

## A STUDY ON THE USE OF SUBSTITUTION DRILL TECHNIQUE IN TEACHING GRAMMAR

**\*Zumrah<sup>1)</sup>, Konder Manurung<sup>2)</sup>**

<sup>1,2)</sup> English Education Study Program, Faculty of Teacher Training and Education  
Tadulako University, Palu

*\*[zumra.rara10@gmail.com](mailto:zumra.rara10@gmail.com)*

### **ABSTRAK**

*Penelitian ini dilakukan menggunakan bentuk penelitian studi pustaka. Tujuan penelitian ini adalah untuk menganalisa, mendeskripsikan dan menjelaskan tentang penerapan teknik substitution drill dalam pengajaran tata bahasa. dalam penelitian ini, data yang dijelaskan diambil dari data yang dilakukan dalam kurun waktu 2011-2020. Ada sepuluh penelitian yang digunakan sebagai sumber data dalam penelitian ini. Hasil analisis data deskriptif menunjukkan bahwa penggunaan teknik substitution drill dapat meningkatkan kemampuan siswa dalam bahasa Inggris, seperti kemampuan dalam penggunaan conditional sentence, simple present tense, past tense, continuous tense, degrees of comparison, dan kemampuan dalam menggunakan kata bantu do dan does. Berdasarkan hasil penelitian sebelumnya, ditemukan bahwa sebagian besar siswa pada tingkat akademik yang berbeda dalam periode 2011-2020 mengalami peningkatan kemampuan bahasa Inggris mereka setelah penerapan teknik substitution drill. Semua sumber data sekunder menggunakan prosedur yang berbeda tetapi secara umum semua prosedur drill serupa menggunakan prosedur model Decanay & Donald dengan prosedur sebagai berikut: model, cue, dan response.*

*Kata Kunci: Substitution Drill, penguasaan tata bahasa*

### **ABSTRACT**

This study was conducted through Library Research Design. The objectives of this study are to analyze, describe, and explain about the implementation of substitution drill technique in teaching grammar. In this study, the data described was taken from the ones conducted within 2011-2020. There are ten studies used as the data sources in this recent study. The result of descriptive data analysis showed that the implementation of substitution drill can improve the students' ability in English, such as the ability in conditional sentence, simple present tense, past tense, continuous tense, degrees of comparison, and the ability in using auxiliary do and does. Based on the results of the implementation of substitution drill by previous researchers, it was found that most of the students on different academic levels within 2011-2020 experienced improvement on their ability in English after the implementation of substitution drill. All the secondary data sources used different procedure but in general all drill procedure are similar using the procedure by Decanay & Donald model with the following procedure: a model, a cue, and response.

**Keywords:** Substitution Drill, Grammar.

## INTRODUCTION

Grammar is one of the language components that is important to be taught to the students if they want to communicate in English well. It has always been a major problem for most senior high school students. It is not only difficult to learn but also complex due to interference of the students' mother tongue. By having knowledge of grammar, they can arrange sentence correctly, so that people can understand what they mean. In other words, their sentences should be grammatically correct.

Since English is different from Indonesian especially in passive voice, in Indonesian Learning, it is easy for the students to understand passive voice because the affix "*me-* and *di-*" that just change of active sentence to passive sentence without "to be" and form tenses while in English Learning the students must know "to be" as the main verb or auxiliary verb corresponded with the subjects as its attendance in a sentence and students still confused about form tenses.

In this study, the researcher used substitution drill technique to teach grammar. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt (Mart, 2013). Richard (1992) stated that this technique is generally applied to practicing students' pronunciation or sentence structure in learning a language through repetition or practice. One of the principles of the method is that language learning is the process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning (Freeman, 2000). She goes on saying that numerous types of drill or drilling techniques were used by these researchers in their studies, i.e. backward build-up or expansion drill, Chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and question and answer drill.

In this research, researcher analyzed research results on the aim of the implementation of substitution drill in teaching grammar. The results is described descriptively and discuss the implication on the teaching of grammar in the future.

## METHOD

This research used qualitative research that is Library Research Design. The aim of this research is to find out about the use of substitution drill in teaching grammar. The data is collected using the documentation method from these and various journals that

discuss problems about the difficulties of students in study about grammar. Additionally, the data are collected from the study conducted from 2011 to 2020.

