

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discussed the theoretical studies and previous research relevant to the research conducted. This chapter covered theories about the nature of speaking, teaching technique for speaking through drilling, student learning participation, and related research relevant to the context of this research. The discussion in this chapter aimed to provide a theoretical basis that supported research on the use of drilling technique, particularly Single-Slot Substitution Drill, to improve the students' speaking skill and learning participation at eleventh grade in SMA Joseph Khatulistiwa.

A. The Nature of Speaking

Speaking is one of the basic human abilities in using language for verbal communication. Through speaking, a person can convey ideas, thoughts, feelings, and information to others directly. Speaking occurs naturally in everyday life and is the main means of building social interaction. Therefore, speaking cannot be separated from the human need to communicate and interact with their environment. Furthermore, speaking is understood as a language skill that emphasizes the active use of language. According to Richards (2008, p. 19), speaking ability is a top priority for many second language or foreign language learners because this skill reflects the ability to use language in real communication. This statement shows that speaking is

not only related to language knowledge but also to the ability to apply language directly in communication situations.

In addition, Brown (2014, p. 144) explains that self-esteem is an important factor in successful language learning because learners who have confidence in their own abilities tend to participate more actively in communication activities. This statement adds the perspective that speaking ability is not only related to conveying information, but also to the speaker's confidence and belief in using language effectively. Next, speaking is interactive because it involves more than one person in the communication process. This explanation emphasizes that speaking is not a one-way process, but requires responses and active involvement from the other person. This interactivity makes communication livelier and more meaningful, and requires language adjustments according to the context of the conversation.

Besides, speaking has spontaneous characteristics and takes place in real time. As stated by Bailey (2005, p. 2), speaking is a productive skill that requires learners to produce language orally in real time without ample opportunity to revise what they say. This shows that speaking is a complex skill because it requires linguistic readiness and the ability to think quickly in order to convey a message. It can be concluded that the essence of speaking includes the active use of language, is interactive, and occurs spontaneously in the context of communication. Thus, speaking is a language skill that plays an important role in human life and is the basis for developing effective communication skills.

1. Definition of Speaking

Speaking is a basic human skill that enables individuals to convey ideas, thoughts, feelings, and information verbally to others in various communication contexts. According to Chaney & Burk (As cited in Abdullaev & Zokirova, 2021, p. 355), speaking is an activity that involves not only the utterance of words, but also the process of constructing and sharing meaning through verbal and non-verbal symbols effectively. In other words, speaking is an important means of conveying messages that can be understood by the listener and facilitating productive social interaction.

On the other hand, according to McDonough & Shaw (As cited in Hongwilai et al., 2022, p. 48), speaking has a broad function, not only as a medium for exchanging information but also as a tool for expressing opinions, negotiating intentions, solving problems, and building social relationships. Thus, this skill occupies a central position in communication, because the success of interactions depends on an individual's ability to convey messages clearly, accurately, and in a contextually appropriate manner. In language learning, speaking occupies a strategic position as a productive skill that requires students to actively use language. Atkinson (As cited in Menggo, 2018, p. 72) argues that strong English language skills support the achievement of communication skills, where students are expected to be able to convey thoughts and information clearly, accurately, and in a way that is acceptable to the

listener. This statement emphasizes that speaking is not only a matter of grammar mastery, but also reflects students' ability to apply linguistic knowledge in real situations, so that language proficiency can be measured by the accuracy, fluency, and effectiveness of communication.

In addition, Speaking has complex characteristics that reflect the fact that speaking skills involve many aspects that have to be mastered simultaneously. Speaking is not just about uttering words, but also requires the ability to choose the right vocabulary, construct appropriate sentences, regulate intonation, and adjust language style to the context and interlocutor. Burkart (As cited in Borah, 2020, p. 3652) states that speaking has complex characteristics because it requires the simultaneous coordination of various aspects of language, including pronunciation, grammar, and vocabulary. This confirms that speaking is a challenging cognitive and linguistic process, in which students have to choose words, construct sentences, and adjust intonation so that the message is conveyed correctly. This explanation shows that speaking requires the integration of several language components at the same time, so learners need to manage pronunciation, grammar, and vocabulary simultaneously during communication. It also indicates that speaking ability involves not only linguistic knowledge, but also the ability to use language appropriately and effectively in different communication situations.

