The Effect Of Substitution Drill Technique On Students' English Speaking Skill

Mulyadi[1], Dery Purnama Saefudin[2], Ahmad Bakhtiar[3]

[1,2,3] Universitas Indraprasta PGRI

[1]mrmulyadi57@gmail.com, [2]dery.saefudin@gmail.com, [3]ahmad_bakhtiar88@yahoo.com

●

Abstract: This research aims to investigate and validate the impact of the Substitution Drill technique on students' English speaking learning outcomes in fifth grade of SD 05 Makassar, East Jakarta. Substitution drill is a teaching method that falls under the Drill Method umbrella and is widely used in language instruction to train sounds and sentence patterns in a language. The activity entails repetitive practice to achieve permanent skills. In substitution drill, students are instructed to replace specific elements within a sentence or conversation. This study delves into the impact of substitution drill on students' English speaking proficiency. A total of 60 students were chosen as research samples using the total sampling method. Data for the study was gathered through interview tests. Subsequently, the data was subjected to quantitative analysis to ascertain the effect of the Substitution Drill technique on students' English speaking ability as part of the hypothesis test. Data analysis was performed using a t-test at a significance level (α) of 0.05. The findings of statistical tests reveal that the tobserved value is greater than the ttable, indicating a significant influence of the Substitution Drill technique on students' learning outcomes in English speaking skills.

● *Keyword: Substitution Drill, Elementary School, Speaking Skills)*

INTRODUCTION

Language is defined as the arbitrary vocal symbol. It consist of speech sounds based on the social agreement (Mu'in et al., 2021). In line the definition above, language is a systematic communication tool, because in the process of communicating a person involves many elements that are related to each other and become one whole. These elements include the ability to think, the ability to use the organs of speech, the choice of words and the grammar you want to use. As a systematic communication tool, language has its own complexity and does not only consist of a single system but is built on sub-systems, such as phonology, morphology, syntax and lexical.

The complexity of language as a systematic communication tool cannot be separated from the language skills that need to be possessed by language users themselves in general. In English in particular there are four language skills, namely listening skill, speaking skill, reading skill and writing skill. In other parts, there are aspects of language that are part of the complexity of English, namely pronunciation, grammar and vocabulary.

There are many approaches, methods and techniques that can be used in language teaching. For young children, language teaching requires repetition and replacing one word to make a new one until they are able to imitate the word or make new sentences. One of the techniques is the drill substitution technique which is part of the audio lingual method which forces language teaching through dialogue and repetition (drilling) which aims to train the ear and tongue in the target language so that it becomes a habit.

Hilgard states that learning is a process of change through training activities or procedures, both in the laboratory and in the natural environment. "Learning is the process by which an activity originates or changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training" (Sanjaya, 2010). So it can be understood that learning as a mental activity can occur due to the interaction of individuals in activities with the environment that they are aware of.

On the other hand, learning is a form of effort to acquire certain knowledge or skills. Changes in behavior as a result of the learning process can thus take the form of increased knowledge or skills. As Kimble and Garmezy say that learning is the acquisition or effort to gain knowledge or skills through study, experience or instruction, "Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction" (Brown, 1987: 6).

To complete the learning process, methods are needed that can be derived from learning techniques. Anthony (1963) said that method is an overall plan for presenting language material in an orderly, complementary manner based on a predetermined approach, while technique is the implementation of methods that are actualized in the classroom." Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach., A technique is implementational that which actually takes place in a classroom" (Richard & Rodger, 2001).

An obstacle often encountered by language learners is the difficulty of using the target language and responding spontaneously in the target language. This happens because learners are not trained and accustomed to using the target language. Of course, comprehending and comprehending the content of the message, the aim and purpose of the conversation, then giving a response and considering the consequences of the response spoken is not easy to do at the same time. Spoken English presents challenges due to its interactive nature, requiring individuals to simultaneously process information from others, formulate their own responses, and assess the impact of their communication (Lazaraton in Celce-Muria, 1994).