## FINDINGS AND DISCUSSION

### FINDINGS

This recent study aimed at answering the questions regarding the implementation of Substitution Drills in teaching grammar based on the research results from 2011 to 2020. In collecting the data, the researcher used library research design. Additionally, the findings described in this research were taken and adapted from the studies conducted within 2011-2020 about the implementation of substitution drill in teaching grammar which were by Jayanti (2011), Jubhari (2018), and Maisyaroh (2019), Purwito (2011), Hikmah (2019), Pujiana (2019), Rahawi (2020), Fernando (2011), Yupti (2011), Rahayu (2019). There are ten research results that can be described in the following table.

**Table 1 Findings of the secondary data sources**

No	Researcher	Procedure	Findings
1	Jayanti (2011)	<ul style="list-style-type: none"> <li>- The teacher presents the rule of substitution drill that need to be practiced by the students.</li> <li>- The teacher become the first modeling sentence and then the students repeat it</li> <li>- The teacher then substitutes one or more key words, or change the prompt</li> <li>- The teacher gives the cue word.</li> <li>- The students say new structure which must be suitable with the cue word.</li> </ul>	The researcher found that the mean score of posttest 1 is 61.71 better than the mean score of pretest, that is 24.74. there are 20 students who passed the KKM and 18 students whose score is still under KKM. the mean score of posttest 2 gained 76.18 better than the mean score in the posttest 1. In the cycle 2 37 students passed the KKM. It can be conclude that substitution drill can improve students understanding in conditional sentences type 1.
2	Jubhari (2018)	<ul style="list-style-type: none"> <li>- a teacher gives a sentence to the student and requires them to substitute one or more words in the sentence whether it is subject, verb or adverb of time of the sentence so that in the sentence forms a new structure.</li> <li>- As the result of the drill, the students implicitly can understand constructing of sentences, or they become more conscious of the structure of a sentence such as the agreement between subject and verb or between verb and adverb of time</li> </ul>	In this research, substitution drill is used to enhance the junior high-school students' mastery of tenses. The implementation of the substitution drill as a teaching technique of tenses in SMP Amanna Gappa could improve the student's mastery of the tenses. As the result of the drill, the students implicitly can understand constructing of sentences, or they become more conscious of the structure of a sentence such as the agreement between subject and verb or between verb and adverb of time.
3.	Maisyaroh (2019)	<ul style="list-style-type: none"> <li>- started the class by asking the students about habits</li> </ul>	Based on the result of processing data from SPSS 18.0 version shows that the

	<ul style="list-style-type: none"> <li>- explained positive, negative, interrogative sentences</li> <li>- provided many examples of simple present tense. After that the researcher gave example about substitution drills technique.</li> <li>- changed the new subject/object in the sentence. Then, the researcher gave new vocabulary. The researcher asked the students to change the previous sentence with the new vocabulary (substitution drill technique).</li> <li>- the students replaced the previous sentence with the new vocabulary given by the teacher to the new sentence.</li> </ul>	<p>alternative hypothesis is accepted (<math>H_a</math>) and the null hypothesis (<math>H_o</math>) is rejected. The significant value of this research is 0.000, standard significant level is 0.05. It can be drawn as <math>0.000 &lt; 0.05</math> or the significant value is smaller than the significant level. So, it can be conclude that substitution drills is effective to teach simple present tense especially at the seventh grade of MTs Syafi'iyah Besuk-Probolinggo and can increase students' ability in simple present tense.</p>
4. Purwito (2011)	<p>He gave the students the material of like and dislike expressions. Then he gave them the example of dialog using each expression and asked the students to repeat the dialog. After he finished with the material, he continued by taking a sentence using simple present tense from the dialog and wrote this sentence in the whiteboard (used single slot substitution drill technique). He pointed the students one by one to change the sentence written on the board with his words orally. Finished with this treatment, he asked the students to make a group of two to make a dialog (used simple present tense) using expression of like and dislike and performed it in front of the classroom.</p>	<p>In this study, a technique in learning simple present tense that was single slot substitution drills. This technique helped students to understand the correct structure of simple present tense. Furthermore, their 75 mastery in simple present tense increased. The result showed significant improvement from the pre-test that was 48.88 became 82.52. It meant that the result increased 33.64. The average score also indicated that there was improvement in the level of achievement</p>
5. Hikmah (2019)	<ul style="list-style-type: none"> <li>- Presenting the PowerPoint Presentation about simple present tense.</li> <li>- Giving opportunity for the students to give question about the material.</li> <li>- Practice the materials by using substitution drill.</li> <li>- Giving instruction to the students.</li> <li>- Giving opportunity for the students to substitute the material based on the teacher's instruction.</li> <li>- Giving post-test for the students.</li> <li>- Giving feedback, reinforcement, and motivation for the students</li> </ul>	<p>The students' achievement in learning simple present tense by using substitution drills has a significant improvement. The result of mean score of the class in pre-test who passed the Minimum Mastery Criterion Kriteria Ketuntasan Minimal (KKM) (75) was two students or 6,4%. Next, in the cycle 1, the result of mean score of the class in post-test I who passed the Minimum Mastery Criterion- (KKM) (75) was 18 students or 58 %, and in the cycle 2, the result of mean score of the class in post-test II who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) (75) was 29 students or 93,5%, It showed that learning simple present tense through substitution drills was successful.</p>

