

**THE EFFECTIVENESS OF MULTIPLE-SLOT SUBSTITUTION
DRILL IN TEACHING SIMPLE PRESENT TENSE AT
MTS Y.P. K.H. SYAMSUDDIN DURISAWO PONOROGO**

THESIS



By

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P O N O R O G O

ABSTRACT

Pujiana, 2019 . *The Effectiveness of Multiple-slot Substitution Drill in Teaching Simple Present Tense at MTs Y.P. K.H. Syamsuddin Durisawo Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani M.Pd.

Keyword : Multiple-slot Substitution Drill, Simple Present Tense

Simple present tense is one of the 16 tenses in Grammar book. It is very important in learning English. Because telling, writing and speaking about simple present tense need correct and proper grammatical, so we should know the grammatical of simple present tense. There are many techniques that can be applied in teaching simple present tense. One of these techniques is Multiple-slot Substitution Drill. Hence, this study tried to investigate the use of Multiple-Slot Substitution Drill as one of the technique to help the students understanding simple present tense.

The objective of this study is to find out whether there is significant difference score on Simple Present Tense between the students who are taught by applying Multiple-slot Substitution Drill and those who are not taught by applying Multiple-slot Substitution Drill.

This research applied quantitative research method and used quasi experimental design. The population of this research was the whole of the seventh grade students at least 102 students. In this research, the researcher took two classes as a sample. They were as experimental and control groups. The numbers of the sample in this research were 25 students of experimental class and 25 students of control class. The sampling technique was used in this research was simple random sampling. The techniques of data collection were test and documentation. The researcher used statistic calculation of the T-test to analyze the data.

The result of this research showed that the mean score of pretest from experimental class was 64. While, in control class was 56,76. Meanwhile, the mean score of post-test from experimental class was 77,88. While in the control class was 62,12. It means that the mean score of post-test from experimental class was higher than control class. The result of T-test calculation showed that the value of t_{test} was higher than the value of t_{table} . The value of t_{test} was 3,886 while the value of t_{table} with $db = 48$ that was categorize into $db = 50$ was 2,01. It means that H_a was accepted and H_o was rejected.

It can be concluded that Multiple-slot Substitution Drill is effective on students' simple present tense achievement of seventh grade students of MTs Y.P. K.H. Syamsuddin Durisawo Ponorogo.

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching English is one of the ways to transfer some knowledge to the learners. Before teaching, the teacher is suggested to motivate the students and choose the suitable strategy during in teaching and learning processes. The teacher not only must know the suitable strategy but also make how the lesson can be absorbed by the students.

As we know that English has four skills in teaching and learning process. They are listening, speaking, reading and writing skills. But, we can't do them if we can't have grammar and vocabulary mastery. In particular, Grammar is so important when we are learning English. Without grammar, we can't speak and write correctly and properly. But many people argue that grammar is a difficult subject. As a good writer, he/she should organize to clear ideas using a grammatical system and mastering the mechanics in writing skill such as spelling, punctuating and capitalization.¹

In studying tense, there is the difference between Indonesian and English. One of them is in expressing time. In Indonesian, to express about adverbial time just write *kemarin, sekarang, besok dsb*. But in expressing time in English, we must understand the tense to know when we use it. Tenses play an important role in studying English for students because, to understand the reading comprehend like descriptive, narrative text. And to different them, we must know language future.

¹ Winda Kurniasih, et al, "The Use of Word Wall Media in Teaching Descriptive Writing", (Thesis, FKIP Untan, Pontianak), I.

Talking about simple present tense, simple present tense is one of the tenses from 16 tenses in Grammar book. There are many problems faced students when they are learning simple present tense. Like the result of the research that was conducted the research on the journal of Tadris Bahasa Inggris written by Siswoyo which is entitled "Students' Error in Using Simple Present Tense". In his research, the learners of the second semester of English Education Department of Higher Education training and Education of Muhammadiyah Pringsewu Lampung find the difficulties in learning and using English. And the learners may find difficulties in using the correct English form and correct English structure especially in learning simple present tense. The journal found that there are three the difficulties faced by the students in mastering simple present tense. First, most of the students still do not understand the correct form and usage of learning simple present tense. The students often make some mistakes to put the right verb in the sentences of simple present tense. And they were not enthusiastic with the teaching and learning simple present tense.[∧]

Based on the interview with Mr. Muhammad Kholikul Ihsan, (as an English teacher in Islamic Junior High School at MTs YP. KH. Syamsuddin Durisawo Ponorogo), He said that many students were still difficult when he was teaching simple present tense. There are a lot of students still have many problems in Grammar subject. Beside that, there are some students often confuse in writing nominal sentence by putting *be* in sentence. And they are still confusing to write and change declarative, negative and interrogative sentences. Many students often make some errors in using auxiliary Do or

[∧] Siswoyo, "Students' Error in Using Simple Present Tense," in *Journal Tadris Bahasa Inggris*, ejournal.radenintan.ac.id/index.php/ENGEDU, 2016, 462-463.

Does. In fact, only 3 up to 5 students got high score (at least got 80 score) and the others students got enough and low score. In addition, many students are nervous during teaching-learning process. It is big problem in learning English, especially in learning grammar.^ʳ

Based on the fact above, it can be said that learning simple present tense is very important in English language learning. Because, the students must know the grammatical of simple present tense to tell, read and write about descriptive text, daily activities, introducing yourself and others.

As the teacher, we have to know the effective method to motivate the students. According to Jeremy Harmer, Method is the process of practicing an approach in teaching and learning process.^ᵗ There are many methods in teaching grammar such as Grammar-Translation Method (GTM), Direct Method, and audio-lingual method. These methods can be used to make the teaching learning process more enjoyable and fun.

Talking about, audio-lingual method, According to Larsen Freeman, Audio-lingual is an oral based approach. It is not only emphasize on vocabulary acquisition through exposure to its use in a situation, but also drills the students in using grammatical sentence structure.^ᵘ

In addition, audio-lingual focuses on drills to form these habits. Substitution was built into these drills. In a small step, the students were constantly learning by the design of the drill.^ʷ

^ʳ Interview in pre-research with Mr. M. Kholikul Ihsan, S.Pd.I, as an English teacher at MTs YP KH Syamsuddin Durisawo Ponorogo, Wednesday, 08:30 WIB, 20th february 2019.

^ᵗ Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (Cambridge UK: Longman), 62.

^ᵘ Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 1986), 36.

^ʷ Jeremy Harmer, *The Practice of English Language Teaching*. Cambridge: Longman. 62.

We should need the effective technique to motivate the students, to be active in learning and to apply it in life. According to Larsen Freeman, there are some types techniques to implement audio-lingual method, they are: dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use of minimal pairs, complete the dialog, and grammar game.^y

Based on the theory above, there are some types of drill techniques in audio-lingual method. But there are three drills that focused on teaching grammar. They are single-slot substitution drill, multiple-slot substitution drill and transformation drill.

This research, the researcher focuses on multiple-slot substitution drill. Multiple-slot substitution drill which is used as teaching technique that is one of kinds of drill in audio-lingual method. In this activity, the teacher gives some words/phrases one at a time to change it into different slots in the dialog line. In this drill, the students must recognize the parts of speech each words/phrases which the teacher gave to change into the sentence and make any other changes, such as subject verb agreement. And this drill is easily for the students because in this activity, the students still listen only one word/phrase (cue) from the teacher.[^]

Hopefully, the students will improve their writing and speaking skills with the grammatical correctly. By using drill, it can make the students interest and motivate them in learning simple present tense. With multiple-slot

^y *Ibid.*, Larsen Freeman. 48-49.

[^] *Ibid.*, Larsen Freeman, 37 & 48.

substitution drill, it can help the students to memorize the formulation of simple present tense. The researcher found one of research that single-slot substitution drill is very useful in teaching simple present tense. The result of this research is the researcher concludes that the students have increased positive attitude in learning simple present tense. After the treatment, the researcher found the students' achievement from the pre-test to the post test has improved highly.⁹

Based on the pre-research conducted with interview to the seventh grade students of MTS Y.P. K.H. Syamsuddin Durisawo Ponorogo, Many students still feel confused when they are learning English because English is a difficult subject. One of the students argues that when they are learning, they feel bored and do not understand about English.¹⁰ Not only one student who dislike English subject but also many students are dislike it. In addition, an English teacher in MTs YP KH. Syamsuddin Durisawo Ponorogo just uses English textbook media in teaching English subject without using any techniques. So, multiple-slot substitution drill was not used in this place yet.

The researcher takes place, MTs YP KH Syamsuddin Durisawo Ponorogo because this school is one of the favorite Islamic boarding schools in Ponorogo. It can be seen that the students had been taught to recite the Holy Quran from 7 years old (elementary school). Furthermore, they had high intellectual degree. As the youth generation, the students are not only taught

⁹ Kakarizkia Purwito, "The Use of Single Slot Substitution Drills to Teach Simple Present Tense for The Seventh Grade Studets of SMPN 1 Bawang, Batang in Academic Year of 2010/2011" Thesis: UNNES, 77.

¹⁰ Interview in pre-research with Layla as a student in 7 D Class, Wednesday, 09:00 WIB, 20th february 2019.

the religion subject but also taught about language. It is very important to improve the students' achievement in the others skills..

Based on to the case above, the researcher is interested to conduct the research by the title “**The Effectiveness of Multiple-Slot Substitution Drill in Teaching Simple Present Tense at MTs YP. KH. Syamsuddin Durisawo Ponorogo**”.

B. Limitation of The Study

Based on the background of the study above, the researcher gives the limitation of the study. The limitations of the study are:

1. The object of this study is the seventh grade students of MTS Y.P. K.H. Syamsuddin Durisawo Ponorogo in academic year 2018/2019 .
2. This study focuses on the use of Multiple-slot Substitution Drill in teaching simple present tense about descriptive text.

