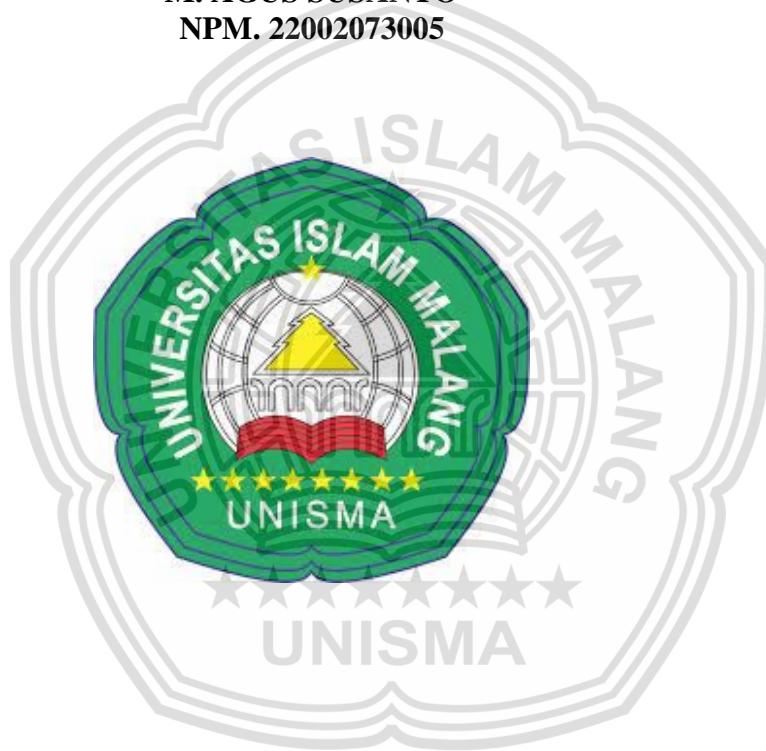




**THE EFFECT OF MULTIPLE-SLOT SUBSTITUTION DRILL IN TEACHING  
PRESENT CONTINUOUS TENSE TO IMPROVE STUDENTS' SPEAKING  
ACHIEVEMENT AT THE EIGHTH GRADE OF  
SMP IT ASY-SYADZILI PAKIS-MALANG**

**THESIS**

**BY  
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ENGLISH LANGUAGE EDUCATION STUDY DEPARTMENT  
JUNE 2022**

### ABSTRACT

**Susanto, M. Agus, 2022, *The effect of Multiple-Slot Substitution Drill in teaching present continuous tense to improve students' speaking achievement at the eighth grade of SMP IT Asy-Syadzili Pakis-Malang.* Advisors: (1) Dr. Dra. Mutmainnah Mustofa, M.Pd. (2) Dr. Imam Wahyudi Karimullah, S.S, MA**

**Keywords :** *Multiple-Slot Substitution Drill, Present Continuous, Speaking Achievement*

In this study, the researcher focused on language element in the use of the present continuous tense, which was taught to practice speaking skill as a substitute for grammar exercise. At the junior high school level in the EFL learners, the elements of language as a grammar lesson are taught with speaking drill so that students are simultaneously able to speak English grammatically.

This study used true experimental research with posttest-only control group design with one experimental group (subjects who receive treatment) and comparison group / control group (subject to whom the experimental group can be compared). It fitted all of the following criteria: 1) The sample groups are assigned randomly; 2) there is a viable control group; 3) only one variable is manipulated and tested; 3) the tested subjects are randomly assigned to either control or experimental groups. The population of this research was the eighth grade students of SMP IT Asy-Syadzili Pakis-Malang in which the total number of students were 205. The researcher used systematic random sampling in which every population had the same chance to be the sample. The sample for this study was 26 for the experimental group and 26 for the control group with the total number of sample is 52 students.

The writer collected data by using spoken post-test results. Post-test was conducted after doing treatment to the students. A researcher asked the students one by one to perform in front of the class with the technique of multiple slot substitution drill. Oral test measures salient features of speaking skill, they are : 1) grammar; 2) pronunciation; 3) vocabulary; 4) fluency. Four points scale were used to calculate the percentage of the items :4 point for excellent; 3 points for good; 2 points for satisfactory; and 1 point for needs improvement. It also includes speaking rubric to be followed by a researcher to measure salient features of speaking skill by using "iRubric: Grading Criteria for English Speaking Test Rubric".

In analyzing the data, the researcher used IBM spss statistic versions. 20 application of independent t.test to know the differences between experimental group taught present continuous using multiple-slot substitution drill and control without using multiple-slot substitution drill.