However, speaking skills often face various difficulties, especially for foreign language learners. These obstacles include limited vocabulary, pronunciation errors, and the inability to spontaneously construct sentences in conversation. Therefore, regular and focused speaking practice is essential for building fluency, accuracy, and confidence in communication.

Based on the above description, it can be concluded that speaking is an important and productive language skill, functioning as a tool for communication and social interaction, having complex characteristics, and requiring continuous practice to overcome difficulties that arise. Thus, mastery of speaking skills is key to successful language learning, especially English as a foreign language.

2. Types of Speaking

Speaking has several different types, depending on the purpose, context, and interaction between the speaker and the listener. Each type of speaking requires specific communication skills and strategies so that the message can be conveyed accurately and effectively. Understanding these variations is important in language learning because it helps teachers and students tailor speaking practice techniques to their needs, ranging from repeating simple words or sentences to complex interactive conversations. According to Brown & Abeywickrama (As cited in Rahmawati & Ertin, 2014, p. 201), there are five types of speaking, as follows:

a. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them **is** solely the information they heard.

b. Intensive

Unlike imitative, intensive speaking does not emphasize pronunciation or the phonological aspect. Understanding meaning is needed to respond to certain tasks but the interaction with the counterpart is minimal. The activity samples are reading aloud, sentence completion, and dialogue completion.

c. Responsive

Authenticity in a conversation **is** important. Therefore, the speaker is stimulated to speak promptly. To respond to a short conversation, making a simple request or comment is a kind of activity that belongs to this type of speaking.

d. Interactive

The load and complexity of the sentences are the major differences between responsive and interactive speaking. The number

of the speakers also matters as sometimes it requires more than two people in the conversation.

e. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker needs to interact with the counter speakers, which can be answering questions or making discussions. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

3. Purpose of Speaking

Speaking has the main purpose of conveying messages and building understanding between speakers and listeners. Through speaking, a person can express ideas, thoughts, feelings, and information verbally so that the message conveyed can be understood immediately. According to Torky (As cited in Rafiq et al., 2023, p. 140), speaking is the skill of conveying messages through spoken language with the aim of expressing ideas that are organized and developed according to the needs of the listener. This view emphasizes that the purpose of speaking is not only to convey messages, but also the speaker's ability to organize and adjust the content of their speech so that it is effective and easy to understand.

In the context of language learning, the goal of speaking is directed at developing students' ability to use language functionally and communicatively in real situations. Through speaking activities, learners are trained to convey ideas clearly, respond appropriately to conversation

partners, and participate actively in verbal interactions. Thus, the objectives of speaking include the organized delivery of messages as well as the strengthening of self-confidence and active participation in communication, which are important foundations for successful language learning.

4. Function of Speaking

Speaking has various functions in human life and is fundamental to achieving communication goals, especially in learning to speak. The function of speaking helps speakers use language appropriately according to the context and communication goals at hand. Brown & Yule (As cited in Richards, 2008, pp. 21–27) mention that the functions of speech can be classified into three main categories, namely talking as interaction, talking as transaction, and talking as performance.

a. Talk as interaction

Talk as interaction refers to what we usually mean by conversation and describes interactions that have a social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they want to be friendly and establish a comfortable zone of interaction with the other person. The focus is more on the speaker and how they want to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately are the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished is called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Based on these three functions, it can be concluded that speaking has various roles, ranging from building social interactions, conveying information, to demonstrating speaking skills in public. By understanding these functions of speaking, language learners can develop their speaking skills in a more focused manner in accordance with the objectives and context of communication.