C. Statement of The Problem

Based on the background above, the research problem is formulated as follows:

“Is Multiple-slot substitution drill effective in teaching Simple Present Tense in the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2018/2019 ?

D. Objectives of The Study

Based on the statement of the problem, this study has objective described as follows:

“To know whether multiple-slot substitution drill is effective in teaching simple present tense in the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2018/2019 ”.

E. Significance of The Study

The significances of this research are expected to be helpful for:

1. Theoretically

- a. The result of this study will be used as a contribution scientifically in the field of education.
- b. This study can be used as the information and reference for the other researchers who want to conduct with the similar research topic.

2. Practically

a. Students

After the English teachers use multiple-slot substitution drill in teaching simple present tense, the students can improve their performance better in writing and speaking skill class. And the students can more be active and participate when they are learning Grammar.

b. Teacher

This research will be used in the implementation and the positive effect of multiple-slot substitution drill in teaching simple present tense. Furthermore, the teachers will know how to use the suitable technique to support their teaching and learning process.

c. Readers

This study can give contribution to the readers especially for the students of MTs YP KH Syamsuddin Durisawo Ponorogo and the

students in State Institute of Islamic Studies (IAIN Ponorogo) in enriching references with the effectiveness of implementation multiple-slot substitution drill in teaching simple present tense.

F. Organization of The Thesis

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

The first chapter is introduction. It involves background of the study, limitation of the study, statement of the problem, objectives of the study, significance of the study and organization of the thesis. In background of the study, the researcher explains about the important of teaching learning simple present tense and the difficulties of learning simple present tense. In the limitation of the study, the researcher limits on the seventh grade of MTs Y.P. K.H/ Syamsuddin Durisaawo Ponorogo in Academic year 2018/2019 . The statement of the problem only consists of one problem statement. Because of the statement of the problem is only one, so the objective of the study is to know whether Multiple-slot Substitution Drill is effective in teaching simple present tense at MTs YP KH Syamsuddin Durisawo Ponorogo. The significance of the study will give the contribution for the students, teachers and readers.

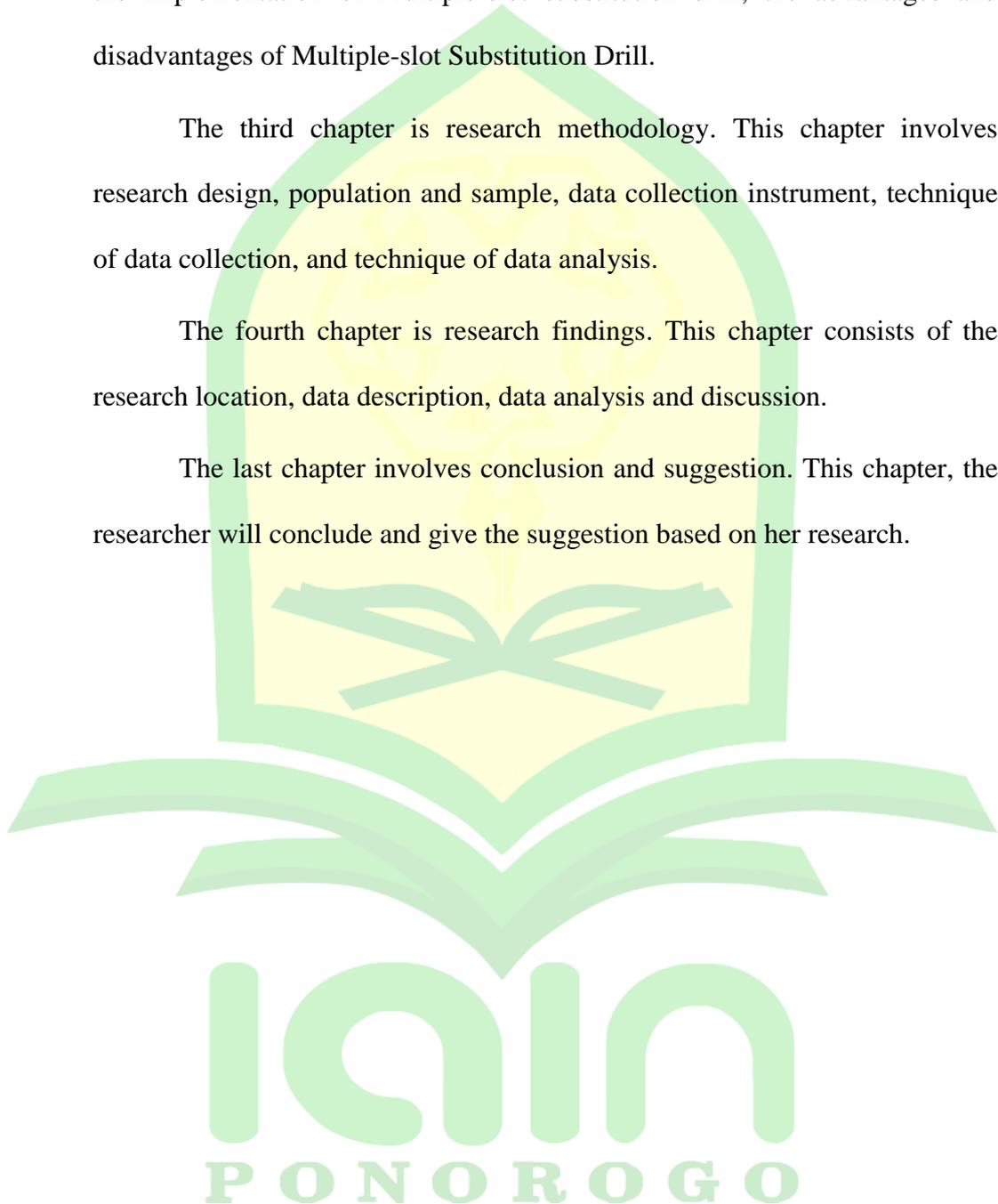
The second chapter consists of previous research findings, theoretical background, theoretical framework and hypothesis. In this chapter, the researcher gives about grammar (the definition of grammar, grammatical terms, the importance of grammar). Then, The teaching of Simple Present Tense consists of Definition, The function, Sentence pattern and Time Signal

of Simple Present Tense. Audio-lingual Method consists of Definition and principles of Audio-lingual Method. The fourth is Drill, it consists of Definition and types of drill. The fifth is Multiple-slot substitution drill. And the implementation of Multiple-slot substitution drill, the advantages and disadvantages of Multiple-slot Substitution Drill.

The third chapter is research methodology. This chapter involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and discussion.

The last chapter involves conclusion and suggestion. This chapter, the researcher will conclude and give the suggestion based on her research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This study needs some of previous research as consideration theory. The details are explained as follows:

1. Kakarizkia Purwito, in his thesis about “The Use of Single-slot Substitution Drills to Teach Simple Present Tense for The Seventh Grade Students of SMPN 1 Bawang, Batang in The Academic Year of 2010/2011”. In his thesis, the researcher conducted 2 cycles in the classroom action research. And the writer conducted 2 problems of the statement as follows : to what extent do the single-slot substitution drills contribute to the development of the mastery in simple present tense of the seventh grade students of SMPN 1 Bawang, Batang in academic year 2010/2011 ? And to what extent do the single-slot substitution drills contribute to the development of the positive attitude in using simple present tense of the seventh grade students of SMPN 1 Bawang, Batang in academic year 2010/2011 ? The mean of the pre-test score is 48.88 and the post-test score is 82.52. The result of this research is the researcher concludes that the students has increased positive attitude in learning simple present tense. After the treatment, the researcher found the students’ achievement from the pre-test to the post test has improved highly. Furthermore, single-slot substitution drill is very useful to teach grammar, especially in teaching simple present tense¹⁾
2. The study of Yuriatson Jubhari with the title, “The Effect of Using Substitution Drill on Students’ Tenses Mastery” in Umma Journal Vol. 1, No.

¹⁾*Ibid.*, Kakarizkia Purwito, 76 & 77.

1, pp.53-62, December 2018. This research is an experimental study. This study applied pre-experimental design employing one group pretest and posttest. The mean score of the pretest is 52.44 and the posttest is 71.62. Based on the results of these calculations, it 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. There is an influence that substitution drill is able to render a good starting point in learning forms of the tenses and enforce their understanding of structural sentence through drills by guiding the teacher. And the students internalize the pattern by practicing.¹¹

3. Ridhatul Dewifartina, in her thesis about "Developing Students' Ability of The Simple Present Tense through Substitution Drills". In this research conducted two cycles in classroom action research. And the writer conducted 2 problems statement as follows: "can substitution drills develop students' ability in Simple Present Tense in seventh grade of SMPN 6 Depok? And How can substitution drills develop students' ability in Simple Present Tense?". Based on this research, the result of mean score in pre-test there are 10 students who passed the Minimum Mastery Criterion (65). And the cycle 1, the result of mean score in post-test 1, there are 30 students who passed the Minimum Mastery Criterion (65). And in the cycle 2, the result of mean score in post-test who passed the Minimum Mastery Criterion (65) is 38 students. Beside it, with substitution drill, the students can be actively and create them the positive atmosphere in teaching and learning process. By using

¹¹ Yuriatson Jubhari, "The Effect of Using Substitution Drill on Students' Tenses Mastery", *Umma Journal*, 1 (December,2018), 58.

substitution drill, not only to motivate the students, but also to interest the students in teaching and learning process.¹³

From the previous research finding above, there were some different those previous study and this research. The different between the previous study above and this research was about the variables. All of the previous studies focus on teaching simple present tense by using substitution drill, single-slot substitution drill. While in this research, the researcher want to measure the effectiveness of Multiple-slot Substitution Drill in Teaching Simple Present Tense at MTs YP. KH. Syamsudin Durisawo Ponorogo.