After collecting and calculating the data, the researcher found that the mean score of experimental group (X) in post-test was 53,58 with standard deviation was 3.951. Meanwhile, the mean score of control group (Y) in post-test 41.27 with standard deviation was 2.750. In testing the hypothesis, the writer used t-test formula.



The researcher found that shows the value of *sig (2-tailed)*  $.000 < .05$  at the level significance of  $df = N-2 = 52-2 = 50$ . Therefore, the null hypothesis was rejected and the alternative hypothesis could be accepted. It means that students taught present continuous tense using multiple-slot substitution drill achieve better speaking skill than those taught without using multiple-slot substitution drill at the eighth grade of SMP IT Asy Syadzili Pakis Malang.



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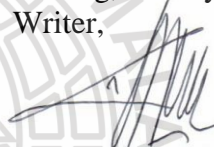
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Malang, 18 July 2022

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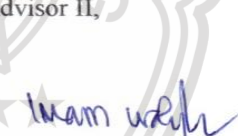
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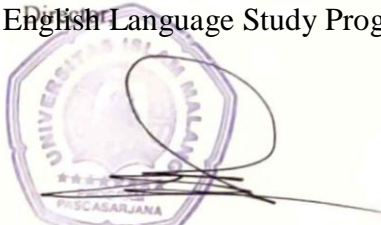
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On behalf of the Director  
Head of English Language Study Program,



Prof. H. M. Mas'ud Said, M.M., Ph.D



## CHAPTER I

### INTRODUCTION

Introduction of this research involves: (1) background of the study, (2) research problem of the study, (3) objective of the study, (4) significance of the study, (5) limitation of the study, (6) assumption of the study, and (7) hypothesis of the study, and (8) definition of key terms.

#### 1.1 Background of the Study

Learning English has become a demand in view of the development of information, communication, and technology today. Learning it definitely through oral and written communication. Based on its use, English learners should master four skills which include listening, speaking, reading, and writing. In addition, aspects of language also need to be mastered which include vocabulary, pronunciation, grammar, and translation.

Indonesian people need to communicate in English to support borderless trade between countries. This is because the language of information, technology, and communication uses English as an international language. In education field, both students and teachers are required to comprehend English in order that they can compete in globalization era. The ability to communicate in English in its full sense is the ability to speak in English, namely the ability to understand and/or produce spoken and/or written texts, which are realized in the four English skills, namely

listening, speaking, reading and writing. These four language skills are used to respond or create discourse in social life. Therefore, English subject aims to develop these skills so that graduates are able to communicate in English.

The researcher took the levels of English speaking, which refers to Brown (2001: 100) including the novice, elementary, and intermediate levels. The novice level is characterized by the ability to communicate minimally with the learning materials. At the elementary level, students then produce oral utterances using isolated words and a few high-frequency phrases. The intermediate level is characterised by the two speaker's ability to combine learned elements, sustain in basic communicative tasks, ask and answer questions.

By looking at those levels, English language learners at the lower secondary school level are still far from what is expected based on those as the target to achieve better speaking skill. The novice level is commonly learned by beginners learning English for the first time. The Elementary level is one level above novice, meaning that learners have higher English proficiency than beginners and so do learners of the intermediate level. Those levels have been created in such way and invited different interpretations. The materials that should be taught according to the standard of competence and basic competence seem that there is not enough time to practice it, especially in the context of learning to speak English for the level of the English proficiency of lower secondary school students. The time allocated in learning English in class is very short, twice a week. The students are required to focus on

several lessons at school, which make it difficult for them to master English lesson, which are not their daily language.

In addition to the problem mentioned above, the lack of student motivation is also an obstacle in learning English which can be found either in external motivation such as family, friends, and the environment; and internal motivation that comes from the students themselves who have not found the moment where they should learn English well and seriously. The next problem is that they perceive English as a difficult subject because of the lack of knowledge of the language that they got or learned at the previous grade and school level. Those could be a lack of vocabulary as well as the pronunciation of vocabulary and sentence patterns used. This definitely causes them to tend to be passive and hesitant to speak English confidently. Those problems were obtained based on teaching experience where the writer is their own English teacher at school.

Speaking includes one of the very crucial English skills as a communicative ability, because the main target to learn English both formally and informally is to be able to communicate orally in English. The ability to speak English in the target language is the main goal stated in the curriculum, namely to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse, using various spoken and written English texts, coherently using linguistic elements.

In the Ministry of Education and Culture No. 65 Year 2013 on the Process Standard is mentioned that every educator in the education unit is obliged to plan the



complete and systematic implementation of learning (RPP) so that learning takes place in an interactive, inspiring, fun, challenging, motivating the students to participate actively, as well as providing ample space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of students. Speaking skill becomes very important in education field, in which the students need to be drilled in order to have a good communication skill in English.

