

**THE EFFECT OF APPLAYING SINGLE SLOT SUBSTITUTION DRILL  
TECHNIQUE THROUGH FLASCARD ON STUDENTS' GRAMMAR  
MASTERY**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**BY:**

**RABIKA RAHAWI**  
**1502050225**



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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN  
2020**



**MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 07 Maret 2020, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Rabika Rahawi  
NPM : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Single Slot Substitution Drills Technique Through Flashcard on Students' Grammar Mastery

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( **A<sup>-</sup>** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
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Ketua

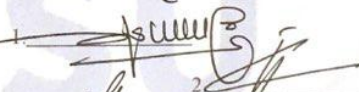
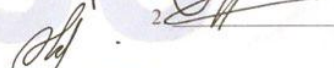

Sekretaris

  
Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

  
Dra. Hj. Svamsuyurnita, M.Pd.

**ANGGOTA PENGUJI:**

1. Fatimah Sari Siregar, S.Pd., M.Hum.
2. Erlindawati, S.Pd., M.Pd.
3. Khairil, S.Pd., M.Hum.

  
1. \_\_\_\_\_  
  
2. \_\_\_\_\_  
  
3. \_\_\_\_\_

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Single Slot Substitution Drills Technique  
Through Flashcard on Students' Grammar Mastery

sudah layak disidangkan.

Medan, 3 Maret 2020

Disetujui oleh:  
Pembimbing

Khairil, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.



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Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique Through Flashard on Students' Grammar Mastery

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Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



**Rabika Rahawi**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**





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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Rabika Rahawi

N.P.M : 1502050225

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique  
Through Flashard on Students' Grammar Mastery

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

## ABSTRACT

**Rahawi, Rabika. 1502050225. The Effect of Applying Single Slot Substitution Drills Technique Through Flashcard on Students' Grammar Mastery. Thesis : English Department of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2020.**

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 tcount was 0.910, whereas the ttable was 0.329 for  $\alpha = 0.05$  with the degree of freedom (*df*) 51. It means that tcount was higher than ttable ( $0.910 > 0.329$ ) 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**

## ACKNOWLEDGEMENTS



*Assalamu'alaikum Wr.Wb*

All praise due to Allah SWT for the invaluable grace and gift, so that the researcher can be completed this thesis with the title “ The Effect of Applying Single Slot Substitution Drills Technique Through Flashcard on Students’ Grammar Mastery”. Peace and blessing be upon to the Great Prophet Muhammad SAW who had brought people from the darkness into the brightness.

This study is submitted to English Department in Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara as partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd). In finishing this thesis, the researcher faced a lot of difficulties. Without any help, support, guidance, advices, and encouragements from the following people, this thesis would not be achieved easily and the researcher expected the constructive criticism and advice from the reader. In writing this thesis could not be separated from the directioner and guidener of various parties. Therefore, on this occasion the researcher wants to thank to the people who contributed the most to her life, namely her beloved parents Raihan and Siti Fatimah who always give her pray, support, motivation, advices and all of things that she need to finish her study. The researcher somehow realize that an appropriate moment to the deepest gratitude for:

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of FKIP University of Muhammadiyah Sumatera Utara
3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Department and Pirman Ginting, S.Pd, M.Hum, as the Secretary of English Department of FKIP UMSU, who had allowed and guided the researcher to carry out the research.
4. Khairil, S.Pd, M.Hum, as her supervisor, who had given guidance, dedication, and support during writing this thesis.
5. Fatimah Sari Srg, S.Pd, M.Pd and Erlindawati, S.Pd, M.Pd, and as the reviewers who had given suggestion, advice, and critics for the researcher.
6. All lecturers of English Department who had given their valuable thought in learning English during the year of study.
7. Drs.Suwarno, M.Si as the Headmaster of MTs Negeri 3 Medan, Nurmeli Sitorus, M.Pd , as the English teacher and all of the students of VIII-1 and VIII-2 who helped the researcher during the research.
8. Her beloved sisters Arina Akila and all of her family for their moral, support, and prayer.
9. Her lovely friends, Hariani, Fauziah Nur, Nurul Cholijah Hrp, Dina Amelia, Amalia, Nurmala Widiya Sari, Friska Wati, Lia Annisa Hutabarat, Siti Aisyah Pardosi, Veldi Hardika and especially her special friend Nuriman Sinaga who always support, entertain and giving advice for the researcher when she felt down.
10. All of friends in English Department, especially at Class B afternoon and



Class D morning FKIP UMSU 2015 who had supported and given much knowledge and great experience.

11. All those people who could not be mentioned thank you for everything.

Finally, may Allah SWT always devote the joy to all of us and hopefully this thesis can be useful for the reader.

Medan, Januari 2020

The Researcher

RABIKA RAHAWI

1502050225

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

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).

Greenbaum 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 althought 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.