B. Theoretical Background

1. Grammar

a. Definition

One of linguists said that “Grammar is not just concerned with syntax, however the way of words can change their form in order to express deferent meaning”.¹⁴ In the other hand, grammar is the rules of governing process the conventional arrangement and relationship of words in a sentence.¹⁵

¹³ Ridhatul Dewifartina, “Developing Students’ Ability of The Simple Present Tense Through Subatitution Drills”, Thesis: UIN Jakarta, 52-53.

¹⁴ Jeremy Harmer, *English Language Teaching* (Cambridge: UK), 32.

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Fransisco State University: Longman ,2001), 362.

b. Grammatical terms

Before we know the parts of speech grammatical terms, we have to know the grammatical form of the sentences. They are syntax, morphology and semantics.

a. Syntax is the study of how the words are combined into form of the grammatical units. Such as phrase, clauses and sentences.¹⁷

In the other book, syntax is the study how to construct the sentences to express the different meaning.¹⁸

b. Morphology is the study about words and their ‘anatomy’. In morphology, we can study the internal structure of words.¹⁸

c. Semantics is the study about meaning the words, phrase and sentences.¹⁹

As we know, the parts of speech will have the meaningful if they follow the structure. We have to know the terms that are used in grammar to explain the function and relationship of the words in sentences.

According to Margaret, There are some terms in grammar, they are noun, pronoun, case, verb, adjectives, adverbs, prepositions, and conjunctions.²⁰

a. Noun.

According to Rodney Huddleston and Geoffrey K. Pullum, noun is one of the parts of speech that contain the kinds of physical objects, such as persons, animals and the other objects.²¹

¹⁷ Becker Bieswanger, *Introduction to English Linguistics* (Germany: UTB Basics, 2006), 100.

¹⁸ Robert D. Van Valin JR, *Introduction to Syntax* (Cambridge: New York, 2004), 1.

¹⁸ *Ibid.*, Becker Bieswanger 76.

¹⁹ *Ibid.*, 137.

²⁰ Margaret Shertzer, *The Elements of Grammar* (New York: Macmillan, 1950), 4.

²¹ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (Cambridge : United States of America, 2006), 16.

Beside it, according to Marcella Frank, the function of nouns is to help the form of the sentences which is usually used in every complete sentence.^{٢٢}

b. Pronoun.

Pronoun is a group of nouns that replaces about a person or thing. For example: I, You, We, They, She, He, It etc.

c. Case

Case refers to the form of a noun or pronoun. There are three cases, they are nominative (used for the subject in a sentence of clause), possessive (showing who owns something), and objective (receiving the action of verb or preposition).^{٢٣}

d. Verb.

According to Marianne Celce-Murcia and Diane Larsen-Freeman, verb is a word that refers to an action in a situation.^{٢٤} It means that we must know subject-verb agreement in using verb. Additionally, when we use verb, we can arrange some different kinds of sentence, questions, command, exclamation and others. Example of verbs: get, give, go etc.

e. Adjective.

Adjective is a word that is used to describe the qualities of something. The function of adjective is to modify the nouns.^{٢٥}

^{٢٢} Marcella Frank. *Modern English a Practical Reference Guide* (New York University: United states of America, 1972), 6.

^{٢٣} *Ibid.*, Margaret, 4.

^{٢٤} Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book An ESL/EFL Teacher's Course Second Edition* (Newbury House ESL/EFL: Heinle and Heinle, 1999), 17.

^{٢٥} *Ibid.*, 17.

f. Adverb.

It is one of part of speech that explains about time and place.

g. Preposition.

It's one of the parts of speech to express the meanings of various space or time. For example: in the box, after lunch, before breakfast etc.^{xx}

h. Conjunctions.

It is like preposition, conjunction is the small unit of parts of speech that have no the characteristic of form.^{xy}

c. The Importance of Grammar

English grammar is one of the most important elements in our language study. But, we know that it can be also the most complex and difficult skill in English.

The use of English grammar in daily life is very important. We can't speak fluently and confidently without correct grammar. Knowing grammar will help our avoid errors that make our English sound strange to be native speakers. Not only grammar is important in our daily life, but also in the certain situations. For example if we are going to get a job interview in an English country, the employer will be interested in the quality of spoken and written English. In fact, in a recent survey of U.K. job recruiters 50% said that the biggest reason in job interview is bad spelling and grammar.^{ya}

^{xx} *Ibid.*, Rodney Huddleston and Geoffrey K. Pullum. 20.

^{xy} *Ibid.*, Marcella Frank. 206.

^{ya} Mariawoodford. Why is English Grammar Important? How to Study Smart and Avoid Miscommunications. [Fluent.com/blog/english/english-grammar-importance/](https://fluent.com/blog/english/english-grammar-importance/). August 29,2018. 2.

Grammar is also important in social life. For example when we are meeting or visiting new people, places and we want to something, we are still misunderstood. Because of it, we need to have the idea of how to structure our words to avoid confusing our friends or ordering more drinks.^{٢٩}

2. The Teaching of Simple Present Tense

a. Definition of Teaching Simple Present Tense

Teaching is one of ways to transfer some knowledge to the learners. Teaching is the process of guiding and facilitating learning, enable the learner to learn, setting the conditions in learning. It means that teaching is one of ways to determine the philosophy of educations, our teaching style, approach, methods and classroom techniques.^{٣٠}

Swan suggests that the students should determine the teaching of grammar. In learning English aims the students to depend on the selection of grammar items that be taught. Furthermore, the teacher should know that teaching grammar should be based on the principles of comprehensibility and acceptability.^{٣١}

According to Betty, Simple Present Tense is used to express daily habits or usual activities and to express the general statements of the facts.^{٣٢}

^{٢٩} *Ibid.*, 2.

^{٣٠} H. Douglas Brown, *Principle of Language Teaching and Learning* (San Fransisco State University: Longman ,2000), 19

^{٣١} Jack C Richards and Willy A, Renandya, *Methodology in Language Teaching* (United States of America: Cambridge University Press,2002) 146.

^{٣٢} Betty Schramper Azar, *Fundamentals of English Grammar Third Edition* (United State of America: Rhea Banker, 1941), 4.

It means that simple present tense is used to express our habits, to describe (our daily activities, introducing ourselves and others) and to tell, write and read about descriptive text.

b. The Function of Simple Present Tense

We can use simple present tense to express^{٣٣}:

- 1) An action that happens all the time or habits.
- 2) A thing that is true in general (general term).
- 3) A schedule/timetable or a plan.
- 4) A description.

Marcella frank said that the uses of simple present tense are^{٣٤}:

- 1) To express general time.

Simple present tense is usually used in “timeless”. It can include the past, present and future time. We are usually using simple present tense when we have an event has been repeated before the present time and is open to future repetition. The timeless time in using simple present tense is especially useful in general statement (general truths).

For example of general truth using simple present tense:

The sun **rises** in the east and **sets** in the west.

From the example above, we can know that it is the general truths. There are two verbs in this statement, they are “rises” and “sets”. It includes the laws or principles of the physical and the social sciences.

^{٣٣} Slamet Riyanto, *A Handbook of English Grammar* (Yogyakarta : Pustaka Pelajar, 2008), 115-116.

^{٣٤} *Ibid.*, Marcella Frank, *Modern English a practical reference guide*, 68-70.

2) To express present time

In using simple present tense, we can express state or condition.

To express present time, we can use those verbs:

a) Linking *Be*

The categories of linking be are be, seem, appear, look.

b) Verbs of Perceptions.

There are transitivity and intransitivity verbs used in simple present tense. They are:

(1) Intransitivity verb : feel, taste, smell etc.

We can use these verbs in present continuous tense with additional of “-ing”.

For example:

Simple present tense:

Her skin **feels smooth**.

Present continuous tense:

He **is feeling** the surface of the table.

(2) Transitivity verb: see, hear etc.

Those verbs have the different meaning when we write them to be present progressive.

For example:

I hear English music.

We can't write “I am hearing English music” in present progressive tense. But we can find the other verb that has the similar meaning of “hear” word. It is “listen”. So, we can write “I am listening English music”.

c) Verbs Expressing an Emotional State. Such verbs include: admire, appreciate, care, like, love, regret, trust.

d) Other Non-Action Verbs. Such verbs include: belong, contain, depend, equal, have etc.

3) With verb of saying and telling

For example: He **says** that he can not come tonight.

We **suggest** that you take warm clothes with you.

4) To express future time

With verbs like come, go, arrive, depart, address, enter, give, walk. A future time expression is usually required.

c. Sentence Pattern of Simple Present Tense

There are two types of sentences. They are nominal sentence and verbal sentence.

In Betty book (*the fourth edition*), there are some forms of simple present tense^{٧٥}. When we are talking statement, negative and interrogative sentences. It follows as:

1) Nominal Sentence. The pattern of nominal sentence is:

Statement	I + am + Complement You, They, We + are + Complement She, He, It + is + Complement
Negative	I + am + not + Complement You, They, We + are +not + Complement She, He, It + is +not + Complement
Interrogative	Am + I+ Complement

^{٧٥} *Ibid.*, Betty Schramper Azar, *Fundamentals of English Grammar Third Edition*, 4.

	Are + You, They, We + Complement Is + She, He, It + Complement
Contraction	I + am = I'm
Pronoun + <i>Be</i>	You, They, We + are = You're, They're, We're She, He, It + is = She's, He's, It's
<i>Be</i> + not	Am + not = am not* Are + not = aren't Is + not = isn't

2) Verbal Sentence

Statement	I + V1 + Object You, They, We + V1 + Object She, He, It + Vs/es + Object
Negative	I + do not + V1 + Object You, They, We + do not + V1 + Object She, He, It + does not + V1 + Object
Interrogative	Do + I + V1 + Object Do + You, They, We + V1 + Object Does + She, He, It + V1 + Object
Contractions	Do + not = Don't
Do + not	Does + not = doesn't

The example of simple present tense in nominal sentence:

(+) I am a teacher.

