

## THE SIDE EFFECT OF APPLYING SINGLE SLOT SUBSTITUTION DRILL TECHNIQUE THROUGH FLASCARD ON STUDENTS' GRAMMAR MASTERY

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### **ABSTRACT**

*This study was carried out to find out the students' achievement in simple past tense using Single Slot Substitution Drills. The descriptive quantitative methods was applied to describe the data. The population of this research was the second class of SMP Negeri 3 Labuhan Deli Satu Atap , which was divided into the experimental and control class and the total of the sample was 51 students. The researcher gave 40 questions about simple past tense to collect the data in pre-test and post-test. T-test formula was used by the researcher to analyze the data. In this research, it was found that the mean of pre-test score in experimental class was 53.04 and in control class was found 47.29. Meanwhile, the mean of post-test score which found in experimental class was 77.93 and in control class was 76.58. It can be counted from the students' score that  $t_{count}$  was 0.910, whereas the  $t_{table}$  was 0.329 for  $\alpha = 0.05$  with the degree of freedom (df) 51. It means that  $t_{count}$  was higher than  $t_{table}$  ( $0.910 > 0.329$ ) So, alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected in this research. In an addition to this result, using of Single Slot Substitution Drills had significant effect as media in English teaching learning process.*

**Keywords:** *Simple Past Tense, Single Slot Substitution Drills*

## INTRODUCTION

Language is a system of communication consisting of sounds, words and grammar use by the people in conducted the interaction in social life. There are several types of social life, such as family, society life, and so forth. Because language used in the social life, it means it also used in the student's school life. Language take an important role in delivering the message of someone to another. In order to make the listener understand about what we would say, the speaker should arrange the language into words, clause, phrase, or even sentences in a well organization. This organization commonly consisted in a grammar part.

Teaching English in junior high school in Indonesia covers three main scopes. First, discourse competence, include understanding and creating short functional text both spoken and written in four skill, listening, speaking, reading, and writing. Second, understanding competence, that is a competency in understanding and creating short functional text in a form of procedure, descriptive, recount, narrative, and report. Lastly, secondary competence which consists of linguistics competence (using grammar, vocabulary, phonetics), socio-cultural competence (using expressions in a context of communication), strategic competence (solving problems in a communication process), and forming discourse competence (using tools to form discourse).

Green baum and Nelson ( 2002 : 1 ) grammar is the central component of language. 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. It is clear that grammar is very important in order to make correct and acceptable sentences in communication. Realizing that grammar is inescapable in speaking proces, people, especialy teacher, could encourage the student to examine grammatical errors in their our speaking. Although the students are good in grammatical concept, they still get guidance to become effective speaking. Effective grammar intruction begins with what students have already know about grammar, and it helps them to use this knowledge as they speak. By connecting the mastery of grammatical concet to speaking strategy, the students can know that grammatical concept give effect in there ability to speak effectively.

Grammar is taught as a secondary competence, which mean it is not the main material that should be mastered by students although it is a basic factor for the student to mastery english. It can be denied thet grammar take the key point dor some one speaking in an appropriate way. The students should be able tu understand it when they want to be able speaking well. However, in the reality when the research do the observation, she found that most of the students did not able in knowing the right grammatical especially in simple past tense.

Teaching technique helps the teacher and students to solve this problem. Fortunately, the teaching technique that used in SMP Negeri 3 Labuhan Deli Satu Atap is not interesting, which only using a conventional technique. In this case,

the researcher choose single slot substitution drills as the technique to help the teacher fix this problem. By using this technique, students will learn grammar through dialog with flashcard. The single slot substitution drills to specify, the researcher choose simple past tense as the object of the study. Therefore, is technique change the word in the same sentence. Can be used as an alternative technique in teaching simple past tense. Single slot substitution drills can be easily applied to a grammar orally and directly because, in single slot substitution drills 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.

The limitation of media that used in teaching process in SMP Negeri 3 Labuhan Deli Satu Atap, caused the student difficult to gain their motivation on in studying english. Considering to this problem, the reseacher will try to suggest an interesting media that will be helpful in solve this problem, that is flashcard media. The researcher realizes on the student condition that they would like to playing, by using this media, the teacher can teach grammar in a fun learning process which make the student interest and easy to understand.

## **LITERATURE REVIEW**

### **Grammar**

Grammar is one of the important aspects in sub-skills that should be learned. Learning grammar can help students to be able to make good sentences with using appropriate usages of words. It can also help them in creating better sentences to communicate with others in speaking or writing. It can be said that grammar is very useful in a language

and it can't be separated from its skills, if one can use grammar correctly, he can master all of skills. It is clear that grammar is very important and useful because grammar is a part of language. One of the scopes which are included in grammar is tenses. Tenses is used to know when the activity happens. There are many kinds of tense in English: one of them is simple past tense.

