

CHAPTER I

INTRODUCTION

In this chapter, the writer explains the issues that form the basis for conducting the research, including the reasons for choosing the research title. In addition, this chapter provides an overview of the research conducted. The contents of this chapter include the research background, research questions, research purposes, research significance, limitation of the research, and research terminology.

A. Research Background

The Speaking ability is one of the important aspects in human life because it functions as the main communication tool to convey messages, ideas, feelings, and to convey information verbally to others. Speaking ability is a basic potential that every individual has in order to interact and build social relationships. However, apart from being an ability, speaking is also a skill that requires continuous practice so that a person can use it well and effectively. This skill not only requires the ability to choose the right words, but also the ability to regulate intonation, pronunciation, and fluency so that messages can be clearly understood by the listener. Thus, speaking plays an important role in building social interactions, strengthening relationships between individuals, and supporting success in education and community life.

In the context of language learning, Speaking is considered one of the main communication tools that students have to master. Aspects of speaking

include fluency, pronunciation, grammar, vocabulary, and comprehension, all of which support each other so that communication can run smoothly. Speaking is not only a skill that every student has to possess, but also a skill that has to be practiced continuously so that students can achieve the criteria for speaking, which include fluency, the courage to express ideas, and the ability to use appropriate vocabulary and sentence structures in real communication situations. Therefore, speaking as a skill plays a very important role in the language learning process, especially in English, as it is one of the indicators of a student's success in mastering language as an active and meaningful communication tool.

In line with that, English has an important position as an international language that plays a very important role in global communication. English is an international language that is widely used in various parts of the world as a means of interaction and communication in the fields of education, business, science, technology, and social life. Because of its very important role, English has become one of the languages that has to be learned by the global community, including students in Indonesia. Mastery of English not only helps a person understand global information, but also opens up opportunities to interact with people from various countries. One of the main aspects of learning English is the ability to speak. Speaking English is an important skill because it allows individuals to communicate directly, convey ideas, exchange information, and build cross-cultural social relationships. With good English-speaking skills, individuals are not only able to use language as a means of

communication, but they can also increase their confidence, expand their network, and access opportunities at the international level.

In Indonesia, English is taught as a compulsory subject in schools and it is one of the main competencies emphasized in the curriculum, including the Merdeka Curriculum, which requires students to be able to communicate actively and effectively. Based on the education system in Indonesia, English is one of the subjects that has to be studied in every institution, including high schools, which aims to equip students to be able to communicate effectively in accordance with the demands of the times.

Furthermore, Teaching English is not easy, and teaching English is more difficult than teaching other subjects because many students lack experience in English, making it difficult for them to understand. In line with the results of interview with English teachers at SMA Joseph Khatulistiwa during the pre-observation, it was found that the speaking skills of eleventh grade students still faced various obstacles. Most students still experienced difficulties in pronunciation, vocabulary, and grammar, making them less confident when asked to speak in front of the class. In addition, students' motivation to learn also varied. Some students realized the importance of English and were therefore quite motivated, but others were still unmotivated, tended to be passive, and found it difficult to express themselves in English, which resulted in low student participation in English learning activities in the classroom. This condition resulted in suboptimal learning outcomes in speaking skills achieved by students. It is the teacher's responsibility to

motivate students to learn English. In addition, there are many ways that teachers can apply in the classroom to increase student motivation in learning English, and one of the best ways is to make the learning process fun. Teachers can use an enjoyable approach, give positive feedback, and actively involve students. Given the importance of speaking skills in education, teachers need to motivate students so that they realize that mastering English-speaking skills has great benefits in continuing their education.

In addition, to overcome this problem, teachers can motivate students by explaining the benefits of English in real life, such as educational opportunities and future job prospects. Not only that, teachers can also use varied, interactive learning strategies that are tailored to students' needs so that they feel more interested in participating in learning activities. In terms of participation, teachers need to actively involve students through pair or group activities, provide equal speaking opportunities for each student, and create a supportive classroom atmosphere so that students feel more confident to participate. Thus, the role of teachers is very important in increasing student motivation and participation so that they are more motivated and active in learning English.

