TEACHING SPEAKING THROUGH SUBSTITUTION DRILL TECHNIQUE

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ABSTRAK

This study presents the description how to teach speaking through substitution drill technique. It uses qualitative description method. Speaking is as one of productive skills that needs to be improved. Through speaking, we can communicate each other and express our ideas. Even speaking is important in communication but learning how to speak fluently and correctly still seems to be difficult for students. Speaking still becomes a problem for the students at the class. There are some factors that make speaking becomes a problem to produce, for example lack of self confidence, lack of vocabularies and grammar knowledge. To answer this problem, the researcher suggests to use substitution drill technique at teaching speaking. Substitution drill is one of the techniques in speaking. In this technique, the researcher drilled the students by applying some key words in the model of the dialogue given. In this research, the researcher invited 14 students from the first semester of Bilingual Nursing Program in a private university in Banjarmasin as the subject of the research. The researcher did the research by observing the class activity, interviewed them and administering questionnaires to the subjects above.

Keywords: Speaking, Substitution Drill, Bilingual Class

INTRODUCTION

Developing English speaking skill is presented at speaking class in universities. The main goal in teaching the productive skill of speaking will be oral fluency (Byrne, 1986). To achieve this goal, the students should have some opportunities to express their English competence orally. So the students can express their idea clearly, accurately and fluently. But in fact, most of the students seems to have difficulties in expressing their idea orally. Some of them seems to have lack of vocabularies, having anxiety and even having kind of grammar pressure when they speak up in English. Furthermore, Richard and Renandya (2002) explained, that they are some factors affecting adult EFL learner’s in oral communication, namely: age or maturational constraints, aural medium, socio cultural factors and affective factors. Indeed, adult learner are expected to cover all of those problems, to make their speaking well.

Khatimah (2016) states that learning to speak fluently and accurately is one of the greatest challenges for all learners. There is a challenge for the students to develop their speaking fluently and accurately. This challenge should be covered by the students in speaking class. In this case, the teacher should have an appropriate technique to teach them in teaching speaking.

According to Brown (2007), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. So by using an appropriate technique, it can help the teacher in teaching learning process. It is also expected to achieve the goal of teaching learning process. Furthermore, the using of appropriate technique by the teacher can also develop the student’s motivation at the class. As Andiah (2016) states that English teachers need to be creative in motivating the learners and providing as much as exposure and opportunities to practice speaking language. When the students are motivated in speaking class. They will focus and follow the lesson well.

Since speaking is as one of the central elements of communication (Richard & Renandya, 2002), there are some techniques in language teaching that are used to improve speaking ability at the class. The teacher can use one of the appropriate techniques to meet with...
the class’s necessities and the goal of teaching learning process. One of them is using substitution drill in teaching speaking. Drill is the technique in Audio Lingual Method. Even though drill came from Audio Lingual Method but the researchers think that this technique is still relevant to use in speaking class, especially for subjects of this research. In this case, the researchers use substitution drill in the dialogue to drill the subjects of this research.

According to Matthews, Spratt and Dangerfield (1991) A Drill is a type of highly controlled oral practice in which the students respond to a given cue. By using drill technique, the students are expected to have repetition from what the teacher said before. So there is a language control from the teacher to the student’s drill activity. In line with this idea, Thornbury (2005) states that drilling is imitating and repeating words, phrases and even whole utterances. The process of repeating is the focus of drilling. Harmer (2007) states that repetition has some beneficial effects. They are each new encounter with a word or phrase helps to fix it in the student's memory and it allows students to improve on what they did before. This idea also supported by Geoffrey et al. (1980), they explain that to control oral work, it can be used drill where the student response is so tightly structured that the possibility of error is almost eliminated. Drill leads to certain fluency and confidence in the learner.

Meanwhile Brown (2007) states that there are some types of classroom speaking performance, namely : Imitative (drills), Intensive, Responsive, Transactional (dialogue), Interpersonal (dialogue) and Extensive (monologue). Even, Brown explained more that drill is a part of the communicative language classroom. There are some opportunities when the teacher uses drill, namely : giving a change to repeat certain strings of language, giving practices through repetition, help to establish certain psychomotor pattern and to associate selected grammatical forms.

In detail, Larsen and Freeman (2000) provide some drills technique, namely :

1. Dialog memorization
   In this type, the students ask to memorize the dialog then practicing the dialog by switching the roles.

2. Backward build-up (expansion) drill
   In this drill, the teacher breaks down the lines into several parts then ask the students to practice.

3. Repetition drill
   The students ask to repeat the teacher accurately and quickly as possible.

4. Chain drill
   There is ask and answer activity for all the students around the class.

5. Single slot substitution drill
   The students should repeat a part of dialogue from the teacher by substituting the certain words with cue given. They should place the cue given into the correct place.

6. Multiple-slot substitution drill
   There are some multiple cues to be substituting in the dialogue.

7. Transformation drill
   The students are expected to change the form of the sentence that the teacher gives.

8. Question and answer drill
   The students should answer the teacher’s question quickly.

9. Use of minimal pairs
   The teacher says words that differ in only one sound, then asks the students to repeat and to make differentiate of the two words above.