### **Grammar as a System of Rules**

One way to evaluate a person's progress in learning a new language is to measure their vocabulary: how many words do they know? But it does not make sense to ask, "How many sentences does this person know?" Vocabulary items (words, idioms, etc.) are typically learned one at a time, but we do not "learn" sentences that way. Rather than memorizing a large inventory of sentences, speakers create sentences as needed. They are able to do this because they "know" the rules of the language. By using these rules, even a person who knew only a limited number of words could potentially produce an extremely large number of sentences. The rules we are interested in here are those which the native speaker is usually not aware of – the kind of knowledge about the language that children learn naturally and unconsciously from their parents and other members of their speech community, whether they attend school or not. All languages, whether standardized or not, have rules of this kind, and these rules constitute the grammar of the language. Our approach to the study of grammar will be descriptive rather than prescriptive: our primary goal will be to observe, describe, and analyze what speakers of a language actually say, rather than

trying to tell them what they should or should not say.

### **The importance of Grammar**

Having know the definition of grammar, it is not hard to be understood why grammar is useful an important. Without knowing the grammar of a language, the students cannot comprehend the essence of the text when they read. In this case, a good grammar acquisition will help them in it. Mastering grammar helps students to understand every word when they are reading as well as speaking, listening and writing.

### **Flashcard**

Learning grammar can be more effective by using visual aid such as pictures. With visual aids (in this case picture), teacher can be easier to handle the class in mastering the material. It help students recognize what the teacher explain without any real object media. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences so, teachers must help students to cope with. Visual aids in teaching are well established.

Flash card is great media to teach English. In this study, the researcher uses flashcard that will be edited. One side of the card is verb infinitive and the other side is present form, past form, or past participle. The cards will be colorful, funny, and creative media to memorize the verbs. Flash card is popular to teach vocabulary but the researcher here uses the flash card to teach grammar tenses.

### **Drill**

A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Futhermore, drill is a method of teaching technique used

for practicing sound or sentence patterns concerned with the fixation of specific association for automatical recall.

### **Single slot substitution drills**

Single slot substitution drills is one kind of drill which is used in audio- lingual 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.

This drill enables students to master grammar since it is done by changing noun, verb, object, or adverb. Moreover, it may replace a word of the model sentence with a pronoun or number, and make some the necessary change. According to Larsen-Freeman (2000: 48), "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.

### **METHOD**

The design of this research is Experimental Design with experimental and controlled class. One group will be treat as the experimental class and other group will be treated as the controlled class. In experimental class, researcher will applied the using of single slot substitution drill as media in teaching while in controlled class use conventional teaching technique.

The researcher use pre-test and post-test design in both experimental and controlled class. The aim to find out of the using single slot substitution drill in enhancing

students' simple past tense. To get the effectiveness significant by comparing the pre-test and post-test both of experimental class and controlled class. The research design in this research can be seen as follows :

Where :

E = Experimental class

C = Controlled class

O1 = Result of Pre-test (in experimental class)

O3 = Result of Pre-test (in controlled class)

X = Treatment that will be given for experimental class by using Duolingo Application

O2 = Result of Post-test (in experimental class)

O4 = Result of Post-test (in controlled class)

## RESULT

The experimental and control class have been taught by using different method. In the experimental class, the students have been taught by Using Single Slot Substitution Drill to measure how interest them on using Single Slot Substitution Drill to learn Simple Past Tense, meanwhile in the control class the students have been taught without Single Slot Substitution Drill, the teaching and learning process was only doing by conventional technique, in which the students should memorize the Simple Past Tense which given to them every meeting. In order to know the distinct of students' achievement in Simple Past Tense that have been taught by using Single Slot Substitution Drill and without using Single Slot Substitution Drill, the data was needed to be measured. The data was collected from the results of pre-test, post- test score that have been

conducted in both of experimental and control class.

**Table 1. The Score of Pre-test and Post-test in Experimental Class**

No	Students	Pre-Test	Post-Test
1	ANS	57	70
2	AS	62	75
3	DM	57	75
4	DP	57	87
5	FRD	52	70
6	J	52	75
7	JBB	50	75
8	LA	47	70
9	MIM	45	67
10	MR	47	75
11	MEA	42	80
12	MR	35	62
13	MI	45	70
14	MR	42	82
15	P	42	80
16	PH	42	75
17	RS	45	72
18	RP	57	70
19	RA	67	95
20	S	67	87
21	SP	55	100
22	SM	35	70
23	SR	50	87
24	SHN	57	80
25	VUN	75	75
26	Y	67	100

27	ZRH	78	80
<b>TOTAL SCORE</b>		<b>1432</b>	<b>2104</b>
<b>MEAN SCORE</b>		<b>53.04</b>	<b>77.92</b>

As the conditional result from pre-test score in experimental class, it can be seen in the following table :