English has been already studied by Indonesian people from kindergartens until high school, but it has still been far from expectation to use it in verbal communication. It can also be seen that English is still a foreign language in Indonesia, not as a second language, and English teachers in Indonesia still use traditional or conventional method to teach speaking. Conventional method usually makes students bored because the method is monotonous and the students are less active in discussion. Richards (2005:4) highlights that in traditional methodology “learning was very much seen as under the control of teachers”. One of the ways to make the speaking teaching effective is making the students active.

In this study, a researcher focuses on language element in the use of the present continuous tense, which is taught to practice speaking skill as a substitute for grammar exercise. At the junior high school level in the EFL learners, the elements of language as a grammar lesson, are taught with speaking drill so that students are simultaneously able to speak English grammatically. The present continuous tense is a combination of the use of “to be” and “verb-ing” in its basic pattern. In addition, the

use of pronouns as a pattern of followers “to be” also pays special attention in studying it. Finally, of course, the use of adverbs of time in marking the activity that is currently ongoing. The researcher who is also their English teacher had difficulty in giving understanding to them in teaching the present continuous tense. The following were the teacher's problems in teaching the present continuous to the eighth grade students of SMP IT Asy-Syadzili in the year academic of 2021-2022.

First, student passivity to contribute further in the English learning process. This then has a lot of impact on the core activities of the lesson plan related to the realm of questioning or asking questions. When they were required to answer the full sentence, they certainly had difficulty in practicing the tense sentence pattern that had been given. This likes it or not, a teacher had to teach them grammar one by one in the form of pronouns, to be, forms of “verb-ing”, and the use of adverbs of time. It will take a lot of time to improve and increase their speaking ability grammatically.

Mastery of English vocabulary or students' vocabulary that is still small and limited. For example: They seemed still poor in vocabulary when they were asked to name everyday verbs where the teacher immediately used pictures to guess what activities they are. This is because their main target is to pass the mid-semester and final-semester written exams, so the teacher has a time limit to teach them speaking so that they get used to saying English vocabulary verbally.

Heterogeneous class that makes it difficult for an English teacher to teach the lesson. The number of students per class is also an obstacle, namely the average of per class is 25 above, and there are even classes that number up to 31-32 students.

Teaching English in the context of language elements is certainly very difficult. The first thing that must be done before the teaching and learning process is classroom management, which will certainly take up a lot of learning time in class. Even the material presented is difficult to achieve. This requires the teacher to make 1 material with 2-3 meetings, and all the materials must be delivered before the final semester exam.

After seeing the existing problems and then considering several crucial problem that needed solution, the researcher took the initiative to teach the present continuous tense language elements with a technique of Multiple-Slot Substitution Drill because this technique is easy to use and the material is present continuous tense because consists many part of speech and it uses in progressive conversation. According to Larsen (1986:37 & 38) Multiple-Slot Substitution Drill which is used as teaching technique that is one or kinds drill in audio-lingual method. In this activity, the teacher gives some words/phrases one at a time to change it into different slots in the dialog line. In this drill, the students must recognize the parts of speech each words/phrases which the teacher gave to change into the sentence and make any other changes, such as subject verb agreement. And this drill is easy for students because in this activity, the students still listen only one word/phrases (cue) from the teacher.

This technique is one of techniques of the Audio Lingual Method with repetition drill of words and sentences. The researcher wanted to apply speaking drill learning to the present continuous tense material. What is expected from the material

is that students can speak grammatically using the present continuous tense. Multiple-slot substitution drill is similar with single-slot substitution drill. The difference is the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. Students must recognize what part of speech each cue is, where it fits into the sentence, and make any other changes, such as subject-verb agreement based on the use of present continuous tense. They then say the line, fitting the cue phrase into the line where it belongs.

In this study, the researcher used quantitative research with true experimental research method, because in this design, he controls all external variables that affect the course of the experiment. According to Sugiyono (2016, p.109), "The experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions". Experiment is considered an ideal approach for solving the educational problems, so, by relating the experimental design to this study, the researcher wanted to know whether the students taught present continuous tense using multiple-slot substitution drill achieve better speaking skill than those taught without using multiple-slot substitution drill at the eighth grade students of SMP IT Asy-Syadzili Pakis-Malang.

## 1.2 Problem of the Study

The problem that is discussed in this study is as the following:

Do the students taught present continuous tense using multiple-slot substitution drill achieve better speaking skill than those taught present continuous

without using multiple-slot substitution drill at the eighth grade students of SMP IT Asy-Syadzili Pakis-Malang?

