

THE IMPLEMENTATION OF DRILL TECHNIQUE IN TEACHING
SPEAKING AT SMA YP UNILA BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

THE IMPLEMENTATION OF DRILL TECHNIQUE IN TEACHING SPEAKING AT SMA YP UNILA BANDAR LAMPUNG

BY

ISNAINI MAULYANA

This research was aimed at finding out i) whether there is statistically significant increase of students' speaking achievement after the students were taught through drill techniques, ii) the extent to which the students were engaged in speaking class through drill techniques.

The subject of this research was the first grade students of SMA YP UNILA Bandar Lampung. The data were obtained from the pre-test, the post-test and observation.

The result showed that there was a statistically significant increase of students' speaking achievement. The mean score increased from 58.00 in the pre-test to 72.06 in the posttest, with the gain score 14.06 and the significant level was ($0.00 < 0.05$). The results of the observation showed that the majority of the students were very actively engaged in speaking class (79,02%). This suggests that in spite the fact that Drills actively engaged students to speak, they could only improve partial aspects of students speaking achievement, in terms of pronunciation.

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TEACHING SPEAKING AT SMA YP UNILA BANDAR
LAMPUNG**

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ISNAINI MAULYANA

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in
**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



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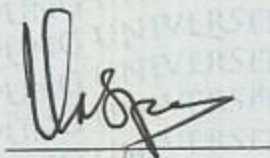
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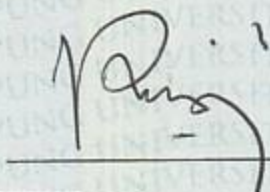
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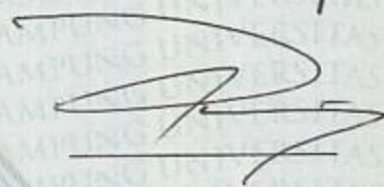
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CURRICULUM VITAE

The writer's name is Isnaini Maulyana. She was born on August 29th, 1994 in Bandar Lampung. She is the second child in her family. Her father's name is Datarman and her mother's name is Mirawati. She has two sisters. Her sisters' name are Mida Handayani and Yuli Indah Mulyani.

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DEDICATION

This script is proudly dedicated to:

- ✚ I thank God, Allah SWT, for all Allah tremendous blessing.
- ✚ My beloved parents: Dataman, S.Sos. and Dra. Mirawati.
- ✚ My beloved siblings who always support me in every step I chose: Mida Handayani, S.Pd. and Yuli Indah Mulyani
- ✚ My Almamater, English Education Study Program, Lampung University

MOTTO

When you are in troubles and misfortune. Remember God's promise. Indeed, after difficulty there is relief.

(Q.S. Alam Nasyrah: 6-9)

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Alhamdulillahirabbil'alamin. Praise is merely to the Almighty Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this script entitled: The Implementation of Drill Technique in Teaching Speaking at SMA YP UNILA Bandar Lampung. This script is presented to fulfill one of the requirements in accomplishing S-1 Degree in English Education Study Program, Teacher Training and Education Faculty, University of Lampung. This script could never come to existence without any support, encouragement and guidance from several dedicated people. In this occasion, I would like to express my deepest gratitude to: Mahpul, M.A., Ph.D., as my first advisor, for his patience in guiding me in accomplishing this research, support, motivation, invaluable guidance, ideas, suggestions when i faced troubles during this research, revision, and who has been willing to spend his time to assist me in accomplishing this script. Dr. Tuntun Sinaga, M.Hum., as my second advisor, for his criticism, discussion, guidance and revision in the writing process during the completion of this script. Drs. Huzairin, M.Pd., as my examiner, for his comment, suggestion and ideas for the betterment of this script.

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Hopefully, this script would give a positive contribution to the educational development or to those who want to carry out further research.

Bandar Lampung, October 2016

The Writer

Isnaini Mauliyana

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1. INTRODUCTION

This chapter introduces the proposed research, discussing background of the research, research question, objectives, uses, scope, and definition of terms.

1.1. Background

Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. The aim of English language learning process is to enable the students to communicate in English well both in spoken and written forms. Speaking regarded as the main skill in communication. This indicates that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, when students speak, they do not only produce the message or information but they also receive and process that information.

Based on the fact that speaking has important role in communication. The teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. In fact, most of students get difficulties to speak. According to Jisda (2014: 2), 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 class room.

The majority of students' problem in learning speaking is expressing their ideas in English orally. Most of the students get stuck and do not know what they want to say. This was because the students lack of practice in using the language in the classroom and the teachers emphasize their teaching on the form of language rather than on the use of language. Because the function of language is to communicate with others, so how students can communicate with others in English while they cannot speak English. It is a duty for the teacher to use the suitable methods and technique. There is no bad student if the teacher teaches them well. So the good way the teacher delivers the material, the good way the students learn the language.

