

THE EFFECT OF MULTIPLE-SLOT SUBSTITUTION DRILL ON STUDENTS' GRAMMAR MASTERY AT THE EIGHTH GRADE STUDENTS OF SMP ISLAM AL AKBAR MALANG

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Abstract

This study aims to investigate the effect of multiple-slot substitution drill on students' grammar mastery through true experimental research design conducted with one experimental group (subjects taught using multiple-slot substitution drill) and control group (subjects taught without using multiple-slot substitution drill). The target population of this study was all the eighth grade students of SMP Islam AL Akbar, Singosari- Malang in the period of 2021/2022. The researchers took 46 students as the sample of the study, by using purposive sampling, 23 students as the experimental group and 23 students as control group. To collect the data, the researchers used grammar written post-test with 20 items in multiple-choice format. In analyzing the data, the researchers used IBM SPSS statistic versions. 20 application of independent t.test to know the differences between experimental group taught using multiple-slot substitution drill and control without multiple-slot substitution drill. After collecting and calculating the data, the researchers found that mean score and the standard deviation of experimental group were 77.39 and 5.41, while the mean score of control group was 70.22 and the standard deviation was 13.1. In testing the hypothesis, the writer used t-test formula. The researchers found that F value = 13.636, Sig (2-tailed) = 0.019 < 0.05, at the level significance of $df = 44$. So, the null hypothesis was rejected and the alternative hypothesis could be accepted. It means that students taught using multiple-slot substitution drill achieve better than students taught without using multiple-slot substitution drill.

Keywords: : Multiple-slot substitution drill, Grammar Mastery, Parts of Speech

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Introduction

Learning English is what people do when they want to use the English language. In language learning, we often talk about language skills and language systems. There are four skills of English that the students have to master: listening, speaking, reading, and writing skills. Besides those skills, English also has language systems include vocabulary, grammar, pronunciation and discourse. Both English skills and systems are related to one another.

English aspects function to fit out the skills, and grammar is one of the most important aspect for those skills. Students learn English should be able to use appropriate basic structural patterns both verbally or written. In another word, it is an important aspect for forming words and building English sentences. The importance of Grammar requires students to master it, not only for their verbal skills, but also for their written skills. Grammar is learnt systematically that can be related to English linguistics including phonological (sound), morphology (word composition), and syntax (sentence composition).

Students of upper secondary school are able to learn and master the three aspects of grammar including Etymology, Syntax, and Orthography. The following are the explanations about them.

1. Etymology

Based on the terminology, etymology is the study of how to arrange various English letters that fit into an English word. Here, the students learn eight parts of speech, namely

- a. Noun = table, student, motorcycle, beauty, and so on.
- b. Adjective = smart, good, incredible, beautiful, and so on.

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- c. Verb = listen, speak, read, write, and so on.
- d. Adverb = in Pare, at 2 pm, tomorrow, well, and so on.
- e. Pronoun, = she, her, your, mine, and so on
- f. Preposition = at, in, on, over, and so on.
- g. Conjunction = and, or, but, although, and so on.
- h. Interjection = Hey! Hallo! Ouch! Gosh!, and so on.

They include the basic grammar that then will be developed in forming a sentence.

2. Syntax

Based on the terminology, syntax is a science that studies how to arrange English words so that they become appropriate or precise sentences. After the students have understood the eight parts of speech, they learn about the process how to form a sentence.

e.g.

She studies English everyday

- Based on parts of speech
 - a. She = pronoun
 - b. Studies = verb
 - c. English = noun
 - d. Everyday = adverb
- Based on Syntax
 - a. She = subject
 - b. Studies = predicate / verb_{1 (s/es)}

- c. English = object
- d. Studies English = verb phrase
- e. Everyday = adverb of time

3. Orthography

Based on the terminology, orthography is a spelling system of a language whose form is in the form of symbols or writing. In orthography there are capitalization, spelling problems, punctuation, and hyphenation.

