

**TEACHING SIMPLE PRESENT TENSE BY USING SINGLE SLOT SUBSTITUTION  
DRILL TECHNIQUE**

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**ABSTRAK**

Permasalahan pada penelitian ini adalah apakah efektifitas pengajaran simple present tense dengan menggunakan teknik single slot substitution drill pada siswa kelas 12 di SMP Islam Lubuklinggau tahun akademik 2015/2016? Jumlah responden pada penelitian ini adalah 333 siswa dari sembilan kelas. Sampel diambil menggunakan teknik cluster random sampling. Sampel pada penelitian ini adalah kelas VIII dengan jumlah 35 siswa. Hasilnya adalah hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Artinya, secara efektif pengajarannya sederhana dengan menggunakan teknik single slot substitution drill untuk siswa kelas VIII Lubuklinggau SMP di tahun ajaran 2015/2016. Kata kunci: pengajaran, simple present tense, teknik single slot substitution drill.

**ABSTRACT**

The problem of this study was "Is it significantly effective teaching simple present tense by using single slot substitution drill technique to the eighth grade students at Islamic Junior High School Lubuklinggau in the academic year 2015/2016?" The population of this study was 333 students coming from nine classes. The sample was taken through cluster random sampling. The sample of this study was VIII.8 as the sample group with the total number of 35 students. The result was the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that it was significantly effective teaching simple present tense by using single slot substitution drill technique to the eighth grade students Islamic Junior High School Lubuklinggau in the academic year 2015/2016. Key word: teaching, simple present tense, single slot substitution drill technique

## A. BACKGROUND

Grammar, which is one of language aspect, takes important position because utterances that we produce must be constructed by obeying the grammatical rules. Grammar is one of some components that is very important. Students are intended to master grammar, because they cannot communicate using English clearly without mastering its grammatical rule. According to Penny (1988:4), a learner who „knows grammar“ is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language form. There are so many topics in grammar that should be learned by the students at school. They are tenses, verb, gerund, adjective, singular and plural, clauses, and soon. Moreover, Declerck (2006:100) states, in the interpretation of tense based on the form of the verb there are only tense: a present and a past tense. There is also a view that the fact that English has two temporal perspective, past and present (reflected in the morphological facts) supports the two-tense analysis. It means that learn English grammar is important because it is the key for students to get information from what students learn in the school. One of production in grammar is simple present tense. Simple present tense is a verb form to state the fact, habits, or events that occur at this time. According to Azar (1992:2), simple present tense is a tense that expresses events or situations that exist always, usually, and habitually; they exist now, have existed in past and probably will exist in the future. Based on result interview with English teacher and the writer“s experience when the writer carried 2 out Field Experience Program (PPL) of the eighth grade

students at Islamic Junior High School Lubuklinggau, the writer realized that there were many students who got confused how to make Simple Present Tense of Negative and Interrogative form. In negative sentence example “She does not goes to school”, “I do not writes a letter”. These problems are because they do not know what to write because they have lack of vocabulary mastery and motivation in learning English. Based on the problems above, the writer was interested to find a technique of learning, to help students in learning process. According to Richards, el. al. (2001:28), some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher“s role as catalyst, consultant, guide, and model of learning. Here, the writer interest in teaching simple present tense by using single slot substitution drill technique. Single slot substitution drill is one kind of drill which is used in audio-lingual method. According to Larsen and Freeman (2000:48) in single slot substitution drill the teacher says a line, usually from the dialogue. By using this technique, students will learn grammar through dialogue. Students can express their feeling, opinion, and thoughts using dialogue. Based on the explanation above, the writer was interested in knowing whether or not teaching simple present tense by using single slot substitution drill technique was effective. For that reasons stated, the writer was very eager to conduct a research entitled “Teaching Simple Present Tense by Using Single Slot Substitution Drill Technique to the Eighth Grade Students at Islamic Junior High School Lubuklinggau in the Academic Year of 2015/2016?”.