Based on the fact that the problems of the students face when they learn speaking, the teachers can overcome these problems by providing the right technique. The researcher used Drill technique in implementing of teaching speaking especially for teaching micro skill such as dialog. 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 the more often English is repeated, the stronger the habit is and the greater

learning will be achieved. That is like what 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. As in the process of a child for example, who learns his/her mother tongue, a child always begins with hearing first what her/his parents speak, then he/she tries to speak afterward. Thus, Drill (ALM) believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000:43).

Previous research regarding the use of drill technique in teaching speaking was conducted by Kholid (2014). He investigated about how Drill technique can improve students' speaking ability in MAN 1 Bandar Lampung and what aspect that improved the most. Based on the research findings, teaching English through Drill technique improved the students' speaking ability and fluency is the most improved aspect in students' speaking ability. It is also supported by Hazaera (2012) in his research. He investigated about how drill technique can improve the students' listening comprehension and what problems the students face in the learning listening. The result showed that drill technique mostly improved the students' listening comprehension in recognition intonation pattern, in which their ability in that aspect was 38% improved significantly.

From the previous research above, this research has differences from the previous before. The researcher is wondering about how Drill can improve students' speaking achievement in senior high school students, this research implemented

drill technique in the speaking skill, the writer wants to improve the students' speaking achievement through drill technique. Beside, this research intended to know the extent to which were the students engaged in speaking class through drill technique. The students' engagement effected to the successful learning achievement. That is like what Coates (2005) state that learning is influenced by how an individual participates in educationally purposeful activities. In essence, therefore, student engagement is concerned with the extent to which students are engaged in a range of educational activities that research has shown as likely to lead to high quality learning. For that reason, this research was conducted to observe the extent to which were the students engaged in speaking class. Therefore, the writer will conduct drill technique in the first grade students of SMA YP UNILA Bandar Lampung in order not only to improve students' speaking achievement through drill technique but also find out the extent to which were the students engaged in speaking class through drill technique

1.2. Research Questions

Related to the background stated before, the researcher tries to formulate the problems as follow:

1. Is there any significant improvement of students' speaking achievement after being taught through Drill Technique?
2. To what extent were students engaged in speaking class through Drill Technique?

1.3. Objectives

Related to the background stated before, the researcher tries to formulate the objectives as follows:

1. To find out whether there is any significant improvement or not in students' speaking achievement after being taught through Drill Technique.
2. To find out what extent were students engaged in speaking class through Drill Technique.

1.4. Uses

This research will be hopefully useful both theoretically and practically:

1. Theoretically, the result of this research can be used as a references for the next researcher who will concentrate in improving the students' speaking achievement through Drill Technique.
2. Practically, the result of this research can be used as information sharing for English teacher in senior high school that this technique is applicable or not to engage students actively in learning English.

1.5. Scope

This research conducted observation to analyze the extent to which were the students' engaged in speaking class through drill techniques. This research also

was conducted by administrating the pre-test and post-test to find out the significant improvement of the students' speaking achievement through Drill Technique. The material was in several kind of dialogues based on KTSP curriculum of senior high school, which considered suitable vocabulary, grammar, pronunciation, and fluency for their level. For example, the dialogue conducted in the topic of expressing invitation. This research used two pattern drills. There were Substitution Drill and Transformation drill. The research conducted in Class X of SMA YP UNILA Bandar Lampung, which consists of 31 students. She chose the first grade students of Senior High School because according to the information that the researcher got from interview of English teacher, she declared that the class which has less ability in learning English especially in speaking was X IPS 4. The researcher acted as the teacher to know the students' engagement of using Drill Technique in teaching speaking. One class is taken as the sample.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, when students speak, they do not only produce the message or information but they also receive and process that information.

2. Teaching Speaking

Teaching speaking is a process to make the students to be able to communicate effectively, and learners should be able to make themselves understand. They should try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Drill Technique

Drill Technique is a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. Thus, it is easier for the students to remember and learn, since ALM believes that the stronger the habit is, the greater learning will be achieved.

4. Students Engagement

Students engagement is a participation or involvement of students physically and mentally in the teaching learning process.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as speaking, aspect of speaking, types of speaking performance, teaching speaking, Audio Lingual Method, Drill Technique, teaching speaking through Drill Technique, Drill technique, procedures of teaching speaking through Drill Technique, advantage and disadvantage of Drill Technique, student engagement, theoretical assumption, hypothesis.

2.1. Speaking

Speaking is the productive skill in the oral mode. It is used for talking and communicating in daily activities. Everyday people have to talk because they need to express thoughts, opinions, or feelings orally. Speakers talk in order to have some effects to their listener. It implies that when we feel something, we want someone can hear us. In this process we can call it is an interaction between two sides. Speaking is what we say to what we see, feel and think. Nunan (1991:39) states that succesful in speaking is measured through someone ability to carry out the conversation in the language.

