CHAPTER I

INTRODUCTION

A. Background of the Study

Simple present tense is one of the tenses that is frequently used in conversation and daily activities. It is used to describe daily activities and habits, to make general statement of fact and to express opinions . It is also the basic way to make a sentence or conversations in daily habits. Further Murphy (2003) states that simple present is to talk about things in general and we use it to say something happens all the time or repeatedly, or that something is true in general. Moreover, Simple present tense expresses events, percetions, feelings, or states that occur or exist always, ussually, habitually, they exist now, have existed in the past, and probably will exist in the future (Azzar,1999). We use simple present tense when an action or activity is happening or when it happens regularly.

Although simple present is important to master, most students have lower ability in using simple present tense especially in using 's or es' for third person singular. Moreover, some students were confused in differentiating which subject used *do* and which one used does. Based on the pre-observation conducted in one school in Bandung reveal that this problem is likely to happen since the students do not understand about the formula of simple present tense. Other problems would be physical factors and teaching factors. The students felt bored and they did not understand what their teacher have taught about simple present tense. The students are

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not interested in the teacher's technique in delivering material. The students did not get enough practice in using simple present tense in the class. The teacher makes the students less interested in learning. As Harmer (2001:1) says, "They should make their lessons interesting so you do not fall asleep students". The teacher have to give another way in teaching simple present tense. These problems need to be solved, so that the students get more understanding and comprehension in learning simple present tense.

To help teachers solve their problems, we need some techinques that attract students to learn. There are some techniques that teachers can use in teaching simple present tense. One of them is substitution drills. According to Richards and Theodore (1986,p.41), Substitution drills require that the students put a vocabulary word or phrase into a sentence, conjugate, a verb sentence, or otherwise substitute one language part with another. Substitution drills whiches the teacher uses cue words or pictures to ask the students mix the examples of the new pattern. The students will repeat a sentence that gave by the teacher and they can change a verb or subject into a sentence. It will motivate the students to make them more active to understand in the formula of simple present tense.

Until recently, the use of substitution drills has been applied to teach speaking skills in teaching English language. Agustini (2014), Teaching Speaking Through Substitution Drills To Seventh Grade Students of SMPN 3 Gianyar. Moreover, Riswanto and Haryanto (2012) Improving Students' Pronounciation Through Communicative Drilling Technique at Senior High

School 07 South Bengkulu. Therefore, this present study focuses on TEACHING SIMPLE PRESENT TENSE TO NINTH GRADE BY USING SUBSTITUTION DRILLS.

B. Research Question

This research is aimed to find the answer to the following research questions.

1. How is students' understanding to simple present tense before implementing substitution drills?

2. How is students' understanding to simple present tense after implementing substitution drills?

3. How significant is the improvement of students' understanding to simple present tense?

C. Purposes of the Study

Based on research question, the purpose of this study is to know :

1. The students' understanding on simple present tense before implementing substitution drills

2. The students' understanding on simple present tense after implementing substitution drills

3. The improvement of students' understanding on simple present tense

D. The Significances of the Study

The significances of the study are presented below:

1. Theoretically

   It is expected that in this research will contribute to the current theory about the strategy in teaching English and the result of the research can be used by the teachers in teaching simple present tense to students.

2. Practically

   a) For students

   It is expected that students can improve their understanding by using substitution drills in the class. The result of the study is an important factor for their success in understanding simple present tense and also the students become interested in simple present tense by using substitution drills.

   b) For teachers

   It is expected that the teacher will get new technique how to teach simple present tense and they can improve their ability in teaching simple present tense by using substitution drills.

   c) The researcher

   By knowing the result of this study, the students can find out the alternative way of learning grammar, especially to improve their understanding in simple present tense.

E. Rationale

Simple present tense is daily habits or usual activities. According to Davidson (2004:201-206) in citied Arba'in (2011:26) say that "Simple present tense is used to talk about something that is happening at or round about the time of speaking or about situation that will only last for a limited period of time". Simple present tense is used to express daily activities or repeated action and general statements of fact.