**Table 2.**  
**Table of Data Statistcs of the Result Pre-Test in Experimental Class**

N	Valid	27
	Missing	0
Mean		53,04
Median		52,00
Mode		57
Std. Deviation		11,082
Variance		122,806
Range		43
Minimum		35
Maximum		78
Sum		1432

From the table above, it have been showed that the mean score of pre-test was 49.56. The median of the post-test score was 52.00 and the mode was 52. The standart deviation was 20.154 and the variance was 406.197. The range of the score was 72. The minimum score of post-test was 20, while the maximum score was 92. Based on the previous table, it can be made a table of frequency, as follows:

**Table 3.**  
**Table of Frequency Distribution of Pre-Test Result in Control Class**

	Fre que ncy	Per cent	Valid Percen t	Cumulati ve Percent
Valid 28	4	16,7	16,7	16,7
29	1	4,2	4,2	20,8
30	2	8,3	8,3	29,2
35	2	8,3	8,3	37,5
45	3	12,5	12,5	50,0
53	1	4,2	4,2	
55	3	12,5	12,5	66,7
56	2	8,3	8,3	75,0
57	2	8,3	8,3	83,3
60	1	4,2	4,2	87,5
70	1	4,2	4,2	91,7
77	1	4,2	4,2	95,8
78	1	4,2	4,2	100,0
Total	24	100,0	100,0	

Based on the previous table, it has been described that in the control class the score varied from 28 to 78.

#### **The Result of Post-Test in Control Class**

As the conditional result from post-test score in Control class, it can be seen in the following table:

**Table 4.**  
**Table of Data Statistcs of the result Post-Test in Control Class**

N	Valid	24
	Missing	0
Mean		76,58
Median		72,50
Mode		70
Std. Deviation		11,839
Variance		140,167
Range		38
Minimum		62
Maximum		100
Sum		1838

Based on the previous table, it can be seen that the mean score of post-test was 76.58. The median of the post-test result was 72.50 and the mode was 70. The standart deviation was 11.839 and the variance was 140.167. The range of the score was 38. The minimum score of post-test was 62, while the maximum score was 100. From the table above, it can be made a table of frequency, as follows:

**Table 5.**  
**Table of Frequency Distribution of**  
**Post-Test Result in Control Class**

	Freque ncy	Perc ent	Valid Percen t	Cumul ative Percent
Val id	1	4,2	4,2	4,2
62	1	4,2	4,2	4,2
65	2	8,3	8,3	12,5
67	2	8,3	8,3	20,8
68	1	4,2	4,2	25,0
70	6	25,0	25,0	50,0
75	5	20,8	20,8	70,8
80	1	4,2	4,2	75,0
87	2	8,3	8,3	83,3
95	1	4,2	4,2	87,5
100	3	12,5	12,5	100,0
Tot al	24	100, 0	100,0	

From the table above, it have been showed the result of post-test in control class that there was only one student who got 62 as the lowest score and also there was only three students who got 100 as the highest score.

## CONCLUSION

Based on the research which had conducted at SMP Negeri 3 Labuhan Deli Satu Atap, especially in class VIII-1 as the experimental class and VIII-2 as the control class.

This research was aimed to know about the effect of Single Slot Substitution Drill toward the students' achievement in learning Simple Past Tense. After the research was done, the reseaecher find the data from pre-testa and post-test in each of class that have been described in each of chapter, as follows:

1. Single Slot Substitution Drill was able to make a significant effect on students' Simple Past Tense. The students more interested in learning Simple Past Tense by using Single Slot Substitution Drill, it can be seen in their value before implementing Single Slot Substitution Drill and after implementing it in their class.
2. The statistical data also have been mentioned in the previous chapter in which it can be seen if there was different value both of experimental class who was using Single Slot Substitution Drill with the control class who was only used conventional technique likes memorizing the Simple Past Tense every meeting.
3. In hypothesis test, it have been presented that there was an increasing of pre- test and post-test in each of class. It showed that alpha ( ) was 0.05, Ha (Alternative Hypothesis) would be accepted and Ho ( Null Hypothesis) would be rejected because the sig. 2 tailed was lower than alpha. It proved that there is significant effect of Single Slot Substitution Drill on students' achievement in Simple Past Tense. Moreover the mean score of post-test in experimental class was higher than the mean score in control class. The mean score of post-test in experimental class was

77.93, meanwhile in control class was 76.58. As the conclusion of the whole chapters, it could be interpreted that the effect of Single Slot Substitution Drill on students' achievement in Simple Past Tense  $r$  was significant, especially for eight-grade in SMP Negeri 3 Labuhan Deli Satu Atap.

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