
IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SUBSTITUTION DRILL

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Abstract: The purpose of this research is to know how Substitution Drill can improve the seventh grade of students' speaking ability. Kind of this research is classroom action research (CAR). The subject of this research is the students from seventh D class consisting of 25 students. Speaking test are used to obtain the data. The design of action research are preliminary study, planning, acting, observing and reflecting. e technique improves the students' speaking ability in two cycles from the percentage of students who got score ≥ 70 was 56% of 25 students in Cycle 1 to 76% of 25 students in Cycle 2. Based on the the data above, it can be concluded that the use of Substitution Drill can improve the seventh grade students' speaking ability at SMPN 1 Grjugan.

Key words: Speaking Ability and Substitution Drill

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI
SUBSTITUTION DRILL**

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Abstract: Tujuan penelitian ini adalah untuk mengetahui bagaimana Substitution Drill bisa meningkatkan kemampuan berbicara siswa kelas tujuh. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas tujuh D yang berjumlah 25 siswa. Tes berbicara digunakan untuk mengumpulkan data. Model penelitian ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan dan refleksi. Substitution Drill meningkatkan kemampuan berbicara siswa dalam 2 siklus, dari persentase siswa yang mendapat nilai ≥ 70 adalah 56% dari 25 siswa di siklus 1 menjadi 76% dari 25 siswa di siklus 2. Berdasarkan data di atas, dapat disimpulkan bahwa Substitution Drill dapat meningkatkan kemampuan berbicara siswa kelas tujuh di SMPN 1 Grugugan.

Key words: Kemampuan Berbicara and Substitution Drill

INTRODUCTION

Speaking is one of the most important ability to get clear communication. It is easy to deliver an idea or message as well in English language and interact with all people around the world by mastering speaking. It is also one of the evidence that students can learn English language. Nunan (2004, p.225) also state the ability to perform in another language is generally portrayed the terms of being able to speak that language. There are some problems make the seventh grade in SMP Negeri 1 Grujugan difficult to speak English. They lack of vocabulary. This problem make students can't express their idea appropriately. They also can't pronounce the word clearly because they rarely practice speaking English in English class. They are afraid of making mistakes when they practice speaking English. If they make mistakes, they will feel shy and their friends will laugh at them.

Therefore, for helping the students to solve their problem in speaking ability, there is one technique that can be done. It is substitution drill. It can be one of the alternative to improve students' speaking ability. According to Birch (2014) substitution drill is oral exercise where one or more words are inserted to substitute for another word and learners for another word and learners receive immediate feedback as the teachers repeat the correct answer. It means that the students not only repeat the word but also substitute one word to another word orally. It helps students to get more vocabulary and pronounce the word correctly. In addition, Dang and Ruitter (2005) states that this kind of drill is helpful for reinforcing rhythm and intonation of sentence, vocabulary pronunciation, and sentence structure.

RESEARCH METHOD

The researcher applied the Classroom Action Research(CAR). It is design to improve the seventh grade students' speaking ability through Substitution Drill at SMPN 1 Grujugan in the 2016/2017 academic year. The procedure of the research are implemented in some stages, they are preliminary study, planning, acting, observing, and reflecting.

According to Arikunto (2013:203) research instrument are tools or facility used by a researcher in collecting data in order to ease to get the data, and the result is better, means more careful, complete and systematic so that more easily rocessed. this research uses speaking test as the instrument of the research. There are four aspects of speaking test; fluency, grammatical structures, vocabulary, and pronunciation.

In this research, to analyse the data of the students' listening test, the researcher uses this formula:

$$M = \frac{\sum x}{N}$$

Note :

M = Mean or Average

$\sum x$ = The total score

N = The total number of the students

(Adopted from Furqon, 2011:42)

RESULT OF THE RESEARCH

This research was conducted the seventh grade at SMPN 1 Grugugan in the 2017/2017 academic year. There were two cycles, and each cycle consisted of two meetings. Cycle 1 was held on May 6th and May 9th. Cycle 2 was conducted on May 16th and May 20th. The Cycle 1 test was held in May 13rd and the Cycle 2 test was held on May 23rd 2017.

There were two meetings in Cycle 1. For the first meeting was held on May 6th 2017 from 10.20 until 11.40 am. The researcher introduced herself then checked the attendance list. Next, the researcher gave example how to describe people. The researcher asked to the students what things that described before. A few students answered it correctly. Then the researcher reinforced the students with the sentences about describing people before. After that, the researcher wrote down the sentences in the whiteboard. The researcher showed the pictures while pronounce its word one by one. These pictures are about adjective and noun of describing people. The researcher asked the students to repeat the words and substitute the words in a sentence with the same location. The atmosphere became more crowded because most of them got confused to substitute the word. The researcher gave the correct sentence. Then the students repeat it. The students were still shy to pronounce them. After that, the researcher asked to the students about the meaning and generic structure of the sentences. Some of them were just silent or moved their lips but did not speak aloud until the bell was ringing. That the time was up.