In connection with the difficulties that arise in responding spontaneously, a method or technique is needed that can overcome these difficulties. Among them is the audio lingual method (ALM) which was developed to help master foreign languages orally in a short time. In this method, mastery of a foreign language is through oral familiarization by drilling, namely saying sounds in the form of words or sentence patterns repeatedly (repetition). By using drilling technique, teachers can help students learn new words by having them repeat them a lot.

Among the various techniques employing the drill method, one notable example is the substitution drill technique. In its application, this technique requires the teacher to provide an example sentence and then ask students to change the sentence into another sentence form. In other words, in short, substitution drill is a method of training (drill) where the teacher gives an example sentence and then asks students to replace one or more words in the sentence. Furthermore, the substitution drill technique involves practicing new language patterns by initially presenting a sentence pattern by the teacher, followed by students echoing it. Then, the teacher swiftly modifies one or more key words, prompting students to produce a new structure within the same pattern. According to Setiyadi (2006), substitution drill technique involves language learners replacing one word with another within a given model sentence. This substitution may entail using a pronoun, altering a number, or adjusting gender, as deemed necessary (Situmorang et al, 2019). This technique encompasses the teacher modeling words or sentences for learners to repeat, followed by substitutions of key words or prompts, with learners producing the new structures. The use of drilling garnered positive feedback from students when applied in teaching speaking, as mentioned by Anjaniputra in Nurbaktiah et al. (2021).

Larsen-Freeman (1986) states that the principle of the substitution drill technique is that the teacher gives a certain type of sentence as an example of an affirmative sentence, then students were asked to make a new sentence by replacing one or more words in the previous sentence without having to change the type of sentence. This technique

will help the students remember the words and feel comfortable using them in English (Fransiska & Jurianto, 2016). In addition, the use of drilling technique is able to activate students in learning vocabulary (Halimah in Fitria, 2022). Moreover, teknik substitution drill mampu meningkatkan keterampilan kosakata (Rofi'ah & Huda, 2020)

More broadly, Richards & Rogers (2001) explain that the substitution drill technique is a form of inflection and replacement, "one word in an utterance appears in another form when repeated". For example, He bought the candy, then becomes She bought the candy when repeated. It further says "one word in an utterance is replaced by another". Example: They gave their boss a watch, then becomes They gave him a watch. From the description above, it can be understood that the substitution drill technique is strongly supported by the provisions of English grammar because when changing the form of a sentence you have to consider the grammar. The changed sentence structure must be arranged in correct grammar according to English grammatical rules, so that it does not cause errors when drilling in spoken form.

In Language and Language Learning, Lado (1964) divides the substitution drill technique into two, namely simple substitution and multiple substitution. In simple substitution, a word or phrase in a sentence pattern will be replaced with another word or phrase that has the same position, whereas in multiple substitution, not only one word or phrase is replaced but more than that. Below is an example of a simple substitution:

Teacher	:	Do you know?
Student	:	Do you know?
Teacher	:	Understand
Student	:	Do you understand?
Teacher	:	Hear
Student	:	Do you hear?

Next is an example of the multiple substitution form :

Teacher	:	Do you like the train?
Stedent	:	Do you like the train?
Teacher	:	They
Student	:	Do they like the ship?
Teacher	:	She
Student	:	Does She like the plane?

From the discussion above it can be concluded that the substitution drill technique is an English language learning technique which is part or implementation of the Audio Lingual Method where this technique is carried out by repetition (drilling) of changing sentence forms.

The use of language both orally and in writing is related to a person's language competence and performance. Competence can be defined as a person's knowledge of a language system, while performance can be defined as a person's ability to manifest their competence in a real way. This is supported by Brown (1987) with his opinion, "Competence refers to one's underlying knowledge of a system, event, of fact. It is the non-observable, idealized ability to do something, to perform something. Performance is the overtly observable and concrete manifestation or realization of competence".

The ability to speak as a form of language performance for many language learners is a measure to determine language ability. In connection with this, Bailey and Savage (1994) say, "speaking in second or foreign language often been

viewed as the most demanding of the four skills". Speaking is seen as a skill that is most needed compared to other skills, so that more development of speaking skills is carried out in order to be able to communicate. In other words, speaking skills involve both productive and receptive participation which have a reciprocal relationship. Regarding this, Widdowson (1983) say, "Speaking as an instance of use, therefore is a part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation".