According to Lado (1997: 240) speaking is described as an ability to converse or to express a sequence of ideas fluently. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning.

This become one important subject that teacher should given. That is why the teacher have big challenge to enable their students to master English well, especially speaking English in class or out of the class. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as giving much time or opportunity to the students to speak as often as possible. Other characteristics of successful speaking activities include, Ur (1996: 120) explains some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses.

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

2.2. Aspect of Speaking

Haris (1974: 75) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) also states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker.
2. Grammar is the study of rules of language in inflection. This idea has the same opinion with Lado (1969: 221) who says that it is a system of units and patterns of language.
3. Vocabulary refers to the words used in a language. Phrase, clauses and sentence are built up by vocabulary. Wilkins (1983: 111) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.
4. Fluency refers to the one whose expresses quickly and easily. This is also stated by Ekbatani (2011: 34) that fluent speaker is someone who is able to express oneself readily and effortlessly.
5. Comprehension denotes the ability of understanding the speakers' intention and general meaning. Heaton (1991: 35) also says so. It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

Based on the theory of Haris (1974: 75), the researcher argues that in communicating people need to have substantial knowledge of language aspects in

order to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher used Haris statement as the guidance of this research since Haris statements is more clear which are completed by some experts' ideas.

2.3. Types of Speaking Performance

The types of speaking which are expected to carry out in the classroom are the followings:

a. Imitative

This category includes the ability to practice an intonation and focus on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in teaching learning process. The reason is by using drilling, students get opportunity to listen to orally repeat some words.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic

properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts.

d. Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

e. Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

f. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech Brown (2001: 274) Those are several types of speaking performances that can be used in teaching speaking.

From the statement above, the researcher concluded that there are six kinds of teaching speaking of performance that can be used by the teachers. Those have different way of teaching speaking. The teacher can choose one or more of types of speaking performance based on the students' needs. In this research, the types of teaching speaking which relevant with this research is imitative and interpersonal (dialogue).

2.4. Teaching Speaking

Teaching speaking is important in language learning. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in

speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

According to Nunan (2003: 39) Teaching speaking is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns
2. Use word 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.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It is a matter of quantity versus, quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Based on the theories explanation above, the researcher concludes that teaching speaking is teaching process to make the learners to be able in communicating efficiency. Teaching speaking is an important part of second language learning, it contributes to the success of the learner in school and success later in every phase of life. In this research, the researcher will teach speaking by interpersonal dialogue.

2.5. Audio Lingual Method

The Audio Lingual method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom. The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student. Since ALM focuses on listening and speaking skills; thus, listening and speaking come first, and reading and writing come later. Therefore, as ALM assumptions about language learning is a process of habit formation, the students are equipped with the knowledge and skill required for effective communication in foreign language by using drill technique and several technique in the form of target language dialogue.

According to Richards and Rodgers (1986: 56) In Audiolingualism, the teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses. In accordance with behaviorist learning

theory, teaching focuses on the external manifestation of learning rather than on the internal processes. Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning. They are not encouraged to initiate interaction, because this may lead to mistakes. The fact that in the early stages learners do not always understand the meaning of what they are repeating is not perceived as a drawback, for by listening to the teacher, imitating accurately, and responding to and performing controlled tasks they are learning a new form of verbal behavior.

According to Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:45-47) there are expanded descriptions of some common/typical techniques closely associated with the ALM, such as dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use of minimal pairs, completing the dialogue, and grammar game.

1) Dialog memorization: Traditionally, an ALM lesson begins in a dialog or short conversation which is later memorized either through mimicry or applied role playing. To this latter, there are three ways:

- a) The students take the role of one character of a dialog and the teacher takes the other with roles switching after a while.
- b) One half of the class plays the role of one character from the dialog and the other half plays the other with roles switching after a while.

c) Or else pair-work, in which two students perform the dialog before their classmates.

2) Backward build-up (expansion) drill: This drill is used when a long line of a dialog is giving the students trouble. It consists of breaking up any student frustrating line into small units, then repeating it backward, one unit at a time, for example “How are you?” “You” is taken as a first unit, “are you” as the second unit, and “how are you” as the last unit. Every unit should be repeated or drilled backward with a sufficient number of times, especially the last unit.

3) Repetition drill: It is used to teach the lines of conversations or dialogs. The students are asked to repeat the teacher’s model as accurately and quick as possible.

4) Chain drill: It is used to form around the room as the students, one-by-one, ask and answer questions of each other. Thus, it will allow some controlled communication even though it is limited, and give the teacher opportunity to check each student’s speech.

5) Single-slot substitution drill: The teacher states a line from the dialog, then uses a word or a phrase as a cue when the students are repeating the line in the sentence, then substitutes the cue into the line in its proper place. For example, “how old are you?” (Cues are: she/he/they), and the answer would be: “how old is he?”; “how old is she?”; “how old are they?”