10. Complete the dialog
    The students have learned the dialogue first, then the teacher erases selected words and asks the students to complete it again.

11. Grammar game
    There are games to design in order to get grammar practicing for the students.

In this research, the researchers use substitution drill technique on this research. Maharida (2014) states that through substitution drill technique, learners also learn to recognize the borders between the phrases that make up the sentence. So according her statement above, we know that through substitution drill technique, the students also study about sentence pattern not just asking them to have repetition. This activity also gives more speaking practices.

Meanwhile, teaching speaking through substitution drill technique for Bilingual Class of Nursing Undergraduate Program, as the subject of this research should present what they need to learn English. In this case, they study English as English for Specific Purposes (ESP). ESP is an approach to course design and all courses are based on a perceived need of some sort (Hutchinson & Walter, 1987). Beside that Smoak (2003) explains more that ESP is a form of English instruction through the fundamental of students’ actual, immediate needs who must perform real life tasking, by not focusing on passing the examination or test in the
end of the learning. It is clearly enough that the teacher should give the material which has correlation with student’s need and focus on their real life tasks in ESP class.

Furthermore teaching speaking through substitution drill technique for the subject of this research should use ESP for the approach. It means that the activities in speaking class should give what the student’s need and perform real life tasking related their field. The teacher should develop some dialogues that present about nursing activities in speaking class and asks the students to substitute some words in the dialog as the instruction given. So in teaching speaking through substitution drill technique for the subject of the research, the teacher needs to use ESP approach to design the speaking material.

RESEARCH METHOD
This is a qualitative descriptive research. It describes how to teach speaking through substitution drill technique. The subject of this research were 14 students from the first semester of Bilingual Nursing Program in a private university in Banjarmasin. The researchers collected the data from observing the class activity, interviewing the subjects of the research and administering questionnaires to the subjects above.

RESULT AND DISCUSSION
1. The Result of Questionnaires:
1.1 There were 64% students agreed that English has important role at the class. They think that English can help and make easier to understand their nursing task.
1.2 There were 69% students said that they were happy and always follow the class carefully. Beside that it also showed that 15% students were happy and interested in the class. It means that more students were motivated in English class.
1.3 All of the students agree that English is important for their future job. It was shown by 92.9% students said that English is very important and 7.1% students said that English is important.
1.4 There were 100% students claimed that speaking is the most important skill to develop their future job.
1.5 They do some effort to improve their English, namely: join English course (21%), to read and watch English program (71%) and the last, have some discussion with friends (7%).
1.6 They claimed that reading is rarely to use in their future job (61%), then listening (23%) and the last are speaking and writing (8%).
1.7 In other hand, there were 86% students said that speaking is the most English language skill that will be used more in their future job.
1.8 There are 54% students to listen English news for improving their listening skill.
1.9 To develop their speaking skill, they choose some techniques. The favorite technique is repetition English words or drill (50%). They believe that through repetition or drill, it can improve their speaking skill.
1.10 Some students believe that through reading a lot English books and trying to understand, it can improve their reading skill (64%) than other reading activities.
1.11 Meanwhile for improving writing skill, to write about the things that they love is more helpful (50%) than others. Writing about their lovely things seem easier to do than writing about their daily activities (43%). In this case, intrinsic motivation drives them to develop writing skill.
1.12 There are 65% students agree that listening English conversation can improve their listening skill. It means that they really need the practical of English using.
1.13 The result also shows that suitable activity to improve speaking is role play (64%). Role play gives more change for the students to explore their language. They can practice their dialogue and perform it in the role play. So by using role play, it can help the students to improve their speaking skill. Or in other words, role play can develop the student’s oral communication better.
1.14 The suitable activity to improve reading skill is reading short dialogue (50%). It seems that most of them really love dialogue for practicing.
1.15 The suitable activity to improve writing skill is writing a short dialogue (69%). Dialogue is really attract in their class. It seems easy for them to write when the teacher asks them to write a short dialogue.
2. The Result of Observation

To run the observation smoothly, the researchers gave the material for the students. Those were some dialogues with some cues (words) in the box under the dialogue for running the substitution technique.

2.1 Pre Activity

This was as the preparation stage. In this stage, the researcher gave some questions directly to the students and asked them to give responses spontaneously. There were some dialogues between the researchers and the students to build the class’s atmosphere.

2.2 Main Activity

There are some stages to run this activity, namely:

- Giving some dialogue scripts to the class
- The researchers read the sample of dialogue loudly and ask the students repeat it loudly.
- The researcher checked and corrected their pronunciation.
- The researchers read it again and asked them to repeat.
- The researcher asked the students to read the dialogue again in a pair.
- The researcher asked the students to substitute some bold words in the dialogue with the cues (words) that were written in the box below.
- The researcher asked the students to read loudly in a pair.
- The researcher gave comment for their practicing.
- The teacher asked other students to practice dialogue again but they should change the bold words with other cues (words) that were written in the box below.
- The teacher asked the students to practice with their friends in a pair for other dialogues until the end.