5. Aspects of Speaking

In this research, the writer focused on several important aspects of students' speaking skills. These aspects were selected based on problems found in the research background, where students still experienced difficulties in pronunciation, grammar usage, vocabulary mastery, speaking fluency, and comprehension in oral communication. Therefore,

the speaking aspects examined in this research included pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Brown (as cited in Karjono et al., 2024, p. 31), speaking ability consists of several interrelated aspects that cannot be separated from one another. These aspects serve as guidelines in assessing and improving students' speaking ability, because each aspect contributes to the success of oral communication. By paying attention to these aspects of speaking, the process of improving students' speaking ability can be carried out in a more focused and systematic manner. There are five aspects of speaking according to Brown, which means that these aspects serve as guidelines in the process of improving students' speaking skills, as follows:

a. Pronunciation

Pronunciation is the way students make their language clearer when speaking. It refers to the phonological process that deals with grammatical components consisting of elements and principles which determine how sounds change and are arranged in a particular language.

b. Vocabulary

Vocabulary refers to one of the most important aspects of language because it enables students to express their ideas, feelings, and thoughts more easily in oral and written communication. This

means that in spoken language, the vocabulary used should be familiar and clearly understood by speakers and listeners.

c. Grammar

Grammar was a system of rules that specifies how words should be used in language. It is important for students in developing speaking skills because grammar helps them create appropriate and meaningful sentences during communication.

d. Comprehension

Comprehension was the understanding of the speaker's message in oral communication. It shows that listeners are able to respond accurately and appropriately, which indicates that they understand the meaning conveyed by the speaker and avoided misunderstanding in communication.

e. Fluency

Fluency was the ability to speak smoothly, accurately, and confidently with only a few pauses or hesitations during communication. Accuracy is achieved when students are able to focus on pronunciation, grammar, and language use correctly in their oral performance.

6. Assessment of Speaking

Assessing speaking skills is an important aspect of language learning because speaking reflects students' ability to use language orally and communicatively. Through speaking assessments, teachers can

determine the extent to which students are able to convey ideas, express opinions, and interact effectively using the target language. These assessments not only serve to determine grades, but also to monitor the development of students' speaking skills and provide constructive feedback to improve their skills.

In addition, to obtain meaningful assessment results, several components need to be considered when assessing speaking skills. Students' speaking skills can be assessed through five main aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Assessment of these aspects provides a more comprehensive picture of students' speaking skills. Furthermore, the assessment results can be used to classify students' proficiency levels into specific categories, such as excellent, good, average, and poor, as shown in the speaking proficiency level table adapted from Harris (1969, pp. 81–84). Speaking assessment should be based on criteria that are clear and relevant to the learning objectives. The aspects assessed should reflect the actual use of language in a communicative context. Thus, speaking assessment should not only focus on the final result, but also on the students' ability to use language functionally and communicatively (Brown, 2004, pp. 140–143).

Furthermore, speaking skills play a very important role, but their assessment often does not receive balanced attention in learning practices. Knight (1992, p. 294) explains that relevant and reliable assessment of speaking skills is necessary to provide important information to teachers

and students regarding learning progress and aspects that still need improvement. In addition, speaking assessment has a washback effect, which is the influence of assessment on the teaching and learning process. Therefore, speaking assessment needs to be designed systematically in order to optimally support the improvement of students' speaking skills.

7. Teaching Speaking

Teaching speaking is a learning process that aims to help students develop effective and meaningful oral communication skills in the target language. In the context of learning English as a foreign language, teaching speaking emphasizes not only the ability to pronounce words, but also the use of language that is appropriate to the social context and communication objectives. According to Bahadorfar & Omidvar (2014, p. 10) teaching speaking involves training students to produce English sounds and sound patterns, use word stress, intonation, and rhythm appropriately, choose vocabulary and sentence structures according to the situation and audience, and organize ideas logically. This explanation confirms that teaching speaking is a process that involves linguistic, cognitive, and social aspects in an integrated manner.

Furthermore, teaching speaking is also oriented towards achieving fluency and confidence in students in using language spontaneously. In speaking lessons, it is not enough for students to simply understand grammar rules; they also need opportunities to use the language in real communication contexts. Effective speaking instruction has to provide

ample space for students to practice expressing ideas, opinions, and information through meaningful speaking activities. Active student involvement in speaking activities allows them to become accustomed to using language as a communication tool, not just as material to be studied. Through repeated and contextual speaking practice, students can develop speaking fluency and increase their confidence in delivering messages orally. Communicative speaking activities help students reduce their fear of making mistakes and encourage them to be more courageous in expressing themselves (Brown, 1994, pp. 267-269). Thus, the success of teaching speaking is not only measured by the accuracy of language structure or grammar usage, but also by students' ability to communicate naturally, fluently, and comprehensibly in real communication situations.