Teaching simple present tense is not easy, because the teacher need more efforts to make the students understand the formula of simple present tense. The students have to know which subject used by adding '*es or s'* in affirmative sentence. Thomson and Martinet (1986:159) in citied Arba'in (2011:27) say, "In affirmative, the simple present tense has the same form or the infinitive but adds an 's' for the third person".
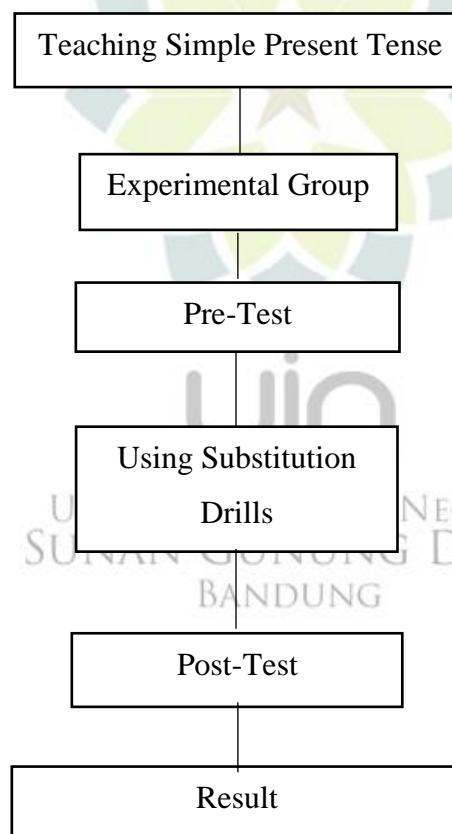
The students need to be given some techniques to help them in learning simple present tense because they difficult to understand the rule of simple present tense. The students surely need a teaching learning process that must be fun, comfortable and enjoyable. One of some techniques that teacher can implement in teaching simple present tense is substitution drills.

According to Geoffrey and Chrishtoper (2003:80), Substitution drills is the way the students response sometimes is so tightly structured that the possibility of error is eliminated. Moreover, Hill and Pincas (2003:81) stated that to demonstrate substitution drills the teachers' role have to give

the material visually much more clearly to the class. The material must in real life situation whiches the students can easy to understand. If the teacher give the students the material based on the picture, it must be related to their daily life.

To implement substitution drills improving students' understanding in simple present tense, the researcher uses the scheme, as follows:

Figure 1 frame of Research

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┌─────────────────────────────────┐
│   Teaching Simple Present Tense  │
└─────────────────────────────────┘
              │
    ┌─────────────────────┐
    │  Experimental Group  │
    └─────────────────────┘
              │
      ┌─────────────────┐
      │     Pre-Test     │
      └─────────────────┘
              │
     ┌─────────────────────┐
     │  Using Substitution │
     │        Drills       │
     └─────────────────────┘
              │
      ┌─────────────────┐
      │    Post-Test     │
      └─────────────────┘
              │
   ┌─────────────────────┐
   │       Result        │
   └─────────────────────┘
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This study adapted the original rules and procedure of substitution drills to improve students' understanding in simple present tense. Based on the scheme above, the study conducted quantitatively, with quasi-experimental method. Firstly, the pre-test conducted to the experimental class. Secondly, teaching learning process by using the treatment conducted to the experimental class at least four times. Then, post-test given in order to know whether there is an improvement or not.

F. Hypothesis

According to Creswell (2012:111), Hypotheses are statements in quantitative research in which the investigator makes a prediction or conjecture about the outcome of relationship among attributes or characteristics. Based on research problem the writer has formulated the hypothesis as follows:

a. H_0 accepted if t account < t table: it means that there is no significant improvement of students' understanding in simple present tense after using substitution drills.

b. H_a accepted if t account > t table: it means that there is significant improvement of students' understanding in simple present tense after using substitution drills.

G. Research Methodology

a. Research Design

This research method is quantitative method. This research uses the experimental design. In this case, the research uses quasi experiment type. According to Creswell (2012,p.295), In an experiment, you test an idea (practice or procedure) to determine whther it influences an outcome or dependent variable. There are two variables in this study, the first variable is students' understanding in simple present tense (X) and the second variable is substitution drills (Y). It means this study tests an idea about the effectiveness substitution drills in teaching simple present tense to determine whether it influences the outcome or not.

Quasi experiments include assignment, but not random assignment of participants to groups (Creswell, 2012: 309). The researcher uses quasi-experiment and it means the researcher can not choose the participants randomly.

b. Research Site

The data will be collected in MTs Negeri 2 Lebak Junior High School, Lebak, Banten, particularly in 9th grade. The researscher chose this site because the researcher found the students' problems about simple present tense when the researcher conducted teaching practice for English subject. Therefore, the researcher plans to implement this strategy to help the teacher uses other strategy to make teaching and learning simple present

tense interestingly and effectively. In addition, by using this strategy, it will motivate student in learning English.

c. Participants

1) Population

Before doing the research, the researchers must determine the groups of people as the population. According to Arikunto (2010: 173), "Population refers to group or all subjects that is researched". The population of this research is the students of MTs Negeri 2 Lebak that consists of 305 students, 11 classes.

2) Sample

Arikunto (1997:38), Confirms that sample is a part of population to be observed. The researcher will take the students of ninth grade at MTs Negeri 2 Lebak because the students did not understand well about the formula of simple present tense. The sample of this research will take one class as samples. Therefore, the researcher choose IX B as the participants.