In line with the explanation above, the reacher is interested in conducting a reaserch on “ **The Effect of Applaying Single Slot Substitution Drills Technique Through Flashcard on Students’ Grammar Mastery**”.

## **B. Identification of the problem**

1. Most of the students did not able on knowing the right grammar aspecialy in simple past tense.
2. The teaching technique that used in SMP Negeri 3 Labuhan Deli Satu Atap is not interesting
3. The limitation of media that used in teaching learning process in SMP Negeri 3 Labuhan Deli Satu Atap.

## **C. Scope and Limitation**

From the identification of problem above, the reseacher focusing this research only on the effect of using single slot substitution drills on the students' achievement in grammar. The kinds of grammar in this research is simple past tense.

## **D. Formulation of the Problem**

1. Is there any effect of single slot substitution drills on students' achievement in simple past tense?
2. What is the students' perception toward using of single slot substitution drills?

**E. The Objective of the Study**

1. To find out whether there is any effect of single slot substitution drills achievement in simple past tense
2. To know the students' perception toward using of single slot substitution drills.

**F. The Significance of the Study****a. Theoritically**

This study is expected to contribute and provide empirical evidence to support the effect of technique single slot substitution drills on students' achievement in simple past tense.

**b. Practically**

## a) For the Teacher

- 1) The teacher can motivate the students to encourage their simple past tense through the using of single slot substitution drills technique
- 2) The teacher will be able to use the material easier and the teacher will be have a new technique to each simple past tense trough single slot substitution drill technique

## b) For the Students

- 1) The students will be able to raise their achievement in simple past tense



2) The student will be interest on the learning process because it is more enjoyable.

c) For the Researcher

The research is expected to be a reference for other researcher and give the sources of information.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical framework**

This chapter reviews some related theories and studies upon which the hypothesis of the study has been built. The discussion of this chapter is divided into four main parts: theoretical framework, conceptual framework, previous study, and hypothesis.

##### **1. 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.

##### **2. 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.

### **3. The importance of Grammar**

Having know the definition of grammar, it is not hard to be undestood 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.

#### **4. Three Goals for Teaching Grammar**

##### 4.1 Goal A

Every student, from every background, will complete school with the ability to communicate comfortably and effectively in both spoken and written standard English, with awareness of when use of standard English is appropriate.

##### 4.2 Goal B

Every student will complete school with the ability to analyze the grammatical structure of sentence within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts.

##### 4.3 Goal C

Every student will complete school with an understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering standard English, students will also demonstrate an understanding of the equality in the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard, as well as an understanding of language-based prejudice.

## 5. Simple Past Tense

According to Purnomo ( 2005 : 35 ) simple past tense is used to express events or actions that have occurred or were carried out in the past and have no connection with the present.

### 5.1 Tensis Marker

Simple past tense it is often characterized by a tensis marker such as:

Yesterday	A Week Ago
Last Sunday	Two Months Ago
Last Week	Four Years Ago
Last Month	Long Time Ago
Last Year	This Morning
Last Night	Just Now

### 5.2 Sentence form

#### a) Nominal Sentence

Nominal sentence is a sentence that is not a verb, but the predicate is to be

Positive:

<i>Subject</i>	+	<i>to be</i>	+	<i>Complement</i>
He/She/It/I	+	was	+	Complement
They/We/You	+	were	+	Complement

Example :

- 1) He was sick yesterday.
- 2) She was busy last night.
- 3) They were there just now.
- 4) We were late last Monday.
- 5) The students were happy last Friday.

Negative :

<i>Subject</i>	+	<i>to be</i>	<i>not</i>	+	<i>Complement</i>
He/She/It/I	+	was	not	+	Complement
They/We/You	+	were	not	+	Complement

Example :

- 1) He was not sick yesterday.
- 2) She was not there last night.
- 3) They were not busy last night.
- 4) The house was not empty two years ago.
- 5) We were not ready for the test last Monday.

Interrogative :

<i>To be</i>	+	<i>subject</i>	+	<i>Complement ?</i>
Was	+	He/She/It/I	+	Complement ?
Were	+	They/We/You	+	Complement ?



Example:

- 1) Was he late last Monday ?
- 2) Was she angry yesterday?
- 3) Was this building a hospital ten years ago?
- 4) Were they very rich some years ago?
- 5) Were you there yesterday?

## **6. 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.

### **6.1 The advantages of using Flash Card**

#### 1) Economic advantages

Flash cards can be one of the least expensive ways to study material. There is no need to go out and buy a set of fancy illustrated cards. Instead, creating flash cards with simple 5x10 cm.

#### 2) Portability

Flash cards are portable to use. They are easy to use and bring. The students can also make flash cards themselves.

#### 3) Efficiency

The portability of flash cards can improve the efficiency in teaching learning process. By taking the cards anywhere, the teacher can apply this media to teach grammar tenses. This cards can be used inside class or outside of the class.

Flash cards are really handy resource to have and can be useful at every stage of the class. It is a great way to present, practise and recycle grammar. When students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.