### **1.3 Objective of the Study**

Based on the research problem having been mentioned before, the objective of the study is to investigate the students taught present continuous tense using multiple-slot substitution drill achieve better speaking skill than those taught present continuous without using multiple-slot substitution drill at the eighth grade students of SMP IT Asy-Syadzili Pakis-Malang.

### **1.4 Significance of the Study**

This study helps to determine the effect of using multiple-slot substitution drill in teaching present continuous tense to improve the students' speaking achievement at the eighth grade of SMP IT Asy-Syadzili Pakis-Malang for EFL classroom. It provides language teachers with the rationale to carry out both oral and written activities in class to improve the students' speaking achievement. This study also gives suggestion to English teachers to develop successful technique through multiple-slot substitution drill as they can identify the major problems faced by their junior high school students. Thus, teachers are conscious with the advantages of multiple-slot substitution drill technique in teaching speaking effectively. In addition, the students will be motivated and study English speaking consistently. This also will improve their speaking skills through the learning of effective speaking technique.



Hence, this study is helpful to provide knowledge on ways to develop natural ways in learning speaking.

### **1.5 Delimitation of the Study**

Not all the problems identified can be solved in in this study. However, to make the research more focused, the researcher limits the problem mainly on the effect of using multiple-slot substitution drill in teaching present continuous tense to improve the students' speaking achievement at the eighth grade of SMP IT Asy-Syadzili Pakis-Malang.

### **1.6 Assumption of the Study**

The researcher assumes there is an effect of using multiple-slot substitution drill in teaching present continuous tense to improve students' speaking achievement at the eighth grade of SMP IT Asy-Syadzili Pakis-Malang. So, multiple-slot substitution drill can be used as a technique to teach speaking at the eight grade students of SMP IT Asy-Syadzili Pakis-Malang.

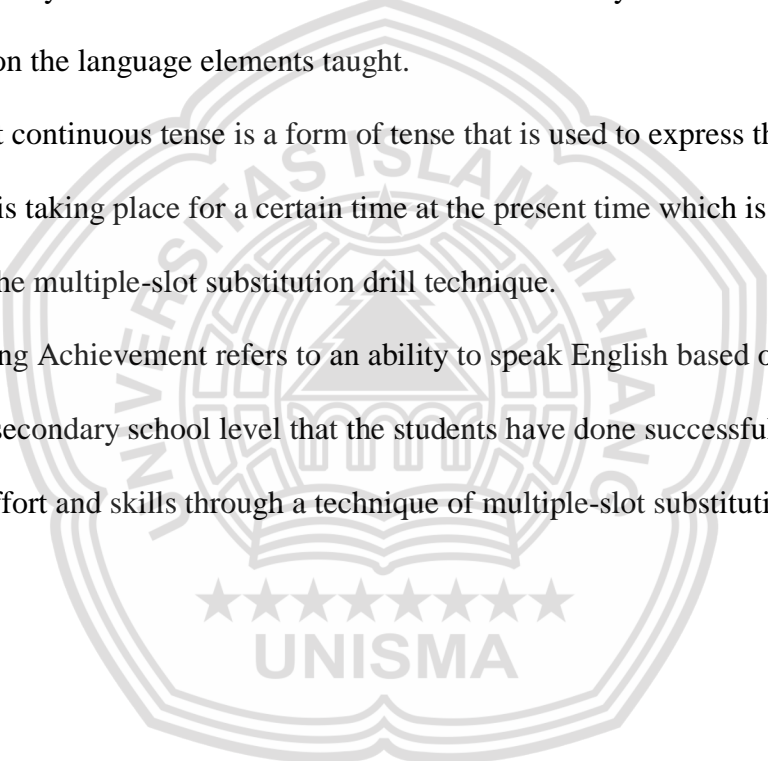
### **1.7 Hypothesis of the Study**

Based on the research problem, the hypothesis of this study is the students taught present continuous tense using multiple-slot substitution drill technique achieve better speaking skill than those taught present continuous tense without multiple-slot substitution drill at the eighth grade of SMP IT Asy-Syadzili Pakis-Malang.

## 1.8 Definition of Key Terms

In definition of key terms, the words include *multiple-slot substitution drill* and *speaking achievement*.