H. Research Procedure

The researcher use quantitative method. According to Sugiyono (2009:13), Quantitative is the data in the form of numbers, and analysis using statistics. According to Arikunto (1997), Experimental research methodology is a way to research for casual relationships between two factors that intentionally infected by the researcher with eliminate or reduce

or set aside other factors interfere. Therefore, this is used to prove the hypothesis using data collected in this research.

Sugiyono (2009:308) says that "Technique of data collection is an important step to be done, because the main purpose of the research is gain the data. This research uses pre-test and post-test to get a valid data and the test will be in multiple choice. In a quasi-experimental research, they are three steps to collect the data, they are first, administering pre-test; second, giving treatment to experimental group by using substitution drills; the last, administering post-test.

a. Pre-test

The pre-test is given to experimental and control group before the teacher gives the treatment. According to Creswell (2012:297), says, "Pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment". In pre-test, the first measure of the students' understanding in simple present tense before they receive a treatment. The students answer the questions that are related to simple present tense.

b. Treatment

The experimental class might be provided with some treatments, while the control class would receive usual treatment (Creswell, 2012). In the process of teaching learning Englih, the researcher takes one class whiches the experimental class given substitution drills as the treatment. In

doing treatment for substitution drills, it is conducted four times treatments to students.

c. Post-test

The post-test carried out after the treatment of teaching simple present tense by using substitution drills for the experimental group. A post-test is a measurement on some attributes or characteristics that are assessed for participants after a treatment (Creswell, 2012: 297). The researcher used post-test to know the significant improvement of teaching simple present tense by using substitution drills.

I. **Data Analysis**

This study uses quantitative data which are related numeral and the statistical analysis. After collecting data from pre-test and post-test, the comparison will be made between them. Subana (2000) determining the normality of data by conducting the steps as follows:

a. **Determining the normality of data by conducting the steps as follow:**

1) *Making the distribution table of frequency, with procedures:*

a) Determining the Range of Data (R)

$R = [H - L] + 1$

Note:

H = High score

L = Low score

b) Determining the Class Interval (K)

$K = 1 + 3{,}3 \log n$

Note:

n = Number of students

c) Determining the length of Class Interval (P)

$$P = \frac{R}{K}$$

Note:

R = Range of data

K = Class of interval

2) *Determining central tendency with procedures*

Determining Mean

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Note:

f_i = frequency

x_i = The sum all of the scores

3) *Determining Standard of Deviation (Sd) using the formula:*

$$Sd = \sqrt{\frac{\sum f_i.(x_i.x^2)}{(n-1)}}$$

Note:

Sd = Standard of Deviation

4) *Determining the Degrees of Freedom*

d*f* = K- 3

Note:

D*f* = Degree of Freedom

K = Total of Class Interval

5) *Determining the value of X^2 from the table*

$$x^2{}_{table} = (1\text{-}\ \alpha)(\mathrm{d}f)$$

6) *Determining the normality of data distribution by using criteria*

Distribution is considered normal if $x^2{}_{count} < x^2{}_{table}$

Distribution is considered abnormal if $x^2{}_{count} > x^2{}_{table}$

b. **Determining the homogeneity of two variables by conducting the steps as follows:**

1) *Determining score F*

$$F = \frac{Vk}{Vd}$$

2) *Determining the Degree of Freedom of the Data*

$\mathrm{D}fi = n_1 - 1$

$\mathrm{D}fi = n_2 - 2$

3) *Interpreting homogeneity of the data*

If $f_{table} < f_{count}$ it means homogeneous

If $f_{table} < f_{count}$ it means not homogeneous

c. **Testing difference between the two interrelated averages as can be looked for the t-test**

$$t = \frac{x_1 - x_2}{dsg\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$dsg = \sqrt{\frac{(n_1-1)V_1 + (n_2-1)v_2}{n_1 + n_2 - 2}}$$

Note:

t = testing

x1 = mean of post-test of the experimental class

x2 = mean of post-test of the control class

n1 = total number of data for experimental class

n2 = total number of data for control class

v1 = the post-test deviation of the experimental class

v2 = the post-test deviation of the control class

d. **N-Gain**

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students ' undertsanding after using telephone game. To know the improving of students' understanding in simple present tense, normal gain *(d)* is used with the formula:

d = Post-test score – Pre-test Score
Maximum Score - Pre-test Score

Normal gain score acquired is then interpreted into the table below:

Table 1.1 Normal Gain Interpretations

Score	Interpretation
$g > 0,7$	High
$0,3 \leq g \geq 0,7$	Average
$g < 0,3$	Low

(Arikunto, 2010:19)

The conversion score of number and character scoring is stated below:

Tabel 1.2 Conversion Score

Score	Character	Value
80 – 100	A	Very Good

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66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2010:245)