Some of the topics in orthography include:

a. Letter

It is a symbol or description of the pronounced sound or scratch mark. The letters can be the English alphabets, as:

A a – [ei]	N n – [en]
B b – [bi:]	O o – [ou]
C c – [si:]	P p – [pi:]
D d – [di:]	Q q – [kju:]
E e – [I:]	R r – [a:(r)]
F f – [ef]	S s – [es]
G g – [dʒi:]	T t – [ti:]
H h – [eitʃ]	U u – [ju:]
I I – [ai]	V v – [vi:]
J j – [dʒei]	W w – (dʌblju(:))
K k – [kei]	X x – [eks]
L l – [el]	Y y – [wai]

M m – [em]	Z z – [zed]
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Table 1.1

Or international phonetic alphabets that are showed with a picture as follows:

	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
VOWELS	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
	CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car
f fly		v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
m man		n now	ŋ sing	h hat	l love	r red	w wet	j yes

Picture 1.1

b. Syllable

It is some parts of a word that can be pronounced immediately

c. Word

A series of several letters that form a meaning.

Learning grammar, which is combined with four English skills, will be so effective when students besides practice writing sentences, they also practice it into speaking. To encounter the situation, a language teacher requires to set skills beside of developing his attitudes towards peers, and English teacher should understand some theoretical knowledge about how use the right method to the teaching. One of methods that can be applied in teaching grammar verbally is

Audio Lingual Method (ALM). Audio Lingual Method is a method that prioritizes repetition. One of the drills that is applied in this study is multiple-slot substitution drill technique which is a line said by the teacher, generally from the conversation. The teacher says a word or a phrase (called the cue). The students repeat the teacher's line they gave, replacing the cue in its right place in the sequence. The primary aim of this exercise is to provide the students with the exercise of identifying and occupying the slots of a paragraph. As an example: The teacher begins by reciting a line from the dialogue, „I am going to the post office.“ Following this she shows the students a picture of a bank and says the phrase, „the bank.“ She pauses, then says, „I am going to the bank.“³

The researchers then developed the sentence with grammatical English forms. E.g. The teacher asked the students to change “verb form” based on the tenses given, and in this case, the use of simple present, which was changed into simple past. The teacher said, “I study English in the classroom”, then the students repeated by changing verb₁ (study) into verb₂ (studied), “I studied English in the classroom”. Likewise, with other verb changes based on the type of tenses given, or changing parts of speech as pronoun “I” changed into “She/he/you/ and so forth”, Noun “English” changed into another subject, and other grammar forms that could develop the students' English abilities both verbally and written.

The use of multiple-slot substitution drill technique with several grammar forms was treated before taking the findings through post-test. After seeing the

³ Diane Larsen-Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (Oxford: Oxford University Press, 2011), in Ismawati D.(2019). *The Effect of Applying Audio Lingual Method to Develop Students' English Word Pronunciation*. Thesis, Syarif Hidayatullah State Islamic University: Jakarta, Page 17.

existing problems and then considering several crucial problem that needed solution, the researchers agreed to work together with the English teacher to focus on improving the students' grammar mastery. In this study, the researchers used quantitative research with true experimental design method, because in this design, he could control all external variables that affect the course of the experiment. According to Sugiyono (2016, p.109) says, "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 researchers wanted to know whether the students taught using multiple-slot substitution drill technique achieve better grammar mastery than those taught without using Multiple-slot substitution drill technique at the Eight grade students of SMP Islam Al Akbar.

Based on research problem above, the objective of the study is :

To investigate the effect of using multiple-slot substitution drill technique on grammar achievement at the eighth grade students of SMP ISLAM AL AKBAR MALANG.