6) Multiple-slot substitution drill: Similar to the previous one, single-shot substitution drill, the difference within them is that the teacher gives cue phrases, multiplicity of cues (two or more), one at a time, which fit into

different slots. Then the students should substitute and make any changes as needed to the structure of the sentence like subject-verb agreement, for example, “She is playing in the school yard.” (cues: they/go/the park).

7) Transformation drill: A grammatical tool, as a matter of fact, in which the students are asked to transform sentences of one form into another form, for example, transforming an affirmative sentence into a negative-affirmative one, a passive sentence into an active one, a simple statement into a question, or direct speech into reported speech.

8) Question and answer drill: The students are required, in such a drill, to answer questions and ask the others as accurately and quickly as possible. Thus, the students can practice with the question pattern.

9) Use of minimal pairs: The teacher works with pair of words which differ in only one sound, for example, “ship/sheep.” Then the comparison between the students’ native language and the target language, contrastive analysis, is analyzed.

10) Completing the dialog: It simply consists of a dialog of which some linguistic items, grammatical or lexical, are dropped and which the students should fill the blanks with the missing words by their own answer or from a suggested box of possible answers.

11) Grammar game: It is designed to get the students to practice a grammar point within a context which there are still a lot of repetitions, in which the students are able to express themselves, although it is limited in this game. For example, the alphabet game, take the topic about the supermarket. The first

student says, “I am going to the supermarket. I need a few apples.” (The first student names something beginning with A.) The second student says, “I am going to the supermarket. I need a few apples and I need a few bananas.” The game continues in this manner with each consecutive student adding an item beginning with the next letter after repeating the items named before their own.

2.6. Drill Technique

Drill is as a part of Audio-lingual method technique. It has been applied to teaching of English especially in speaking. Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language. Therefore, the students must use the target language all the times during the learning process and make it familiar with their tongue so that they can pronounce the language acceptably.

According to Richards, J.C. et-al. (1986), there are several kinds of drill techniques:

1) Repetition Drill: drill in which the students only repeat what the teacher says.

For example:

T : *I study in the morning.*

S1 : *I study in the morning.*

T : *I study in the afternoon.*

S2 : *I study in the afternoon.*

Etc.

2) Substitution Drill: drill in which the students are required to replace one word with another. For example:

T : *John is cold.*

T : *Hungry.*

S1 : *John is hungry.*

T : *John and Marry.*

S3 : *John and Marry are hungry.*

Etc.

3) Transformation Drill: drill in which the students are required to change sentences from negative to positive, from positive to interrogative, or from simple present to simple past tense, depending on the instruction from the teacher. For example:

T : *The book is new.*

S1 : *Is the book new?*

T : *We are in the class.*

S2 : *Are we in the class?*

Etc.

4) Replacement Drill: drill in which the students replace a noun with a pronoun.

It is the same drill as the substitution drill, but it involves with a replacement.

For example:

T : *I like the book.*

S1 : *I like it.*

T : *I met the people in Jakarta.*

S2 : *I met them in Jakarta.*

T : *John will come here.*

S3 : *He will come here.*

Etc.

5) Response Drill: drill in which the students respond to somebody's sentence.

This drill may involve "wh" questions or "yes/no" questions. For example:

T : *Alice is at school.*

T2 : *Where is Alice?*

T3 : *At school.*

Etc.

6) Cued Response Drill: drill in which the students are provided with a cue before or after the questions. For example:

T : *What did the man buy?* (A book).

S1 : *The man bought a book.*

T : *Who will help you?* (His brother).

S2 : *His brother will help us.*

7) Rejoinder Drill: drill in which the students are given instruction of how to respond, similar to the cued response drill. For example:

T : *Come to my house.* (Be polite).

S1 : *Would you like to come to my house?*

T : *Your idea is not good.* (Disagree).

S2 : *I disagree with your idea.*

Etc.

8) Restatement Drill: drill in which the students rephrase an utterance and address it to somebody else, based on the content of the utterance. For example:

T : *Tell him where you live.*

S1 : *I live at UntungSuropati Street no. 18.*

T : *Ask her what she has for breakfast.*

S2 : *What do you have for breakfast?*

Etc.

9) Completion Drill: drill in which the students are told to supply a missing word on a sentence or statement. For example:

T : *I bring my book and you bring*

S1 : *I bring my book and you bring your book.*

T : *I have to solve own problems.*

S2 : *I have to solve my own problems.*

Etc.

10) Expansion Drill: drill in which the students build up a statement by adding a word or phrase. For example:

T : *Mathematics.*

S1 : *We study mathematics.*

T : *Everyday.*

S2 : *I study mathematics everyday.*

Etc.

11) Contraction Drill: drill in which the students replace a phrase or clause with a single word or shorter expressions. For example:

T : *I did not mean to kill the bird.*

S1 : *I did not mean it.*

T : *Do not go to that place.*

S2 : *Do not go there.*

Etc.

