

## **THE INFLUENCE OF SUBSTITUTION DRILLS TOWARD STUDENTS' SIMPLE PRESENT TENSE MASTERY**

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### **Abstract**

This research is motivated by the lack of students' simple present tense mastery and that is influenced by the learning technique used. One of learning techniques that can help students understand about the material is substitution drills. The purpose of this study are to investigate the influence of substitution drills towards students' simple present tense mastery and to discover students' response towards the implementing of substitution drills learning technique in teaching simple present tense. This study used quasi-experimental and the research design used is the non-equivalent pre-test post-test control group design. The sample are VII A as experimental class and VII B as control class. The research instruments used are test and questionnaire. The result of the research shows, mean score of pre-test in the experimental class was 49,67. While the mean score in the control class is 47,17. Furthermore the mean score of the post-test in the experimental class was 78,17 while the mean score of post-test in the control class was 63,33. The conclusion showed that there was a significant difference between the pre-test and post-test scores of experimental group. The result of students' response to learning by using substitution drills got a good category with an average 78,82%; and there was a significant influence between substitution drill learning technique towards students' simple present tense mastery was 41,4% while the remaining 58,6% is influenced by other factors.

**Keywords: Substitution Drills Technique, Simple Present Tense**

### **BACKGROUND OF THE STUDY**

Language is important in human life as human being, people use language to communicate with one and another. It is also used to deliver message or ideas from the speaker to the listener and from the writer to the reader. Without language it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities cannot run well without language. Language is a set of rules, which is used as a tool of human communication. It means that by the language people communicate with others will be easier. Living in globalization era makes it a must to communicate in English, as an international language. In Indonesia, English is the language taught as a compulsory subject that

should be learn in schools and universities which language can be functioned as a means for students to develop their skills in science, technology, culture, and art. In learning English, there are four skills namely; listening, speaking, reading and writing. While, language component include grammar, vocabulary, pronunciation, and others. The four skills are bases of learning English and the English component are taught to support the four English skills.

Grammar is one of the components that must be mastered by the students to learn English. The study of grammar can greatly enhance understanding and fluency. Grammar is set of rule that defines how words (part of word) are combined or changed to form acceptable units of meaning within a language. One of the most important parts in grammar to be learn is tense. Tense is form taken by a verb to indicate the time at when the action or stated in viewed as accruing, the quality of a verb expressed by this. Tense has sixteen parts, they are; simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense and past future perfect continuous tense. Every component of tense has different function, especially in simple present tense. Simple present tense is one of the English language rules that students should understand. Simple present tense is used to express habitual or everyday activity. Based on information obtained from the English teacher and students of SMPN 3 Cipunagara, the most difficult English sub skill to be learned is grammar. There are some difficulties faced by students in mastering grammar especially in simple present tense. They are : First, most of students why still do not understand in the form and usage of simple present tense. Second, they often make some mistakes to put the right verb in the sentences of the simple present tense. Third, the students were not enthusiastic with the teaching and learning process about grammar. This problem can be influenced by some factors, the writer assumed this problems are caused by method or technique in teaching grammar, since some teacher taught grammar just by giving explanation and exercises. So that make some students less interested in grammar, and makes student bored. These problems are important to be solved so that students get more comprehension in material of grammar, and students thing that grammar is an interesting sub skill.

To help students solve these problems, we need other techniques which are more interesting in teaching grammar. One of the appropriate techniques to master the simple present tense is by drilling. Substitution drills require the students to put a vocabulary word or phrase into a sentence, conjugate a verb tense, or otherwise substitute one language part with another. Substitution drillings, in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual students to mix the examples of the new pattern. The students will repeat a sentence that gave the

teacher and they can change a verb or subject into a sentence. It will motivate the students to make them more actively and understand in the pattern of simple present tense. Based on the background above the writer was interested in conducting a research about the students in learning grammar especially simple present tense and the writer focused on is there any influence and significant effect of substitution drills technique towards students' simple present tense mastery. The writer takes place at SMPN 3 Cipunagara Subang in the academic year 2019/2020. The data used in this research are collected using nonequivalent pretest-posttest control group design of quasi experimental, test and questionnaire.

## **METHODOLOGY**

This research was conducted at SMPN 3 Cipunagara Subang. It is located at Sidajaya, Cipunagara district Subang regency, West Java. This research was conducted on October, 2<sup>nd</sup> until 2<sup>nd</sup> November 2019 by the sample of the research which are the first semester students of SMPN 3 Cipunagara. The experimental class and control class was done as the method of conducting this research. In doing this research, the writer obtained data used nonequivalent pretest-posttest control group design of quasi experimental, test, and questionnaire.

