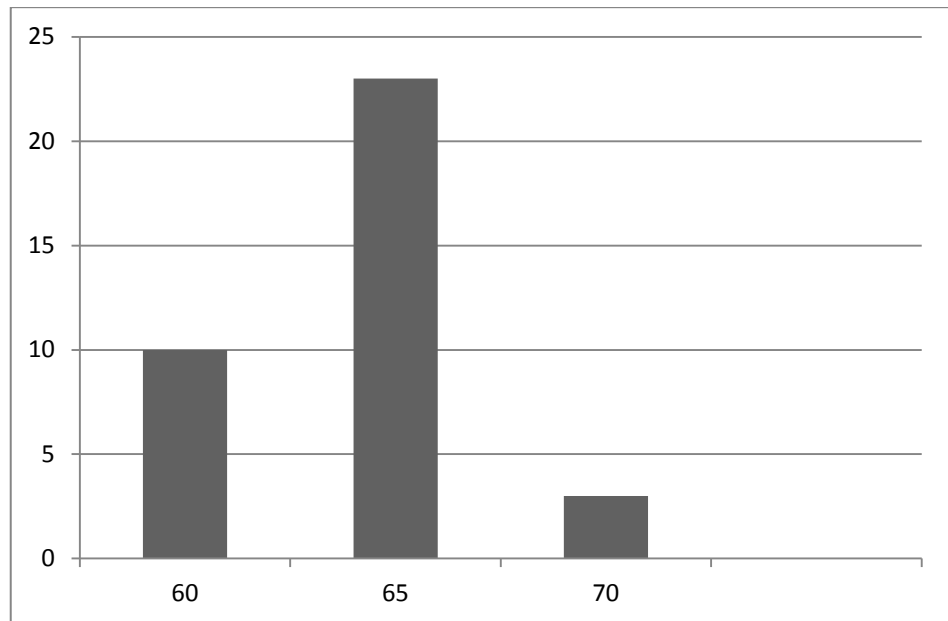
Table 7 The Result of Post Test in Control Class

No	Name of Students	Score
1	ANS	60
2	AKA	65
3	APP	65
4	AR	65
5	AA	60
6	AHW	65
7	AS	60
8	BE	60
9	DCF	64
10	AWS	70
11	FPD	65
12	FNW	65
13	FRL	65
14	GPK	65
15	JAH	65
16	KSS	70
17	MAI	60
18	MAMA	70
19	MAFR	60
20	MIA	65
21	MIF	65
22	MNM	65

23	MZDK	65
24	MPF	60
25	MW	60
26	MR	65
27	NSA	65
28	NA	60
29	PR	65
30	RH	60
31	RO	65
32	RTH	65
33	RIW	65
34	SA	65
35	SAW	60
36	TWR	65
37	WP	65
	Total	2365
	Rata-rata	63,9189189

Based on the result above, the researcher concluded that there is the highest value in the post test is 70. The lowest score is 60.

Chart 4. The Means Scores of Post Test in Control Class



Based on the histogram above, the researcher concluded the post test in control class more than one students got 60-65. The lowest students got 60 score and the higher score is 70. The mean in histogram is 63,91 and the number of students is 37.

The result of the test in this research showed that the Post test score were better than that the pre test score, it can be seen from the mean score of both test. There is significant effect of drilling technique towards students' speaking achievement in the classroom.

4.1.3 The Average Score of Pre Test and Post Test in the Experiment and Control Class

A. The Score Distribution in the Experiment Class

Table 8 The Score Distribution in the Experiment Class

Score Interval	Category	Pre-test	Post-test		
		Frequency	Percentage	Frequency	Percentage
81-90	Excellent				
71-80	Very Good			20	54,00%
61-70	Good	2	5%	17	46,00%
51-60	Fair	17	46%		
41-50	Weak	18	49%		
31-40	Poor				

From the table above, we can be seen that in the pre test no one students got excellent, no one students got very good, 2 students got good category, 17 students got fair, and 18 got weak category.

In post test it can be seen that 20 students got Very good, 17 students got Good score.