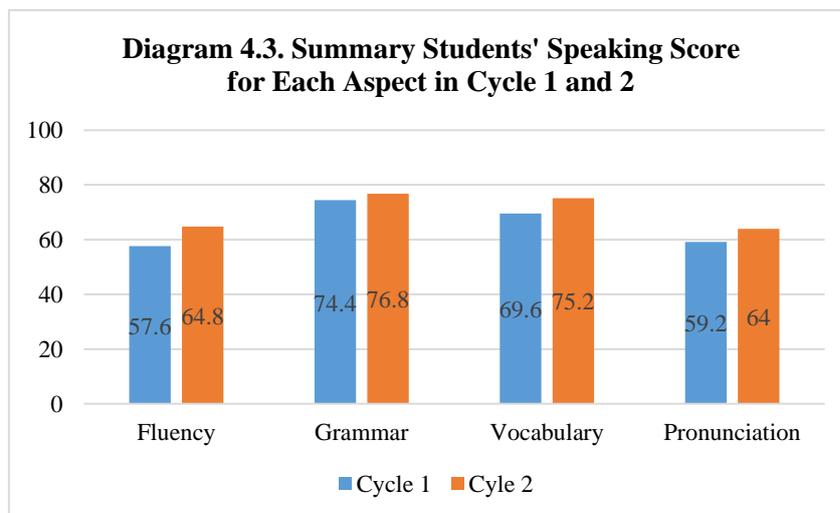
For the second meeting was held on May 9th 2017 from 11.40 until 13.00 am. The researcher checked the attendance list then reminded about the material in the first meeting. The researcher asked about the definition, social function, language feature and generic structure of sentences or text about describing people. They were still did not answer. Some of them just said the sentences in the first meeting. The researcher wrote the sentences and analyzed the definition, social function, language feature and generic structure of sentences or text about describing people together with the students. The researcher asked the students about their understanding in that material. They were still silent. Some of them looked each other. The researcher gave the students opportunity to ask about what they did not understand in that material. But no one students did it. Next, the researcher gave the task to the students about describing people or somebody in group. After that, one of the group practiced it in front of the class. But some students did not want to do it because they felt afraid to make mistake. So a few students practiced their speaking in front of the class.

In Cycle 2, the researcher gave the students by the same method and material but in different theme. There were also two meetings in Cycle 2. For the first meeting, the researcher having more detail explanation about the definition, social function, language feature and generic structure of descriptive text but the theme is describing animal. The researcher gave more motivation to make them feel comfortable. So the students will be brave to express their difficulty in the material. Some students asked about the language feature of descriptive text. They were difficult to use about the auxiliary verb. The researcher explained it. Next, the researcher gave more vocabulary about animal and pronounced it one by one. Then the students asked about the meaning of those vocabularies. The researcher explained the meaning, the function and the example of those vocabularies in sentence. When the time was up, the researcher asked the students to memorize those vocabularies and found other vocabulary with its picture related to

noun and adjective about animal by themselves. So the student have more enthusiasm to learn about describing animal.

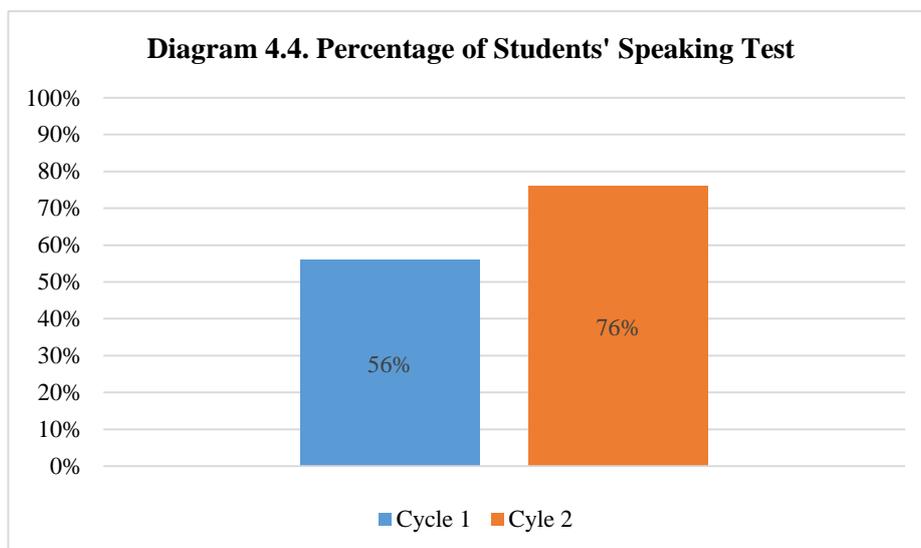
For the second meeting, the researcher checked the attendance list then reminded about the material in the first meeting. The researcher asked and answer about the definition, social function, language feature and generic structure of descriptive text. After that, the researcher asked the example of describing animal to the students. The students arranged one by one sentence then became a descriptive text about animal. The researcher showed the pictures that had the students found while pronounce its word one by one. These pictures are about adjective and noun of describing animal. The researcher explain Substitution Drill and made substitution table to help students arranges the sentence correctly. Then the researcher asked the students to repeat the words and substitute the words in a sentence with the same location. The researcher also wrote in the whiteboard the transcription of the words. So the students can pronounce the word correctly. The researcher also asked the students to check the pronunciation the word in their online dictionary. Then, he researcher gave the task to the students about describing animal. After that, the students practiced it in front of the class. When a students came forward, the other students analyzed the adjectives and noun mentioned by that student. The other students focused to listen what their friend said in front of the class so when their friend made mistake in practicing speaking they did not laugh at them.