Based on the existing problems, there was a need for a learning technique that could help students be more active and confident in speaking. To solve this problem, the writer was interested in teaching students to learn English using a technique that required a learning technique capable of providing intensive, focused, and enjoyable speaking practice. One relevant

technique was the Single-Slot Substitution Drill technique, which was a repetition-based practice technique that helped students get used to using language patterns correctly. Single-Slot Substitution Drill can improve pronunciation accuracy, train fluency, and build students' confidence in speaking. In this research, the writer used the Single-Slot Substitution Drill technique. The Single-Slot Substitution Drill is a technique in which students are asked to repeat a sentence or sentence pattern by replacing a certain part of a sentence, such as a noun, verb, or phrase, without changing the basic structure of the sentence. The Single-Slot Substitution Drill is a technique that allows students to understand sentence patterns in depth while expanding their vocabulary through word substitution variations.

The application of Single-Slot Substitution Drill not only helps students correct their pronunciation and grammar mistakes, but also provides them with the opportunity to practise their fluency repeatedly in a focused context. Through this activity, students are trained to be more active, confident, and accustomed to using English orally. In addition, this technique can also increase learning motivation, because students find it easier to understand language patterns through gradual and systematic practice. Thus, Single-Slot Substitution Drill serves not only as a means of improving speaking skill, but also as a way to foster active participation in English language learning.

Based on the description above, this research was conducted on students at eleventh grade in SMA Joseph Khatulistiwa. This research aimed to provide solutions to speaking learning problems in eleventh grade through the

use of a drilling technique, particularly Single-Slot Substitution Drill. By applying this technique, the writer hoped that students' speaking skills would improve. This research was important because it not only focused on improving the speaking skills of students at eleventh grade in SMA Joseph Khatulistiwa, but also provided a real contribution to the teachers in developing teaching techniques that were more suited to the needs of the students.

Besides, the results of this research were expected to support the implementation of the Merdeka Curriculum, which emphasizes communication skills as part of 21st century competencies. Thus, the research titled “The Use of Single-Slot Substitution Drill Technique to Improve Students' Speaking Ability at Eleventh Grade in SMA Joseph Khatulistiwa” was expected to provide tangible benefits for students, teachers, and the development of English language learning at eleventh grade in SMA Joseph Khatulistiwa.

B. Research Questions

Based on the background of this research, the writer formulated the research questions as follows:

1. How can the use of Single-Slot Substitution Drill technique improve the students' speaking skill at eleventh grade in SMA Joseph Khatulistiwa?
2. How does the use of Single-Slot Substitution Drill technique improve the students' learning participation at eleventh grade in SMA Joseph Khatulistiwa?

C. Research Purposes

Based on the above research questions, the purposes of this research were as follows:

1. To examine how the use of Single-Slot Substitution Drill technique can improve the students' speaking skill at eleventh grade in SMA Joseph Khatulistiwa.
2. To analysed how the use of Single-Slot Substitution Drill technique can improve the students' learning participation at eleventh grade in SMA Joseph Khatulistiwa.

D. Research Significances

In this research, the significance is divided into two main aspects, namely theoretically and practically. The writer hoped that the results of this research could contribute to the development of theory in the field of English language teaching and to the improvement of classroom learning practices, particularly in improving students' speaking skills through the use of the Single-Slot Substitution Drill technique. The significance of this research can be explained as follows:

1. Theoretically

This research is expected to contribute to the development of English teaching theory, especially speaking skills. The use of the Single-Slot Substitution Drill technique provides a deeper understanding of how repetitive practice with varied sentence patterns can help students improve their accuracy, fluency, and confidence in speaking. Thus, the results of this

research can reinforce the theory about the effectiveness of the Single-Slot Substitution Drill in language learning and become the basis for the development of speaking teaching techniques in high schools that are in line with the demands of the current curriculum.

