

The Implementation of Substitution Drill in Teaching Simple Present Tense

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ABSTRACT

The study aimed to find out the effectiveness of substitution drill in teaching simple present tense. This study discussed about the treatment given for the language ability especially in Simple Present Tense. The method is used quantitative research. The data collection technique in this study used pre - test and post - test. The subject is 32 eighth grade students. In the process of English learning, the problem came up in grammar part, especially for simple present tense. Students have difficulty in this teaching learning process. It was caused many students are studying at home due to the COVID-19 disease. These teaching and learning activities have been carried out online, making the activities indirectly felt monotonous, getting bored and even stressed by the online learning situation. Students are increasingly lacking enthusiasm for learning because they found difficulties to understand the material explained by the teacher. Then, students may experience decreased motivation to study at home, because it is difficult to focus while studying online. As the result and conclusion of this study, that substitution drill was an effective technique, it could improve students' ability in learning simple present tense.

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Introduction

The Era of globalization forces people to master the ability of international language especially English language. Language becomes one of the important things to gain relationship in each other. Using English as an International Languages can be a bridge, when people want to communicate to the world. Besides that, ability in processing the language into the correct language is also a skill needed in order to explore many aspects. In the middle Pandemic of Covid-19, students don't pay more attention to the English proficiency, because they study at home and seem do not care about it. This problem is confirmable to the previous study was stated that online learning considered as the solution in this Covid-19 outbreak, provides many challenges for the students to attend (Abdillah, 2012). The internal factors can be the trigger for the external problems to happen and vice versa. In Indonesia, English is extensively being taught in school and even in the universities. The proficiency of using English can support student's ability in many fields. People must

be able to master one of the three skills before speaking English correctly. Those skills included Listening, Writing, and Reading (Nugroho et al., 2019). If one of those skills is not owned by people, they will have a hard way to learn English language.

Praise (2014) said that people who master the grammar when learning second language, they will be able to deliver their thoughts and ideas. Communicating skills is incredibly benefited in society and work. One of the fundamental of learning grammar is Tenses. They are the form by form to show the action and when situation happened. Taslim (2016) also said students' enthusiasm to learn and study Simple Present Tense and they could use it in their daily life to talk each other. The Simple present tense is used to tell daily activities, which this skill people have to achieve in order to have a better communication in one community or around.

It happened and based on the observations in the 8th grade of MTS Darussalam, Oku Timur. Learning English obstructed and hard to be obtained because grammar that difficult to learn. There are some issues that students encounter, particularly in the Simple Present Tense. The issues are (1) students cannot see any different the context and situation when people can this tense, (2) make some mistakes in making a correct sentence patterns order, (3) Less interested in the learning in Simple Present Tense's classroom.

There are some elements that caused this issue. One of those elements is the way when students learn in grammar class, teacher only give them the explanations and exercises. The students are not interested in learning grammar because the learning activity is boring. Therefore, students feel less interested and felt uncomfortable. These issues have to be cleared in order to gain students mood, interested, a better understanding of grammar instead of avoid it. There are some ways that can help this out which students can learn to master the grammatical, especially Simple Present Tense. That way or method is called Substitution Drill.

Therefore, this research aimed to find out the effectiveness of substitution drill in teaching simple present to resolve students' problems and challenges during Pandemic Covid-19. Furthermore, the result of this study expected to help teachers on their online teaching learning activity.

According to Oxford Dictionary "Drill is through training by practical experiences, usually with much repetition. Fakhrunnisa (2019) stated that Substitution Drill counts as a technique when students adding vocabularies or phrases into a sentence and conjugating a verb. In sum, it is changing one part of the sentence into another of the sentence. Fakhrunnisa (2019) claimed that this technique uses sentences, pictures, numbers, names, and etc. For the example teacher gives a picture within a word under the picture. The students have to say the word under the picture and said it over and over then changing the verb or subject of the word under the picture into pattern of tense. It leads students more confident and enthusiastic, particularly in Simple Present Tense context.

Maharida (2014) pointed out that to practice a new language, Substitution Drill can be used as a Classroom Technique. Maharida (2014) stated Substitution Drill is usually use methodical practice of particular syntactic structure for students easy to remember the target language. Basically, Substitution Drill is using the structure of text that beginner can practice it and not easy to forget. Maharida (2014) said the purpose of Substitution Drill is to check the students' errors when type the text or using target language. Maharida (2014) asserted Substitution Drill can be used to make your pronunciation better. In means, Substitution drill is one technique that the purpose itself to check the error of using the target language.