### **6.2 The Kinds and Examples of Flash cards**

#### 1) Big Picture Flash Cards

Big picture flash cards are very hopeful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable and that is exactly what teachers need when presenting new language to teach their learners' full attention.

## 2) Small Picture Flash Cards

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing grammar.

## 7. 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. Furthermore, drill is a method of teaching technique used for practicing sound or sentence patterns concerned with the fixation of specific association for automatic recall.

## 8. Types of drill

Various kinds of drills used include the following:

- 1) Repetition : The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.

- 2) Inflection : One word in an utterance appears in another for when repeated.
- 3) Replacement : One word in an utterance is replaced by another.
- 4) Restatement : The student rephrases an utterance and addresses it to someone else, according to instructions.
- 5) Completion : The student hears an utterance that is complete except for one word, then repeats the utterance in complete form.
- 6) Transposition : A change in word order is necessary when a word is added.
- 7) Expansion : When a word added it takes a certain place in the sequence.
- 8) Contraction : A single word stands for the phrase or clause.
- 9) Transformation : A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
- 10) Integration : Two separate utterances are integrated into one.
- 11) Rejoinder : The student makes an appropriate rejoinder to a given utterance.
- 12) Restoration : The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning.

### **9. 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.

### **10. 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.

Furthermore, in single slot substitution drills, the teacher says a line from the dialog and then the teacher says another word (known as a "cue"). The students must repeat the line from the dialog, substituting the cue word. The teacher most often would use pictures to help with the meaning of the cue words. Based on statements above, this drill can be used as an alternative technique in teaching grammar orally and the use of picture will ease students to understand the meaning of the cue.

“The major purpose of single slot substitution drills is to give the students practice in finding and filling in the slots of a sentence” (Larsen-Freeman, 2000: 48). Hence, this drill is used to practice finding appropriate words to fill the slots to make sentences grammatically correct. Moreover, another aim of single slot substitution drills is to enable the learners to begin to assimilate the structure and the variation in a single frame. It enables him to recognize and use the class of segments that can fit into a particular frame. In the single slot substitution drills the teacher presents the basic structure that needs to be practiced by the learners. A cue word to substitute in a slot is given and the learner is expected to give the new sentence retaining the same pattern.

### **11. Types of Single Slot Substitution Drills**

Below are types of single slot substitution drills:

#### 1) Adjectives substitution

Teacher : Sita was a good girl

Cue : 'bad'

Students : Sita was a bad girl

Cue : 'beautiful'

Students : Sita was a beautiful girl

#### 2) Pronouns and subjects substitution

Teacher : He read a lesson‘



Cue : 'she'  
Students : 'She read a lesson'  
Cue : 'they'  
Students : 'They read a lesson'  
Teacher : 'Kishore played at home'  
Cue : 'Rama'  
Students : 'Rama played at home'  
Teacher : 'He wrote a good book'  
Cue : 'Sita'  
Students : 'Sita wrote a good book'

### 3) Verbs substitution

Teacher : 'Kishore played '  
Cue : 'work'  
Students : 'Kishore worked'  
Teacher : 'He read a novel'  
Cue : 'writes'  
Students : 'He wrote a novel'

### 4) Object substitution

Teacher : 'He wrote a novel'

Cue : 'story'

Students : 'He wrote a story'

#### 5) Adverbs substitution

Teacher : 'There were many people in the office'

Cue : 'in the cinema hall'

Students : 'There were many people in the cinema hall'

Cue : 'in the class',

Students : 'There were many people in the class'

Cue : 'in the house',

Students : 'There were many people in the house'

### **B. Conceptual Framework**

In learning English there are four skills that must be studied, there are writing, reading, speaking and listening are considered very important in learning English. Speaking is always associated with or associated with grammar. Speaking is very important in learning though considered is difficult, but grammar must be taught so that students can know even a little. Especially on the tense which is the most basic thing that teachers teach and the ability of students is low. There is a solution to solve this problem, in this case the researcher used the technique of single slot substitution drill. This teaching technique requires an understanding

and effectiveness of students in learning simple past tense. By using this technique, the students are expected to be motivated in learning simple past tense.

A single slot substitution drill provides a technique to facilitate student to understanding the material, especially in simple past tense. Single slot substitution drill stimulates students to be able to speak and using simple past tense. So the advantages of this technique is that student are able to speak simple past tense with effective time and students are able to change the word / sentence by using simple past tense is in addition, the single slot substitution drill is able to enhance student's concentration and psychologically help them to improve their's mind power.

Based on the discussion above, the technique that is good recommended for teaching and learning process of speaking is single slot substitution drill. Especially for grammar lessons that require a lot of ideas and how to get those ideas must use technique that are suitable and good. Moreover, single slot substitution drill offers some benefits for teachers, students, and teaching and learning process. Researcher expects that this technique makes the learning process of speaking effective and it helps the students to improve there speaking skill.