(-) I am not a teacher

(?) am I a teacher?

The example of simple present tense in verbal sentence:

(+) I study English

(-) I do not study English

(?) Do I study English?

d. Time Signal

In simple present tense, we can use time signal to know the sentences is called simple present tense. There are two time signals in simple present tense, they are:

1) Adverbial of Time

The categories of adverbial of time are:

Every day/month/week/year/day, on Sundays, on Monday.

2) Adverbial of Frequency

Time makers that are usually used in simple present tense are³⁶:

Always, Never, Often, On Sundays, Rarely, Seldom, Sometimes, Usually.³⁷

3. Audio-lingual Method

a. Definition of Audio-lingual Method

According to Jeremy Harmer, audio-lingual focuses on drills. We need substitution to build these drills. By using the design of the drill, they

³⁶ *Ibid.*. Slamet Riyanto. 117.

³⁷ *Ibid.*. Marcella Frank, *Modern English a practical reference guide*, 149.

make the students constantly learning and shield the students from making mistakes.^{٣٨}

It means that using these drills can make the students always learning and the teacher can control the students from their some mistake.

According to Larsen Freeman, Audio-lingual is an oral based approach. It is not only emphasize on vocabulary acquisition through exposure to its use in a situation, but also drills the students in using grammatical sentence structure.^{٣٩}

b. The Principles of Audio-lingual Method

Larsen Freeman states that there are nine principles of audio-lingual methods, they are^{٤٠}:

1) The goals of the teacher.

As the teacher, we want to the students be able to use the target language in communication. Beside it, the teacher believe that the students need to learn the target language, to learn how use it automatically without stopping to think.

2) The role of the teacher

The teacher should direct and control the language behavior of the students. The teacher should be responsible to provide the students with a good model for imitation. In this case, the students become imitators of their teacher's model. They should follow the direction and respond of the teacher accurately and rapidly.

3) The characteristic of teaching and learning process

^{٣٨} Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (Cambridge UK: Longman), 63.

^{٣٩} Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 1986), 36.

^{٤٠} *Ibid.*, 45-47.

In teaching dialogs, new vocabulary and structural pattern should present in teaching and learning process. By using drills can make the students to be successful responses and make them positively reinforced. Contextualization in the dialog or presence the teacher is called cultural information. The students should read and write work based on the oral work they do early.

- 4) The nature of the student-teacher interaction and the nature of student-student interaction

When students take the different roles in the dialogs, the teacher interact directly. Because the interaction is between teacher and students and they should imitate what the teachers said.

- 5) Language and culture view

In audio-lingual, the view of language has been influenced by descriptive linguist. Every language is seen as having its own unique system. The system consists of the different levels such as phonological, morphological and syntactical. Each level has the different patterns.

For the beginner level students, they are recognized only the simple patterns. Culture consists of our behavior and lifestyle in everyday of the target language speakers.

- 6) The areas of language and language skills

While the students are mastering the sound system and grammatical patterns, they should keep vocabulary. A grammatical pattern is not same with a sentence, like *Meg called, The blue jays won, The team practiced.*

The students should have the oral skills (listening, speaking, reading and writing). When the students write firstly, the teacher should introduce it orally. For the beginner level, they learn pronunciation to discriminate between members of minimal pairs.

7) The role of the students' native language

The habits of the students' native language thought to master the target language. Therefore, not the students' native language, but the target language should be used in the classroom.

8) Accomplishment of evaluation

In evaluation, each question on the test should be focused on one point of the language at a time. It makes the students to distinguish words in minimal pairs. For example : put an appropriate verb in a sentence.

9) The teacher responds to students errors

The teacher should be aware where the students will have the difficulty and restriction of what they are taught to say.

4. Drill

a. Definition of Drill

According to David Nunan, Drills are designed to provide the students with intensive, repetitive practice in a particular grammatical item or structure. Drills are the central classroom technique of audiolingualism and designed to instill target language items in the learners through a process of habit formation.⁴¹

⁴¹ David Nunan, *Practical English Language Teaching Grammar, 2005*. New York : McGraw-Hill ESL/ELT. 55.

It means that drill is the process of practicing sentence patterns then the students repeat them in a grammatical item.

b. Types of Drill

According to Larsen Freeman, he said that there are eleven types of drill to implement the technique of audio-lingual method. They are^{٤٢}:

1) Dialog Memorization

In beginning a new lesson, short conversation between two people are usually used in teaching activity. In this activity, the teacher drills the students to dialog with one person. Then, the students switch the roles and memorize the other person's part. After the students memorize the dialog, the students perform the dialog for the rest of the class. This drill can make the students to learn the sentence pattern and grammar point.

2) Backward Build-up (Expansion) Drill

Backward build-up drill is used in a long dialog line. The teacher breaks own in every lines. Then the students repeat a part of sentence. The function of this drill can also direct the students attention to the end of the sentence.

3) Repetition Drill

In this activity is same with backward build-up drill, it is the students repeat the teacher's model in teaching the dialog accurately and quickly.

4) Chain Drill

^{٤٢} *Ibid.*, Larsen Freeman, 47-49.

This activity, the teacher asks the students one by one to ask and answer question each other. The teacher begins to greet a particular student, or asking him a question. Then, the first student greets or asks a question to the second student and the chain continues. A chain drill can give the teacher opportunity to check the students' speech.

5) Single-slot Substitution Drill

The teacher says a line from the dialog. Then, the teacher says a word or a phrase to be repeated the students. The purpose of this drill is to give the students practice to find and fill the slots of a sentence.

6) Multiple-slot Substitution Drill

This drill is similar with single-slot substitution drill but, in multiple-slot substitution drill the teacher gives some phrases of words one at a time then, the students change it into different slots in the dialog line. It means that Multiple-slot Substitution Drill is the activity that the teacher reads two words or phrases then the students should change it into sentence.

7) Transformation Drill

This drill is the teacher is asked the students to transform one of kinds of the sentence into the other sentences. For example: the students transform the positive sentence into negative sentence.

8) Question-and-Answer Drill

In this activity, the students should answer the teacher's question quickly. Then, the teacher gives the opportunity to ask the students to give the question for their teacher.

9) Use of Minimal Pairs

The teacher works to differentiate one sound, for example 'ship/sheep'.

Then the teacher asks the students to understand the difference of two words and the others. Then the students say them. Before the teacher says them, she/he should select the sounds of the words.

10) Complete Dialog

The students are asked to complete the dialog that is missing the words in the fill the blanks.

11) Grammar Game

This game is to practice the students in a grammar point within a context. This game focuses on student's expression. There is also a lot of repetition drill in this game.

5. Multiple-slot Substitution Drill

Multiple-slot substitution drill is similar with single-slot substitution drill, but in multiple-slot substitution drill, the teacher gives some words/phrases one at a time to change it into different slots in the dialog line. In this drill, the students must recognize the parts of speech each words/phrases which the teacher gave to change into the sentence and make any other changes, such as subject verb agreement.⁴³

It means that Multiple-slot Substitution Drill is the activity that the teacher reads two words or phrases then the students should change it into sentence.

The deference activity between Single-slot and Multiple-slot Substitution

⁴³ Larsen Freeman and Marti Anderson, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2011) 48.

Drills is how to use picture to help the students but, in Multiple-slot Substitution Drill without using picture.

The example of practicing substitution drill⁴⁴:

“Please substitute the words in the correct position. Like the example 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

- | | |
|----------------------|-------------------------|
| 1. Read | 7. There |
| 2. I | 8. Studies |
| 3. Here | 9. In that building |
| 4. Eat | 10. We |
| 5. At the restaurant | 11. Have coffee |
| 6. John | 12. At the restaurant “ |

6. The Implementation of Multiple-slot Substitution Drill In Teaching

Simple Present Tense

According to Larsen Freeman, The implementation of multiple slot substitution drill are :

- 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’
- 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’

⁴⁴ Robert Krohn and the Staff of the English Language Institute *English Sentence Structure* (United States of America : The University of Michigan Press, 1971), 21.

- g. She continues in this activity to change it the other a subject pronoun, other times naming a location.⁴⁰

7. The advantages and Disadvantages of Multiple-slot Substitution Drill

The advantages of substitution drill are⁴¹:

- a. The students can recognize the part of speech and change it into sentence.
- b. This drill is easily for the students because in this activity, the students still listen only one word/phrase (cue) from the teacher.

Based on the article from Zakieh Mohammed, he said that the disadvantages of substitution drill are :

- a. The teachers need to make sure that when having students practice, there is a clear link between concept and action.
- b. Students must be able to relate what they are doing to what they are learning.
- c. Similarly, drills are not effective when students are not prepared enough; they will not be able to maintain a pace if they are still unclear about a concept.⁴²

C. Theoretical Framework

Simple present tense is one of the parts of tenses which the students should be able to master because it is a productive skill meaning that is a product of learning communication. In order to, the teachers should create the kinds of media that will make the students free to use their knowledge and implement it.

⁴⁰ *Ibid.*, Larsen Freeman and Martin Anderson, 39.

⁴¹ *Ibid.*, Larsen Freeman and Martin Anderson, 37.

⁴² <https://education.seattlepi.com/advantages-disadvantages-practice-drills-teaching-3685.html>. accessed on 7 July 2019.

In this research, the researcher concludes this thesis consists of two variables:

These are X variable and Y variable. Multiple-slot substitution drill is as X variable (independent variable) and simple present tense is as Y variable (dependent variable).

From two variables above, the researcher concludes the theoretical framework.