12) Integration Drill: drill in which the students combine two separate statements.

For example:

T : *Which one do you think is true? The earth goes around the sun or
the sun goes around the earth.*

S1 : *I think the earth goes around the sun.*

T : *I know that lady. She is wearing a blue shirt.*

S2 : *I know the lady wearing a blue shirt.*

Based on the statement that explained before, the researcher chose Substitution Drill, the students replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change. Whereas, the researcher uses the transformation drill because in the ALM grammar is most important for the students. The writer chooses transformation drill to improve students' grammar, the students change sentence from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher. It can help the students

learn how to make the sentences by using correct grammar and they can pronounce well.

2.7. Teaching Speaking Through Drill Technique

Teaching speaking is a process to make the students to be able to communicate effectively, and learners should be able to make themselves understand. They should try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation. Drilling as a process of habit formation makes the students easier to remember and learn the target language. Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Larsen-Freeman (1986:31) said that the goal of teachers who use Drill technique (ALM) is that they want their students to be able to use the target language communicatively. In order to do this, they believe students need over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habit in the target language and overcoming the old habits of their native language. So it can be concluded that teaching speaking through drill technique is teaching speaking by using drill technique in order to get the suitable technique for its skill to get the improvement of students' speaking skill.

2.8. Procedure of Teaching Speaking through Drill Technique

The procedure in teaching speaking through drill technique is by presenting the target language dialogue which involves listening and speaking. According to Huebener (1969:37), cited in Setiyadi (2006:59), there are steps of a procedure in speaking as follows:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.

Besides, Richards and Rodgers (1986: 58) also add the procedure in using Drill technique are:

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 pronouncciation 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 haf 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 students.
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 the language.

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

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

Pre Activities

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

Whilst activities

- The teacher reads a short dialogue. The dialogue is about invitation dialogue.
- The teacher asks the students to repeat the dialogue together line by line after the teacher.
- 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.
- The teacher asks the students to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

For example: Would you come to **my house** tonight?

The students replace the word into Would you come to **my birthday party** tonight?

I have a lot of **homework**, the students replace the word into I have a lot of **tasks**.

- The teacher reads each sentence of the dialogue, for example:

I have a lot of homework

The teacher asks the students to changes the sentence into interrogative sentence **“Do you have a lot of homework?”**

- The teacher reads each sentence of the dialogue, for example:

I’m not feeling well.

The teacher asks the students to changes the sentence into positive sentence **“I’m feeling well.**

Post Activities

- The teacher writes the text of the dialogue on the whiteboard. The students now are allowed to look at their textbooks.
- The teacher asks the students to make their own dialogue. The dialogue contains of key structure.
- 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 concluded that in teaching speaking through using Drill technique, the

teacher asks the student to listening first then comprehend and remember the dialogue. After that the student should repeat the dialogue individually and in chorus. Dialogue are selected and used as the basis for pattern drills. Then, the students are expected to make their own dialogue that contains of key structure. It has been exemplified and students can speak well to perform it in front of the class.

2.9. Advantages and Disadvantages of Audio Lingual Method

2.9.1. 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 earning 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.

2.9.2. Disadvantages:

Huebener (1969:9) in Setiyadi (2006) states that the method still has certain disadvantages to be considered, these are the 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 students.

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

From the second statement, the teacher should manage the time. Do not spend the time for the explanations but give more a task for the students to perform the real conversation in front of the class.

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.

The teacher can overcome this problem by asking the students to make their own conversation dialogue with their friends after the teacher explains the material and gives the examples.

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 an everyday life situation.

The models of foreign language in this technique are a tape recorder or a teacher. The teacher can use a tape recorder in order it does not take much energy of the teacher. Then, the teacher can ask the students to make another topic of conversation dialogue to improve their ability.

Based on the statement above, the researcher concludes that this method has some advantages and disadvantages that can influence in teaching speaking. But this disadvantages may not be serious problems if language teacher realize that learning also takes place outside the classroom. Language teachers must be creative in providing learning resources and they have to keep monitoring the process of language learning.

2.10. Student Engagement

Student engagement is used to depict student willingness to participate in routine school activities, such as attending classes, submitting required work and following teachers' instructions in class (Chapman: 2003). Kenny and Dumont (1995) states that students' engagement is increasingly seen as an indicator of successful classroom instruction. It implies that observing students engagement in the classroom makes teacher know whether his/her teaching is considered

successful or not. Fredericks et al (2004) states that students' engagement is not a one-dimensional construct. It means that student engagement is consist of multi-dimensional constructs. Engagement is more than involvement or participation, Harper and Quaye (2009) state that it requires feelings and sense-making as well as activity. Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation.