### C. Previous Study

There have been a number of research studies on teaching writing to senior high school students that use single slot substitution drill technique. The result of research studies show the effectiveness of single slot substitution drill technique in the teaching writing. One of the research studies was done by Kakarizkia Purwito ( 2011 ) in her research entitled “The Use of Single Slot Substitution Drills To Teach Simple Present Tense For the Seventh Grade Students Of Smp N 1 Bawang, Batang” In her research, findings showed that there was a significant difference in the students achievement in simple present tense before and after using single slot substitution drill technique. And then one of research studies was done by Lavenia Pratama Sumardiono ( 2015 ) in the research titled “ Improving Students Writing Skill Using Single Slot Substitution Drill Technique at the Seventh Grade of SMP Negeri 17 Surakarta. The research findings show that use of single slot substitution drill technique can improve the students writing skill.

this study is important because single slot substitution drill is one of the effective teaching and learning technique. it is because the teaching and learning technique which is used like observing and gathering the information, discussing, sharing, asking and answering questions together in group. Thus , if there is a student who has less understand about the learning material in the class she / he can ask to her / his friends to help her / him to clear her / his problem. The results of the use single slot substitution drill have proven effective in teaching simple past tense, with the results of the research study shows that students’ speaking improved from before using his teaching and learning technique.

#### D. Hypothesis

The hypothesis of the research are formulated as follow :

Ha : The use of single slot substitution drill technique have improvement in students' achievement of simple past tense after being treated using single slot substitution drill technique.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Location**

The study will be conducted on July until September, 2019 at SMP Negeri 3 Labuhan Deli Satu Atap. It is located at Jl. Mandor Hasyim, Telaga Tujuh, Dusun VI, Kec. Labuhan Deli, Kab. Deli Serdang.

**B. Population and Sample**

**1. Population**

The population of this study will be taken from the second year students of SMP Negeri 3 Labuhan Deli Satu Atap. The total numbers of population are 40 students that consists of 2 classes such as showing by the table below :

**Table 3.1**

**The Total Number of Population**

No	Class	Male	Famele	Total
1	VIII – 1	11	16	27
2	VIII – 2	10	14	24
Total				51

## 2. Sample

The researcher in this study will be used purposive sampling technique. The researcher will be took VIII-1 who consist of 27 students as experimental class because this is the most active class than other class, and VIII-2 who consist of 24 students as the controlled class as the comparison class that showing in the table below :

**Table 3.2**

**The Total Number of Sample**

<b>No</b>	<b>Class</b>	<b>Students</b>
1	VIII – 1 (Experimental Class)	27
2	VIII – 2 (Control Class)	24
<b>Total</b>		51

## C. Research Design

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 :

E	O <sub>1</sub> X	O <sub>2</sub>
C	O <sub>3</sub>	O <sub>4</sub>

Where :

E = Experimental class

C = Controlled class

O<sub>1</sub> = Result of Pre-test (in experimental class)

O<sub>3</sub> = Result of Pre-test (in controlled class)

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

O<sub>2</sub> = Result of Post-test (in experimental class)

O<sub>4</sub> = Result of Post-test (in controlled class)

#### **D. Research Instrument**

There are two instruments will be used by the researcher in this study, they are test and questionnaire, it can be seen as follows :

##### **1. Test**

The instrument of the study is test which had purpose to figure out a number of students' achievement in simple past tense. The test will be given by the teacher through pre-test and post-test. The test is simple past tense which consists of 20 numbers for multiple choices to both pre-test and post-test. The pre-



test intended to find out the students' achievement of English simple past tense while the post-test will intended to find out the students' simple past tense improvement after the treatment given. The content of pre-test is the same as the content of the post-test.

## **E. Technique of Collecting Data**

### **1. Pre-Test**

The researcher will give the pre-test to experiment and control class. The pretest will be conducted on July, 2019 for experimental class and August, 2019 for control class.

### **2. Treatment**

The activities of the experimental class will be started on July until August 2019. In experimental class the treatment will be given by using single slot substitution drill in teaching simple past tense especially in simple past tense material, while the activities in control class will be started on August until September 2019. The control class is only given conventional technique without using single slot substitution drill in teaching simple past tense.

### **3. Post-Test**

The post-test will be conducted after the treatment, the aim is to test their understanding on simple past tense, it will be held on September, 2019 in experimental class and September, 2019 in control Class.