They are:

1. If the teacher uses multiple-slot substitution drill, the students' score of simple present tense is high
2. If the teacher doesn't use multiple-slot substitution drill, the students' score of simple present tense is low.

D. Hypotheses

Hypotheses is the provisional of the answer that it truth is still be test.^{ε^} There are two hypotheses in this research, they are:

Ha : Multiple-slot substitution drill is effective in teaching simple present tense for seventh grade of MTs YP KH Syamsuddin Durisawo Ponorogo in Academic year 2018/2019 .

Ho : Multiple-slot substitution drill is not effective in teaching simple present tense for seventh grade of MTs YP KH Syamsuddin Durisawo Ponorogo in Academic year 2018/2019 .

^{ε^} Nanang Martono, *Metode Penelitian Kuantitatif (Principle of Language Teaching and Learning* Ed. Revisi (Jakarta: Rajawali Pers ,2011), 63.

CHAPTER III

RESEARCH METHODOLOGY

Before the researcher will do the research, the researcher need the research method to covers a set of research activities. It involves: research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

A. Research Design

Research is the process to get the solution of the problems after doing the study and analysis of various factors. In the other hand, Research is a scientific method for gaining the knowledge by using an investigation for finding out empirical fact which verifies the hypothesis.⁴⁹

This study applied quantitative research method. According to Dr. Uhar Suharsaputra, Quantitative research design is as a planner about *what* and *how* the research can be done to get the answer from the research question.⁵⁰

According to Geoffrey Marczyk in *Metode Penelitian book*, Quantitative research is the studies use statistical analysis to get their findings. It includes formal and systematic measurement and the use of statistic.⁵¹ It means that the researcher used statistical calculation to analyze the data.

In this study, the researcher used experimental research design to find out the causality. Experimental research aims to investigate the relation of the reason and consequence.⁵² There are many kinds of experimental research design, they are

⁴⁹ Joko Subagyio, *Metode Penelitian dalam Teori dan Praktek* (Jakarta: PT. Asdi Mahastya,2004), 2.

⁵⁰ Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan* (Bandung: PT. Refika Aditama, 2012), 194.

⁵¹ *Ibid.*, 49.

⁵² *Ibid.*, Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*. 42.

pre-experimental, true experimental, factorial experimental and quasi experimental.^{or} In this study, the researcher used quasi experimental research. Quasi experiment is the individuals are not randomly assigned.^{o4}

According to John Creswell, There are three types of quasi experimental include a quasi experimental design: nonequivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control group interrupted time-series design.^{oo}

In this research, the researcher employed quasi experiment and used nonequivalent control group design. This research design used two groups as the participants from the same population. There are experimental and control groups.

The experimental and control groups are given a pre-test before the experimental treatment to measure the students' grammar mastery on simple present tense. After the treatment was finished, the researcher gave post test for both classes as administered to see their grammar achievement. The result of pretest and posttest will be compared to know the students' final result.

According to John W. Creswell, the experiment research design as below:

Group A O ————— X ————— O

Group B O ————— O

A = Experiment class (the students who are taught using Multiple-slot Substitution Drill)

B = Control class (the students who are not taught using Multiple-slot Substitution Drill)

O = Pre-test/post-test for the experiment class

^{or} Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011), 73.

^{o4} John Creswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approaches fourth edition* (California: SAGE, 2009), 215.

^{oo} *Ibid.*, 160.

- O- = Pre-test for the control class
- O = Post-test for the control group
- X = Treatment^{oʻ}

The procedures of Quasi experimental research that use nonequivalent (pre-test and post-test) control-group design in this study are described:

1. Administering pre-test (O) : to know the students' grammar ability (simple present tense) before applying treatment.
2. Applying experimental treatment teaching grammar using Multiple-slot Substitution Drill (X).
3. Administering post-test (O) : to know the students' grammar ability after applying treatment.^{oʻ}

The researcher used it design to know the effectiveness of Multiple-slot Substitution Drill in teaching simple present tense. In this research, the researcher took 2 classes as experimental and control class. They are VII D class as the experimental class and VII A class as the control class. These are three steps that be used in teaching simple present tense using Multiple-slot Substitution Drill:

1. Pre-research step

In this step, the researcher must prepare the data, which is need before starting the research. The researcher determines the experimental and control class, arranged the lesson plan and instrument to get the data and so on. .

2. While Research Step

In this step, the researcher applies Multiple-slot Substitution Drill in experiment class and conventional method in control class. After that, the data will be taken by the researcher from pre-test and post-test. Pre-test was used to

^{oʻ} John Creswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approaches Third Edition* (America: SAGE, 2009), 161.

^{oʻ} *Ibid.*, 159.

know the students' grammar achievement and the post-test was used to know the result after applying the treatment.

3. Data Analysis Step

For this step, the researcher analyzed the data which are gotten. They are:

- a) The researcher collects the post test score from experimental and control class.
- b) The researcher tests the data using T-test.

T-test is one of the statistic test that is used to test the truth or artificiality of null hypothesis that clarify between 2 mean sample that is taken by randomly from the similar of population, and there is no the significant difference.^{o^}

Before doing the test, the researcher must have to find out the other results, they are: mean, standard deviation, and standard error from each variables.

B. Population and Sample

1. Population

Population is the research object as a target to get and collect data. The categories of population are a person, a group, an organization, written document, or symbolic message, or even social action.^{o^} From the definition above, we can conclude that when we decided the research place, the researcher will find the population.

^{o^} Retno Widyaningrum, *Statistika (Yogyakarta: Pustaka Felicha, 2015), 151.*

^{o^} P. Joko S.H, *Metode Penelitian dalam Teori dan Praktek (Jakarta: Rineka Cipta,2004),*

In this research, the researcher took the seventh grade students of MTs YP. KH. Syamsuddin Durisawo Ponorogo in academic year 2018/2019 as the population of this thesis. There were 102 students from 4 classes in the seventh grade students. It divided into some classes/ there were four classes of seventh grade students. These were VII A, VII B, VII C and VII D.

2. Sample

According to Kerlinger,

“sampling is taking any portion of a population or universe as representative of that population or universe.”¹⁰

There were four classes in the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo.

The sample was taken by using sampling technique. To get representative sample in a population, the researcher needs sampling techniques.¹¹ In this research, the researcher used simple random sampling as the sampling technique. Simple random sampling is one of kinds of probability sampling. This technique means that every member has the same opportunity to be chosen for the candidate of election sample.¹²

In this research, the researcher only took two classes by simple random sampling. They were VII A and D classes. The total of the students in class D consists of 25 students and class A 25 students. VII D class is as the experiment class, while VII A class is as the control class.

¹⁰ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan* (Jakarta: PRENADAMEDIA GROUP, 2014), 150.

¹¹ Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 1998), 80.

¹² *Ibid.*, 154.

C. Data Collection Instrument

To collect the data, the researcher needs a tool which can be defined we called instrument.¹³ In this study, the researcher used test as instrument on data collection.

The test was used to analyze whether any significant difference between the class that is using Multiple-slot Substitution and without Multiple-slot Substitution on students' grammar skill at MTs YP. KH. Syamsuddin Durisawo Ponorogo. Furthermore, the researcher took the data from grammar test.

The test is divided into two groups, they are the students' test who used Multiple-slot Substitution and without it. It test was to give information about the students' grammar skill (especially in simple present tense) after finishing of teaching process. Then, the researcher analyzed the test result to know the difference of students' grammar skill and interpreted it.

There are two kinds of grammar test that is conducted, they are pre-test and post-test. The researcher gave pre-test at the beginning of the research before the students were given treatment to get the information about students' ability in grammar. And post-test was given after the treatment in the classes to get the information about the students' achievement.

In this test, the researcher gave 7 questions using multiple choice, 8 questions using fill the blank exercise and 5 questions using arrange sentences about simple present tense' example. The total number of the test was 20 items. Then, the students were given 30 minutes to do those questions. The result of this test would be used as the primary data of this research.

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011), 73.

D. Technique of Data Collection

1. Test

Test is one of the methods of measuring of person's ability, knowledge, or performance in a given domain.¹⁴ Based on the definition above, it can be concluded that test is a series of practices of questions that is used to motivate the students and as a mean of measuring skill, knowledge, intelligence and talent. A good instrument must fulfill two important requirements. They are:

a. Test of Validity

In *Metode Penelitian* book, Adkin said that "the validity of the test concern how well a test measures an external criterion".¹⁵ It means that the researcher must have to be sure that it instrument is valid. There are many types of validity. They are content validity, construct validity, predictive validity concurrent validity.¹⁶

The researcher chooses the other classes for validating the test. Validity test was used to measure the validity of test. In this study, the researcher used content validity. It means this content validity is more emphasize for instrument validity that is connected by the thing will be measured.¹⁷ So, the researcher should test the validity before the data was test to experiment and control classes.

Before the researcher analyzes that the data is valid or not, the researcher should know T table. The procedure to determine the T table, the researcher should search df (degree of freedom).

¹⁴ Douglas Brown, *Language Assessment* (New York: Longman, 2004), 3.

¹⁵ *Ibid.*, Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*, 234.

¹⁶ *Ibid.*, Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*, 235.

