

**COMBINING SUBSTITUTION DRILL WITH VISUAL
MEDIA TO TEACH ENGLISH VOCABULARY TO
ELEMENTARY SCHOOL STUDENTS**

PAPER

Submitted as a Partial Fulfillment of the Requirements for the Strata
One (S1) Degree



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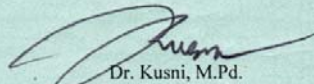
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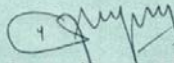
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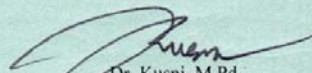
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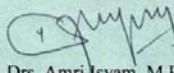
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ABSTRAK

Afriani, Rini / 2010. **Combining Substitution Drill with Visual Media to Teach English Vocabulary to Elementary School Students**. Paper. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Pembimbing: Drs. Amri Isyam, M.Pd

Makalah ini bertujuan untuk mengemukakan pengajaran bahasa Inggris secara menarik dengan cara yang lebih bervariasi dan interaktif. Dalam pengajaran ini digunakan teknik drill yang digabungkan dengan visual media. Salah satunya melalui substitution drill. Ini dapat dilakukan dengan cara menghilangkan salah satu bagian kalimat dan meminta siswa untuk mengganti dengan kata lain yang sejenis. Substitution drill ini dapat dipakai dalam pengajaran menyimak, berbicara, penambahan kosakata, dan tata bahasa untuk pemula.

Cara ini dapat membuat siswa merasa tertarik dalam mempelajari bahasa Inggris sebagai bahasa asing. Ini karena penyampaian materi yang lebih menantang siswa misalnya dalam mensubstitusikan kata ke dalam kalimat. Cara ini dapat pula digunakan dalam mensubstitusikan sebuah kalimat, sebuah phrase, atau sebuah gambar. Ada hal penting yang perlu diingat oleh guru dalam menerapkan substitution drill, guru sebaiknya menggunakan pola kalimat yang sederhana yang diucapkan dengan jelas dan komunikatif agar pembelajaran dan pelatihan bahasa Inggris menjadi lebih bermakna.

Penyajian materi dapat divariasikan oleh guru yang bersangkutan. Mengingat bahasa Inggris masih merupakan bahasa asing jadi diperlukan cara yang dapat merangsang ketertarikan anak terhadap penyampaian materi ajar. Makalah ini mengemukakan teknik pengajaran kosakata dengan cara mensubstitusikan kata ke dalam kalimat sederhana dengan menggunakan visual media. Cara ini dapat dilaksanakan dengan menggunakan media berupa flashcards, flipcards, dan poster sehingga siswa tidak mudah bosan dalam proses belajar mengajar serta mengkongkritkan hal-hal yang bersifat abstrak. Belajar bahasa Inggris menjadi lebih menarik tergantung bagaimana interaksi guru dalam kelas serta metode penyampaian materi yang disesuaikan dengan kemampuan siswa.

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The deepest gratitude goes to my beloved parents. I also thank to all of my friends for the supporting me so far. There are many important people who support me to do my paper. Finally, the writer hopes that this paper will be useful and give contribution in teaching and learning of English. Thank you very much.

Padang, January 2011

Rini Afriani

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Each generation needs different kinds of teaching. For this reason, the teachers should have different ways in teaching process such as how to teach elementary school students. It is because teaching English as a foreign language starts from elementary school. This idea is developed from people belief that children are better than adults to learn a foreign language (Brown, 2000). Unfortunately, children think and feel that English is very difficult and boring. As a result they have a low motivation to learn English. In this case, the teachers should know the suitable way for their students.

Teaching is not an easy job which only means giving some information to the students. This idea is too traditional. Teaching is a complex action which aims to make the students learn. A skillful of teaching is needed in order to gain an effective learning. Thus, teacher should achieve the attractive ways in teaching that can magnetize the students' attention for learning. In other word, many teachers should have any actions to transfer message interactively.