This study helps to determine the effect of using multiple-slot substitution drill technique on grammar achievement at the eighth grade students of SMP ISLAM AL AKBAR MALANG in teaching grammar for EFL classroom. It provides language teachers with the rationale to carry out both oral and written activities in class to improve students' grammar mastery. This study also gives suggestion to English teachers to develop successful technique and method as

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they can identify the major problems faced by their students. Thus, teachers are conscious with the advantages of multiple-slot substitution drill technique in teaching grammar effectively. In addition, the students will be motivated and study English hard, especially to master grammar. This will improve their speaking and writing skills through the learning of effective grammar method and technique. Hence, this study is helpful to provide knowledge on ways to develop natural ways in grammar learning.

Research Method

The researchers used true experimental research design and conducted 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.

Table 1 True Experimental Research Design

	Randomization	Treatment	Post-test
Experimental Group	R	X ₁	Y ₁
Control group	R	X ₂	Y ₂

R: Sample

X₁: Treatment of Experimental Group

X₂: Treatment of Control Group

Y₁: Post-test of Experimental Group

Y₂: Post-test of Control Group

According to Sugiyono (2017: 80), the population is as follows:

"Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. Therefore, the population of this research is the students of eighth grade at SMP ISLAM AL AKBAR in which the total number of students are 47.

The researchers used *Saturated sampling* in which every population has the same chance to be the sample. The number of samples was chosen with an even number to balance the number of students in the experimental and control groups. From the total population of 47 students, the research sample became 46 students with a student's attendance list system with 23 students in the experimental and 23 in control groups (*appendix 2*).

The researchers used post-test instrument with the format of multiple-choice grammar written test.

1. Tips in Conducting written test :
 - the question came from the materials that were treated by using the multiple-slot substitution drill technique.
 - there were 20 questions of multiple choice format in it.
2. The Description of the Format and Content of oral test

Written test was designed to examine the grammar mastery in post-test after doing the treatment.

The researchers made the procedures in collecting data including treatment and post-test both for experimental and control group. In treatment, experimental students were taught using multiple-slot substitution drill technique, meanwhile control without multiple-slot substitution drill technique. Control are provided with traditional routine situation in the classroom. The researchers then planned the detail schedules of treatment, review and post-test as the material to conduct his research and find the result of his study.

The researchers made tests to find out how multiple-slot substitution drill technique improve students' grammar mastery and whether students who are taught using multiple-slot substitution drill technique achieve better grammar mastery than those without multiple-slot substitution drill technique. The researchers used the format of multiple choice grammar written test. Students' post-test score from both experimental and control group was analyzed through t-test. T-test is used to test the comparative hypothesis of two samples.

The analysis procedures are as follows:

1. Scoring Technique

The total number of questions were 20, and the right answers was multiplied by 5, so if all questions are answered correctly, the students get $20 \times 5 = 100$ score.

2. T-test

T-test is used for comparative hypothesis of two samples if the data is in interval or ratio. It aimed to compare if the students' score of the test from both experimental and control group are significantly different. By using t-test

formula, the researchers calculated the students' posttest score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants.

To examine whether it is significant or not, data analysis of this research is using IBM SPSS STATISTIC Versions.20 application of independent t.test to know the differences between experimental group taught using multiple-slot substitution drill technique and control without multiple-slot substitution drill technique.

Findings and Discussion

This chapter presents the research findings and discussion, which were based on the data analysis. The writer presents data statistically, which was intended to lead him to come to the findings of this study.

When the writer did observation at SMP ISLAM AL AKBAR, She tried to teach grammar using multiple-slot substitution drill technique in experiment class. The writer used this technique to build communicative class either written or verbally. In this research, the writer took the population in the whole students of the eighth grade with 47 students. In order for the number of samples for the experimental and control groups to be balanced, the author finally took 46 students with 23 for the experiment and 23 for control with the attendance list system.

Before concluding the finding of this study, the writer firstly described about the result of data analysis, and hypothesis testing.

Findings

Calculation of Mean Score

Based on the data obtained from the mean scores of post-test (*appendix 3-4*), the lowest score of the students who were in experimental group in the post-test was 70, and the highest was 85. While the lowest score of the students who were in the control group in post-test was 55, the highest was 85.