2.3 Post Activity

- The researcher reviewed the dialogue above by having questions to some students, and they gave response directly
- The researcher explained some grammatical view (when there was)

- The researchers put the dialogue before as the model and tried to develop the conversation directly with the students
- The researchers analyzed the student’s response whether they understand or not with the instruction, and whether they can practice the dialogue well or not
- The researchers made conclusion for this activity. From those stages, the researcher found that the students were motivated to practice their speaking skill by using substitution drill technique. They were interested more at the class. There was no anxiety, no nervousness and no tense. They can understand the instruction how to develop the new dialogue by using substitution drill technique easily. They can develop the new dialogue smoothly. The nursing theme that was given through dialogue could drive the student's motivation to be active at speaking class. They enjoyed to follow the speaking class activities. The substitution drill technique able to develop their speaking skill.

Substitution drill materi:

1. “He is the pediatrician”
   - Listen and repeat to your teacher
   - Read the conversation below with your friend. Then act out the similar conversation with your friend. Change the bold words with the words given in the box.
   - Sarah : Who is he ?
   - Nurul : He is Dr. Adam, the new doctor at Islamic Hospital Banjarmasin
   - Sarah : What department does he have a duty ?
   - Nurul : He has a duty at pediatrics department. He is the pediatrician.
   - Sarah : What does he do there?
   - Nurul : He treats the children’s disease

<table>
<thead>
<tr>
<th>Dr Diba</th>
<th>Obstetrician</th>
<th>Helps a mother to deliver a baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ahmad</td>
<td>Dermatologist</td>
<td>Treats the client who has skin problem</td>
</tr>
<tr>
<td>Dr Fadhil</td>
<td>Ear, nose and throat specialist</td>
<td>Treats the patient who has ear, nose and</td>
</tr>
</tbody>
</table>
2. “What time do you consult to the doctor?”
   ► Listen and repeat to your teacher
   ► Read the conversation below with your friend. Then act out the similar conversation with your friend. Change the bold words with the words given in the box.

Ns. Syifa: What time do you consult to the doctor?
Ns. Rahma: I consult to the doctor at ten past seven

<table>
<thead>
<tr>
<th>Meet the headnurse</th>
<th>9.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the medication to Mr. Samsul</td>
<td>10 am</td>
</tr>
<tr>
<td>Take Ms. Farah’s blood sample</td>
<td>11.45</td>
</tr>
<tr>
<td>Apply the infusion to Ms. Farah</td>
<td>12.05</td>
</tr>
</tbody>
</table>

Ns. Syifa: What time does Ms. Mariyam have operation?
Ns. Syifa: She has operation at three pm

<table>
<thead>
<tr>
<th>Mr. Thamrin</th>
<th>Go home</th>
<th>4 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The doctor</td>
<td>come</td>
<td>8.20</td>
</tr>
<tr>
<td>Ms. Disa</td>
<td>Complain of her headache</td>
<td>7.45</td>
</tr>
</tbody>
</table>

3. The Result of Interview
   The researchers did the interview after having observation at the class. There are 14 respondents to answer 4 questions only. The questions were about their opinion after they practiced their speaking skill through substitution drill at the class. More detail their responds are written below:

3.1 There were 100 % students agreed that substitution drill technique can help them to improve their speaking skill. They thought that speaking becomes easy to practice through substitution drill. So it means that substitution drill can drive their motivation to speak more and more.

3.2 They thought that the instruction was given clearly. They can understand the instruction during the lesson easily and as the conclusion, they can practice the substitution drill well. The student's understanding of the instruction during the class was important to guide them in practicing the dialogue given.

3.3 There were 100 % students at the class agreed that substitution drill technique makes easier them to practice their speaking ability. It means that the substitution drill technique can develop the student’s speaking ability.

3.4 They also realized that even though they practiced speaking through substitution drill but actually they also got point plus in other language aspects. They were vocabulary, pronunciation, grammar, reading, listening. Their respond was also vary. Some students even stated that they could get 3 or 4 improving language aspects in this practicing. Briefly, the data is shown in the table below:

<table>
<thead>
<tr>
<th>Language aspect</th>
<th>Number of student who chose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>12 students</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>13 students</td>
</tr>
<tr>
<td>Grammar</td>
<td>7 students</td>
</tr>
<tr>
<td>Reading</td>
<td>3 students</td>
</tr>
<tr>
<td>Listening</td>
<td>3 students</td>
</tr>
</tbody>
</table>

The table showed that even though they practiced their speaking by using substitution drill technique but in fact, they can also get some benefits in this practicing. They can improve the other language aspects, namely: vocabulary, pronunciation, grammar, reading and listening. All of those language aspects also have a role in developing student’s speaking ability.

REFERENCES
Broughton, Geoffrey. Brumfit, Christopher. Flavell, Roger. Hill, Peter. Pincas,


