

ABSTRACT

Janah, Kanafika A. R. 2025. *“The Utilization of Chain Drill Technique in Teaching Students’ Speaking Skill Using Personal Recount Text (A Descriptive Qualitative Study in Grade VIII A Students of MTs Ma’arif NU 1 Pekuncen in the Academic Year 2025/2026)”* Thesis. Supervisor I: Muhammad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. Supervisor II: Drs. Ashari, M.Pd. Chief External Examiner: Slamet Riyadi, S.S., M.Pd. External Examiner: Novita Pri Andini, S. Pd., M. Pd. Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Study Program, Purwokerto

This study aims to investigate how the Chain Drill Technique is utilized in teaching speaking using Personal Recount Text, the challenges faced by the teacher during its implementation, and the strategies used to overcome those challenges. This study also aims to describe the real classroom condition when the Chain Drill Technique is applied. The research subjects of this study were the English teacher and the eighth-grade students of class VIII A. The research method used by the researcher was qualitative descriptive, because this research seeks to fully describe the process and the students’ responses during the application of the Chain Drill Technique. The data were collected through three instruments: observation, interview, and documentation. The observations were conducted during three teaching sessions to record how the Chain Drill Technique was implemented in the classroom. Interviews were conducted with the English teacher to obtain deeper information about the procedures used, the difficulties encountered, and the strategies to overcome them. Documentation, including photos, and lesson plans, was also collected to support the findings of the observation and interview. The data were analyzed using thematic analysis, including familiarizing the data, generating the initial codes, searching the themes, defining the themes, and making reports. The findings of this study indicate that the teacher implemented the Chain Drill Technique in three main stages: opening, Chain Drill practice, and closing. The technique successfully increased students’ participation, encouraged them to speak repeatedly, and helped them improve their fluency and pronunciation. The students were able to speak more confidently because the Chain Drill provided structured and continuous speaking practice. The challenges found during the teaching process were related to students’ limited vocabulary, mispronunciation, and difficulty maintaining focus. To overcome these problems, the teacher used strategies such as providing vocabulary lists, modeling pronunciation, giving repetition, and offering individual guidance. The overall findings show that the utilization of the Chain Drill Technique in teaching Personal Recount Text is helping students in speaking performance and building their confidence to speak English.

Keywords: *Chain Drill Technique, Personal Recount Text, Qualitative Research, Speaking Skill.*

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Penelitian ini bertujuan untuk menginvestigasi bagaimana teknik Chain Drill digunakan dalam pembelajaran keterampilan berbicara dengan menggunakan teks Personal Recount, kendala-kendala yang dihadapi guru selama proses pembelajaran, serta strategi yang digunakan untuk mengatasi kendala tersebut. Penelitian ini juga bertujuan untuk menggambarkan kondisi nyata di kelas ketika teknik Chain Drill diterapkan. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas VIII A. Metode penelitian yang digunakan adalah deskriptif kualitatif karena penelitian ini berupaya mendeskripsikan secara mendalam proses pembelajaran dan respons siswa selama penerapan teknik Chain Drill. Data penelitian dikumpulkan melalui tiga instrumen, yaitu observasi, wawancara, dan dokumentasi. Observasi dilakukan selama tiga kali pertemuan untuk mencatat bagaimana teknik Chain Drill diterapkan di kelas. Wawancara dilakukan dengan guru bahasa Inggris untuk memperoleh informasi lebih mendalam mengenai prosedur yang digunakan, kesulitan yang muncul, serta strategi yang dilakukan untuk mengatasinya. Dokumentasi, seperti foto kegiatan, dan RPP, turut dikumpulkan untuk mendukung temuan dari observasi dan wawancara. Data dianalisis menggunakan teknik analisis tematik yang terdiri dari memahami data, membuat kode awal, mencari tema, mendefinisikan tema, dan membuat laporan. Hasil penelitian menunjukkan bahwa guru menerapkan teknik Chain Drill melalui tiga tahapan utama: pembukaan, pelaksanaan Chain Drill, dan penutup. Teknik ini terbukti mampu meningkatkan partisipasi siswa, mendorong mereka untuk berbicara, serta membantu meningkatkan kefasihan dan pelafalan. Siswa menjadi lebih percaya diri dalam berbicara karena teknik Chain Drill memberikan latihan lisan yang terstruktur dan berkelanjutan. Kendala yang ditemukan selama proses pembelajaran meliputi keterbatasan kosakata siswa, kesalahan pelafalan, serta kesulitan siswa dalam mempertahankan fokus. Untuk mengatasi hal tersebut, guru menggunakan beberapa strategi seperti memberikan daftar kosakata, memodelkan pelafalan, memberikan pengulangan, dan memberikan bimbingan individual. Secara keseluruhan, penerapan teknik Chain Drill dalam pengajaran Personal Recount Text sangat membantu dalam meningkatkan kemampuan berbicara siswa serta membangun kepercayaan diri mereka dalam menggunakan bahasa Inggris.

Kata Kunci: Teknik Chain Drill, Keterampilan Berbicara, Penelitian Kualitatif, Personal Recount Text.