C. The score Distribution in the Control Class

Table 9 The Score Distribution in the Control Class

Score Interval	Category	Pre-test		Post Test	
		Frequency	Percentage	Frequency	Percentage
81-90	Excellent				
71-80	Very Good				
61-70	Good			28	76,00%
51-60	Fair	4	11%	9	24,00%
41-50	Weak	24	65%		
31-40	Poor	9	24%		

From the table above, it can be seen in pre test 4 students got fair, 24students got weak, and 9 students got poor category. No one students got Excellent, very good, and good category. In post test, there are 28 students got Good category and 9 students got Fair. It is clearly prove that students speaking ability that taught without drilling technique not really improve.

4.2 Data Analysis

The table comparison between experimental class and control class:

Table 10 Different Between Control Class and Experimental Class

Variable		Mean	The Improvement
Control Class	Pre test	47,02	16,88
	Post test	63.9	
Experiment Class	Pre test	53.64	18,92
	Post test	72,56	

The result of control class and experimental class is different. The result of control class is 16,88, and Experimental class is 18,92. Experimental class is higher than control class. This result is significant.

To know there is significant between control and experimental class, t-test was higher than t-table. To see the significant between pre test and post test in experimental class, the researcher used a formula to compare between the score of pre test and post test.

The t-test result calculation

$$t = \frac{M_x - M_y}{\sqrt{\frac{[\sum x^2 + \sum Y^2]}{[Nx + Ny - 2]} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$M_x = \frac{625}{37} = 16.9$$

$$\begin{aligned} \sum_x 2 &= \sum_y 2 - \frac{\sum x^2}{N} Y^2 \\ &= 11625 - \frac{625^2}{37} \\ &= 11625 - \frac{625^2}{37} \end{aligned}$$

$$= 11625 - 10557,4$$

$$= 1067,6$$

$$M_y = \frac{575}{37} = 16,4$$

$$\sum_x^2 = \sum_y^2 - \frac{\sum x^2}{N} Y^2$$

$$= 10725 - \frac{575^2}{37}$$

$$= 10725 - 8935,8$$

$$= 1789,2$$

$$T = \frac{16,9 - 16,4}{\sqrt{\left\{ \frac{1067,6 + 1789,2}{37 + 37 - 2} \right\} \left\{ \frac{1}{37} + \frac{1}{37} \right\}}} = \frac{0,5}{\sqrt{\left\{ \frac{2856,8}{72} \right\} \left\{ \frac{2}{37} \right\}}}$$

$$= \frac{0,5}{\sqrt{\frac{5713,6}{2664}}}$$

$$= \frac{0,5}{\sqrt{2,1447}}$$

$$= \frac{0,5}{1,4644}$$

$$= 2,9288$$

Finding t-table

Number of Variables =2

Number of Respondents =74

Taraf sig. =5%...0.05

Degree of Freedom =(N1+N2)-2

=(37+37)-2

=72

From the result of the distribution table, it was found that t-table is. Soit can be concluded that $t(72)=1,688$. The T-test validation was higher than T-table ($2,9288 > 1,68$).

The formula of *t-test* is used to analyze the result of the test. It was to know whether there is statistical difference between pre test and post test experimental and control class. The statistical analysis of t *t-table* also used to know was hypothesis accepted in this research.

Based on the calculation of the statistical analysis, the value of t t-test was 2,9288, this value is higher that the value of t-table 1.68 at the degree freedom (df) $37+37-2=72$ and the level of confidence 0.05 (5%). It means that the effect of drilling technique as a technique of teaching English in speaking more effectiveness of common method.

4.3 Hypothesis Testing

From the calculation of t-test, the hypothesis can be tested as follows :

Null hypothesis (H_0) is accepted if the value of t test is the same than the value of t table or less than the value of t table ($t\text{-test} = t\text{-table}$ or $t\text{-test} < t\text{-table}$). In the fact, in this research the null hypothesis is rejected because the value of t-test is higher that the value of t-table ($2,9288 > 1,68$).

Alternative hypothesis (H_a) is accepted if the value of t-test is higher than the value of t-table ($t\text{-test} > t\text{-table}$). In this research, The alternative hypothesis is accepted because the value of t-test is higher than the value of t-table ($2,9288 > 1,68$). It proved that there is the effect of drilling technique towards students' speaking achievement at the VIII Grade of SMPN 5 Kota Jambi.

4.4 Discussions

The discussion of this research is based on the research test, the researcher was to know the effect of drilling technique towards students' speaking achievement at VIII Grade of SMPN 5 Kota Jambi. The research findings the value of test from the pre test, treatment, and post test. During in my research, the researcher only did treatment just 2 week because the school will be involved as a result of COVID-19, So teacher asked the researcher to made Post-test Immediately.

