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A CLASSROOM ACTION RESEARCH: THE USE OF CHAIN DRILL-SIMULATION FOR TEACHING SPEAKING

Henry Elisa, Sijono, Veronika Vika Bintang, Maria Viani
STKIP Persada Khatulistiwa
henryelisa.edu@gmail.com, sijonostg@gmail.com, veronikabintang12345@gmail.com, mariastg183@gmail.com

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Abstract: This research, conducted over two cycles, aimed to assess the impact of the Chain Drill-Simulation method on students' speaking skills. The study utilized various data sources, including tests, interviews, observation sheets, field notes, and video recordings, to evaluate student engagement, speaking ability, feedback response, individual performance, communication quality, and emotional reactions during the learning process. In the first cycle, the Chain Drill-Simulation method substantially increased student participation, fostering enthusiasm, motivation, and enhanced confidence in speaking. However, there remained room for improvement, particularly regarding organization and overall confidence. In the second cycle, adjustments and enhancements to the learning process led to a significant improvement in student participation. Students appeared more comfortable, focused, and confident, demonstrating improved fluency in their speaking. There was a remarkable enhancement in students' speaking behaviour, achieving an 'excellent' rating according to Heaton's scale. Students spoke confidently and fluently with minimal interruptions, marking significant progress in their speaking skills. This study consistently affirms the effectiveness of the Chain Drill-Simulation method in enhancing students' participation and speaking abilities. This method has led to more confident, active, and enthusiastic learners, aligning with the results of related research studies.
Keywords**:** chain drill; simulation; speaking; teaching speaking

INTRODUCTION

The objective of teaching speaking is to enhance students' proficiency in using English for effective communication in both spoken and written forms during daily activities at the Junior High School level. Numerous experts have dedicated their efforts to developing techniques and methods for teaching English as a second language, aiming to boost learners' motivation. Consequently, diverse teaching approaches have been identified and applied across various educational levels. The mastery of speaking skills in English holds a high priority for second-language or foreign-language learners, emphasizing the effectiveness of contextual language learning in classroom processes and goals. Brown and Yule (cited in Richard, 2008) distinguish between the interactional and transactional functions of speaking, focusing on social relations and the exchange of information, respectively. Luoma (2004) highlights that individuals instinctively pay attention to a speaker's voice. Recognizing the teacher's role is crucial, as they should create opportunities for all learners to actively participate in classroom activities (Davison and Downson, 2003). Teachers should set the goal of teaching speaking to enable students to communicate effectively in the target language (Larsen and Freeman, 2000), fostering active language use in communicative ways (Broughton et al., 1980).

Further, Harmer (2001) identifies three reasons for teachers to assign speaking tasks: rehearsal, feedback, and engagement. To enhance students' speaking skills, the Chain Drill-

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Simulation technique is chosen for implementation. This technique, a combination of the Audio Lingual Method pioneered by Charles Fries in 1945 (Larsen and Freeman, 2000) and the phases proposed by Joyce et al. (2009), simulates conversations using mobile phones, providing students with real-life phone conversation experiences. Drills, as described by Brown (2001), allow students to listen and repeat language strings, addressing linguistic difficulties, while simulation serves as an interactive abstraction or simplification of real-life situations (Vincenzi et al., 2009).

The study aims to improve students' speaking abilities through the Chain Drill-Simulation technique. The research questions are formulated as follows: 1) What is the effectiveness of Chain Drill-Simulation for teaching speaking at Junior High School? 2) How does the use of Chain Drill-Simulation impact various aspects of speaking skills at Junior High School?

METHOD

The research employed the Classroom Action Research (CAR) method, which is part of the wider educational movement explained by Burns (2010). The CAR method includes four interlinked stages: The research employed the Classroom Action Research (CAR) method, which is part of the wider educational movement explained by Burns cited in (Kasita Bangun, 2018) This method connects to theories of "reflective practice" and "teacher as a researcher." Consistent high-level language with adequate subject-specific vocabulary is employed to achieve precision and clarity of meaning. Each stage of every research cycle relies on the evaluation of the preceding stage and serves as the foundation for the subsequent stage. In this study, the researchers undertook two research cycles to examine the progression of students in the learning process. Data were gathered through various methods, including observation checklists, field notes, interviews, and video recordings. Additionally, specific tests were administered to measure students' speaking skills within each cycle. A qualitative approach was employed, with numerical data serving as supplementary information. Collaborators observed the teaching and learning process, assessing each activity and the degree of student engagement to procure qualitative data. This entailed the scrutiny of activity logs throughout the teaching and learning process, complemented by subsequent field notes and interviews. Numerical data was derived from speaking performance tests, and the results of each test were meticulously analyzed to evaluate students' advancement. It shows the improvement of students' speaking score as one of the evidence of the effectiveness of chain drill simulation method on students' speaking skill. The scores of the students' speaking skill are rated by the rating scale adopted from Heaton; rating scale (1990) which describes about the students' ability to communicate orally, namely; excellent (5), very good (4), satisfactory (3), fairly satisfactory (2), much

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difficulty (1). In addition, in order to see the improvement of the students, the researcher calculated the speaking score using the numerical data obtained from the conversion of the rating scale into numerical data.