Many teachers need to handle their class by using the appropriate technique for their students. It is because the students will show their interest to study when the teachers are successful in choosing the suitable technique for their students. The teachers should make the responsive approach in making the friendly condition in classroom. It means that the teachers should keep teaching alive and dynamic for it can build the interaction between the teachers and the

students effective. It makes the students feel free to say their opinions or their problems about the materials.

One technique that can be used by many teachers is drill technique. This technique can be a powerful in teaching that leads to quick production of target language. It is best implemented in the early stages of a lesson. In teaching process, it is used for practicing sound or sentence partners concerned with the fixation of specific association for automatic recall. Therefore, this way also needs the teachers' innovative to make it becomes communicative and meaningful rather than mechanical. This technique can be communicative and meaningful when the teachers apply it by combining with visual media. The teachers can do it by making the students contribute something freely that they have learned before with real information that appropriate to the situation.

One type of the drill techniques is a substitution drill. This way is best for practice new language. Substitution drill also works best at the beginning levels such as elementary school. It is because the students at elementary school need practice. In this case, the teachers must be creative in applying this method. The variation way can be the solution for teaching simple sentences to the students at elementary school. Combining substitution drill with visual media helps the students to focus on structure while learning related vocabulary.

In substitution drill the teacher can give the model of a word or sentence and the learners can repeat it. Then the teacher can substitute one or more key words, or changes the prompt, and the learners say the new structure. Another way in substitution drill is the teacher first teaches a dialogue or sentence

structure, and then allows the students to substitute the different content words. In other words, for teaching substitution drill the teacher gives an example sentence and asks the students to change one or more words in it. The substitution drill can be attractive because this may replace a word of the model sentence with a pronoun, number, or gender and make some necessary change.

Unfortunately, teaching English at some elementary schools does not run well. It is because many students do not like studying English. Based on writer's observation in some schools, she found that the students have low motivation in English. It could be seen from their act in the classroom. The students have low attention to the teachers while the learning process being held in the classroom. The students' activities describe that learning English is not interesting for them. In which, at their age, students tend to change their mood every minute. Some students do something that they like such as playing with friends or just sit down without any comments. It is because the teachers' technique makes the students confuse and think English is a difficult subject. It gives a reflection; many teachers have not tried to create interesting technique in teaching English.

Students at elementary school tend to study by playing and doing something that is fun for them. As the English teacher, he/she should be able to use this situation and make them interested in English. Then, (Steinberg, 1993) states that children will learn a language better in a natural situation, it means the situation of the class should make children enjoy and more comfortable. Teacher should create the variation of learning activity. Elementary school students are children who like playing. So, teacher should make them learning by playing. In

practicing the substitution drill the teachers can combine with visual media like flashcards, flip cards, or poster. By using this alternative the substitution drill can be communicative. Through natural situation, students can learn language favorably and effectively because the interactive social interaction is good for the language learning.

Relating to the idea above, it is important for the teacher to find out some solutions in teaching English at elementary school. There are so many ways of teaching English to the elementary school students that have been explained by some experts in the articles, books, etc. Of course, each of them has positive and negative effects. In this paper, the writer tries to explain and describe one technique in teaching English for the children especially for the students at the elementary school that is **“Combining a substitution drill with visual media to teach English vocabulary to elementary school students”**.

1.2 Limitation of the problem

There are many kinds of drill techniques that can be applied by the teachers in classroom such as repetition drill, substitution drill, and transformation drill. In substitution drill the teachers can combine with visual media for teaching children. There are some media that can be used by the teachers in applying substitution drill such as pictures, word cards, flashcards, flip cards, poster and real object. It depends on the teachers' innovative. This paper is intended to discuss teaching English to elementary school students through substitution drill with visual media.

1.3 Formulation of the Problem

In this paper, the writer formulates the problem as follows: “How is a substitution drill with visual media applied in teaching English to elementary school students?”

1.4 Purpose of the Paper

This paper is intended to help the students at elementary school to understand about simple sentences in English. In addition, it is also hoped that the students can use the difference of vocabulary in simple sentences. A substitution drill with visual media can help the teachers in making the teaching and learning process attractive. It is because the teachers can give more practices to the students by using interesting media. Finally, the teacher can use a substitution drill as a variation in the classroom.