According to Schlecty (1994) students who are engaged exhibit three characteristics: (i) they are attracted to their work, (ii) they persist in their work despite challenges and obstacles, and (iii) they take visible delight in accomplishing their work. This means that a student engagement in the learning process is very crucial in the learning achievement of the student. This can be concluded that the more actively engaging students in the learning process, the greater the learning achievement will be achieved by students

2.11. Theoretical Assumption

Drill Technique can improve the students' speaking achievement, since drill technique emphasizes on repeating structural patterns through oral practice and forces the students to use the target language at all times. By drilling the students, it will be easier for them to remember and learn, since the more often English is repeated, the stronger the habit is and the greater learning will be achieved. This technique gives same opportunity to speak for all students in teaching learning process though drill technique so that this may get the students are actively

engaged in speaking class. Therefore, drill technique is an effective technique in teaching speaking.

2.12. Hypotheses

The theoretical assumption above leads to the following hypotheses:

1. There is a significant improvement of students' speaking achievement after being taught through drill technique.
2. The students were engaged very actively in the speaking class.

III. METHOD

This chapter describes the design of the research, how to collect the data from the sample of the research and how to analyze the data. This chapter also describes research procedure, population and sample, data collecting technique, validity and reliability, criteria for evaluating students' speaking ability, dataanalysis and hypothesis testing.

3.1. Research Design

This research intended to find out whether drill technique could improve students' speaking achievement. So, this research conducted this quantitative research which used *One-group pre-test posttest design* since there would be one class experiment which got treatments from the researcher and also got pre-test and posttest. The research design was as follows:

T1 X T2

Where:

T1 : Pre-Test (Speaking test)

X : Treatment (Drill Technique)

T2 : Post-Test (Speaking Test)

(Setiyadi, 2006)

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 through drill technique. The post-test was administered afterward to analyze how the improvement of their speaking achievement through drill technique.

This research used descriptive method to find out the extent to which were the students engaged in speaking class by using drill technique. The researcher wants to see the process of this study, the researcher has an observation sheet to know the extent to which were the students' engaged in learning speaking.

3.2. Subject

The population of this research was first grade students of SMA YP UNILA Bandar Lampung in 2015/2016 academic year. There are 11 classes of second grade in this school. These class areclassified into MIA class and ISOS class. There are 7 MIA classes and 4 ISOS classes. Their ages range from 15-16 years old.

From the population above, there was one class that got treatments (teaching speaking through Drill Technique) that was ISOS 4. This class consists of 31 students. The reason of choosing ISOS 4 class was because according to the information that have gotten before, the English teacher declared that the students have less ability in

learning English especially in speaking than other classes is X ISOS 4. The X ISOS 4 class taught by the researcher using Audio-lingual method.

3.3. Data Collecting Technique

In collecting the data, the researcher used:

1. Administrating the Pre-test

The pre-test is administered to the students before the treatment of teaching speaking through drill technique is implemented. The Pre-test is conducted to know the students' basic speaking ability. Meanwhile, before administered pretest, the researcher explained the topic that would be tested. The tests focused on dialogue form of oral test.

2. Administering the Post-test

The post-test is administered to the students after the treatment of teaching speaking technique through drill technique would be implemented. It was a subjective test and focused in oral test.

3. Conducting the observation

The observation was conducted to observe the teaching-learning process during the treatment of teaching speaking through drill technique. The researcher will evaluate the whole teaching learning process by observing the students' behaviour towards teaching speaking through drill technique. The classroom observation process and its

indicators of student active engagement to be evaluated will be listed as observation sheet and can be seen in the appendix 13. The researcher will be helped by a teacher in evaluating the teaching learning process and observing the learner engagement during the teaching speaking activity through drill technique.

3.4. Research Procedure

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

1. Determining the subject

There are 11 classes at first grade of SMA YP UNILA Bandar Lampung which consisted of about 31 students for each class. The sample of this research is chosen by using probability sampling technique as the control and experimental class.

2. Selecting the Materials

The researcher chose the materials from the students' book based on the syllabus. The material was about expressing invitation. The researcher conducted three times in improving students' speaking ability through drill technique.

3. Conducting Pre-test

The pre-test is administered to the students before the treatment of teaching speaking through drill technique, to know the students' basic speaking ability. Meanwhile, before administer pre-test, the researcher explained the topic that would be tested. The tests focused on oral test. It is a subjective test and focused in oral test. The researcher explained generally the test and asks the students to make a group that

consist two persons. The researcher gave the students situational dialogue and they will perform it in front of class. In performing the test, the students ask to speak up clearly then the students' voice would be recorded but the writer did not inform to the students that their voice would be recorded in order the students could perform naturally. Furthermore, the researcher and another English teacher judge the students' performance.

