CHAPTER I

INTRODUCTION

In this chapter, the writer explains some of the problems that occur in the background until the writer determines the title of the research. In addition to explain the problems that occur, the writer also explains the reasons why the writer wrote this research. It consists of research background, research questions, research objectives, research significance, research limitations, and term definitions.

A. Research Background

Human life cannot be separated from speaking activities. The ability to speak is the main capital in communicating between humans. Speaking is also considered the most perfect tool and can bring thoughts and feelings about both concrete and abstract things. Language skills include four aspects consists of the following listening, speaking, reading, and writing. The four aspects are always closely related. Speaking skills support listening, reading, and writing skills. In terms of language, speaking, listening, reading, and writing are categorized as oral language skills. A person need the ability to speak as a means of communication, both one-way and reciprocal. Someone who can speak, especially the ability to speak English properly and correctly, will have more opportunities and access. Good mastery of speaking ability will also make it   easier   for   someone   to   convey

their message or idea. The message conveyed will be easily digested so therefore communication can run smoothly.

By having these four skills, we can easily access and obtain information because most of information is written in English. Fluency in English is one of the goals that must be achieved by teaching and learning to speak English. This is because English serves as the language of science, technology, and commerce. The ability to speak English is also of the abilities that is very decisive in obtaining employment because top companies in Indonesia always include requirements for English language skills both oral and written as one of the requirements to become an employee in the company.

English is an international language and a foreign language. Based on the education system in Indonesia, English is one of the subjects that every institution must learn and teaching English is not easy, it will be more difficult than other subjects because many students have less experience with this language, so it will make it difficult for students to understand it. This problem will be the task of the teacher how to make students excited about learning English. In addition, there are many ways that teachers can apply in the classroom to increase student motivation in learning English, and one of the best ways is to make the learning process fun.

In line with the development of science and technology, humans are required to have the ability to speak using good and correct language,

especially in English. English also has an important role as a global world language because English is studied and used as a means communication in various countries both as a first language, and a second language. In mastering speaking ability, we need to learn and practice to perform well as a speaker. Given the importance of these skills, in the world of education, teachers need to motivate students therefore students realize that mastering English speaking ability has great benefits in continuing their education. Because English is also a subject that must be mastered by every student at school.

In Indonesia, English as one of the foreign languages is studied as a compulsory subject from junior high school until college. Therefore, students are required to be able to master English. Based on the school-based curriculum, the target of teaching English language learning in Junior High School is that students can reach the functional level of language use. To reach the functional level, students are only able to master speaking ability but students are required to master other skills such as listening, reading, and writing skills. Therefore, we need to learn English.

One of the Indonesian government's efforts to improve English language skills is to introduce English early in formal educational institutions, starting from elementary school. With that, students become accustomed to speaking English. In junior high school speaking is one aspect of learning language skills. In addition, there are three other skills,

consists of listening, reading, and writing. Students must master all four aspects to be skilled in language. Thus, learning speaking ability at school does not only emphasize theory, but students are required to be able to use language as its function, namely as a tool for communication. One aspect of language that must be mastered by junior high school students is speaking, because speaking ability supports other abilities. This ability is not a type of ability that can be inherited, although every human being can speak naturally. However, formal speaking ability require intensive practice and direction.

Based on the result of pre-observation of writer in learning English at eighth grade in SMPN 3 Satap Seberuang, not all students have good speaking ability. The problem can be seen from students' difficulties in pronouncing words, and composing conversations where the words arranged into a sentence to be expressed are not grammatically correct. There are two factors that cause the low level of speaking ability at eighth grade students in SMPN 3 Satap Seberuang, external factors and internal factors. External factors include the influence of the use of local languages in the family and community environment. Internal factors include students' lack of interest and effort in learning to speak English both in memorizing new vocabulary, intonation, and proper spelling in speaking ability, therefore students lack the confidence to express themselves in public.

The teaching techniques used by teachers in teaching students to learn to speak are still found to be irrelevant to the ability and knowledge level of students which makes students difficult for students to learn to speak English well. In this case, teachers should increase sensitivity to use the so-called old perspective in teaching techniques that make students more dependent on the effectiveness of the teacher rather than the students. In this case, students need encouragement from teachers who force students to act before they act and speak implicitly. To overcome this problem, the writer felt interested in teaching students to learn English by using the chain drill technique. The chain drill technique is one of the techniques that can improve speaking ability by providing exercises on what students have learned so as to acquire this ability. In general, this research aims to find out how chain drill technique can improve the speaking ability of eighth grade in SMPN 3 Satap Seberuang and to find out how chain drill technique can increase students' motivation at eighth grade in SMPN 3 Satap Seberuang. Looking at the problem above, the writer is interested in examining the phenomenon of "The Use Of Chain Drill For Teaching Speaking At Eighth Grade In SMPN 3 Satap Seberuang In The Academic Year 2023/2024". From the existing problems, there is a need for an effective learning technique to improve speaking ability. The writer chose the chain drill technique as one of the strategies to improve the speaking ability at eighth grade students in SMPN 3 Satap Seberuang.