Maharida (2014) claimed that according to Pillai & Narasimharao stated that Substitution Drill can be various types of according to the approach of the action, such as; (1) Simple Substitution/Single Slot Substitution, (2) Substitution in Different Slots/Mixed Slot Substitution, (3) Substitution that forces a change in structure, (4) Substitution that calls for a change in the cue, (5) Multiple slot substitution, (6) Progressive slot substitution / Moving slot substitution

Method

This study was conducted at MTS Darussalam Oku Timur south Sumatra. The population was the VIII students and the total number was 100 students for 2 classes. The researcher chose one class of the eight grade students as the sample by using purpose sampling. The population is the entire set of individuals to which findings of the survey are to be extrapolated” (levy & Lemeshow, 2008). According to Sugiyono (2013) in Rudanga’s (2016) Journal the purpose of this technique is to get the sample as the representative according to the criteria which as suit as determined by the researcher. The sample is a portion of the population whose characteristics are to be studied (Djarwanto cited in Hidayat, 2012).

This study was done by using an experimental quantitative method with one group pre-test post-test design. The purpose of this study is to find out the effectiveness of Substitution Drill in teaching Simple Present Tense.

Table 1. Pre experimental design one group pretest and posttest

Design	Group	Action
One group pretest and posttest design	Single group	Pretest - Experimental intervention – Post test

Patricia leavy (2022) pre-experimental design are focused on single studying group that’s given an experimental intervention (experimental group only). Campbell and Stanley (1963) identified three types of pre-experiments. In one group pretest and posttest design, a single group is given a pretest (to determine the subject’s baseline), then given the experimental intervention, and then given a posttest. Pretest and posttest scores are compared and any differences are attribute to the experimental intervention.

This research used pre-test and post-test as the instrument of collecting data and the test would be in multiple choice. The pre-test was given before the treatment intended to find out the student’s ability in learning simple present tense. After participating pretest, the students had a posttest; this meant to get the information about their ability and improvement after using Substitution Drill in learning simple present tense.

Results and Discussion

In this study the researcher will provide two points. First is about data analysis and the second is about discussion of finding research. The objective of this research is to find out whether there is a statistically improvement of substitution drill in learning simple present tense. Therefore, the result of this research will be described below.

The following table shows the data analysis of students’ improvement in learning simple present tense before and after having the treatment.

Table 2. students' improvement in learning simple present tense before and after having the treatment

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	2	13	250	7.81	3.542
Posttest	32	10	20	506	15.81	2.645
Valid N (listwise)	32					

The table above indicated that there was a significant improvement on students' score. The table showed that the maximum score of pre-tests was 13, while in the post-test the maximum score was 20. The table indicated that mean score of pre-tests was 7.8125 meant the students passed only for 7 questions and the percentage was about 35%, while on the posttest the mean score was about 15.8125, it meant the students passed around 15 of 20 questions. And the percentage was 75%, it meant students passed the KKM (70).

In order to find out the effectiveness of substitution drill in simple present tense, the researcher used the normality test. It aimed to test whether the data has a normal distribution. In this study, the normality test was calculated by using one. test sample kolmogrov-smirnov with sig level. 0.05 and the normality test carried out by SPSS (Statistical Package for Social Science). Thus, the researcher provided the data analysis as follows: was 0.200. It meant the sig. Pre-test > 0.05 or 0.200 > 0.05 and sig. Post-test > 0.05 or 0.200 > 0.05. So, it could be concluded that the normality test results from the pre-test and post-test research sample was normally distributed.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters	Mean	.0000000
	Std. Deviation	3.50654311
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.113
Test Statistic		.116
Asymp. Sig. (2-tailed)		.200

The table above indicated that the result of data was calculated by using one sample Kolmogorov-Smirnov normality test, and the data sig. Pre-test was 0.200 and sig. Post-test was 0.200. It meant the sig. Pre-test > 0.05 or 0.200 > 0.05 and sig. Post-test > 0.05 or 0.200 > 0.05. So, it could be concluded that the normality test results from the pre-test and post-test research sample was normally distributed.