¹⁷ *Ibid.*, Retno Widyaningrum, *Statistika*, 235.

$$df = n - nr$$

Explanation :

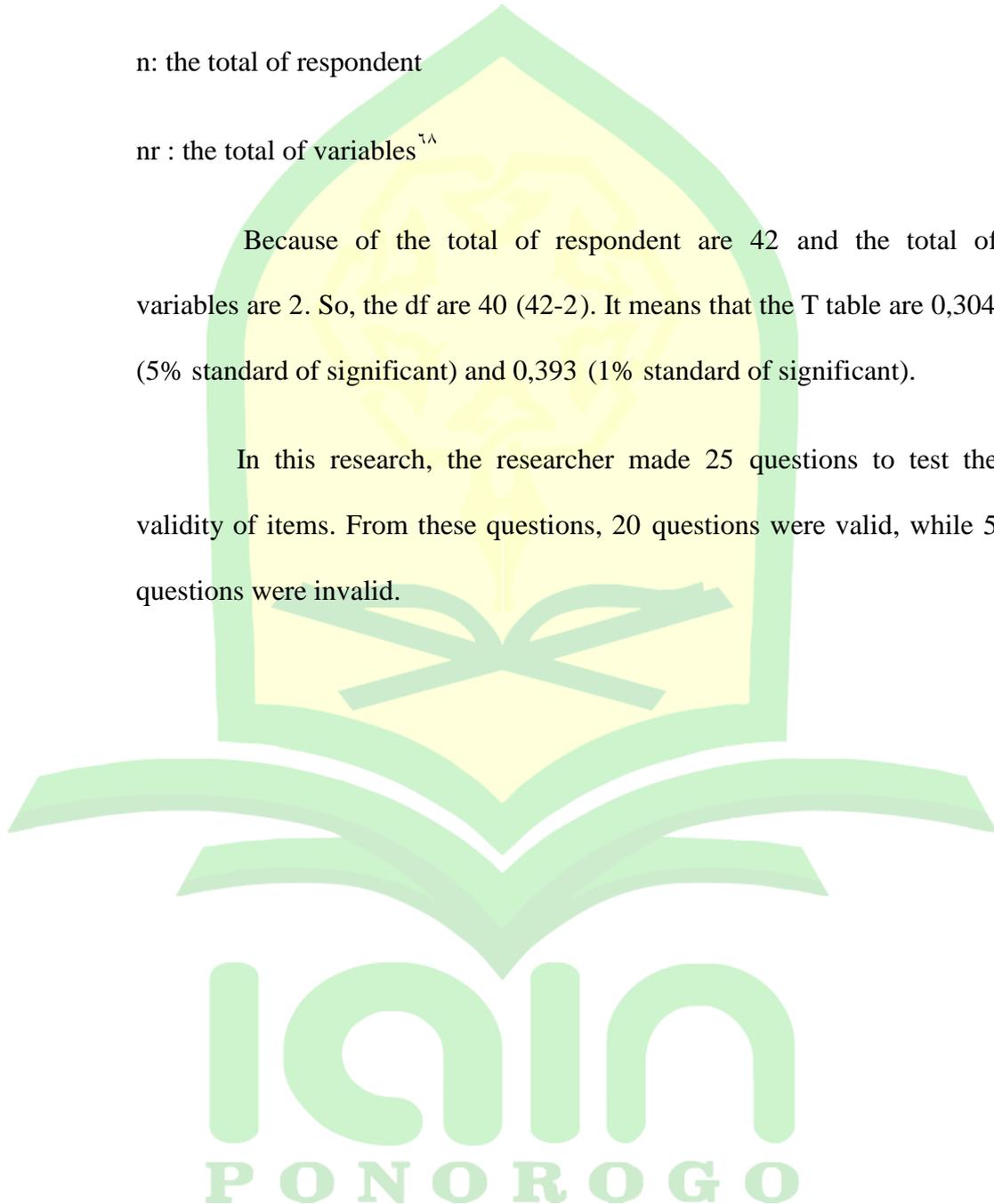
df : degree of freedom

n: the total of respondent

nr : the total of variables⁷⁸

Because of the total of respondent are 42 and the total of variables are 2. So, the df are 40 (42-2). It means that the T table are 0,304 (5% standard of significant) and 0,393 (1% standard of significant).

In this research, the researcher made 25 questions to test the validity of items. From these questions, 20 questions were valid, while 5 questions were invalid.



⁷⁸ Ibid., Retno Widyaningrum, *Statistika*, 110.

Table 3.2.
Instrument of Data Collection

The Title of Research	Variable	Indicator	Subject	Technique	No. Item
The effectiveness of Multiple-slot Substitution in Teaching Simple Present Tense at MTs K.H. Syamsudin Durisawo Ponorogo	Multiple-slot Substitution	<p>a. The students can arrange some words into sentence using simple present tense.</p> <p>b. The students can write when they use is/am/are.</p>	Seventh grade students of MTs YP. KH. Syamsuddin Durisawo Ponorogo	Test	<p>1-10 (multiple choices)</p> <p>1-5 (fill the blank of verbal sentences)</p> <p>1-5 (Arrange sentences)</p> <p>1-5 (fill the blank of nominal sentences)</p>

The researcher used SPSS Program to calculate the validity. The steps are :

- 1) Open the SPSS program
- 2) Input the data into the data view
- 3) Click analyze- Correlate- Bivariate

- 4) The variable box is contented all of the question score
- 5) Click correlation coefficient correlation Pearson
- 6) Click Ok.¹⁹

From the result calculation item validity instrument above could be conclude in table as follows:

3.3 Table
The Result of Validity Test

No. Item	"r" calculated (r_{xy})	"r" table	Notes
1	0,446	0,304	Valid
2	0,563	0,304	Valid
3	0,241	0,304	Invalid
4	0,613	0,304	Valid
5	0,293	0,304	Invalid
6	0,688	0,304	Valid
7	0,775	0,304	Valid
8	0,516	0,304	Valid
9	0,741	0,304	Valid
10	0,227	0,304	Invalid
11	0,805	0,304	Valid
12	0,867	0,304	Valid
13	0,255	0,304	Invalid
14	0,796	0,304	Valid

¹⁹ Danang Sunyoto, *Praktik SPSS Untuk Kasus* (Yogyakarta: Mulia Medika, 2011), 115.

15	0,782	0,304	Valid
1	0,788	0,304	Valid
2	0,687	0,304	Valid
3	0,839	0,304	Valid
4	0,846	0,304	Valid
5	0,651	0,304	Valid
1	0,466	0,304	Valid
2	0,421	0,304	Valid
3	0,141	0,304	Invalid
4	0,480	0,304	Valid
5	0,537	0,304	Valid

Based on the table above, among 25 questions, there are 20 questions were valid and 5 questions were invalid. The researchers used 20 questions (valid) to collect the data. There were 20 items about which declared valid are the item number 1,2,4,6,7,8,9,11 ,12,14,15,1,2,3,4,5,1,2,4,5 .

b. Reliability

Reliability is the degree of the consistency or the stability of score in the instrument of test toward the similarity of the individual and it was given in the differences of time.⁵⁶

The researcher used SPSS Program to calculate the reliability. The steps are:

⁵⁶ *Ibid.*, Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*.

- 1) Open SPSS program
- 2) Input the data into data view
- 3) Click analyze – scale – reliability Analysis.
- 4) Input all of the questions in the box items.
- 5) Click Alpha
- 6) Click Statistic. shown windows reliability analysis statistic
- 7) Click scale if item deleted and correlation
- 8) Click continue
- 9) Click Ok.^{vi)}

Table 3.4
Test Result of Reliability

“r” arithmetic	“r” table	Explanation
0,799	0,304	Reliable

Based on the calculation result of the reliability was the value of the students' instrument is **0,799** . So, the test is reliable because the index of reliability is **0,799** . It is higher than r table that shows **0,304** .

2. Documentation

The researcher not only used test to collect the data but also documentation. The analysis of documentary sources is a major method of

^{vi)} *Ibid., Danang Sunyoto. 111.*

social research, and which is the researcher sees as meaningful and appropriate in the context of their research strategy.^{yy}

In this research, the documentary was used to get the data about took place of the research, students' name, condition of teachers and staffs, vision and mission, goals, facilities, infrastructure and the structure organization of MTs YP. KH. Syamsuddin Durisawo Ponorogo.

E. Technique of Data Analysis

Analysis data is the process of obtaining the data using formulas or rules which are applicable to research or design approach taken. In this study, the researcher used T-test to analyze the effectiveness of Multiple-slot Substitution in teaching grammar (simple present tense) students of seventh grade at MTs YP. KH. Syamsuddin Durisawo Ponorogo. T-test is one of the statistic test which is used to examine the true or artificiality of the hypothesis that two sample means is taken by randomly from the same population.^{yy} It was used to compare the result of post test in experiment class and control class.

After all of the data was collected, the researcher would analyze the data with T-test. But, before calculated T-test it is important to calculate normality test of the data and homogeneity test.

1. Normality Test

Normality test is used to determine whether the data was normal distribution or not. The calculation of normality test is used SPSS program. The steps are:

- a. Open the SPSS Program.

^{yy} *Ibid.*, 103.

^{yy} *Ibid.*, Retno Widyaningrum, *Statistika*, 151.

- b. Input the data to the data view by first fill the variable view with write down the name of the class.
- c. Click analyze-nonparametric-Legacy Dialogs- test-Sample K-S.
- d. Drag the data into test variable. Click OK.

After the process is calculating, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) or $P_{\text{value}} < \alpha$, it means that H_0 is accepted and H_a is rejected.
- b. If P_{value} was higher than α (0,05) or $P_{\text{value}} > \alpha$, it means that H_0 is rejected and H_a is accepted.^{v4}

Note:

H_0 : Data is not normally distributed.

H_a : Data is normally distributed

2. Homogeneity Test

Homogeneity is used before comparing the data groups.^{v5} It is also needed to know the homogeneity of the variance population of some groups.

The researcher used SPSS program to calculate the homogeneity test. The steps of calculation as follows:

- a. Open the SPSS program.
- b. Input the data into data view by first fill the variable view with write down X as the score and Y as the kind of class.
- c. Click Analyze-compare means-one way Anova.
- d. Drag X into dependent list and Y as factor list.

^{v4} Rochmat Aldy Purnomo, *Analisis Statistik Ekonomi dan Bisnis Dengan SPSS* (Ponorogo: CV. Wade Group, 2016), 90-93

^{v5} *Ibid.*, 212.