### E. Technique of Data Analysis

The data from students' tests was taken by the researcher to know the result of students' knowledge in simple past tense by using Single Slot Substitution Drills in the experimental class and without Single Slot Substitution Drills in control class. After obtaining all of students' scores, the researcher measured normality and homogeneity test that have been tested by using SPSS. After analyzing normality and homogeneity test, T-test was used to know the distinct between students' score in pre-test and post-test in each class of experimental and control class. The formula that can be used to know the effect of using Single Slot Substitution Drills on the students' achievement in simple past tense by using t-test, as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where :

- t = test of significance
- $\bar{X}_1$  = mean score of experimental group
- $\bar{X}_2$  = mean score of controlled group
- $S_1$  = sum square of experimental group
- $S_2$  = sum square of controlled group
- $n_1$  = number of students of experimental group
- $n_2$  = number of students of cotrolled group

#### 1. Validity

In quantitative research, one of the main criteria for researching results was validity. It have described that "Validity is the degree of accuracy between the data that occurred in the object of research with the power that can be reported by researcher." Actually, the thing that should be valid is the instrument in the

research. There was several provisions or aspects validity that should be checked in declaring whether one of test instrument is valid or not. Product moment correlation by Pearson or SPSS program can be used to test the T-test, the formula can be seen, as follows:

$$r_{XY} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

- $N$  = Number of samples
- $\sum X$  = Score item
- $\sum Y$  = Total scores
- $r_{XY}$  = Correlation coefficient

As the conclusion when measuring the test was valid or not, it could be drawn if  $r_{\text{count}} > r_{\text{table}}$ , so the item is valid.

## 2. Reliability

The formula from Kuder Richardson-22 and SPSS program can be used to find out the reliability of the test, the formula can be seen as follows:

$$r_{11} = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KS^2} \right)$$

Where :

- $K$  = The number of test items
- $M$  = Mean of the score
- $S$  = Standard deviation of the score

### 3. Normality Test

Knowing the data which was obtained from the students' score had normal distribution or not can be measured by using Lilifors test or SPSS program. In this research, the normality test have done by using SPSS. In using Lilifors test,  $L_o$  should be compared to  $L_t$  with to know the data was normal or not. The characteristics of Lilifors test was:

- If  $L_o < L_t$  = data is normal
- If  $L_o > L_t$  = data is not normal

### 4. Homogeneity test

Homogeneity test was used to know whether the data that got from the students' score was homogenous or not. In this research, the homogeneity test have done by using SPSS or it can be measured by using Levene test. After getting  $F_o$ , it should be compared to  $F_t$  with to know the data was homogenous or not. The characteristics of Levene test was:

- If  $F_o < F_t$  = data is homogenous
- If  $F_o > F_t$  = data is heterogeneous

### 5. The Stastical Hypothesis

After measuring the t-test by SPSS, the researcher compared the result of t-test with t-table. Testing hypothesis used criteria with significant in the degree 0.05. Could be drawn as the conclusion: Alternative Hypothesis ( $H_1$ ) is accepted if  $t_o > t_{table}$  or if the sig. (2-tailed)  $< 0.05$ . Null Hypothesis ( $H_0$ ) is accepted if  $t_o <$

$t_{table}$  or if the Sig. (2-tailed) > 0.05. The hypothesis of this research were :

- 1) Alternative Hypothesis ( $H_1$ ): “There is significance difference of students’ achievement in grammar between students who taught by using Single Slot Substitution Drills and students who taught without using Single Slot Substitution Drills”.
- 2) Null Hypothesis ( $H_0$ ): “There is no significance difference of students’ achievement in grammar between students who taught by using Single Slot Substitution Drills and students who taught without using Single Slot Substitution Drills”.

## CHAPTER IV

### THE DATA AND DATA ANALYSIS

#### A. Data

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.

#### a. Students' Score of Pre-Test and Post-Test in Experimental class

Table 4.1

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>

### 1) The Result of Pre-Test Result in Experimental Class

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

**Table 4.2****Table of Data Statistics 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

As already stated that “mean score was the total of all the students’ score in a group and divided with the total of the students’ number.” It can be seen from the table above, that the mean score of this experimental class was 53.04. Then, “Median of the data was the value that separated between the highest and lowest score.” In the pre-test of experimental class that have been done, it have been obtained the median was 52.00. The Mode that have been measured was 57. Standart deviation of the data was 11.082 and variance of the students’ score in the pre-test was 122,806. The range which have been calculated from the highest to the lowest score was 43. The minimum score from the pre-test which got by the student in experimental class was 35, meanwhile the maximum score was 78. Based on the previous table, it can be made a table of frequency, as follows:



Table 4.3

**Table of Frequency Distribution of the Pre-Test Result in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	2	7,4	7,4	7,4
42	3	11,1	11,1	18,5
45	3	11,1	11,1	29,6
47	3	11,1	11,1	40,7
50	2	7,4	7,4	48,1
52	2	7,4	7,4	55,6
55	1	3,7	3,7	59,3
57	5	18,5	18,5	77,8
62	1	3,7	3,7	81,5
67	3	11,1	11,1	92,6
75	1	3,7	3,7	96,3
78	1	3,7	3,7	100,0
Total	27	100,0	100,0	

Based on the previous table, it has been described that in the experimental class the score varied from 35 to 78.