2. Practically

a) For Teachers

This research is expected to serve as a guide for English teachers on how to improve speaking skill when learning English. In addition, it can provide alternatives for English teachers in teaching, so that the selected learning technique can produce the right results, making this research useful for other English teachers in the future. The writer also hopes that by using the Single-Slot Substitution Drill, teachers have practical guidelines for training students to speak in a more structured, repetitive, and enjoyable manner. This technique can also help students improve their fluency, accuracy, and confidence in speaking English. In addition, this research can encourage teachers to create a more active and interesting learning atmosphere so that student participation and motivation in learning English in class increase, and teachers can overcome obstacles that often arise in speaking learning by designing more interesting and interactive speaking activities.

b) For students

By applying the Single-Slot Substitution Drill in English language learning, the writer hopes that students can change their

perspective on English language learning, which is initially considered difficult and boring, to become more enjoyable. By applying the Single-Slot Substitution Drill technique, the writer hopes that it can help students improve their speaking skills, particularly in terms of accuracy, vocabulary usage, and pronunciation. This technique also provides opportunities for students to be more active and motivated in learning English, as they can feel their skills improving through consistent practice. Thus, students can be more confident in communicating in English, both inside and outside the classroom.

c) For school

In this research, the writer hopes to contribute to improving the quality of English language learning in school, especially in improving the speaking skills and motivation of eleventh grade students at SMA Joseph Khatulistiwa in learning and speaking English. The results of this research can be used as examples of effective classroom practices to support schools' efforts to improve student competence, especially in speaking skills. In the long term, improving students' English language skills can also have a positive impact on the school's image and overall educational achievements.

d) For the Other Writers

This research is expected to serve as a reference or example for other writers interested in researching speaking teaching techniques. The writer hopes that by applying the Single-Slot Substitution Drill

technique, it can inspire other writers to conduct similar research in different contexts, levels, or skills. In addition, this research can also be used as a basis for comparative studies between the Single-Slot Substitution Drill technique and other language teaching techniques.

e) For STKIP Persada Khatulistiwa

This research is expected to add to the academic references for students and lecturers at STKIP Persada Khatulistiwa. The results of this research can enrich the collection of scientific works in the field of English language education, as well as inspire other students who want to conduct research related to language teaching, especially in improving students' speaking skills.

E. Limitation of the Research

Based on the research background, research questions, research purposes, and research significance described above, the writer limited the scope of this research to the application of Single-Slot Substitution Drill technique in improving the speaking skills and learning participation of eleventh grade students at SMA Joseph Khatulistiwa.

F. Terminology

To avoid misunderstanding of this research, the writer felt it necessary to explain several terms used in the research title. These terms were explained in detail so that readers could understand the purpose and scope of the research.

1. Speaking Ability

Speaking ability is a productive skill that serves as the primary means of verbal communication. This ability demonstrates the extent to which a person is able to express ideas, opinions, and feelings verbally using English that can be understood by the listener. Speaking ability is not just about producing speech, but also involves the process of thinking, word choice, sentence structure, and the accurate conveyance of meaning in specific communication situations. Conceptually, speaking ability encompasses several important components that work together in the communication process, namely pronunciation, grammar, vocabulary, fluency, and comprehension. These five components are interrelated and form a unity in reflecting a person's ability to communicate orally in English. In this research, these five aspects were used as a basis to comprehensively represent students' speaking skills in accordance with the focus of the research conducted.

2. Single-Slot Substitution Drill

Single-Slot Substitution Drill is a controlled practice technique in language teaching that aims to strengthen mastery of sentence patterns through repeated and systematic practice. This technique is carried out by providing a model sentence, then asking students to repeat the sentence by replacing a specific element such as the subject, object, or verb while the other elements remain unchanged. Replacing one part in each practice allows students to focus on one language component in a more targeted

manner, helping them to understand sentence structure gradually and produce speech more accurately. In this research, the Single-Slot Substitution Drill was used as a structured speaking practice technique to familiarize students with using sentence patterns accurately and more confidently in oral communication.

3. Learning Participation

In this research, the term learning participation referred to the active involvement of students in the English learning process, both individually and in groups. Learning participation is not only demonstrated through physical presence in class, but also the extent to which students are ready to participate in learning activities, such as answering questions, giving responses, trying to speak using the sentence patterns they have learned, and interacting with teachers and classmates. Student participation also reflects their level of attention, seriousness, and confidence in using English. Through more active participation, the learning process is expected to become more lively, enjoyable, and effective. The level of student participation is an important indicator in assessing the success of learning, because the higher the student involvement, the greater their chances of improving their speaking skills. In the context of this research, learning participation was considered one of the key factors that could be improved through the use of the Single-Slot Substitution Drill, so that students became more involved, motivated,

and confident in using English in class, especially at eleventh grade in SMA Joseph Khatulistiwa.