

**TEACHING SPEAKING SKILL BY USING DRILL STRATEGY
TO THE EIGHTH GRADES STUDENTS OF SMP NEGERI 7
GELUMBANG**

THESIS

**BY:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

2025

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THESIS

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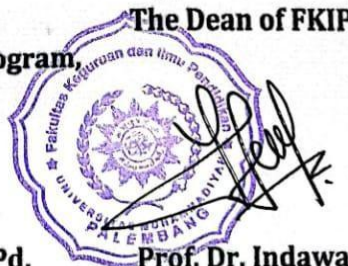
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Menyatakan bahwa skripsi berjudul:

"Teaching Speaking Skill by Using Drill Strategy to the Eighth Grades Students of SMP Negeri 7 Gelumbang" Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 30 Agustus 2025

Yang menyatakan,

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MOTTO AND DEDICATION

Motto:

“Khoirunnas anfa’uhum linnas”

Dedication:

The Dedicated to:

- **My beloved parents, Mr. Afil and Mrs. Nurhayati, who have tirelessly provide me with endless love, prayers, support, motivation, and sacrifice. Thank you for being the greatest source of strength in my life and for teaching me the meaning of hard work, patience, and sincerity. None of this would be have been possible without your blessings and prayers.**
- **My greatest advisors Hj. Asti Gumartifa, S.Pd., M.Pd and Sherly Marliasari, S.Pd., M.Pd. who always helped in writing this thesis with a lot of advices and inputs. Thanks for your patience in guidance for me**
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- **My best friends (slay group). Thanks for being a safe place where I could share my stories, my happiness, my sadness, and my warmth. Your presence has been a light that guided me through my hardest moments, and I am deeply grateful and proud to have the chance to know and walk this journey with you**
- **My friends in the organization who have always provided support, encouragement, and laughter throughout this journey. Thanks for being there and making this journey more colorful and meaningful.**

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ABSTARCT

Nurjannah, 2025. Teaching Speaking Skill by Using Drill strategy to the Eighth

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Palembang. Advisors (I) Hj. Asti Gumartifa, S.Pd., M.Pd., and Advisors (II) Sherly Marliasari, S.Pd., M.Pd.

This research investigates students' English language teaching and speaking skills in an Eighth grades students of SMP Negeri 7 Gelumbang. This research employed a quasi-experimental design involving two classes: the experimental class, which was taught using the drill strategy and the control class, which was taught using the conventional method. The data were collected through a speaking test (pre test and post test), classroom observation and documentation. The results were analyzed using descriptive statistics and independent sample t- test to determine the signiicance of the difference between two class.the findings revealed that the Independent Samples Test results indicated a t-obtained value of 10.991 at a significance level of $p > 0.05$, with 72 degrees of freedom (df), while the critical value from the t-table was 1.993. Given that the t-obtained surpassed the t-table value at the 0.05 significance level, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Keywords : *Drill strategy, Teaching speaking skill*

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The researcher realizes that this thesis is really far from being perfect. There are still many mistake and lack that need to be improved in this thesis. The researcher accepts any kind of criticism, somments, suggestion, and advice. The researcher hopes that thesis will be useful for the university the other researcher in the future.

Palembang, Agustus 2025

The Researcher,

NJH

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CHAPTER I

INTRODUCTION

This chapter presents (A) Background of the Research, (B) Formulation of the Problems, (C) Objectives of the Research, (D) Significance of the Research, (E) Hypotheses of the Research.

A. Background of the Research

Engagement in speaking activities is essential for students to enhance their communication proficiency, enabling them to articulate their thoughts and comprehend the social and cultural norms pertinent to various communication contexts. According to Cameroon (2001, p.40) as cited in Siregar.M.S (2022, p.7), speaking is the intentional application of language to communicate meaning, hence augmenting learner's linguistic resources and competencies. Instructing in speaking is essential for acquiring a second language. Proficiency in a second language enhances academic performance and fosters future success throughout many life stages. Consequently, it is imperative for language educators to prioritize the instruction of speaking with more precision.

Speaking is a fundamental skill in learning English, as it enables pupils to engage actively in authentic communication. "According to Harmer (2007, p.123), speaking affords learners the opportunity to articulate ideas and emotions directly, rendering it a fundamental component of language acquisition. Brown (2001, p.267) asserts that oral communication skills are crucial for kid's academic success and their future societal roles. Consequently, verbal proficiency is deemed essential not only for academic achievement but also for equipping students to navigate wider social and professional environments.