In learning a language, Teaching speaking is very important because speaking is a productive skill that requires students to be actively involved in the learning process. Teaching speaking not only focuses on mastering language structures, but also on students' ability to use the language in real communication situations. Therefore, speaking learning activities need to be designed in such a way that students can interact directly and meaningfully with their learning environment. Speaking activities that encourage real interaction allow students to practice language in contexts that resemble its use in everyday life. Through these interactions, students are trained to convey ideas, opinions, and feelings verbally in a way that can be understood by their conversation partners.

This shows that understanding the rules of language is not enough; students must also be able to apply this knowledge in effective and contextual verbal communication (Nunan, 2003, pp. 48–50).

In addition, technological developments also make an important contribution to teaching speaking. The use of technology allows teachers to provide a variety of media and activities that can increase student participation and motivation in speaking. According to Bahadorfar & Omidvar (2014, pp. 11–12) the use of technology in teaching speaking can create a more interactive learning environment and provide students with more opportunities to practice speaking. Therefore, the integration of technology with appropriate teaching strategies can support the continuous improvement of students' speaking skills.

Based on the above description, it can be concluded that teaching speaking is a teaching process that focuses on developing students' oral communication skills through targeted exercises, meaningful interactions, and a supportive learning environment. With the support of appropriate pedagogical principles, teaching speaking plays an important role in helping students achieve effective speaking competence in English.

B. Teaching Techniques

In the learning process, a teacher needs the right learning techniques. Therefore, teaching techniques are the methods used by teachers in conducting learning activities in the classroom. To apply the drilling technique, especially Single-Slot Substitution Drill, teachers need to understand and master the

technique so that they can deliver the material well and make it easy for students to understand. There are various techniques that teachers can use in speaking lessons. In this research, the writer chooses the drilling technique as a speaking teaching technique because it is believed to be able to help students practice speaking in a structured manner and increase student motivation and participation in English speaking lessons.

1. Drilling Technique

Drilling technique is a language learning technique that emphasizes structured repetition to help students master language patterns correctly. This technique was originally known as part of the Audio-Lingual Method, which focused on forming language habits through repetition. Although the drilling technique came from a relatively old approach, it is still considered relevant for use in speaking lessons, especially for students who still have difficulties with pronunciation, sentence structure, and fluency. Therefore, the drilling technique can still be applied effectively in the context of English language learning in the classroom.

Besides, in the context of learning speaking, the drilling technique is understood as controlled oral practice, in which students are asked to respond to stimuli or examples provided by the teacher. Before explaining further, it is important to understand that this controlled practice aims to guide students to use language correctly. Matthews et al. (As cited in Murtiningsih et al., 2018, p. 19) explain that drill is a highly controlled

form of oral practice, in which students respond to specific stimuli provided by the teacher. Through this technique, students are expected to be able to imitate and repeat the utterances spoken by the teacher so that there is a process of familiarization with the correct use of language. With control from the teacher, drilling activities help students minimize errors in the use of language structures and pronunciation.

In addition to being a controlled exercise, the drilling technique plays an important role in helping students develop proper language habits. In the drilling process, teachers guide students to continuously repeat correct utterances so that students become accustomed to using English with the appropriate structure and pronunciation. Harmer (As cited in Maro, 2018, p. 150) states that the main purpose of using the drilling technique is to form language habits through continuous repetition of correct utterances accompanied by positive reinforcement. This statement emphasizes that drilling not only functions as a mechanical exercise, but also as a means of instilling correct speaking habits in students.

It can be concluded that the drilling technique is a learning technique that emphasizes repeated, controlled, and systematic practice in speaking. This technique helps students produce language accurately, both in terms of grammar and pronunciation, and increases their confidence in speaking.