## **B. THEORETICAL DESCRIPTIONS**

### **1. The Concept of Teaching**

Teaching is a process in which the teachers transfer their knowledge to the students so that the students will have better comprehension to what is being taught. Teaching also is mainly a way of guiding the students to obtain quality of experience that will help to develop the students' potency as human being. According to Moore (2006:5), teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspect of development. Teaching is a profession conducted by using the combination of art, science, and skill. It is an art because it relies on the teachers' creative provisions of the best possible learning environment and activities for their students. It is a science since it is a system, an order set ideas and methods used by the teacher in doing main job: planning a lesson, implementing the plan in classroom and evaluating the outcome of activities. Furthermore, according to Brown (2000:7), teaching as "showing and helping" someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Page (2010:1-2) states that teaching is relationship between teacher and learner. The learner gets the benefit of the learning, while the teacher gets credit for the teaching. Teaching is introducing, providing and mediating experiences. In addition, teaching is the activity that tries to help someone to acquire change of the development of skill, attitude, and deal with appreciation.

### **2. The Concept of Simple Present Tense**

Definition of Simple Present Tense According to Azar (1999:13), simple present tense says that

something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths. Simple present tense is used to describe an action that's happening at present. Most simple present tense verbs are formed by adding -s or -es on the third person example "She works in a bank", "he plays badminton together". According to Nilson (1984:151), simple present tense is a verb used to show an action that takes place in the present, or an action that is repeated regularly, or a condition that is true at anytime. In addition, Hasibuan (2003:17) said that simple present tense is used both to express habitual actions and general truths of fact. Simple present tense is to express someone's action that he does continually. The simple present tense is tenses that is used the simple for thing in generally or thing that happens repeatedly. In learning grammar/structure in English, the students would need vocabularies, especially verb.

The simple present tense is formed by using a simple verb. Nilson (1984:151) says that the form the present tense of the verb, use the infinitive form or adds -s or -es to the infinitive. When a third person singular is present, an -s or -es will be added in the end of the verb. In addition Cook (1980: 85) says that every simple present tense verb must carry the suffix -s when it has a third person singular subject. Whenever the present tense verb has a subject other than the third person singular, no suffix is added.

### **2. The Concept of Audio-Lingual Method**

#### **a. Definition of Audio-Lingual Method**

According to Larsen-Freeman (2000: 35), audio-lingual method is an oralbased approach. It does not only emphasize on vocabulary acquisition through

exposure to its use in situation, but also drills students in the use of grammatical sentence patterns. The audio-lingual method is a style of teaching used in teaching foreign languages. It does not focus on teaching vocabulary.

#### b. Principles of Audio-lingual Method

Larsen-Freeman (2000: 45) states that there are six from nine principles of audio-lingual method as follows: 1) The Goal of the Teacher Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn, to use it automatically without stopping to think. Their students achieve this by forming new habits of their native language. 2) The Role of the Teacher The teacher is like an orchestra leader, directing and controlling the language behavior of his /her students. He/she is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher,,s model or the tapes he/she supplies of model speakers. They follow the teacher,,s direction and respond as accurately and as rapidly as possible. 3) Characteristics of the Teaching and Learning Process New vocabulary and structural patterns are presented through dialogs. The dialogs are learnt through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students' successful 16 responses are positively reinforced. Grammar is introduced from the examples given, explicit grammar rules are not provided.

Contextualized in the dialogs or presented by the teacher. Students,, reading and writing work are based upon the oral work they did earlier. 4) Nature

of Student-Teacher Interaction and Nature of Student-Student Interaction. There is student-to-student interaction in chain drills or when students take different roles in dialog, but this interaction is teacher directed. Most of the interaction is between teacher and students and is initiated by the teacher.

5) View of Language and Culture of Language The view of language in the audio-lingual method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system is comprised of several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Everyday speech is emphasized in the audio-lingual method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers. 6) Teacher's Respond to Student Errors Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

#### 4. The Concept of Drill

##### a. Definition of Drill

Richards (1986: 53) say that dialogues and drills form are the basis of audio - lingual classroom practices. In addition, Brooks cited by Richards (1986: 54) states that the use of drills and pattern practice is a distinctive feature of the audiolingual method. In addition, Larsen-Freeman (2000: 47) also state that there are several kinds of drill techniques used in audio-lingual method: 1) Dialog Memorization Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one

person in the dialogue, and the teacher the other. After the students have learned the one person's line, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the audio-lingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

2) Backward Build-up (Expansion) drill This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

3) Repetition Drill Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

4) Chain Drill A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each

student's speech.