The improvement of the students' speaking test for each aspect in joining teaching speaking by using Substitution Drill could be described by the following diagram:



The diagram above showed that summary of students' speaking score in each aspect also increase. It can be seen in the diagram the fluency aspect increase from 57,6 to 64,8, grammar aspect from 74,4 to 76,8, vocabulary aspect from 69,6 to 75,2, and pronunciation aspect from 59,2 to 64.

Furthermore, the improvement of students' speaking test could be described by the following diagram:



The diagram above described that the students' score of speaking test during teaching and learning process by using Substitution Drill was getting better. In cycle 1, the percentage of students' score was 56%. Meanwhile, in cycle 2, the percentage of students' score was increase to 76%.

DISCUSSION

In Cycle 1, the students' speaking ability after being given the action in teaching speaking skill through Substitution Drill was failed. It was found that 56% or 14 students from 25 students who got the standard minimum of score which is 70 with the mean score 65,2. Whereas, this research were considered succesful if 75% of the students achieve the minimum standard score that is ≥ 70 . So, the result of the test Cycle I could not be interpreted that it was not achieved the criteria of success or the average score was 70. In other sides, it could not improve the students' speaking ability.

There were many problems of speaking faced the students in Cycle 1. The did not understand with the some meaning of the words because that were the new vocabulary for them. The researcher also did not explain about Substitution Drill so they got confused to substitute the word to the sentence. It also made the situation be more crowded. They also still looked afraid and nervous or anxiety to come forward because their friends laughed at them if they made mistakes. According to Woodrow (2006) anxiety has a negative effect on the oral performance of English speakers. As we know that the aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies and Pearse, 2000).

However, they are not able to speak fluently and accurately because those problems. Thus, the action in Cycle 2 needs to be modified by explaining Substitution Drill first because it is the new technique for them. Then the researcher gave more motivation so the student have more enthusiasm in teaching learning process and asking about the material or the vocabulary that is properly with their sentences. The researcher wrote the transcription of the word so that the students can pronounce the word correctly. The researcher asked the students to find the vocabulary except the example from the researcher then shared it to the class. So they got many new vocabularies. The

researcher also gave activity the students who did not get turn to practice speaking in front of the class. So the student who practice speaking in front of the class did not feel afraid and nervous.

After giving the action in Cycle 2, it was found that the students' speaking ability had significantly improved. It was found that 76% or 19 students from 25 students who got the standard minimum of score which is 70 with the mean score 70,2. It means that the students' average score had already achieved the target score or the criteria of success. The improvement of the student's speaking ability in Cycle 2 was also followed by the improvement of their involvement in the process of speaking activities. The improvement of students' speaking ability caused by the teaching and learning process cycle. The researcher gave more explanation about Substitution Drill and made substitution table to help students arranges the sentence correctly. A substitution table is very effective teaching device to give learners mastery over English construction (Nagaraj, 1996). The researcher also wrote in the whiteboard the transcription of the words. So the students can pronounce the word correctly. The researcher also asked the students to check the pronunciation the word in their online dictionary.

Besides, the result of this classroom action research verified the theory stated by Brown (2004) that drilling helps to improve the students'pronunciation aspect. Broughton (1978) also said that Substitution drill is a typical oral work that leads....confidence in the students. From that explanation, it can be concluded that the use of Substitution Drill can improve students' speaking ability and helps students to be confidence in practice speaking.

CONCLUSION AND SUGGESTION

Based on the discussion of the result, it can be concluded that the use of Substitution Drill is able to improve the seventh grade students' speaking ability at SMPN 1 Grujugan in the 2016/2017 academic year by using substitution drill modified with substitution table and writing the transcription of the words on the whiteboard.

Some suggestions are given to the English teacher, the students and other researchers. It seems that it brings a change to progress of teaching and learning process. The students need to get many vocabulary with the picture and pronounce the word correctly. Realizing that, the English teacher is suggested to apply Substitution Drill when teaching speaking in the classroom. The students are suggested to have dictionary to help them enriching their vocabulary and not depend on the vocabulary by the teacher. They also can use Substitution Drill in practice speaking outside the classroom. Other researchers are suggested to applied Substitution Drill not only to improve students' speaking ability but also to improve others four skills in English and add the original references to improve this method.

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