4. Treatments

In this research, the treatments were administered in three meetings. At the first treatment the researcher deliver the indicators and objectives of treatment. She also explains the material by using drill technique. And the next, the researcher asks the students to make conversation dialogue with their pair group. The procedure of teaching speaking through drill technique as follows:

- a. Pre Activities
- b. While Activities
- c. Post Activities

5. Administering Post-test

Post-test is conducted after the treatment. Post-test is used in order to know the progress of speaking ability after using drill technique. The researcher used a subjective test in 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. In performing the dialogue, the students were asked to speak up clearly then the students' voice would

be recorded but the writer did not inform to the students that their voice would be recorded in order the students could perform naturally. Furthermore, the researcher and another English teacher judge the students' performance.

6. Recording

The recording activities were done in order to transcribe the students' speaking skill during the test by using drill technique but the writer did not inform to the students that their voice would be recorded in order the students could perform naturally. It was used to help the researcher in scoring the students' speaking test. So if the researcher slipped the students' performance during the test, the researcher could replay the record.

7. Conducting the Observation

The observation is conducted in the X ISOS 4 class to observe the teaching-learning process during the treatment of teaching speaking through drill technique. Observation sheet (note where the treatment process is reported) is used to observe teaching-learning activity and to note the classroom events during the treatment process.

8. Conducting the Video Recording

The video recording is conducted during the observation to record whole activities in the teaching speaking through drill technique. Video recordings are an excellent source of data that can be used to assess behaviors. The observations by using video

allows researchers to observe the teaching and learning process well. The data from video recordings have demonstrated the students' behavior during learning speaking through drill technique, for example facial expressions of the students and the students' participation. Video recording provides a high degree of reproducibility when measuring observations. Video recordings can be re-played any number of times, slow down, and a few other possibilities. Observer should not limited time to observe without interfering with learning activities that take place.

9. Transcribing

At last, the data of the students' speaking skill from the audio recording were transcribed in order to investigate the students' improvement by analyzing the transcript and to help in scoring

10. Analyzing Data

After conducting the final test, the researcher analyzed the data. After collecting the data, the students' worksheets are analyzed subjectively by both researcher and teacher. Then, the researcher analyzed the mean of every test by compared from the two raters based on the test. The mean of pre-test and post-test were used to know the improvement of students' speaking ability through drill technique.

3.5. Instrument of the Research

Naturally to gain the objective data, this research applied two kinds of instruments, those were speaking test and questionnaire.

1. Speaking Test

The first 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 in front of the class about the dialogue during speaking class.

2. Observation Sheet

The last instrument used in collecting the data was observation sheet. This observation sheet was used to know the extent to which were the students engaged in speaking class through drill technique. The observation sheet included of ten activities in learning process which explained by the criteria of student active engagement.

3.5. Criteria for Evaluating Students' Speaking Ability

The form of the test is subjective test since there is no exact answer. In this test, the researcher used inter-rater reliability to assessed the students' performance, in which the performance then were given score and were recorded together by the researcher

as the first rater and the English teacher of SMA YP UNILA Bandar Lampung as the second rater. The rater gave the score by recording the students' speech performance. The researcher recorded the students' utterances because it helped the raters to evaluate the data more objectively.

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follows:

3.5.1. Validity of the Test

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the test. There are several types of validity. But in this research, the researcher only used content validity and construct validity.

1. Content Validity

Content validity concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test. In content validity, the materials were given by the curriculum used. In this case, the researcher gave a dialogue should be read or repeat by the ten grade students of senior high school. To get the content validity of speaking test, the researcher tried to arrange the materials based on the objective of teaching in syllabus for eleventh grade of senior high school students, and the students made a dialogue of expressing invitation speaking based on teacher's

instruction. Meanwhile, for the observation sheet, there are stages of the lesson in the learning process were based on the procedure of drill technique.

2. Construct validity

Construct validity concerned with whether the test is in line with the theory of what it means to know the language that is being measured, it was examined whether the test questions actually reflect what it means to know a language. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill. To find out the construct validity of the test, the researcher used the formula the test by the concept of speaking skill.

The researcher arranged the materials based on the objective of teaching in syllabus for ten grade students of senior high school, the formula of test by the concept of speaking skills, so the test is valid. As the construct validity for the observation sheet, all stages of the lesson in the observation sheet were based on the procedure of drill technique that use to measure the students' active engagement.