## 2) The Result of Post-Test in Experimental Class

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

**Table 4.4**

**Table of Data Statistics of the result Post-Test in Experimental Class**

N	Valid	27
	Missing	0
Mean		77,93
Median		75,00
Mode		75
Std. Deviation		9,591
Variance		91,994
Range		38
Minimum		62
Maximum		100
Sum		2104

From the table above, it have been showed that in the experimental class, the mean score of post-test score was 77.93. The result of median in post-test was 75.00 and the mode was 75. The result of standart deviation was 9.591 and the variance was 91.994. The range of the score was 38. The minimum score of post test was 61, while the maximum score was 100. Based on the previous table, it can be made a table of frequency, as follows:

**Table 4.5****Table of Frequency Distribution of the Post-Test Result in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 62	1	3,7	3,7	3,7
67	1	3,7	3,7	7,4
70	6	22,2	22,2	29,6
72	1	3,7	3,7	33,3
75	7	25,9	25,9	59,3
80	4	14,8	14,8	74,1
82	1	3,7	3,7	77,8
87	3	11,1	11,1	88,9
95	1	3,7	3,7	92,6
100	2	7,4	7,4	100,0
Total	27	100,0	100,0	

From the previous table above, it can be seen the result of post-test score in experimental class that there were one student who got 62 as the lowest score, and there was two students also who got 100 as the highest score.

#### **b. Students' Score of Pre-Test and Post-Test in Control class**

The control class which is used in this study was class VIII-2 who contained 24 students. Pre-test have been done to measure the students' achievement in Simple Past Tense. From the following table below, it can be seen that the mean score of pre-test was 47.29. After conducting pre-test and the treatment without using single slot substitution drill then the post test was

conducted to measure the mean score and it have been measured that post-test score was 76.58. It was found that the range of the mean score from pre-test to post-test was 29.29. The result of pre-test and post-test can be seen in the following table:

**Tabel 4.6**

**The score of Pre-Test and Post-Test in Control Class**

<b>No.</b>	<b>Students</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	A	35	70
2.	AD	30	75
3.	ANP	55	75
4.	A	57	87
5.	FR	28	70
6.	IN	60	75
7.	MS	30	75
8.	MH	38	70
9.	MNZ	45	67
10.	MTSBS	45	75
11.	MR	55	80
12.	MI	53	62
13.	NA	28	70
14.	N	56	70

15.	NH	57	65
16.	NG	45	65
17.	RFS	29	67
18.	RS	78	100
19.	RN	55	95
20.	S	35	68
21.	SI	77	100
22.	SM	28	70
23.	S	56	87
24.	SKZ	70	100
<b>TOTAL SCORE</b>		<b>1135</b>	<b>1768</b>
<b>MEAN SCORE</b>		<b>47.29</b>	<b>76.58</b>

From the previous table, it have been showed the score of pre-test and post-test in control class.

### 1) The Result of Pre-Test Result in Control Class

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

**Table 4.7**

**Table of Data Statistics of Pre-Test Result in Control Class**

N	Valid	24
---	-------	----

Missing	0
Mean	47,29
Median	49,00
Mode	28
Std. Deviation	15,870
Variance	251,868
Range	50
Minimum	28
Maximum	78
Sum	1135

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 minimun 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 4.8**

**Table of Frequency Distribution of Pre-Test Result in Control**

**Class**

	Frequency	Percent	Valid Percent	Cumulative 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	54,2

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.

### 3) 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 4.9**

**Table of Data Statistics 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 4.10**

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 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
Total	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.



## B. Validity

### a. Validity of Test

The calculation of validity test instrument have been done by using SPSS V 22 program. The data analyzed were obtained from the result of the test instrument that consist of 40 questions. The researcher should got the result of  $r_{\text{count}} > r_{\text{table}}$  if the question is valid and vice versa. It can be seen as follows:

**Table 4.11**

#### The Result of Validity Test

No. Item	R count	R table	Status
1	0.612	0.443	valid
2	0.492	0.443	valid
3	0.492	0.443	valid
4	0.458	0.443	valid
5	0.533	0.443	valid
6	0.533	0.443	valid
7	0.458	0.443	valid
8	0.458	0.443	valid
9	0.492	0.443	valid
10	0.492	0.443	valid
11	0.612	0.443	valid
12	0.533	0.443	valid
13	0.612	0.443	valid
14	0.458	0.443	valid
15	0.492	0.443	valid
16	0.492	0.443	valid
17	0.458	0.443	valid
18	0.533	0.443	valid
19	0.492	0.443	valid
20	0.492	0.443	valid
21	0.533	0.443	valid
22	0.458	0.443	valid
23	0.492	0.443	valid

24	0.492	0.443	valid
25	0.533	0.443	valid
26	0.612	0.443	valid
27	0.458	0.443	valid
28	0.492	0.443	valid
29	0.533	0.443	valid
30	0.492	0.443	valid
31	0.458	0.443	valid
32	0.458	0.443	valid
33	0.612	0.443	valid
34	0.458	0.443	valid
35	0.492	0.443	valid
36	0.492	0.443	valid
37	0.533	0.443	valid
38	0.460	0.443	valid
39	0.612	0.443	valid
40	0.533	0.443	valid

From the previous table, it can be seen all of the test item is valid. In the table showed that  $r_{\text{count}}$  is higher than  $r_{\text{table}}$ . So that, the test can be used to find out the data of students' ability in the research.