Table 2 Calculation of the mean score using SPSS

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Results of Posttest	Control	23	70.2174	13.09739	2.73099
	Experiment	23	77.3913	5.40824	1.12770

Then the calculation of the data had conducted in which resulted the mean score of each group. The mean score of experimental group (X) in post-test was 77.39 with standard deviation was 5.41, Meanwhile, the mean score of control group (Y) in post-test 70.22 with standard deviation was 13.1.

Hypothesis Testing

The writer assumed there was a significant difference between the result of the teaching grammar using multiple-slot substitution drill and without multiple-slot substitution drill. However, before that, he wanted to explain the procedure to the interpretation of t-value

Hypothesis is formal statement about expected relationship between two or more variables that can be tested through an experiment.

Hypothesis constitutes a temporal answer or a weak answer where the truth remains to be proved. Therefore, the hypothesis proposed in this research

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remains to be proved. However, the alternative hypothesis (H_a) should be change into null hypothesis first. Arikunto (1998: 68) states that in testing hypothesis “ H_a ” must be changed into “ H_o ”.

To test the hypothesis, t-test used was with the level of significance 0.05 (5%).

- 1) Formulating the null hypothesis (H_o): there is no significant mean difference between variable X and variable Y
- 2) Formulating the alternative hypothesis (H_a): there is a significant mean difference between variable X and Y.

For further information. The writer followed assumptions below:

- 1) If the value of Sig. (2-tailed) < 0.05 , then there is a significant difference between the post-test results in the experimental and control groups. It means that null hypothesis (H_o) is rejected.
- 2) If the value of Sig. (2-tailed) > 0.05 , then there is not a significant difference between the post-test results in the experimental and control groups. It means that null hypothesis (H_o) is accepted.

Table 3 Calculation of Independent Sample T-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results of Posttest	Equal variances assumed	13.636	.001	-2.428	44	.019	-7.17391	2.95466	-13.12864	-1.21918
	Equal variances not assumed			-2.428	29.290	.022	-7.17391	2.95466	-13.21427	-1.13355

Table 4.4 shows F value =13.636, Sig (2-tailed)= 0.019 < 0.05 , at the level significance of df = 44. It means there is a significant difference between the

results of the teaching grammar using multiple-slot substitution drill and without multiple-slot substitution drill. So, the null hypothesis was rejected.

Discussion

Technique plays an important role in the teaching English. It is a planned and systematic effort of the teacher for establishing sequence in the various parts of the teaching. To teach grammar, a teacher is expected to provide students with sufficient practice to accustom them to integrate it with communication skills both verbally and written. Multiple-slot substitution drill technique is one of audio visual method drill techniques taught through repetition technique. The practice of it can be either orally and written. To develop students' English grammar mastery, this technique provides a way to practice remembering and imitating while assembling English words that are adapted to their grammar function. Due to its importance in our daily life and to improve the standard of EFL, it was necessary to conduct a study for approving a suitable technique for teaching grammar at lower secondary school level.

Both experimental and control groups were given the different techniques of teaching grammar. Experiment was using multiple-slot substitution drill technique, while control was using traditional routine situation in the classroom. Comparison between mean scores of experimental and control groups in post-test with the result obtained from the statistical analysis showed that there is a significant difference existed between the two groups with respect to post-test.

The performance of the experimental group was significantly better than that of the control group in post-test. The difference between two means was

significant at 0.05 level. Thus, the null hypothesis that “there is no significant difference between mean scores of experimental and control groups on post-test,” was rejected at 0.05 level.

The use of multiple-slot substitution drill technique used by experimental group achieve better than traditional routine in control. The findings support Pujiana (2019) that the researchers found the students' achievement from the pre-test to the post-test has improved significantly. Furthermore, multiple-slot substitution drill is very useful to teach grammar. The next findings support Yuriatson Jubhari (2018) that the results of these calculations, he concludes that the implementation of substitution drill as a teaching technique of tenses in SMP Amanna Gappa can improve the students' mastery of the tenses.