6.	Pujiana (2019)	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.	There was any significant between the students who were taught Multipleslot 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).. 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
7.	Rahawi (2020)	<ul style="list-style-type: none"> <li>- The teacher divides the students into several groups.</li> <li>- Students practice using the simple past tense that is suitable for the sentences given by the teacher using flashcards.</li> <li>- Facilitating students through giving assignments by doing practice questions in English textbooks to be done individually.</li> </ul>	In hypothesis test, it have been presented that there was an increasing of pretest 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 52 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 posttest 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 was significant.
8.	Fernando (2011)	<ul style="list-style-type: none"> <li>- the teacher enters the classroom and directly asking about students' condition.</li> <li>- asks three students who have the differences in height, weight and apperence. And then asks the other students to make a distinction according to three students in from of them. Afterwards they are expected to make statements based on three students whom they distinguish. If three are some mistakes, the teacher will correct it and then he writes some statements on the whiteboard. And the last, teacher begins to give the cue word and asks the students to substitute or replace it by another suitable cue</li> </ul>	In this research the student' understanding of Degrees of Comparison also had improved, most of them could distinguish the form of <i>positive</i> , comparative and superlative degree in one, two or more syllables, and most of them could also determine the use of positive, comparative and superlative degree in sentences. It was proved by the percentage of students' whose score had passed the minimal mastery level criterion. The data showed that the percentage of students who passed the minimal mastery of criterion in this cycle was 96.97%. it was improved 51.52% from pretest which gained only 45.45% and improved 24.24% from posttest 1 which gained 72.73%.

		word.	
9.	Yupti (2019)	First, the researcher will explain about auxiliary do and does and give them some examples of auxiliary do and does. Second, she prepares one sentence to be a model. Third, she reads it and the students repeat after the teacher. Fourth, the researcher says a word as a clue and the students substitute this clue into the sentence. Finally, they read the sentence with the clue in the sentence.	The result of this research is supported by referring the data obtained both in experimental and control groups. The result shows that the students' mean score of the experimental group increased from 40.93 on the pretest to 81.85 on the posttest while the students' mean score of control group increased from 41.48 on the pretest to 56.3. In other words, the students' mean score on experimental group is higher than control group. The result of t-counted is 5.4 and t-table is 1.676, therefore t-counted is greater than t-table. It means that the hypothesis is accepted. Having conducted the research, the researcher has proved that the use of substitution drill is effective in teaching auxiliary do and does.
10.	Rahayu (2019)	<ul style="list-style-type: none"> <li>- The teacher gives a sentence as an example to the students.</li> <li>- The students follow the example from the teacher.</li> <li>- One item or slot is chosen by the teacher than the teacher gives a signal to change or enter keyword. The teacher should make sure that the cues (the words used to substitute) are clear and unambiguous.</li> <li>- The students go through a process of replacing or substituting other items in that slot in the appropriate substitutions.</li> <li>- The students make a new sentences but in the same pattern. Last substitution should result in the same sentence that was used to start the drill.</li> </ul>	There was a significant difference in the student's grammar mastery in the simple present tense before and after using substitution drill technique. The average score in the pre-test was 42.65, in the post-test was 78.81 from the data analysis the result can be seen that $H_0$ is rejected and $H_a$ is acceptable. Additionally, it can be conclude that the study by Rahayu has a significance influence of using substitution drill

## DISCUSSION

The implementation of substitution drill in language learning has been widely examined by researchers and practitioners. It is believed that the integration of substitution drill into the language learning field have amazing outcomes to the students' foreign language experience. Furthermore, relaying on the topic, the researcher has analyzed and described how substitution drill are implemented in different studies from the ten secondary data sources.

After analyzed all the secondary data used in this study the researcher describe all the procedure that the previous researchers used in teaching substitution drill in class.

All the secondary data from 2011-2020 used different procedure but in general all the drill procedure are similar, they are three element : a model, a cue and response (Dacanay & Donald, 1985).