### C. Reliability

Reliability can be measured by using SPSS V 22, the researcher should got the result of  $r_{\text{count}} > r_{\text{table}}$  if the question is valid and vice versa.

#### a. Reliability

Reliability of test which has been measured by using SPSS V 22 got the result of reliability level in high category, because  $r_{\text{count}} > r_{\text{table}}$  ( $0.910 > 0.329$ ) with N (total of students) was 24 students and 40 items questions. Significance level = 0.05. It means that the test is reliable. It can be seen as follows:

**Table 4.12****Reliability Statistics**

Cronbach's Alpha	N of Items
,910	40

**1. Normality Test****a. Pre-Test Normality Test**

The formula of *Kolmogorov-Smirnov* and *Shapiro-Wilk* can be used to measure normality test. But, the normality in this research was done by using SPSS V 22 program. Normality test have been measure to get the data which have the normal distribution, the significant score that should be achieve was more than 0.05. It can be interpreted if the significant score was lower than 0.05 and it means that the data was not in normal distribution. Based on the result of pre-test score, the normality test can be seen in the following table:

**Table 4.13****Test of Normality from the Pre-Test Result both of Experimental and****Control Class**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

Experimental	,138	27	,200*	,957	27	,313
Control	,156	24	,137	,900	24	,022

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the previous table, it have been showed that in *Kolmogorov-Sminorv*, the score of significance in experimental class was 0.200 and in control class was 0.137. Meanwhile, the significance of normality pre-test score of experimental class in *Shapiro-Wilk* was 0.313 and in control class was 0.022. From the qualification that had been described in the previous chapter, the data can be claimed if the significance score was more than 0.05 it means the data was in normal distribution. Therefore, it can be concluded that the data in pre-test were normally distributed both of experimental and control class.

**b. Post-Test Normality Test**

From the the results both of experimental and control class in post-test score, the normality test can be seen in the following table:

**Table 4.14**

**Test of Normality from the Post-Test Result both of Experimental and Control Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	,212	27	,057	,904	27	,052
Control	,262	24	,085	,838	24	,154

a. Lilliefors Significance Correction

Based on the previous table, it have been showed in *Kolmogorov-Sminorv*, the score of significance in experimental class was 0.057 and in control class was 0.085. In addition, *Shapiro-Wilk* formula have stated the significance of normality pre-test score of experimental class was 0.052 and in control class was 0.154. From the qualification that had been mentioned in the previous chapter, the data can be claimed that they were in normality distributed, if the significance score was more than 0.05, it means the data is normal because the values were  $0.057 > 0.05$  and  $0.085 > 0.05$ . On the other formula that used *Shapiro-Wilk*, the significance score in experimental class was 0.052 and in control class was 0.154. Therefore, it can be concluded that the data in post-test both experimental and control class were normally distributed.

### **3. homogeneity test**

The homogeneity test have been measure by using SPSS V 22 program. *Levene* method was used to test the homogeneity in SPSS 22. The significant score in *Levene* table should be higher than 0.05 in order to have homogenous distribution data

#### **a. pre-test homogeneity test**

The result of homogeneity test in the pre-test can be seen in the following table:

**Table 4.15****Homogeneity Pre-Test Result both Experimental and Control Class**

Levene Statistic	df1	df2	Sig.
5,230	1	49	,027

Based on the table above, it have been presented that the significant homogeneity of pre-test in experimental and control class was 0.027. Therefore, it can be concluded that the distribution data of pre-test both experimental and control class was in homogenous distribution, it have been described in the previous chapter, in which the result of this test was  $0.027 > 0.05$ . It means the result data was homogenous in pre-test both experimental and control class.

**b. Post-Test Homogeneity Test**

The result of homogeneity test in the post-test can be seen in the following table:

**Table 4.16****Homogeneity Post-Test Result both Experimental and Control Class**

Levene Statistic	df1	df2	Sig.
1,183	1	49	,282

Based on the table above, it have been presented that the result of significance homogeneity in post-test both of experimental and control class was

0.282. It can be conclude that the result of post-test in both of experimental and control class were in homogenous distribution.

