

**THE USE OF SINGLE SLOT SUBSTITUTION DRILL
TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY
AT ELEVENTH GRADE IN SMA JOSEPH KHATULISTIWA**

THESIS

Submitted as a Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan degree in English Language Education Study Program



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2026

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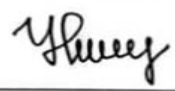
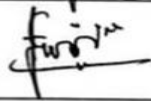
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STATEMENT OF AUTHORSHIP

Except where references are made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis or any degree or diploma.

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All research procedure reported in this thesis were approved by the writer's advisors and did not break faculty or university research ethics.

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MOTTO

Trust in the Lord with all your heart, and do not rely on your own understanding.
In all your ways acknowledge Him, and He will make your paths straight.
(Proverbs 3:5–6)

Be joyful in hope, patient in affliction, faithful in prayer.
(Romans 12:12)

DEDICATION

This thesis stands as a reflection of the love, guidance and endless support that the writer received. Therefore, the writer dedicates this thesis to:

1. To God Almighty, for His endless blessings, guidance, strength, and love throughout my journey in completing this thesis.
2. To my beloved parents, Mr. Daniel Set and Mrs. Mudiana Gemma, for their unconditional love, prayers, endless support, sacrifices, and encouragement in every step of my life.

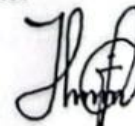
ACKNOWLEDGEMENT

Praise be the goodness of God Almighty, the Most Gracious and Most Merciful, for His endless blessings, guidance, and good health, which have enabled the writer to complete this thesis entitled "The Use of Single Slot Substitution Drill Technique to Improve Students Speaking Ability at Eleventh Grade in SMA Joseph Khatulistiwa". This thesis presents the results of a research study aimed at enhancing students' speaking skills through visual learning, particularly by using semantic mapping. It is submitted as a practical fulfilment of the requirements for the attainment of the Sarjana Pendidikan degree in English language study program. The writer sincerely acknowledges that thesis would not have been possible without the support, guidance, and valuable input from various parties. Therefore, the writer would like to express sincere gratitude to:

1. Dr. Drs. Y. A. T Lukman Riberu, M. Si., as the head of the Perkumpulan Badan Pendidikan Karya Bangsa who has provided the opportunity for writer to pursue education and acquire knowledge at STKIP Persada Khatulistiwa Sintang.
2. Didin Syafrudin, S.P., M. Si. as the head of STKIP Persada Khatulistiwa who is always dedicated to the progress of STKIP Persada Khatulistiwa Sintang.
3. The chair of English language education study program, Sijono, M. Pd. and all the lectures for their guidance, knowledge, and encouragement during the research process.
4. Henry Elisa, M. Pd. as the first advisor and Ferdinanda Itu Meo, M. Pd. as the second advisor.

Sintang, June 2nd 2026

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ABSTRACT

Maria Santika. 2026. The Use of Single Slot Substitution Drill Technique to Improve Students Speaking Ability at Eleventh Grade in SMA Joseph Khatulistiwa. Thesis, English Language Education Study Program of STKIP Persada Khatulistiwa. Advisor I: Henry Elisa, M.Pd. Advisor II: Ferdinanda Itu Meo, M.Pd.

Keywords: classroom action research, learning participation, single-slot substitution drill, speaking skill.

Speaking is one of the essential language skills that supports students' ability to communicate effectively in English; however, many students still experience difficulties in pronunciation, grammar, vocabulary, fluency, and confidence when speaking. This research aims to improve students' speaking skills and learning participation through the use of the Single Slot Substitution Drill technique. The researcher employed Classroom Action Research, which was conducted in two cycles. The research was carried out at SMA Joseph Khatulistiwa with eleven eleventh-grade students as the research subjects. Data were collected through observation, interviews, documentation, and measurement. The instruments used were observation checklists, field notes, interview guidelines, and speaking performance tests. The results showed that the implementation of the Single Slot Substitution Drill technique improved both students' speaking skills and learning participation. In Cycle I, students' participation reached an average of 71%, while the total speaking score was 732 with an average score of 67, which did not meet the success criteria. In Cycle II, students' participation increased to 91.5%, and the total speaking score improved to 828 with an average score of 75, which met the success criteria. Improvements were also found in all aspects of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension. Based on these findings, it can be concluded that the Single Slot Substitution Drill technique was effective in improving students' speaking skills and learning participation. It is expected that the findings of this research can provide an alternative teaching technique for English teachers and contribute to improving students' speaking performance and active participation in the classroom.

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