1. Multiple-slot substitution drill is one of the techniques of Audio Lingual Method that trains the students through the sentence repetition drill first modeled by a teacher. A teacher then substitutes the keywords one by one based on the language elements taught.
2. Present continuous tense is a form of tense that is used to express that an action is taking place for a certain time at the present time which is taught using the multiple-slot substitution drill technique.
3. Speaking Achievement refers to an ability to speak English based on the lower secondary school level that the students have done successfully using their effort and skills through a technique of multiple-slot substitution drill.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This study deals with the results of research and discussion on the data analysis of the effect in teaching present continuous using multiple-slot substitution drill on students' speaking achievement to the eighth grade students of SMP IT Asy-Syadzili Pakis-Malang. So, this chapter involves Conclusion and Suggestion.

#### 5.1 Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer finally comes forward the conclusion

- 1) From the statistical analysis it was found that the mean score and the standard deviation of experimental groups were higher than control groups. It was proved with the mean score and the standard deviation of experimental group were 53.58 and 3.951, while the mean score of control group was 41.27 and the standard deviation was 2.750.
- 2) All of the above data indicates the experimental group is more successful than the control group. It means teaching present continuous tense using multiple-slot substitution drill achieves better than without using multiple-slot substitution drill. It can be seen from the result of computation. It indicates that  $p$  value shows  $.000 < .05$  at the level significance of  $df = 50$ . The data shows that there is a significant difference between students

- 3) taught present continuous using multiple-slot substitution drill and without using multiple-slot substitution drill on their speaking achievement.
- 4) The students should have some efforts to learn present continuous using multiple-slot substitution drill and they should practice speaking much grammatically accurate sentences based on tenses.

## 5.2 Suggestions

Based on those findings above , here the writer wants to try to give the solution of those findings that have been problems in teaching English by giving these following suggestions that are adressed underneath:

### 6.1.1 Suggestions For The Students

- 1) The students should have some efforts to learn present continuous tense by using multiple-slot substitution drill to improve their speaking achievement because when the students use this technique, they can be easier and more effective to study and can help them to make the sentence correctly.
- 2) The students should be more pay attention to their English teacher.
- 3) The students should be on time when they come to the class.

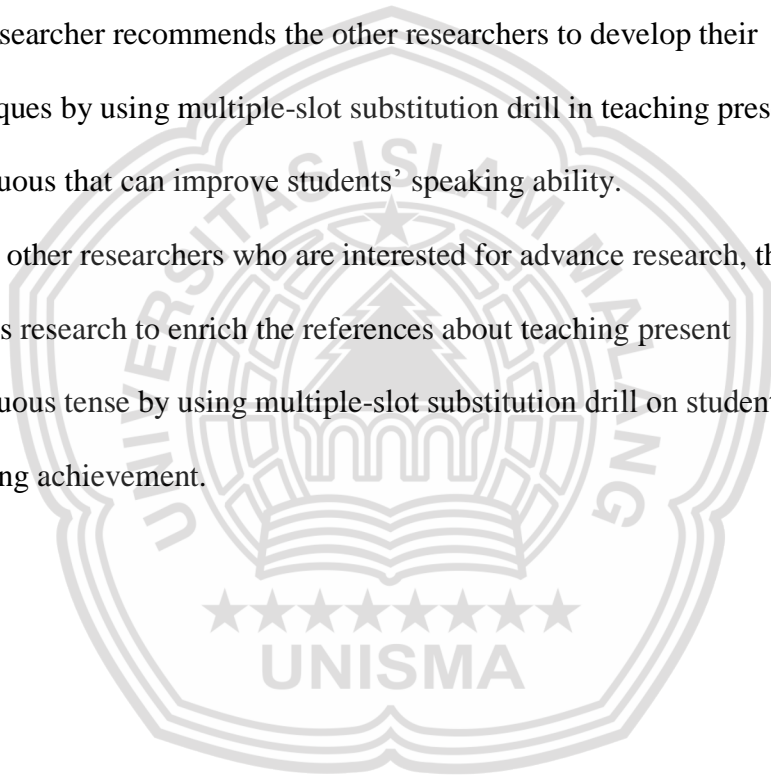
### 6.1.2 For the teacher

- 1) The English teacher has to make variety techniques in teaching learning process. As the technique, multiple-slot substitution drill is suggested to be used by English teacher to apply in his/her English speaking teaching.

- 2) The study is suggested that the English teacher can be more active and pay more attention to his/her students in learning English speaking, which concern to get high target in teaching English especially in speaking skill.
- 3) The teacher should always improve his or her skills and knowledge in exploring the class.

#### 6.1.3 For other researchers

- 1) The researcher recommends the other researchers to develop their techniques by using multiple-slot substitution drill in teaching present continuous that can improve students' speaking ability.
- 2) To the other researchers who are interested for advance research, they can use this research to enrich the references about teaching present continuous tense by using multiple-slot substitution drill on students' speaking achievement.





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