2. Types of Drilling

There are various types of drilling used in language teaching. Drilling is one of the main ways of practicing speaking skills in class, especially for beginner language learners. The basic form of drilling involves the teacher saying a word or sentence structure, then asking the students to repeat it. The main purpose of drilling is to help students improve their pronunciation and to help them remember and use new language elements correctly. Through repeated and controlled practice, drilling can also help teachers teach speaking more systematically. Freeman explains that there are several variations of drills commonly used in language teaching, especially in the Audio-Lingual Method approach (Freeman, 2000, pp. 47–49). These types of drilling are described as follows:

a. Dialog Memorization

Short dialogues or conversations between two people are often used to begin learning. Students are asked to memorize the dialogue through imitation. Usually, students take on the role of one of the characters in the dialogue, while the teacher plays the other character. Once students have mastered one role, they switch roles and memorize the other part. Dialogues can also be practiced in groups or pairs in front of the class. In the Audio-Lingual Method, dialogues contain specific sentence patterns and grammatical elements that are then further practiced through various forms of drills.

b. Backward Build-up (Expansion) Drill

The backward build-up drill is used when students have difficulty pronouncing long sentences. The teacher breaks the sentence down into several parts, starting from the end of the sentence. Students are asked to repeat the last part first, then gradually add the previous parts until they are able to pronounce the entire sentence correctly. This technique helps students maintain natural intonation and focus their attention on the end of the sentence, which usually contains new information.

c. Repetition Drill

In repetition drill, students are asked to repeat the sentence model spoken by the teacher accurately and quickly. This drill is often used to practice sentences in dialogues and aims to form correct pronunciation habits through repetition.

d. Chain Drill

Chain drill is so called because it forms a chain of conversation in the classroom. The teacher begins by asking a question or greeting a student. That student responds and then asks the same question to the next student. This activity continues until all students have had a turn. Chain drill allows for controlled communication and gives the teacher the opportunity to monitor each student's speaking ability.

e. Single-slot Substitution Drill

In a single-slot substitution drill, the teacher says a sentence, then gives one word or phrase as a cue. Students are asked to repeat the sentence, replacing a specific part according to the cue given. The main purpose of this drill is to train students to recognize and fill in a specific part of the sentence structure.

f. Multiple-slot Substitution Drill

The multiple-slot substitution drill is similar to the single-slot substitution drill, but the teacher gives more than one cue to be inserted into the sentence. Students have to understand the position of each word or phrase in the sentence and adjust the necessary grammatical changes, such as subject-verb agreement.

g. Transformation Drill

Transformation drill requires students to change a certain sentence form into another form, for example, from a positive sentence to a negative one, from a statement to a question, from an active sentence to a passive one, or from a direct sentence to an indirect one. This drill helps students understand the variations in sentence structure in English.

h. Question-and-Answer Drill

Question-and-answer drill provides students with practice in answering questions quickly and accurately. In addition to answering the teacher's questions, students can also be trained to ask questions,

so that they become familiar with question-and-answer sentence patterns in English.

i. Use of Minimal Pairs

In this drill, the teacher uses pairs of words that differ in only one sound, such as ship and sheep. Students are first asked to distinguish between the sounds, then practice their pronunciation. This drill aims to increase students' sensitivity to differences in sound in English.

j. Complete the Dialog

In complete the dialog, several words are omitted from a dialog that students have learned. Students are asked to complete the dialog with the missing words. This drill trains students' memory and understanding of the context of the dialog.

k. Grammar Game

Grammar games are used to practice grammar elements in a game context. Although students' expressions are still limited, these games provide enjoyable practice and still contain elements of repetition, thereby helping students better understand grammar patterns.

3. Teaching Speaking Through Single-Slot Substitution Drill

a. Single-Slot Substitution Drill

In teaching speaking skills, teachers need to use techniques that give students the opportunity to practice using language actively

and in a structured manner. The use of appropriate learning techniques helps students develop their oral communication skills through systematic and targeted practice activities. One technique that can be used to support speaking learning is the single-slot substitution drill. This technique provides students with the opportunity to practice using language through practice replacing certain elements in a sentence pattern so that students can use language in a more controlled and gradual manner in speaking activities.