Speaking skill as a central ability in language is not only limited to the ability to pronounce articulatory sounds but is also related to the functions, norms and rules that apply in the language. This kind of reality does not only apply when someone speaks their mother tongue but also in a second or foreign language. Conversation can occur because someone has the desire to speak, that person has a purpose and because that person has the capacity to make sentences to achieve their communication goals. "when one of these people speaks we can probably make the following generalizations; he wants to speak, he has some communication purposes, he selects from his language store" (Harmer, 1983)

Seeing the fact that in Indonesia English is very important because English has become a basic need in the era of globalization. English has developed as an international language so that English is used as a communication tool in various activities between nations. English, considered the first global lingua franca, dominates international trade, diplomacy, mass entertainment, telecommunications, scientific discourse, and publishing, including newspapers and books (Rao, 2019). For this reason, efforts to prepare human resources who are able to communicate in English need to be made as early as possible. That means learning English should start from the most basic level of education.

With regard to English language learning in elementary schools, the government has listed English language subjects in elementary schools as one of the local content subjects since 1994. In relation to English language learning in elementary schools, the government has listed English language subjects in elementary schools as one of the local content subjects since 1994. The policy regarding the possibility of English language lessons in elementary schools is officially confirmed by the Republic of Indonesia Ministry of Education and Culture policy No.0487/ 4/1992, Chapter VIII which states that elementary schools can add subjects to their curriculum, as long as those lessons do not conflict with national education goals. Then, this policy was followed by the Decree of the Minister of Education and Culture No.060/U/1993 dated 23 February 1993 concerning the possibility of English language programs as local content subjects in elementary schools, and can be started in grade 4 of elementary school.

According to the DKI Jakarta Regional Education Service, local content is a curricular activity to develop competencies that are adapted to regional characteristics, including regional advantages whose material cannot be grouped into other existing subjects (DKI Jakarta Elementary Education Service 2007). As the name suggests, the content is local, so the syllabus is also created based on the needs of each region. However, the main goal remains the same, namely instilling and increasing elementary school students' interest in English.

On the basis of the extant theoretical framework, the hypotheses can be formulated as follows: The null hypothesis posits that the substitution drill technique exerts no influence on students' speaking proficiency, whereas the research hypothesis asserts that the substitution drill technique does indeed impact students' speaking skills.

METHODS
This research is quantitative research using experimental method. From a population of 60 students at SDN 06 Makasar, 60 students were used as samples. Thus, this research can be said to use the total sampling method. Meanwhile, the instrument used as a data collection tool is a speaking skill test in the form of a number of interview questions with the following assessment criteria :

Assessment Components	SCORE
Pronunciation	20 point
Grammar	20 point
Vocabulary	20 point
Fluency	20 point
Comprehension	20 point
TOTAL	100 point

Data analysis to test the hypothesis is carried out after carrying out the requirements test in the form of a data normality test using the *Liliefors test*, while the homogeneity test uses the *F test*. Next, to test the hypothesis using the *t-test* (equality test of two means) with the following formula (Sudjana, 2005):

$$t = \frac{\bar{x}1 - \bar{x}2}{s.\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Explanation:

  x1 = average speaking skill score of students taught using the substitution drill technique
  x2 = average speaking skill score of students taught using conventional techniques
  s   = combined standard deviation
  n1 = the number of samples of students taught using the substitution drill technique
  n2 = the number of samples of students taught using conventional techniques

Thus, the hypothesis test is put forward with Ho being declared accepted, which means Hi is rejected if tobserved < ttable, while Ho is rejected, which means Hi is accepted if tobserved > ttable.

RESULT AND DISCUSSION
Result
Research data obtained in the field were analyzed descriptively by knowing the mean, mode, median and standard deviation for each data group. From the group of students taught using the substitution drill technique, the maximum score was 90, the minimum score was 60, the mean (average value) was 74.5, the median was 74.5, the mode was 75.1 and the standard deviation was 8.63. Meanwhile, from the group of students taught using conventional techniques, the maximum score was 80, the minimum score was 54, the mean was 63.8, the median was 63, the mode was 63.42 and the standard deviation was 7.70.