3.5.2. Reliability of the Test

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). The

concept of reliability stems from the ideas that no measurements is perfect even we go to the same scale there will always be differences. Inter-rater reliability was applied in this research in order to ensure the reliability of the score and to avoid the subjectivity of the researcher. To achieve the reliability in judging the students' speaking performance, the researcher used a speaking criteria based on Harris (1974), in which the focus of speaking skills that have been assessed are; pronunciation, grammar, vocabulary, fluency, and comprehension. The second rater was the English teacher who has been experienced in rating students' speaking, in means of getting a consistent and fair judgement. The statistical formula for counting the reliability was as follow:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where:

R : Reliability

N : Number of Students

D : The Different of Rank Correlation

1-6 : Constant Number

(Nitko, 1983: 395)

After finding the coefficient between raters, the researcher then analyzed the coefficient of reliability with the standard of reliability according to Slameto (1998: 147) in Hayanti (2010: 38) as follow:

A very low reliability	(range from 0.00 – 0.19)
A low reliability	(range from 0.20 – 0.39)
An average reliability	(range from 0.40 – 0.59)
A high reliability	(range from 0.60 – 0.79)
A very high reliability	(range from 0.80 – 0.100)

The Result of Reliability of Pretest

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6.1664}{31(961 - 1)}$$

$$R = 1 - 0,3354$$

$$R = 0.6646 \text{ \{ a high reliability (ranges from 0.60 to 0.79) \}}$$

(full explanation see the appendix11)

The Result of Reliability of Posttest

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6.1432}{31(961 - 1)}$$

$$R = 1 - 0.2887$$

$R = 0.7113$ {{a high reliability (ranges from 0.60 to 0.79)}

(full explanation see the appendix12)

3.7 Scoring Data

The scoring criteria based on Harris (1974). There are several aspects that are evaluated: pronunciation, fluency, grammar, vocabulary and comprehension.

The scores of each point are multiplied by four. Hence, the highest score is 100.

For example:

If the students get 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For instance:

A student got 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation	4 X 4 = 16
Fluency	3 X 4 = 12
Grammar	3 X 4 = 12
Vocabulary	4 X 4 = 12
<u>Comprehension</u>	4 X 4 = 16
Total	68

It means he or she got 68 for speaking.

Table of Rating Scales

Aspects of speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.

	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speed with repetitions.

	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

(Harris, 1974)

The score of speaking based on five components can be compared in the percentage as follows:

Grammar 20%

Vocabulary 20%

Fluency 20%

Pronunciation 20%

Comprehension 20%

Total = 100%

Table of Rating Sheet Score

S's Codes	Pron. (1- 20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1- 20)	Compr. (1-20)	Total (1- 100)
1.						
2.						

3.						
----	--	--	--	--	--	--

3.8. Data Analysis

The researcher computed the students' scores in teaching speaking by using drill technique as follows:

1. The researcher made a scoring of students pretest and posttest
2. After the researcher got the raw score of pretest and posttest, the researcher tabulated that result of the test and calculated the score of pretest and posttest. The researcher used SPSS16 to calculate it. Then find the score that indicated whether there was a significant improvement on students' speaking achievement after the treatment by using drill technique.
3. The researcher used students' score of observation sheet after having the treatment by using drill technique to indicate the extent to which were the students engaged in speaking class.
4. The researcher found out the conclusion. The conclusion developed from the result of statistical computerization that was repeated measure T-test in SPSS16 and researcher observation during the teaching learning process.

3.8. Hypothesis Testing

There are two hypotheses testing in this research that are divided into hypothesis for the first research question and hypothesis for the second research question. The hypotheses are drawn as follows:

Hypothesis for the first research question

1. There is a significant improvement of the students' speaking achievement through drill technique. The formula for the first hypothesis is drawn below

H_0 : There is no significant improvement of the students' speaking achievement through drill technique.

H_1 : There is a significant improvement of the students' speaking achievement through drill technique.

In testing the hypothesis that the teaching learning through drill technique improved the students' speaking ability significantly, *Repeated Measure T-Test* is used. The hypothesis is also statistically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$.

Hypothesis for the second research question

2. The extent to which were the students engaged in the speaking class through drill techniques is the students were very actively engaged during the speaking class.

V. CONCLUSIONS AND SUGGESTIONS

This chapter described the conclusion of the result of the research and also the suggestion from the researcher to the other researchers and English teacher who want to try to apply Drill Technique in teaching speaking.

5.1. Conclusions

After conducting the research at the first grade of SMA YP UNILA Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows:

1. Drill technique can improve the students' speaking achievement in all aspect of speaking, especially the pronunciation aspect. On the other words, drill technique is good for teaching speaking.
2. It is concluded that the first grade students were engaged 79,02% very actively in speaking class, 10,96% actively in speaking class, 9,02% less actively in speaking class, and 0,96% passively in speaking class. The majority of students were engaged very actively (79,02%) in all stages in the teaching learning through drill technique.

5.2. Suggestions

Referring to the conclusion above, the researcher recommends some suggestions as follow:

1. In this study, there is an improvement in students' speaking achievement. Therefore, English teachers are suggested to use Drill technique as the technique in teaching speaking since the researcher found in the field that the students were more brave and more confident in speaking English, and this is proved by the result of students' speaking achievement.
2. English teachers are suggested to make some variations of topic in teaching and use interesting media in implementing this technique which can increase the students' interest.
3. This study conducted drill technique in the senior high school. Therefore, the further researcher should conduct this technique at different levels of students.

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