- e. Click options-checklist homogeneity of variance test-OK.^{v3}

After the process of calculating, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) or $P_{\text{value}} < \alpha$, it means that H_0 is accepted and H_a is rejected.
- b. If P_{value} was higher than α (0,05) or $P_{\text{value}} > \alpha$, it means that H_0 is rejected and H_a is accepted.^{vy}

Note:

H_0 : Data is not normally distributed.

H_a : Data is normally distributed

3. Testing Hypothesis

To find whether there is any significance different score on the students who are taught by using Multiple-slot Substitution Drill and who are not taught, the data are analyzed statistically. The researcher analyzed use T-test in SPSS Program. The steps as follows `;

- a. Open SPSS Program
- b. Input data into data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure.
- c. Click Analyze-Compare means- Independent-Sample T-test.
- d. In the dialog box of Independent Sample T-test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
- e. Click Define Groups; write down 1 in the group 1 and 2 in the group 2, then click continue-OK.^{va}

^{v3} Sofiyan Siregar, *Statistic Parametric Untuk Penelitian Kuantitatif* (Jakarta : Bumi Aksara, 2017), 176-177.

^{vy} *Ibid.*, Rochmat Aldy Purnomo, 102-105

^{va} *Ibid.*, Sofiyan Siregar, 244-246.

After calculated, the researcher proposed the alternative hypothesis (Ha) and null hypothesis (Ho) which is described below:

Ho : If $T_{test} < T_{table}$ in significant degree 5 %

Ha : If $T_{test} > T_{table}$ in significant degree 5 %

Meanwhile, the degree of freedom (db) = $(N1 + N2) - 2$ ^{v4}



^{v4} *Ibid.*, Danang Sunyoto, 13-14.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. General of Location

This research was conducted at MTs YP. KH. Syamsudin Durisawo Ponorogo in Academic year 2018/2019 . The school is located at Lawu street IV number 4, Durisawo Nologaten Ponorogo. In this school has used Curriculum 2013 (K-13) for seventh, eighth and ninth grades.

2. Vision, Mission and Goal of the School

a. Vision

The students will be the people that have religious characteristic, ilmiah-diniyyah skill, competent and become the professional people based on the role of the life.

b. Mission

- 1) Making the students as a candidate of religion knowledge.
- 2) Making the students as a candidate of scholar religion.
- 3) Making the students as a candidate that have the competent and become the professional and religion people.

c. Goal

The goal of this school are making the students will become the moslem and taqwa people, have the good character, master of knowledge, technology and be able to actual their selves in the social and religion lives.

B. Data Description

In this research, the population was seventh grade students of MTs. YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2018/2019 . It was 50 students as the sample that was divided into two groups. Each group consists of 25 students

1. The Time of Research

This research was conducted in March, April, July and August 2019. The schedule for experiment class and control class can be seen in the table below :

Table 4.1

Research Schedule of Experimental Class

Date	Activities
July, 27 th 2019	Pretest
August, 1 st 2019	First Treatment
August, 3 rd 2019	Second Treatment
August, 5 th 2019	Posttest

Table 4.2

Research Schedule of Control Class

Date	Activities
March, 28 th 2019	Pretest
March, 30 th 2019	First Treatment
April, 1 st 2019	Second Treatment

April, 4 th 2019	Posttest
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2. Teaching Procedures (Experimental and Control Class)

In this research, the researcher took VII D class as the experimental class, VII A class as the control class. There were 25 students in each class.

To get the data, the researcher gave the material about descriptive text for both classes. In the first meeting the text was “In An English Class” and the second meeting the text was “The Daily Activity”. In the first meeting the text is about profession/jobs and the second meeting the text is about Daily Activity. And the theme was *We Love What We Do*. In addition, the researcher also used test to get the data. The test was multiple choices, fill the blank and arrange sentences.

In the experimental class, the class was taught by using Multiple-slot Substitution Drill. In the learning process, it was done in a set of the learning process that was involved in this research such as pretest, first treatment, second treatment and posttest.

In the first meeting, the researcher gave pretest and posttest in the last meeting. In the treatment, the class was taught by using Multiple-slot Substitution Drill. In the first, the class was conveyed the aim, the competence, and what the material that would be going on. After that, the students were asked to open the book. Then the researcher reads the sentence from the text/dialogue to be repeated by the students. After that, the researcher gave one word and asked the students to substitute it based on the researcher gave before. Then the researcher divided the students into 2 groups and asked them to substitute the words/phrases and produced it into a right sentence. In

the last activity, the researcher asked the students one by one to substitute the words/phrases from the researcher gave before into a correct sentence.

While in the control class, for the first and last meeting, the researcher gave test to the students like in the experimental class. In the second and third meeting was different with the experimental class. In the control class, the class was taught by using lecturing strategy. The researcher gave the explanation and some rules about the materials to the students during the class. If there was students who did not understood the material, the students can ask the researcher and the researcher gave answers. The learning process was done in a set of learning process like in the experimental class.

In pretest, there were 20 item tests. The test were multiple choices, fill the blank and arrange sentences. After giving the treatment, the researcher gave posttest for both classes. It was aimed to know the students' achievement after given the treatment.

3. Students' Simple Present Tense Test Score of Experimental Class

The table below showed the result of the students' simple present tense achievement of pre test and post test for the students who were taught by using Multiple-slot Substitution Drill.

Table 4.3

The Score of Experimental Class Simple Present Tense Test

NO.	NAME	Experiment Class	
		PRETEST	POST TEST
1	AFDA	44	81
2	AS	77	91
3	AMA	65	86
4	DS	62	70
5	FAS	53	62
6	FIA	75	88

7	FAA	57	65
8	FCJ	27	47
9	FNJ	47	53
10	IAZ	72	79
11	IC	69	83
12	KAM	68	91
13	KK	55	83
14	LM	66	57
15	LNK	70	91
16	LS	68	73
17	M	64	74
18	NAR	74	91
19	RDA	68	91
20	SDN	67	72
21	S	68	86
22	SWP	66	84
23	UM	69	70
24	ZDC	75	91
25	ZAF	74	88
Total		1600	1947
Mean		64	77.88

From the table above, it can be seen that in the experimental class, the highest score of pre test was 77, while the lowest score of pre test was 27. For post test, the highest score in experimental class was 91, while the lowest score of post test was 47. The total score of the pre test was 1600 with the mean was 64. Meanwhile, The total score of the post test was 1947 with the mean was 77,88.

4. Students' Simple Present Tense Test Score of Control Class

The table below showed the result of the students' simple present tense achievement of pre test and post test for the students who were not taught by using Multiple-slot Substitution Drill.

Table 4.4
The Score of Control Class Simple Present Tense Test

NO.	NAME	SCORE	
		PRETEST	POST TEST
1	AA	39	44
2	ALN	36	59
3	ANY	62	82
4	AZM	23	32
5	AT	79	55
6	AFR	46	49
7	AAE	59	63
8	ADK	53	44
9	GI	57	68
10	HH	45	86
11	HAM	46	51
12	LA	55	87
13	MFR	88	60
14	MKNI	52	65
15	MF	38	70
16	MIJ	78	59
17	MNR	67	75
18	MRA	57	42
19	NM	66	86
20	RBWW	80	56
21	RI	66	50
22	RISAS	31	51
23	RZW	68	61
24	VA	54	86
25	FR	75	71
Total		1419	1553
Mean		56.76	62.12

From the table above, it can be seen that in the control class, the highest score of pre test was 87, while the lowest score of pre test was 23. For post test, the highest score in control class was 88, while the lowest score of post test was 32. The total score of the pre test was 1419 with the mean was 56,76. Mean while, the total score of post test was 1553 and the mean was 62.12.

C. Data Analysis

Before analyzing the data using T-test, the researcher should analyze the normality and Homogeneity test.

1. Normality Test

Normality test is one of the kinds of test that is used to know whether the data is normal distribution or not. In this research, the researcher used Kolmogorov-Smirnov test and calculated the data by using SPSS 21.00. The hypothesis of this normality test as follows:

Ho : data is not normally distributed

Ha : data is normally distributed

Ha was accepted if P value higher than 0,05 ($P \text{ value} > \alpha$). The table below was the result of calculating normality test.

P O N O R O G O

Table 4.5

Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Experimental Class
N		25
Normal Parameters ^{a,b}	Mean	77.8800
	Std. Deviation	13.06178
	Absolute	.172
Most Extreme Differences	Positive	.158
	Negative	-.172
Kolmogorov-Smirnov Z		.862
Asymp. Sig. (2-tailed)		.447

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation above, it can be seen that P value (Asymp. Sig. (2-tailed)) was 0,447. it is higher than 0,05. It means that the data of experimental class was in normality distribution.

Table 4.6

Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class
N		25
Normal Parameters ^{a,b}	Mean	62.0800
	Std. Deviation	15.44323
	Absolute	.101
Most Extreme Differences	Positive	.088
	Negative	-.101
Kolmogorov-Smirnov Z		.507
Asymp. Sig. (2-tailed)		.959

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation above, it can be seen that P value (Asymp. Sig. (2-tailed)) was 0,959. It is higher than 0,05. It means that the data of control class was in normality distribution.

2. Homogeneity

Homogeneity test is the kinds of test that is used to decide whether a data was homogeneous or not. The researcher should analyze this test because the similarity of both class influence the result of test. The researcher used SPSS program to calculate the value of homogeneity test. The result of calculation as below:

Table 4.7
Test of Homogeneity of Variances

Test of Homogeneity of Variances			
hasil belajar siswa			
Levene Statistic	df1	df2	Sig.
.560	1	48	.458

Based on the table above, the value of homogeneity test was 0,468. The data can be said homogeneous if P value was higher than 0,005 ($P \text{ value} > \alpha$). This value was higher than 0,05, so it can be concluded that the data was homogenous.