Testing data analysis requirements in the form of data normality tests and homogeneity tests with the results of data normality tests, obtained Lobserved = 0.1134 for the group of students taught using the substitution drill technique and Lobserved = 0.1230 for the group of students taught using conventional techniques. Meanwhile, the Ltable used as a comparison to determine the normality test results is 0.1610. Because the Lobserved of the two groups of data is smaller than Ltable, the two groups of data are declared to have a normal distribution. Next is the homogeneity test, based on the results of the homogeneity test, $F_{observed}$ is 1.24 while F_{table} is 1.85. Because F_{count} is less than F_{table}, it can be stated that the data comes from a homogeneous population.

Hypothesis testing is carried out after testing the data requirements for both normality and homogeneity and is declared to meet the requirements. Based on the test results that meet the requirements above, research hypothesis testing is then carried out. From the results of the hypothesis test, the $t_{observed}$ value is 5.087 while $t_{table} = 2.00$ for degrees of freedom dk = 60-2 = 58 at a significance level of 5%. Because the $t_{observed}$ value is greater than t_{table}, it can be stated that hypothesis o is rejected and hypothesis p is accepted. Thus, it can be interpreted that there is a significant difference between the group taught with drill replacement techniques

and the group taught with conventional techniques. So it can be concluded that there is a significant effect of the use of substitution drill techniques on students' English speaking skill.

Discussion

The age of elementary school students is categorized by Piaget (1979) as being in the concrete operational stage position, ages ranging from 8 - 11 years so that students should be exposed to more pictures, illustrations, models and communicative activities, not memorizing activities as described. This has been happening all this time. Furthermore, according to Curtain and Pesola (1994) "students will learn a foreign language well if the learning process occurs in a context that is not only communicative but meaningful for them".

A pleasant situation as stated above should be created to be able to stimulate students to produce language and support the objectives of teaching English which includes all language skills developed in elementary school students. Language skills which include listening, speaking, reading and writing in elementary school students or children are developed sequentially and naturally. Susan House (1997) explains this,"…present the language orally; the child listens, then asks the children to reproduce this language orally; the child speaks, then presents language in the written form; the child reads, finally asks them to reproduce this language in a written form; the child writes".

Learning English for children or elementary school students requires teachers to understand the characteristics of children and their development in order to support the success of teaching and learning activities in the classroom. According to Chodidjah (2000), elementary school age children are in the process of mental and physical development. In the early stages of development, children at this age find it easier to understand concrete things and little by little they can understand more abstract concepts. Therefore, when introducing English, it is best to use methods or techniques that start with concrete things and gradually progress to more abstract things, for example by using pictures, reality, or objects that can help students to conceptualize.

Chodidjah further believes that in general elementary school age children have an egocentric attitude. They tend to attribute what they do to themselves. They tend to be imaginative and physically active. On the other hand, they also do not really understand the need to learn a foreign language. Therefore, teaching materials designed for children must be as interesting as possible.

Complementing the opinion above, it can be said that children are the age of play so that apart from liking concrete things, children also need pleasant situations in the teaching and learning process. This view was put forward by Scott and Ytreberg who stated, "Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work", (Scott dan Ytreberg, 1990). In terms of supporting a pleasant situation in the teaching and learning process, the use of games, stories and songs can be a tool to attract students' attention.

From the explanation above, it can be concluded that learning English in elementary schools must be able to facilitate and motivate students to be able to use the target language as a real communication tool in students' real daily lives. However, if we look at their psychological development, elementary school students need English learning techniques that are not only fun for them but suit their needs.

CONCLUSION

Based on the research findings and in response to the problem addressed by the author, it is empirically concluded that students who underwent instruction using the substitution drill technique exhibited superior English speaking proficiency compared to those taught through conventional methods. The study conducted

at SDN 06 Makasar, East Jakarta, serves as evidence of the positive impact of the substitution drill technique on the English speaking abilities of the students. Through this technique, students develop a consistent practice of expressing themselves in English using a variety of vocabulary, enhancing their communicative skills.