FINDING AND DISCUSSION

This classroom action research was carried out in two cycles. The findings in this study were taken from test results, interview results, observation sheets, and field notes. To support the data and confirm the research data, researchers also used video recordings to record the research process. Data obtained from observations and field notes showed the students participation in the teaching and learning process and also to see the positive impact of using Chain Drill-Simulation. The aspects observed in this study include students' engagement, speaking ability, students' response to feedback, students' individual ability, students' communication quality and students' emotional reaction during the learning process using chain drill-simulation. The data obtained from the test results were used to see the effect of using Chain Drill-Simulation on students' speaking ability. The interview results showed the students' responses and to see their motivation in learning to teach using Chain Drill-Simulation. Interviews were conducted with ten students using purposive sampling to look at the following aspects: the use of chain drill-simulation, comfort, and perception of changes in speaking skills, collaboration with classmates, teacher response to students' questions and difficulties and students' learning motivation.

In cycle one, the researchers found that chain drill-simulation can generally increase the students' participation in the learning process. Observation data shows that students' participation in the learning process is quite good, reaching 77%. The researchers found that they had played an active role during learning activities and they had been actively involved in conversations during learning. The researchers also found that they had good levels of enthusiasm and motivation during learning. Students can also respond emotionally to situations and pressures that arise during the learning process. The students did not show signs of excessive anxiety; they had quite good self-confidence when speaking in front of the class. Data from field notes also shows that students have dared to interact with other students even though they were still shy. The interview results showed that students felt satisfied and comfortable in learning using chain drill-simulation. Students feel that their speaking skills have improved. Apart from that, they felt that the teacher was very responsive to their questions and difficulties. Students also feel motivated in learning to speak using chain-drill simulation.

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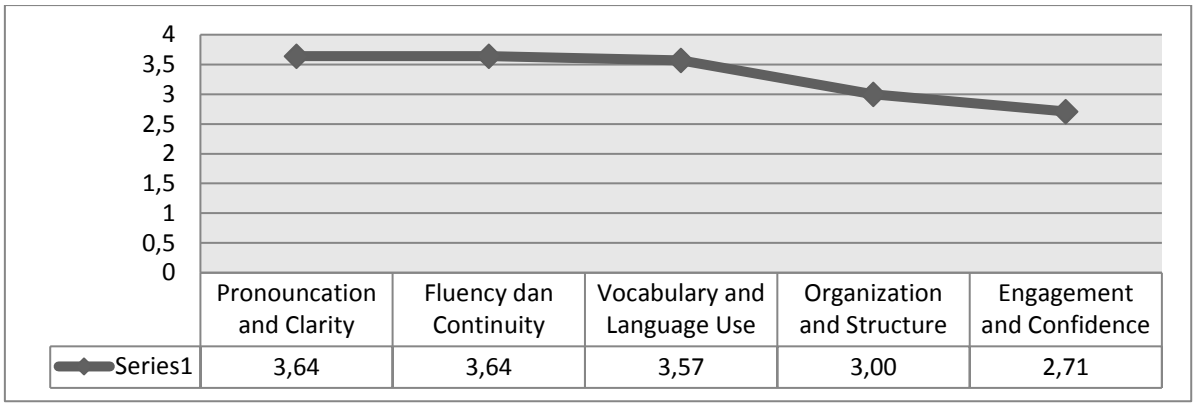

Chart 1. Students' Obtained Score

To see the development of students' speaking ability, the researchers conducted a speaking skills test. The test was conducted to see the effect of using chain drill-simulation in speaking learning. The test results show that students are still shy to express themselves in speaking. Students are still hesitant in speaking and there are still pauses or breaks in speaking. However, students have shown their efforts to speak, although in general there are no outstanding scores in each aspect measured. Chart 1 showed the average scores of students in each aspect of the assessment. Based on chart 1, students still have difficulty in the aspects of organization and structure and in the engagement and confidence section. Based on students score in chart 1, the students speaking performance is categorized in to satisfactory.

After evaluating the research results in cycle one, the researcher made improvements to the learning activities. Some of the things that are done are increasing student enthusiasm by providing warming up and also more intensive assistance to students who are less active. Apart from that, the researchers also provided more examples of how to pronounce words and also how to express a sentence to make it more meaningful. After treatments were made to the learning process in cycle two, there was an increase in student participation in the learning process which can be seen in Chart 2.