In the control class, the researcher was given a pre-test. In the first meeting the researcher asked the students to made a dialog and asked the students to showed their dialog in front of the class. The researcher was given a treatment

during 2 weeks, but not a new treatment in teaching Learning process. The researcher was given common technique or usual their used. In control class, the researcher used monotonous technique in teaching speaking process that could not increase students' speaking ability. The students felt bored and not enjoy during in learning speaking because they have to. In the last meeting, the researcher was given a post test. The test was a dialog. This test be seen a differences value of the test between pre and post test.

In the experimental class, The first meeting the researcher was given a pre test. The researcher asked the students to made a dialog about invitation and asked the students to showed their dialog in front of the class. The second meeting the researcher was a given treatment during 2 weeks, but in experimental class, the researcher used drilling technique. The researcher asked the students to follow the teacher read a dialog about invitation. The next, the researcher teach about invitation using drilling technique. They tried to add a few sentences with their idea. At the third meeting, the most of students have clearly understanding learning speaking by using drilling technique, the students become active. In the last activity, the researcher gave post test in the control class and experimental class. The students has a dialogue based on the theme that was given by the researcher.

Based on the analysis, the researcher was found that there is better improvement who were taught by using drilling technique and those we were not. It can seen from the value of pre test and treatment is both groups. Drilling technique was given as the treatment in experimental group. Before the treatment was conducted in this group, the students just listened to teacher explained the

procedure of using drilling technique about the material. The students are looked motivated, because they had a new innovation and they can expressed their idea when they learned English speaking by using drilling technique. They could increase their speaking with this technique. They active when they applied this technique. They made a dialogue with their friends and then they tried to added a few words. After that the students practice the dialogue with their friends. They are not bored with English subject.

In control class also happened a good activities. However, because they were learning the speaking with the similar way they knew before, they were likely bored when the learning speaking. They are only read the book and memorize it. There were no new innovations happened in this group during class activity.

After the teacher got pre-test result, the researcher found the significant difference of their score in the experimental and control class. It can be seen from the result of their test.

The mean of pre test score in experimental class is 55,64. The mean of pre-test score in control class is 47,02. The value mean of post-test score in experimental class is 72,56 and in control class is 63,91. In this research, sources of data that was became as control class was class VIIIIB with 37 students, and experimental class was VIIIA with 37 students. From those results, it can be interpreted that post-test score of experimental class and control class increased better than the pre-test. Although the mean of pre test from both class increased, the experimental class has more improvement than control class. Thus, it can be

concluded that drilling technique are an effective way to improving students' speaking achievement at the VIII Grade at SMPN5 Kota Jambi.

In experimental class, there were 37 students. It can be seen that teaching by drilling technique in experimental group was more effective than giving explanation in control group.

Based on the calculation t-test, the researcher was found the value of t-test is 2,9288 whereas the value of t-table with the degree freedom 74 ($df\ 37+37-2$) and the level of significance 0,05 are 1,688. Alternative Hypothesis (H_a) is accepted if the value of t-test is higher than value of t-table ($t\text{-test} > t\text{-table}$). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ($2,988 > 1,68$). Thus, it proved that there is the effect of drilling technique towards students' speaking achievement at the VIII Grade of SMPN5 Kota Jambi.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research finding and discussions, it could be concluded that using drilling technique can improve their effect to speaking ability.

1. The result of the analysis based the value of mean score of students' speaking achievement by using drilling technique was higher than the mean score of students' speaking achievement not using drilling technique. The researcher got mean score of Post test in Experiment class is 72,56 and the mean score of post test in Control class is 63,91.
2. The researcher has computed these two means score by using t-test formula: the value of t-test was higher than the value of t-table. Based on the calculation of T-test, the researcher got score $2,988 > 1,68$. It means that there was a significant difference on the students' improve that was taught using drilling technique. In this research, that there is the effect of using drilling technique towards students' speaking achievement at SMPN 5 Kota Jambi was accepted.

5.2 Suggestions

Based on the conclusion above, the suggestion for English teacher at SMPN5 Kota Jambi to consider drilling technique as to strategy to increase their speaking. The teacher should be creative in explaining the English material,

especially in speaking. For next the researcher to develop this research with another media to improve their students' speaking ability.

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