In this study the researcher also used paired sample t-test to find out whether there is an effect of substitution drill in simple present tense. Paired sample t-test is a parametric data analysis. Therefore, as the rule of using this analysis the data should be normally distrusted. The result of this data will be provided as follows:

Table 3. Paired Samples Test

		Paired Differences							Sig.
		mean	Std. deviation	Std Error mean	Lower	Upper	t	df	(2-tailed)
Pair 1	Pretest - posttest	-800	4111	.727	-9.482	-6.518	-11.001	31	.000

That table indicated the sig.(2tailed) was 0.00 < 0.05, it meant H1 was accepted, while H0 was rejected. H1 was accepted, it meant there was an effect of the implementation of

substitution drill in simple present in the eighth grade of MTS Darussalam, OKU Timur. The simple present tense performed better after having the implementation of substitution drill.

The finding of this research would be described related to the theory above. In this study the researcher chose the substitution drill as the treatment has been implemented to the subject. The use of substitution drill could increase the students' ability in learning simple present tense. Maharida (2014) stated Substitution Drill is used methodical practice of particular syntactic structure for students easy to remember the target language. Maharida (2014) asserted Substitution Drill can be used to make your pronunciation better. According to that theory, this technique could be used to enhance students' ability in simple present tense and train them to pronounce the word correctly. Such as; the teacher gave a sentence in the simple present tense form. And then, the students repeated what the teacher said for three times. Here, the teacher provided three sentences with the same structure, verbal or nominal sentence of simple present tense. In this activity, when the students made a mistake of using verb, word and pronunciation, the teacher corrected them directly, orally. After that, the teacher asked them to substitute the verb and word by giving the cue verb or word. And then, the students should replace the verb and the word on the sentence correctly. As the result of this treatment, the students indirectly could understand the structure of this tense. Some of the students made a mistake in creating the appropriate verb based on the subject especially for the verbal sentence. When they found the subject "I, you, they, we" they should use the basic verb. However, when they found the subject was one of these "She, He, It, meant they should add s on the last of their verb. Besides that, some of the students also made a mistake when they had to analyze the verbal and the nominal sentence. Students should concentrate whether they were asked to substitute the verb or the word with the necessary changes. But, some of the students enjoyed the class because they could be able to match the appropriate answers.

Finally, according to the data analysis above showed that there is an improvement of the students' score on their post-test to the pre-test and the process of teaching learning activity. Then, the researcher concluded that there is an effect statistically of the implementation of substitution drill in simple present tense in the eighth grade of MTS Darussalam, Oku Timur. The significance improvement could be known from the pre-test and post-test score after they got the substitution treatment.

The findings of this research support previous researches Amrudin. (2013) Putri, Ekawati. et. al. (2019) Pratiwi. Vina Eka. et.al. (2017) the conclusion of those researches could be concluded that substitution drill was a good technique to improve student's ability in forming sentence of simple present tense. It could be seen through their result of their learning activity in the classroom. This technique helped students to create their sentence correctly. Teachers provided sentences and ask students to substitute the certain verb into simple present tense. In one sentence, students could substitute for many verbs based on the context of its sentence. Drill activity helped students to think critically and systematically to find the best verb on the sentences.

Besides that, Sulfiana, A. E. et. el. (2015), Abdilah (2012) Jubhari. Yuriatson. (2018) Tumbade Novrin Kartika (2015) said that substitution drill's also effective to teach other tenses and auxiliary verbs, the use of substitution drills in English language teaching especially in teaching tenses increased the mastery of student's tenses. Furthermore, it's also a good technique to teach structure, using substitution drill could develop student's ability in learning English structure. Zumrah. et.al. (2021) also said that substitution drill can increase students' grammar mastery. The implementation of this technique showed the appropriate improvement and motivation. Besides that, Antonia Tia.et. al (2018) and Rahayu

Nenden Sri (2020) said that using substitution drill could also help to enhance student's English skill such as writing and speaking including pronunciation. It could improve students' motivation and build positive responses. Students liked using this technique, because the teaching learning activity was interesting. It helped them to feel more confidence in pronouncing a word.

Conclusion

Bases on the results, it can be concluded that substitution drills can be used to train structure or change one or two words substituted in drills. Substitution Drill can affect the ability of students' English language, especially in the ability of the Simple Present Tense. This can be proven by the score of the posttest which sustain the growth after conducted the pre-test. It means that the posttest greater than pre-test. The improvement of students' grammar ability in relation with English by using substitution drill is effective. Before using the chosen technique, the students were in the poor category, but after using the implementation of technique the students were in the fairly good category. Furthermore, english teachers are able to apply substitution drill in teaching simple present tense or any kind of tenses. Because, it can improve students' understanding, motivation and enjoy the learning much better. The writer also recommend to the other researcher could take the issues related to the other tenses and to conduct the further research on this topic with the different data and subject.

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