In addition, single-slot substitution drill is a language practice technique that involves giving students specific clues or keywords that they have to insert into a provided sentence or dialogue pattern. In its application, the teacher provides a model sentence, then students are asked to adjust the given words or phrases to the correct sentence structure. Through this activity, students have to recognize the function of the given words and determine their appropriate position in the sentence, including making adjustments to the language form, such as subject-verb agreement. This practice helps students understand language structure more deeply and encourages them to express ideas orally through the use of correct language patterns. In addition, this technique also encourages active student involvement in the learning process because students directly practice using language in a targeted context (Larsen, As cited in Amal, 2021, pp. 3–4).

Furthermore, the application of single-slot substitution drill in the learning process is carried out through repetition and gradual replacement of language elements. The teacher first says a word or sentence as a model, then the students repeat it, after which the teacher replaces one of the main elements in the sentence and the students are asked to produce a new sentence structure in accordance with the change. This practice process allows students to practice using language structures repeatedly, thereby helping to improve their mastery of sentence patterns and accuracy in language use. With systematic practice, students become more accustomed to using language orally and are able to develop their language skills more actively and purposefully in learning activities (Antonia et al., 2018, p. 4).

Based on this description, the single-slot substitution drill can be understood as a learning technique that emphasizes controlled practice through the replacement of one language element in a fixed sentence pattern. This technique helps students understand language structure, improve language accuracy, and provides opportunities for students to actively practice speaking in a structured learning situation. Therefore, the use of single-slot substitution drill in learning speaking is expected to help students develop their speaking skills more systematically and increase their involvement in the learning process.

b. Advantages of Using Single-Slot Substitution Drill

Single-slot substitution drill has various advantages in English language learning because this technique provides structured and repetitive language practice that helps students develop their language skills gradually. Through this technique, students not only repeat the sentences given by the teacher, but also actively replace certain elements in the same sentence pattern. This activity helps students understand the function of language elements in sentences, improves their vocabulary, and trains them in grammatical accuracy and pronunciation. In addition, the use of single-slot substitution drill also encourages active student participation because they have to respond directly to stimuli from the teacher, making the learning atmosphere more interactive and helping students build confidence in using spoken English.

In addition, according to Rahayu & Nafisah (2020, p. 6) the single-slot substitution drill technique is effective in language learning because it can improve students' pronunciation skill and make the learning process more interesting. This technique provides students with the opportunity to practice pronouncing sentences by replacing certain words or phrases based on cues given by the teacher, allowing students to practice language use actively and purposefully. Furthermore, this practice makes the classroom atmosphere livelier because students are directly involved in learning activities. Through

structured and repetitive practice, teachers can pay closer attention to the accuracy of students' responses, while students have the opportunity to understand the use of grammar more accurately. Thus, the use of single-slot substitution drill can increase learning motivation, accuracy in language use, and the effectiveness of English language learning.

Based on the above description it can be concluded that the single-slot substitution drill is a learning technique that offers various benefits in English language teaching, particularly in increasing student engagement, pronunciation accuracy, language structure mastery, and student motivation. Through systematic and controlled practice, this technique helps students understand language patterns more accurately and gradually improve their language skills. Therefore, the single-slot substitution drill can be an effective technique used in speaking lessons because it supports the overall development of students' language skills.

c. Procedure of Implementing Single-Slot Substitution Drill

In general, the application of single-slot substitution drill in learning speaking is carried out through systematic and structured steps to train students to use sentence patterns correctly through repetition and substitution of a particular language element. This technique aims to help students understand sentence structure, improve language accuracy, and form language habits through

controlled practice. In its implementation, the teacher acts as a language model who provides sentence examples, stimuli, and feedback, while students respond orally based on the instructions given. With a planned procedure, this technique allows students to practice using language gradually before achieving more free use of language.