3. Hypothesis

After conducting normality and homogeneity test, the researcher calculated T-Test by using SPSS Program. It was used to compare the students' score that was divided into two groups which were taught by using

different technique. The first group (VII D) was taught by using Multiple-slot Substitution Drill and the second group (VII A) was taught without using Multiple-slot Substitution Drill. The calculation result as bellow:

Table 4.8
Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar siswa	posttest kelas experiment	25	77.88	13.062	2.612
	posttest kelas control	25	62.12	15.512	3.102

Based on the table above, the result of data analysis showed that the means of students' score of experimental class was 77.88. While the mean of the students' score of control class was 62.12.

Table. 4.9
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
hasil belajar siswa	Equal variances assumed	.560	.458	3.886	48	.000	15.760	4.056	7.605	23.915
	Equal variances not assumed			3.886	46.648	.000	15.760	4.056	7.599	23.921

From the table above, it can be seen that the value of T test was 3.886 and the degree of freedom was 48 ($df=db-2$, $50-2=48$). The value of T_{table} for $db=48$ at level 5% was between $db=45$ and $db=50$. In this research, the researcher decided to categorize into $db=48$. The value of T table for $db=50$ in significant 5% was 2,01. To interpret the data above, the researcher formulated the hypothesis test as follows:

Ho : there was no different significance score on simple present tense between the students who were taught by using Multiple-slot Substitution Drill and those who were not.

Ha : there was different significance score on simple present tense between the students who were taught by using Multiple-slot Substitution Drill and those who were not.

The result showed the value of $T_{test} = 3,886$ and the value of T_{table} with $db=48$ was 2,01. It means that $3,886 > 2,01$. Therefore, Ho was rejected and Ha was accepted. It can be concluded that there was significance difference score on the students who were taught by using Multiple-slot Substitution Drill and those who were not.

D. Discussion

This research was conducted to find out the effectiveness of Multiple-slot Substitution Drill in teaching Simple Present Tense. Based on the tables test above, it can be seen that the difference coefficient of students who taught by using Multiple-slot Substitution Drill and those who were not was 3,886.

Hypothesis test (t_0) at 3,886 from the computation above would be compared to the "t" table (t_i) with the condition stated below:

1. If the $t_0 \geq t_t$, so H_a was accepted. It means there was any significant difference between two variables.
2. If the $t_0 \leq t_t$, so H_a was refused. It means there was not any significant difference between two variables

To determine the value of T_0 , the researcher was checking db and consulted with the t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 25 + 25 - 2 \\ &= 48 \end{aligned}$$

At significant standard 5%, the value of T_t was 2,01. Then the value of t_0 was compared to the value of t_t . the value of t_0 was 3,886. It means that H_a was accepted and H_o was rejected.

From the calculation above, it can be seen that the students who were taught by using Multiple-slot Substitution Drill got better than those who were not. So, it can be concluded that there was significant different score on the students who were taught by using Multiple-slot Substitution Drill and those who were not at the seventh grade students of MTs Y.P. K.H. Syamsuddin Durisawo Ponorogo in Academic Year 2018/2019 .

In addition, the use of Multiple-slot Substitution Drill is appropriate in teaching tenses. According to Larsen, it can help the students to recognize the parts of speech and change it into sentences easily.[^] In the other words, it can help the students to be more concentration and active during teaching and learning processes.

[^] Larsen Freeman and Martin Anderson, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 1986), 39.

CHAPTER V

CLOSING

A. Conclusion

There was any significant between the students who were taught Multiple-slot Substitution Drill and who were not. The result research showed that the mean score of posttest from experimental class (77,88) was higher than control class (62,12). It had been found that comparison between the students' score who were taught Multiple-slot Substitution Drill and those were not was 3,886. This score was higher than t_{table} which was 2,01 at the level of significant 5% with $db=48$ that was categorize into $db=50$. It means that H_a was accepted and H_o was rejected. In the other word, Multiple-slot Substitution Drill was effective in teaching simple present tense, because it had different significance score on simple present tense between the students who were taught by using Multiple-slot Substitution Drill and who were not on the seventh grade students at MTs K.H. Syamsuddin Durisawo Ponorogo in academic year 2018/2019 .

B. Suggestion

Based on the conclusion of the implementing Multiple-slot Substitution Drill, there are some suggestions from the researcher as follows:

1. For the teacher

The teacher should be creative to choose the best strategy to apply in the learning process. After conducting this research, the researcher suggested to apply Multiple-slot Substitution Drill in the class, especially for English Teachers. This technique can make the students to remember the rules of simple present tense. It also makes the students to be learning center, because this technique is focus on the students. By this technique, the

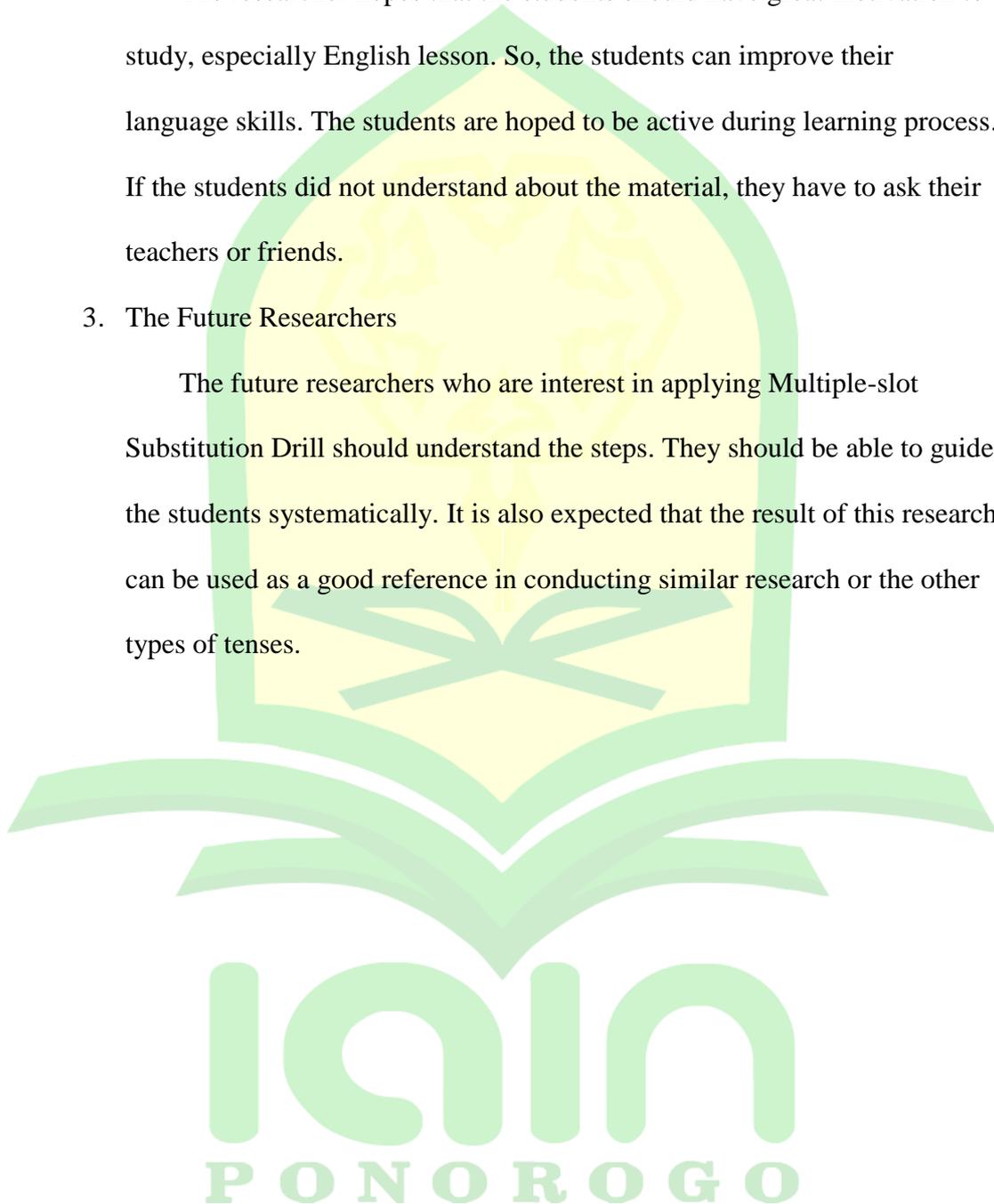
students can be more concentrate during learning process. In the learning process, the teachers should give the motivation to the students.

2. For the students

The researcher hopes that the students should have great motivation to study, especially English lesson. So, the students can improve their language skills. The students are hoped to be active during learning process. If the students did not understand about the material, they have to ask their teachers or friends.

3. The Future Researchers

The future researchers who are interest in applying Multiple-slot Substitution Drill should understand the steps. They should be able to guide the students systematically. It is also expected that the result of this research can be used as a good reference in conducting similar research or the other types of tenses.



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I was born in Ponorogo, on 28 March 1997 . My father is Mr. Syamsuri and my mother is Mrs. Supartun. I am the third of four children. I have two brothers and one sister. My old brother is Mr. Slamet Riyadi, my old sister is Mrs. Dewi Kristiana and my young brother is Azam Wijaya.

EDUCATION

- 2015-2019 Tarbiyah and Teacher Training Faculty, English Education
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- 2013-2015 Islamic Senior High School of MA Darul Huda Mayak
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WORK/ACTIVITIES

Owner Liana_Craft and the others products online/offline business and the teacher on private class.

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- **Student Activity Unit and Management Organization, KOPMA Al-Hikmah IAIN Ponorogo, 2015-2017**
- **Member on FPM IAIN Ponorogo, 2019**