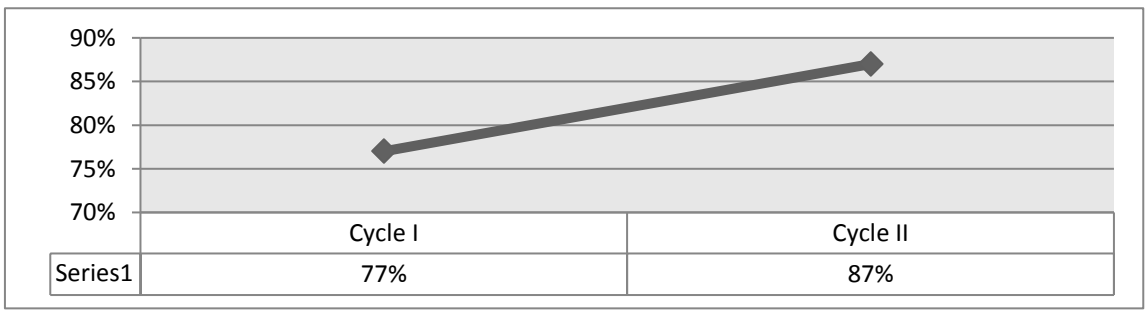

Chart 2. Students' Participation Improvement Towards Cycles

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Based on the data obtained from observation checklist in the second cycle, the students looked more relaxed and comfortable in the learning process. The students looked more focused and enthusiastic about being involved in chain drill-simulation. Supported by data from field notes, researchers found that. The students did not seem hesitant in interacting with their friends. They look more confident in speaking. The results of interviews in the second cycle showed very good improvement where more than 70% of respondents responded that they were very satisfied and liked the use of chain drill-simulation. They admitted that they were very comfortable during the learning process. On the other hand, almost all students felt very motivated and enthusiastic about learning to speak through chain drill-simulation.

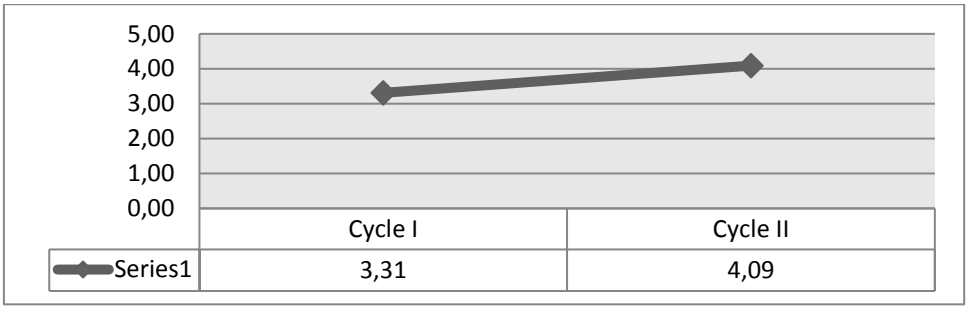

Chart 3. Students' Obtained Score Towards Cycles

In the last cycle, a significant improvement in students' speaking behavior was observed using the Chain Drill-Simulation method. Chart 3 illustrates an enhancement in students' speaking abilities. Test results indicate that students are now capable of speaking confidently and enthusiastically. They can speak fluently with minor pauses that do not disrupt the communication process. In the second cycle, students' average scores also increased, with an average score of 4.09 in each aspect. According to the rating scale proposed by Heaton (1990), students' speaking level falls into the "very good" category.

Looking at the research findings as a whole, it can be seen that the Chain Drill-Simulation method is highly beneficial for increasing student participation in the speaking learning process. Furthermore, Chain Drill-Simulation is effective in improving students' speaking abilities. By implementing this method, students' speaking skills are enhanced. They become more confident, active, and enthusiastic. Consistent with the results of this study, several related research studies have also shown positive findings when applying the Chain Drill-Simulation method.

CONCLUSION

The study involved two cycles and used various data sources, including tests, interviews, observations, field notes, and videos, to evaluate the impact of the Chain Drill-Simulation

method on students' speaking ability. The study assessed aspects such as student engagement, speaking ability, feedback response, individual performance, communication quality and emotional responses during learning. In the first cycle, the Chain Drill-Simulation method significantly increased student participation. Students showed enthusiasm, motivation and increased confidence in speaking. However, there are still some things that need to be improved in terms of speaking and overall confidence. In the second cycle, adjustments and improvements to the learning process resulted in significant increases in student participation. Students seemed more comfortable, focused and confident and showed an increase in fluency. In the last cycle there was a remarkable improvement in the students' speaking behaviour, which showed a rating of 'very good' based on Heaton's scale. Students spoke confidently and fluently with few interruptions, reflecting significant progress in their speaking skills. In conclusion, this study consistently supports the effectiveness of the Chain Drill simulation method in improving students' participation and speaking skills.

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