Moreover, the effect of substitution drill on students by Jayanti (2011) found that substitution drill can improve students understanding in conditional sentences type 1. Jubhary (2018), in his research substitution drill can enhance the junior high-school students' mastery of tenses. Maisyaroh (2019), concluded that substitution drills is effective to teach simple present tense and can increase students' ability in simple present tense. Purwito (2011), has proved that single slot substitution drill, and found that this technique helped students to understand the correct structure of simple present tense. Hikmah (2019), found that the students' achievement in learning simple present tense by using substitution drills has a significant improvement. Pujiana (2019), concluded that the students' achievement in learning simple present tense by using substitution drills has a significant improvement. Rahawi (2020) concluded that the effect of Single Slot Substitution Drill on students' achievement in Simple Past Tense was significant. Fernando (2011), In his research the student' understanding of Degrees of Comparison also had improved, most of them could distinguish the form of *positive*, comparative and superlative degree in one, two or more syllables, and most of them could also determine the use of positive, comparative and superlative degree in sentences. Yupti (2011), has proved that the use of substitution drill is effective in teaching auxiliary do and does. And Rahayu (2019), showed that there was a significant difference in the student's grammar mastery in the simple present tense before and after using substitution drill technique. In conclusion, the findings imply that substitution drill is effective in teaching conditional sentence type 1, degrees of comparison, auxiliary do and does and tenses (present, past, and continuous tense), particularly in the use of grammar.

## CONCLUSION

Based on the result of the findings and discussions, it can be concluded that substitution drill can increase students' grammar mastery. The implementation of substitution drill also found to be appropriate to improve student achievement and motivation . Additionally, The effect in teaching learning process have a significant influence towards students' grammar mastery. Moreover, the improvements or the

effects are proved by the result research of the secondary data sources conducted within 2011-2020, especially in teaching conditional sentence type 1, simple present tense and past tense, continuous tense, degrees of comparison, and the ability in using auxiliary do and does.

## ACKNOWLEDGMENT

In arranging this article, the researcher would like to thank to the supervisor and both of her reviewer for the revisions, comments, and motivations. The researcher also would like to thank to her family and all of her friends who help and always support in this research until it is finished

## REFERENCES

- Fernando, (2011). *Improving students' ability in forming degress of comparisonby using substitution drills*. Jakarta: Syarif Hidayatullah State Islamic University (UIN).
- Dacanay, F. E. R. & Donald, B. (1985) *Techniques and Procedures in Second Language Teaching*. Quezon City: Publishing House
- Freeman, D. L. (2000). *Tecniques and Principles in Language Teaching*. Oxford: Oxford University press.
- Hikmah, N. (2019) *Improving Students' Ability in Using Simple Present Tense Through Substitution Drills at The Seventh Grade Students of Smpit Nurul Islam Tenganan*. Salatiga: IAIN Salatiga.
- Jayanti, A. (2011). *Improving Students' understanding of conditional sentence type 1 by using substitution drills in the first year of SMK Islamiyah Ciputat*. Jakarta :Syarif Hidayatullah State Islamic University (UIN).
- Jubari, Y. (2018). *Improving Students Tenses Mastery Through Substitution Drill*. Makassar: Universitas Muslim Maros.
- Maisyaroh, S. (2019). *The Effectiveness of Using Substitution Drill Toward Students' Ability in Simple Present Tense to The Seventh Grade of MTs Syafi'iyah Besuk-Probolinggo*. Tulungagung: State Islamic Institute (IAIN) Tulungagung.
- Mart, T. C. ,(2013). *A Passionate Teacher: Teacher Commitment and Dedication to Student Learning*. *International Journal of Academic Research in Progressive Education and Development* January, 2013, Vol. 2(1), 226-348.



Purwito, K.(2011) *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*. Semarang: Semarang State University (UNNES).

Pujiana (2019). *The Effectiveness Of Multiple-Slot Substitution Drill In Teaching Simple Present Tense At Mts Y.P. K.H. Syamsuddin Durisawo Ponorogo*. Ponorogo: Institute Of Islamic Studies Ponorogo.

Rahawi, R. (2020). *The Effect Of Applaying Single Slot Substitution Drill Technique Through Flascard On Students' Grammar Mastery*. Medan: University of Muhammadiyah Sumatera Utara Medan.

Rahayu, E. (2019). *The Influence of Using Subsitution Drills Toward Students Grammar Mastery in The Present Continuous Tense at The Second Semester Of The Eighth Grade Of Smpn 01 Jati Agung*. Lampung: University of Raden Intan Lampung.

Richards J, et al. (1992). *Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman.

Yupti, G. A. (2011). *The Implementation Of Substitution Drill To Increase The Students' Ability In Using Auxiliary Do And Does*. Palu: Tadulako University.