Lucas and Wattam (2019, p.3), stated that public speaking is a technique to communicate messenger ideas in front of people to make them understand the

information or alter other's views or opinions. According to Ilham (2020, p.2) in general, speaking is described as the act of expressing purposes, such as thoughts or emotions, from one individual to another through oral language, allowing the listener to comprehend the intended message. Ramadani et al. (2023, p.4) stated speaking is an activity that is very often done by humans in everyday life. Speaking skill is very important because this is the ability that allows us to communicate directly to convey information, ideas, opinions, and so on. According to Richards (2008) cited in Rizki et al. (2021, p.450), the achievement of English language learners is measured by the improvement of their speaking ability, which reflects the effectiveness of their English learning process. Learning speaking at school is an important aspect in mastering a language, especially a foreign language. However, in practice, there are many challenges faced by both teachers and students.

If these challenges are not managed well, they can negatively affect the growth of student's speaking competence. Tampubolon (2024, p.5) stated, as foreign language learners, many students face problem in speaking. This makes students who experience anxiety when ask to speak in English tend to be less fluent in speaking. Many students feel anxious or afraid of making mistakes when speaking a foreign language, especially in front of their classmates. This fear often stems from concerns about negative judgment or ridicule from peers.

Husna (2021, p.10) cited, in a similar way, a lack of vocabulary represents one of the difficulties encountered in teaching speaking. Limited vocabulary and pronunciation difficulties are also significant obstacles. Students often struggle to express themselves due to limited vocabulary, while incorrect pronunciation can hinder understanding and further lower their self-confidence. This problem is compounded by mother tongue interference, where the structure and patterns of a student's first language influence the way they speak the target language.

After conducted an interview with the teacher about experience of

teaching, he mentioned many students still face difficulties in speaking, such as having limited vocabulary, lack of fluency, and feeling confused about the correct pronunciation of words. These problems often reduce their confidence and hinder their participation in speaking activities. Besides that students have difficulty expressing opinions, thoughts, and lack of mastery of the material provided. Apart from that, students do not get used to having the courage to speak, feel afraid of making mistakes, lack self- confidence, and are less able to develop reasoning skills in speaking. This also supporting with Kruk & Zawodniak (2020) cited, students often feel bored in English classes due to monotonous instructional practices, unengaging topics, and the continual use of identical teaching materials leads to limited meaningful learning experiences.

Mastering correct pronunciation improves clarity and fluency, allowing individuals to convey their thoughts and ideas effectively, Pennington & Rogerson Revell (2019, p.2). The pronunciation when speaking is not clear, even some of the sentences spoken when speaking is still in regional languages. The sentence structure is still incomplete, even when speaking, students seem to run out of words, making students confused in front of the class and less confident. These difficulties make students unable to express good thoughts and ideas, so that students become reluctant to express their creative ideas.

Based on the observation conducted in Eighth Grade Students of SMP Negeri 7 Gelumbang, the researcher identified various challenges in the teaching and learning of speaking skills. A subset of students has a restricted vocabulary, hindering their ability to articulate concepts effectively. Some individuals remained perplexed regarding the accurate pronunciation of English words, occasionally resulting in misunderstandings. Moreover, a deficiency in fluency was apparent, as some students frequently hesitated, prolonged pauses, or reiterated words during their speech. In addition to these

linguistic challenges, some students also experience nervousness and anxiety when speaking in class. Considering the reasons mentioned above, the researcher intends to conduct a study with the title ***“Teaching Speaking Skill by Using Drill Strategy to the Eight Grades Students of SMP Negeri 7 Gelumbang”***.

B. Formulation of the Problems

Based on the research background presented, the researcher formulated the research problem as follows: Was there any significant effect using *Drill Strategy* to the Eighth Grades students at SMP Negeri 7 Gelumbang?

C. Objectives of the Research

Based on the problem formulation above, the objective of this research was to determine “Whether or not there was any significant effect in Teaching Speaking by using *Drill Strategy* to the Eighth Grades at SMP Negeri 7 Gelumbang”.

D. Significance of the Research

The results of this research were expected to provide both theoretical and practical benefits:

1. For the Researcher Personally

It can further broaden the researcher’s understanding of the drill strategy technique and also provide additional knowledge for those who wish to study in this field.

2. For the Teachers

The researcher expects that the teacher will enhance their knowledge and skills in teaching speaking after learning the results of this research.

3. For Other Researchers

This may serve as a reference to extend their research. The findings are expected to be useful for other researchers in completing further literature reviews and in supporting studies with the same title as this research.

E. Hypotheses of the Research

The hypotheses of this research were in form alternative hypotheses (Ha) and null hypotheses (Ho)

1. Ha : There was significance effect of Using Drill Strategy in Teaching Speaking at the Eighth Grade Students of SMP Negeri 7 Gelumbang
2. Ho : There was no significance effect of Using Drill Strategy in Teaching Speaking at the Eighth Grade Students of SMP Negeri 7 Gelumbang.

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