The writer used test and non-test instruments. Instrument for test method is simple present tense mastery test and instruments for non-test method is questionnaire. The test will focus on testing the students' performance with grammar test where it consists of three aspects they are nominal and verbal in form of positive, negative, and interrogative sentence and also the time signal. Both groups were given pre-test in the first meeting, post-test in the end of meeting.

For conducting the data, the writer is used Likert model attitude scale to process the data obtained from the questionnaire. The attitude scale used is closed attitude scale, it means that the answer has been provided and the students only choose one of the alternative answers that have been provided and most appropriate with their opinion. This attitude-scale questionnaire contains various students' statements about simple present tense that learned by using substitution drills. Questionnaire is given to the experiment class after all the lesson have been conducted. This aims to express students' attitudes towards simple present tense lessons with substitution drill technique. Each respondent answers a statement with Strongly Agree (SS), Agree (S), Doubt (N), Disagree (TS), and Strongly Disagree (STS).

## **RESULT OF THE RESEARCH**

The influence of substitution drills toward students' simple present tense mastery can be seen from the paired sample tests was represented. It can be seen from

the average of pre-test in the control class is (47,17) and the average of post-test in the control class is (63,33). Furthermore the average of pre-test in experimental class is (49,67) and the average of post-test in the experimental class is (78,17). Which is means that there was a significant influence towards students' simple present tense through the application of substitution drills learning technique. Students who were taught by using substitution drills get increased in their simple present tense mastery then before, and it is better than students who did not get the substitution learning technique. Comparing the finding of my research with the relevant research reports had been conducted before. According to Ridhatul Dewifartina (2011) with the title "*Developing Students' Ability of the Simple Present Tense Through Substitution Drills in the Seventh Grade of SMPN 6 Depok academic year 2010/2011.*" This result of the study showed that there was improvement of students' ability of the simple present tense. Most of the students gradually gained good scores at the end of the each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 65 (sixty five).the students' mean score in preliminary study was 55.95. The mean score in the first cycle was 72.74. The mean score in the second cycle was 75.95. in addition, there was a positive response from the students and the English teacher about implementing the action. In conclusion Substitution Drills can develop Students' ability of the simple present tense.

## CONCLUSION

According to the findings and the conclusions of the research, can be drawn as follows: Substitution drills, one of the alternative technique material in students' simple present tense mastery because there is a significant influence towards students' simple present tense mastery through the application of substitution drills learning technique.

Student response to learning English by using substitution drills learning technique in class VII A SMPN 3 Cipunagara classified as good. It can be shown from the data obtained from questionnaires that most of the data are in good category with the average percentage of questionnaire score is 78,82%. This shows that the response to substitution drill learning technique can be followed and accepted by students, and the questionnaire consisting of 5 dimensions namely students' response to English learning dimension, motivation and interest dimension, ability dimension, quick thinking dimension, and activeness dimension.

Based on the data analysis conducted, there is a linear relationship between substitution drills learning technique and the students' simple present tense mastery that is the equation is  $\bar{Y} = 36,060 + (-0,834)X$ .

The significant value of constant 36,060 is sig. 0,001 < 0,05 which means significant. So it can be concluded there is a positive relationship between substitution drills learning technique and the students' simple present tense mastery.

The application of substitution drills learning technique can affect students, simple present tense mastery in learning English in VII A class of SMPN 3 Cipunagara, it can be seen from the results of the calculation result obtained the price of  $t_{\text{count}} = 3,799$  and  $t_{\text{table}}$  at the significance value of 0,05 with the degree of difficulty (dk) =  $n-2 = 30-2 = 28$ , it is obtained  $t_{\text{table}} = 2,048$ . So that  $t_{\text{count}} > t_{\text{table}}$  or  $3,799 > 2,048$ , then  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant influence towards students' simple present tense mastery through the application of substitution drills learning technique.

Whereas for testing the coefficient of determination obtained  $r^2$  value of 41,4%. Based on the value it can be interpreted the contribution of the substitution drills learning technique (X Variable) influences the students' simple present tense mastery (Y Variable) in class VII A in SMPN 3 Cipunagara by 41,4%, while the remaining 58,6% is influenced by other factors. Based on the interpretation contribution of variable X to Y is it an intervals of 17% - 48%. It can be concluded that the influence of substitution drills towards students' simple present tense mastery show quite strong and definite influence.

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