Next, in the preliminary stage, the teacher begins the activity by introducing the sentence pattern that is the target of learning. The teacher says one sentence as a language model, then the students are asked to listen carefully and repeat the sentence together. Once the students understand the basic sentence, the teacher moves on to the core stage by providing a cue word or phrase that has to be inserted into the sentence. The teacher delivers the model sentence and then provides the cue verbally or through visual media such as pictures, and the students are asked to replace one element in the sentence without changing its basic structure. In this process, students practice placing language elements in the correct position, using the appropriate language forms, and making structural adjustments such as changing verb forms based on the subject. The practice is carried out gradually through the provision of several cues until students are able to produce sentences more automatically (Larsen-Freeman, 2000, pp. 37–38). Then, the teacher gives several cues repeatedly to train the accuracy and consistency of students' responses. After practicing

several times with the help of verbal cue, the teacher can reduce the assistance by only providing visual stimuli so that students can produce sentences more independently.

In addition, the teacher can also increase the level of difficulty of the practice by using different sentence variations so that students become more accustomed to using language patterns automatically. Through repeated and controlled practice, students are expected to gradually improve their understanding of language structure, accuracy in grammar usage, and fluency in speaking.

C. Learning Participation

Learning participation is an important aspect of the language learning process, especially in speaking. Learning participation refers to the active involvement of students during the teaching and learning process, whether physically, mentally, or verbally. In English language learning, learning participation is not only demonstrated through student attendance in class, but also through their involvement in answering questions, following the teacher's instructions, practicing speaking, and responding to learning activities. A high level of participation indicates that students are actively involved in the learning process and are motivated to use the language being learned. According to Dwivedi et al. (As cited in Faradila & Rizaq, 2025, p. 68) learning participation plays an important role because it encourages active involvement, critical thinking skills, and a deeper understanding of the learning material.

In the context of learning speaking, learning participation plays a very important role because speaking skills can only be developed through direct practice. Students who participate actively have more opportunities to use English orally, whether through repetition, response, or speech production. Therefore, teachers need to create a learning environment that encourages students to speak up and engage in every classroom activity. According to Achekzai (2024, p. 185) learning participation is the involvement of students in expressing ideas or opinions, and such participation is very important in speaking classes because it provides opportunities for students to practice and learn the language directly. Thus, learning participation is an important element in the development of students' speaking skills.

In this context, Choosing the right learning technique is considered to play a role in encouraging student learning participation. One technique that can be used in learning speaking is single-slot substitution drill. This technique provides opportunities for students to engage in speaking activities through repetition and substitution of language elements in sentences provided by the teacher. In single-slot substitution drill activities, students not only listen to explanations, but are also asked to respond to cues orally, either together or individually. Therefore, this technique is considered to have the potential to encourage student involvement in speaking learning activities.

Furthermore, substitution drill has structured and controlled characteristics, so it is expected to help students feel more prepared and confident to participate in speaking activities. Through the provided sentence

patterns, students can focus their attention on pronunciation, vocabulary, and understanding of language structure without the pressure of producing sentences freely. Gradual repetition is also expected to help students understand the material better and prepare them to actively participate in speaking activities in class.

In this research, learning participation is used as one of the aspects observed to see how the application of single-slot substitution drill in learning speaking takes place in the classroom. Student participation is observed through their involvement in following the teacher's instructions, responding to cues, answering questions, and participating in speaking exercises during the learning process. Through increased student learning participation, it is hoped that speaking learning can take place more actively and contribute positively to vocabulary mastery, material comprehension, and student confidence in using English orally.

D. Related Studies

Several previous studies have been conducted to determine the effectiveness of using single-slot substitution drill in English language learning, especially for speaking skills and supporting aspects. These studies showed that single-slot substitution drill were often applied in language learning as a technique that helped students practice language production repeatedly and in a structured manner. Therefore, the writer reviewed several relevant studies to demonstrate the position and basis of this research.

The first, a study conducted by Nenden Sri Rahayu and Hasna Amalina Nafisah (2020) entitled *The Effectiveness of Single-Slot Substitution Drill Technique to Improve Students' Pronunciation*. This research aimed to determine the effectiveness of using the single-slot substitution drill technique in improving the pronunciation skill of first-year students at MTs Al-Fithroh and to determine students' responses to the use of this technique. This research used an experimental design with a sample size of 33 students as the experimental group. The research instruments were pre-tests, post-tests, and questionnaires. The results showed that the t-observed value of 32.08 was higher than the t-table value of 2.042 at a significance level of 0.05 with a degree of freedom of 32, so the alternative hypothesis was accepted. In addition, the post-test mean score was higher than the pre-test score, indicating that students' pronunciation skill improved after using the single-slot substitution drill technique. Students' responses to the use of this technique also showed positive results, in which students felt interested and motivated in learning pronunciation. Thus, this research concluded that the single-slot substitution drill technique was effective in improving students' pronunciation skill.