5) Single-Slot Substitution Drill The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence

6) Multiple-Slot Substitution Drill This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb.

agreement. They then say the line, fitting the cue phrase into the line where it belongs.

5. The Concepts of Single Slot Substitution Drill Single slot substitution drills is one kind of drill which is used in audiolingual method. A substitution drill is a classroom technique used to practice new language. It involves the teacher first modeling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure. According to Jack (1986:41), single slot substitution drill is one kind of drills which is used in Audio-Lingual Method. A substitution drill is a classroom technique used a practice new language. The teacher says a line, usually from dialogue. Next, the teacher says a word or a phrase-called cue. The students repeat the line teacher has given them, substituting the cue into the line in its proper place. In addition, Larsen-Freeman (2000: 48) said that, in single slot substitution drills the teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students

repeat the line the teacher has given them, substituting the cue into the line and its proper place. Instructional single slot substitution drill involves some steps. The first step is development of instructional plans to lead the students from what they already know to a deep understanding of new material. Modeling is a word or a sentence and the learners repeating it. Then the teacher substitutes one or more key words, or changes the prompt, and the learners say the new structure. Substitution drill work best at the beginning levels. They enable students to focus on structure while learning related vocabulary. The first, teacher teaches a dialogue or sentence.

5. The Concept of Teaching Simple Present Tense by Using Single Slot Substitution Drills Drill can be used as a technique in teaching grammar as Thornbury (1999: 95) states that grammar practice is often associated with drilling. Drilling is easy to do, drilling also one of the easiest techniques to learn, once students are used to it and the teacher has mastered a few basic techniques such as giving clear indication as to when an individual student response, as opposed to a class one, is required. According to Cokely (1991:1), single slot substitution drills requires both class (C) and individual student (S) response. As such as, it is good way for the teacher to get feedback on individual student performance while still involving the class. The steps are as follows: a. The teacher gives brief explanation about simple present tense and how to make it easily by using single slot substitution drill. b. The teacher gives some example of simple present tense and identify some features of simple present tense with the students. c. The teacher gives the instruction to the students to choose one item or slot go through a process of

replacing or substituting other items in that slot. d. The teacher guides the student to make other word in the same sentence. e. The teacher gives a chance to the students to evaluate and correct their sentences. f. The teacher gives reinforcement about simple present tense.

### **C. RESEARCH DESIGN**

In this research, the writer used the pre-experimental method with one group pretest-posttest design. According to Arikunto (1992:76), pre-experimental design is not true experiment, not full condition of experiment and does not follow certain rules. In this study, the writer gave a special treatment to the eighth grade students of Islamic Junior High School Lubuklinggau that was teaching simple present tense. The pre-test had been done before giving treatment and post-test had been done after giving treatment.

### **D. RESULT**

The writer concluded that the use of Single Slot Substitution Drill was significantly effective in teaching simple present tense to the eighth grade students of Islamic Junior High School Lubuklinggau in the academic year of 2015/2016. There was a difference between the students mean score in the pre-test and the students mean score in the post-test. The mean score of the pre-test was 55.88 and the mean score of the posttest was 78.51. This difference shows the students' progress; it was from "Failed" category to "Passed" category. Furthermore, the writer found out that the t-obtained was 10.98 while the t-table was 1.697 as its critical value, it meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In other words, the t-obtained determined

that there was a contribution that the writer got in Teaching Simple Present Tense by Using Single Slot Substitution Drill Technique. Then, it could be concluded that it was significantly effective to teach simple present tense through Single Slot Substitution Drill to the eighth grade students of Islamic Junior High School Lubuklinggau in the academic year of 2015/2016

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