The researchers then found that his findings also support Robert Krohn (1971) about the example of practicing multiple substitution drill as given below:

I study in the library	I STUDY IN THE LIBRARY
Here	I STUDY IN HERE
We	WE STUDY IN HERE
In the library	WE STUDY IN THE LIBRARY

The next is the findings support the implementation of multiple-slot substitution drill by Larsen-Freeman as follows:

- a. The teacher reads a sentence and asks the students to repeat the sentence from the dialogue/text. For example: I go to the post office“.
- b. Then, the teacher gives the word „she“

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- c. After that, the teacher asks the students to substitute it word based on the teacher gave before.
- d. The students understand and produce „she goes to the post office“
- e. After that, the teacher gives the word „the park“ and asks the students to substitute it phrase from the sentence before.
- f. Then, the students respond by correctly producing „she goes to the park“
- g. She continues in this activity to change it the other a subject pronoun, other times naming a location.

Talking about the success of teaching grammar, through the findings of this study, they support Mulroy (2003:118) states the importance of grammar teaching as sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved and that mean everywhere.

Conclusion and Suggestions

This study deals with the results of research and discussion on the data analysis to the effect of using multiple-slot substitution drill technique on grammar achievement at the eighth grade students of SMP ISLAM AL AKBAR MALANG.

So, this chapter involves Conclusion and Suggestion.

Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer finally approaches the conclusion.

- 1) From the statistical analysis, it is tracked down that the mean score and the standard deviation of experimental groups were higher than control groups. Mean score and the standard deviation of experimental group were 77.39 with standard deviation was 5.41, while the mean score of control group was 70.22 with standard deviation was 13.1. However, the grammar ability of the students for both groups were included in the average category.
- 2) All of the above data indicates the experimental group is more effective than the control group. It means that teaching grammar using multiple-slot substitution drill technique achieves better than without using multiple-slot substitution drill. It can be seen from the result of computation. It indicates that $F \text{ value} = 13.636$, $\text{Sig (2-tailed)} = 0.019 < 0.05$, η^2_p at the level significance of $DF = 44$. The data shows that there is a significant differences between the result of the teaching grammar using multiple-slot

substitution drill technique and without grammar using multiple-slot substitution drill technique.

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:

For The Students

- 1) The students should have some efforts to learn English by using multiple-slot substitution drill technique.
- 2) The students should practice speaking much in full and grammatically accurate sentences.

For the teacher

- 1) The mean score of English grammar achievement in experimental group for eighth grade students of SMP ISLAM AL AKBAR is higher than control, and the use of multiple-slot substitution drill technique achieve better than without multiple-slot substitution drill technique. It is suggested that English teachers use multiple-slot substitution drill technique as the way to teach speaking in full and grammatically accurate sentence.
- 2) The study is suggested that the teacher can be more active in grammar and pay more attention to their students in learning English, which concern to get high target in teaching English especially in grammar achievement.

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- 3) The teacher should conduct a study for approving a suitable media for teaching English grammar at junior high school level, in which English is the language of science and technology.
- 4) The teacher should be creative in making the class alive and interesting.
- 5) The teacher should always improve his or her skills and knowledge in exploring the class.
- 6) The teacher should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn.

For the institution

- 1) The institution should prepare the kinds of media needed both the teacher and the students to support the class activity.
- 2) The institution should make the rules that can support the teaching and practicing English in the school area.
- 3) The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity.
- 4) The institution should give the appropriate teaching-learning media and also complete the facility in order to make better progress achievement of English, and make teaching-learning more effective.
- 5) The institution should take steps which may help the teachers in respect of teaching, research, co-curricular activities such as games, songs, stories, sources of information and materials, ideas for learning centers, and bulletin boards.

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- 6) The institution should have professional teachers who have knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching.

All of those suggestions above are hoped being able to be practiced by the institution that has been object of this research. Beside that, it is hoped that they will be important and necessary information to get a better result in the future. Further they can be a huge commitment to the advancement of the establishment's components to get the best result.

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