The second, a study conducted by Rabika Rahawi (2021) entitled *The Side Effect of Applying Single Slot Substitution Drill Technique through Flashcards on Students' Grammar Mastery*. This research aimed to determine the improvement in students' grammar mastery, particularly in the use of the simple past tense, through the single-slot substitution drill technique. This

research used a quantitative descriptive method with a sample size of 51 students divided into an experimental class and a control class. Data were collected through pre-tests and post-tests consisting of 40 questions related to the simple past tense. The results showed that the average pre-test score in the experimental class increased from 53.04 to 77.93 in the post-test, while in the control class, the average score increased from 47.29 to 76.58. The t-test results showed that the t-count value of 0.910 was higher than the t-table value of 0.329 at a significance level of 0.05, so the alternative hypothesis was accepted. This showed that the use of single-slot substitution drills had a significant effect on improving students' grammar mastery.

The third, a study conducted by Haerul Amal (2021) entitled Teaching and Learning Speaking through Single-Slot Substitution Drill at the Eighth Grade of SMP Negeri 27 Bandar Lampung. This research aimed to describe the process of learning speaking using the single-slot substitution drill technique and to identify the problems faced by teachers and students during the learning process. This research used a qualitative descriptive method with data collection techniques in the form of observation, questionnaires, and interviews. The results showed that the speaking learning process using the single-slot substitution drill technique was not yet optimal due to several obstacles, such as the difficulty of teachers in managing a class that was too noisy and the lack of correction of students' pronunciation errors. In addition, students also experienced several obstacles, such as a lack of ideas for speaking, the use of their native language, and difficulty in repeating words

and forming sentences based on the teacher's instructions. Nevertheless, this study provided an overview of the application of the single-slot substitution drill technique in speaking learning.

The latest, a study conducted by Tia Antonia, Albert Rufinus, and Endang Susilawati (2018) entitled *The Use of Single Slot Substitution Drill in Writing a Descriptive Text*. This research aimed to improve students' writing skills, especially in the use of subject-verb agreement in descriptive text. This research used a Classroom Action Research design conducted in two cycles on 30 eighth-grade students at SMPN 22 Pontianak. Data were collected through measurement techniques using tests, observation sheets, and field notes. The results showed an improvement in students' writing skills, where in cycle I, 14 out of 30 students met the mastery criteria, while in cycle II, this increased to 23 students. This showed that the single-slot substitution drill technique could improve students' writing skills.

Based on the results of previous studies, it can be concluded that the single-slot substitution drill technique was a learning technique that was suitable for use in English language learning. These studies showed that this technique could improve various language skills such as pronunciation, grammar, writing, and speaking through structured and repetitive practice. This research had several similarities with previous studies, namely the use of the single-slot substitution drill technique as the main learning technique and a focus on improving students' English language skills. In addition, this

research also used the Classroom Action Research approach, as in previous studies, which applied learning actions in stages to improve students' abilities.

However, this research also had several differences that distinguished it from previous studies. First, this research was conducted on different subjects and locations, namely 11th grade students at SMA Joseph Khatulistiwa, whereas previous studies were generally conducted at the junior high school or MTs level. Second, this research specifically focused on speaking skills by assessing five aspects of speaking ability, namely pronunciation, grammar, vocabulary, fluency, and comprehension, whereas previous studies tended to focus on one specific aspect of language skills. Third, this research not only looked at the improvement in students' speaking skills but also emphasized student learning participation during the learning process using the single-slot substitution drill technique. Student participation was observed through active involvement in responding to cues, answering questions, doing oral practice, and student activity during learning activities. Thus, this research was expected to contribute new insights into the study of speaking learning through single-slot substitution drill, especially in improving students' speaking skills and learning participation.