However, it is important to note that while the substitution drill technique has demonstrated effectiveness in improving English speaking outcomes, it is not the sole method for enhancing students' language skills. There exists a plethora of language learning techniques, each with its own merits. Nonetheless, the findings of this research on the substitution drill technique serve as a valuable reference for educators and practitioners in the field of English language teaching at the elementary school level.

In light of these findings, the author proposes several constructive suggestions. Firstly, it is emphasized that techniques or methods are merely tools to achieve teaching objectives, with the instructor playing a pivotal role in modeling effective language production. Secondly, given the young age of elementary school students, teachers are encouraged to foster motivation and self-confidence in their students to maximize their language learning potential. Lastly, creating a positive and interactive learning environment is deemed essential in cultivating students' enthusiasm and willingness to develop their language skills, thereby dispelling any preconceived notions of English being a challenging language to speak.

REFERENCES

Bailey, KM and L. Savage. (1994). New ways In Teaching Speaking : Teachers of English to Speakers of Other Languages (TESOL). Arlington

Celce-Muria, M. (Ed.). (2001). Teaching English as a Second or Foreign Language (3rd ed.). Heinle & Heinle Publisher

Chodidjah, Itje. (2000). Pedoman Mengajar Bahasa Inggris di Sekolah Dasar di Indonesia. British Council

Curtain, H., & Pesola, C. A. B. (1994). Languages and children: Making the match. Foreign language instruction for an early start, grades K-8 (2nd ed.). Longman

Dinas Pendidikan Dasar dan Menengah (Dikdas) DKI Jakarta. (2007). Kurikulum Muatan Lokal SD

Fitria, T. N. (2022). Pengajaran kosakata dasar bahasa Inggris (English Basic Vocabulary) dengan metode drilling untuk anak-anak desa kalangan Mulur Sukoharjo. *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, 1(2), 67-72. https://doi.org/10.34312/ljpmt.v1i2.15435

Freeman, D. L. (1986). Techniques and Principles in Language Teaching. Oxford university Press

Harmer, J. (1983). The Practice of English Language Teaching. Longman Group Limited

House, S. (1997). An Introduction to Teaching English to Children. Richmond

Lado, R. (1964). Langauge and Language Learning. McGraw-Hill

Mu'in, F., Noortyani, R., & Elyani, E. P. (2021). Rethinking arbitrariness of language and its implication in language use. *Cogent Arts and Humanities*, 8, 1–16. https://doi.org/10.1080/23311983.2020.1868687

Nurbaktiah, A., Sabaruddin, S., & Sofyan, D. (2021). An Analysis of Teacher's Strategies in Teaching Speaking. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 284 - 301. https://doi.org/10.52690/jadila.v1i3.115

Rao, P. S. (2019). The Role of English As A Global anguage. *RJOE* : *Research journal of English*, 4(1), 65-79. www.doi.org/10.36993/rjoe

Richards, J. C., & Rodgers T. S. (2001). Approaches and Methods in Language Teaching. Cambridge University Press

Rofi'ah, Y. A., & Huda, K. (2020). The effectiveness of the drilling method on enriching students vocabulary: *JEET, Journal of English Education and Technology*, 1(02), 78–91.

Sanjaya, W. (2008). Kurikulum dan Pembelajaran. Prenada Media Group.

Scott, W. A., & Lisbeth H. Y. (1990). Teaching English to Children. Longman

Situmorang, R., Raja, V. L., & Ginting, F. Y. A. (2020). Teaching Vocabulary By Using Substitution And Cued Response Drills Technique To The Eighth Grade Students Of Smp Negeri 41 Medan. *KAIROS English Language Teaching Journal*, 3(1), 2580 - 4278. https://doi.org/10.54367/kairos.v3i1.827

Sudjana. (2005). Metoda Statistika (6th ed.). Tarsito

Widdowson, H.G. (1983). Teaching Language as Communication. Oxford University Press