B. Research Questions

Based on the background of this research, the research questions are as follows:

1. How can chain drill technique increase the students' motivation at eighth grade in SMPN 3 Satap Seberuang?

2. How can chain drill technique improve the speaking ability at eighth grade in SMPN 3 Satap Seberuang?

C. Research Purposes

Based on the research questions above, the research objectives for eighth grade in SMPN 3 Satap Seberuang are as follows:

1. To find out how chain drill technique can increase students' motivation at eighth grade in SMPN 3 Satap Seberuang

2. To find out how chain drill technique can improve the speaking ability at eighth grade in SMPN 3 Satap Seberuang

D. Research Significance

In this research, this research is divided into two, namely practical and theoretical significance, the writer hopes this research give the solution of problem in teaching speaking.

1. Theoritical Significances

This research provides a solution to the problem learning of to speak with one of the techniques in teaching speaking. Chain drill is

one technique that can be used to teach speaking and as additional information for future research.

2. Pratical Significances

    a   For Teacher

    This research is a guide for English teachers on how to improve students' speaking ability in learning English. The writer hopes that the learning technique chosen can give the right results, therefore in the future this research can be useful for other English teachers. The writer also hopes that by applying the chain drill technique to the process of teaching and learning, students can increase their motivation to learn English and improve their speaking ability, and English teachers are also able to create a fun English class so that students feel more interested in learning and teachers who experience the same problems in the classroom can try the same technique to overcome the existing problems.

    b   For students

    With the application of the chain drill technique in English learning, the writer hopes to change the students' perspective on English learning itself, both in how important it is to learn English to change their perspective in learning English which previously thought English was difficult and boring. However, with the chain drill technique used in teaching and learning activities in the classroom, it can provide a better learning atmosphere in the

classroom where students can play while learning, so the lessons will not be boring and students will not feel burdened by the difficulty of the lessons learned. In addition, this chain drill technique is expected to be one of the solutions for students to be able to master speaking ability that facilitates them in learning English so that they are able to become students who are ready to compete in the world of education both nationally and internationally, in order to improve the quality of education in Indonesia through the younger generation.

c   For Other Researchers

For other researchers, this study is expected to be one example of research when they faced similar things, especially as an English teacher. Other researchers can also use similar techniques, although for different students. The writer also hopes that other researchers can develop this research if they feel there are still things that need to be added so that this type of research can be used more optimally to overcome learning problems, especially the problem of speaking ability when using English.

d   For STKIP Persada Khatulistiwa

This research is expected to be a supporting material for other writers at STKIP Persada Khatulistiwa Sintang in the future. And the results of this study can also be a reading material for students of STKIP Persada Khatulistiwa Sintang as a reference in

teaching English and a reference to overcome problems in learning English if later find similar problems.

e   For School

In this research, the writer hopes to help improve the quality of education, especially to increase students' motivation and improve the English-speaking ability at eighth grade students in SMPN 3 Satap Seberuang.

E. Limitation of the Research

Based on the research background, research questions, research objectives, and research significance described above. The writer limits the scope of this research to discuss only the application of chain drill technique to increase students' motivation in learning speaking at eighth grade in SMPN 3 Satap Seberuang.

F. Terminology

To avoid the reader misunderstanding this thesis, the writer provides several of items, as follows:

1. Speaking Ability

In learning a language, speaking is one of the most important aspects that must be mastered by every student. Speaking ability is one of the language skills in speaking learning activities used in communication. Speaking is one of the skills in English to express

opinions, comments, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions. In the nature of communication, we can find speaker, listener, message, and feedback. The students cannot be separated from speaking activities.

2. Chain Drill

Chain drill is a classroom teaching technique used to train a new language in foreign language or second language learners, the goal being for the learner to develop good pronunciation habits by first listening to the teacher's model, and repeating. Chain Drill technique is one of some techniques in Audio-Lingual Method. A chain drill gets name from chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. In this research, the writer expains how to use the chain drill technique during the teaching and learning process. In the first step, the teacher greets the students and asks the students to sit in a circle. Then the teacher gives a question to student A, then student A answers and gives the same question to student B. This activity will continue until the last student's turn. This chain drill technique makes it easier for the teacher to check and correct students' pronunciation errors in speaking English.

3. Teaching Speaking

Teaching speaking is one of the processes used to improve students' speaking ability, motivation and understanding in learning

English. Speaking is an activity carried out by people or teachers to convey knowledge to students, therefore the learning process occurs and there is a reciprocal relationship between students and educators both at school and outside school. Teaching is an activity carried out by educators to help students in the learning process.