#### 4. Test of hypothesis

Test of hypothesis have been conducted after measuring the normality and homogeneity test. In this study, t-test in SPSS V 22 was used to measure the data to find out the significant distinct between students' Simple Past Tense in experimental and control class. Hypothesis test have been done in the result of post-test after treatment was carried out to see whether there was significance difference or not. The data that should be inputed from the mean score in both of experimental and control class. The hypothesis can be concluded from the following table, in which the result of test that have been conducted in experimental class was accepted because there was effect of using Single Slot Substitution Drill on students' achievement in grammar. The result of hypothesis test by using SPSS V 22 program can be showed in the following table:

**Table 4.17**

#### The result of T-Test Calculation

	class	N	Mean	Std. Deviation	Std. Error Mean
score	experimental	27	77,93	9,591	1,846

control	24	76,58	11,839	2,417
---------	----	-------	--------	-------

It can be seen from the table above that each of class had different number of students, in which there were 27 students in experimental class meanwhile there were 24 students in control class. The test have been conducted to find out the distinct of students' achievement in Simple Past Tense between using Single Slot Substitution Drill and without using Single Slot Substitution Drill. The table have been presented that the mean score was 77.93 in experimental class, meanwhile in control class was 76.58. It can be distinguish that the difference mean score between experimental and control class was 9.60. It can be concluded that the mean score of experimental class was higher than control class.

**Table 4.18**  
**The Result of Independence Sample Tests**

	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
Equal variances assumed	1,183	,282	,447	49	,657	1,343	3,003	-4,693	7,378



Score	Equal variances not assumed			,442	44,320	,661	1,343	3,041	-4,785	7,470
-------	--------------------------------------	--	--	------	--------	------	-------	-------	--------	-------

The previous table have been showed the result of statistical hypothesis. On the table above, the value of  $t_{count}$  was 0.447. While Df (Degree of Freedom) was 47 and sig.tailed (p) value was 0.657. It have been explained in the previous chapter that  $H_a$  would be rejected if  $p >$  Based on the result that have been presented on the table above,  $p <$ , which was  $0.000 < 0.05$ . It proved that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it can be concluded that there was the effect of Single Slot Substitution Drill on students' achievement in Simple Past Tense.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. 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.

## **B. SUGGESTION**

Based on the conclusion that have been written, there are some suggestion proposed for others:

### **1. For Teachers**

Choosing teaching learning media especially in English will influence the students' interest in the teaching learning process. Learning media which have variation can be used to make students more interest with the material that taught by the teacher. The students also have motivation in learning especially in learning English. Therefore, the teacher must choose appropriate media in teaching English for their students.

## 2. For Students

Single Slot Substitution Drill is that used to learn Language especially learning Simple Past Tense. It can be played toward the flashcard, the students should be often to play this metode so that they can add their Simple Past Tense. So, the students do not bored when learning English with the same metode.

## 3. For Other Researcher

The researcher expected that finding out this study will be used as an additional reference for a similar research with the distinct way in other research. There are many teaching learning media that can be studied in learning English especially Simple Past Tense and it can be applied in teaching learning process also.

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(EXPERIMENTAL CLASS)**

Sekolah	:	SMP Negeri 3 Labuhan Deli Satu Atap
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/Ganjil
Alokasi Waktu	:	4 x 40 ( 2 Pertemuan)

#### **A. Kompetensi Inti**

- K.1. Menghargai dan menghayati ajaran agama yang di anutnya
- K.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,peduli (toleransi,gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- K.3. Memahami dan menerapkan pengetahuan (factual,konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- K.4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
3	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks	3.2.1 Menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks. 3.2.2 Menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
	4.1 Menyusun kalimat lisan sederhana untuk mengucapkan dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan	4.2.1 Membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

	yang benar dan sesuai konteks.	
--	--------------------------------	--

### C. Materi Pembelajaran

Materi pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta Responnya
Fungsi sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur kebahasaan	Tata Bahasa : kalimat bentuk lampau

### D. Metode pembelajaran

Pendekatan : Scientific ( Observing, questioning, experiment, associating, Networking)

Metode : Discussion Method

Teknik : Single Slot Substitution Drill

### E. Media, Alat dan sumber pembelajaran

1. Media : Flashcard

2. Alat/bahan : Spidol dan Papan Tulis



3. Sumber belajar :- Bright An English Course for Junior High School Students

## **F. Langkah-langkah pembelajaran**

### **1. pertemuan kedua**

- Pendahuluan ( 10 menit )
  - Guru mengucapkan salam dan memulai pembelajaran
  - Guru mengecek kehadiran siswa
  - Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

- Kegiatan Inti ( 60 menit )

#### *Exsplorasi*

Dalam kegiatan ekxplorasi guru:

- Memberikan stimulus berupa pemberian materi *simple past tense*.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik mngkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan *simple past tense*.
- Siswa membahas contoh soal dlam buku.

#### *Elaborasi*

Dalam kegiatan elaborasi guru:

- Guru membagi siswa ke dalam beberapa kelompok

- Siswa berlatih menggunakan *simple past tense* yang cocok untuk kalimat yang diberikan oleh guru dengan menggunakan flashcard.
- Memfasilitasi siswa melalui pemberian tugas dengan mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individu.

### *Konfirmasi*

Kegiatan konfirmasi guru :

- Memberikan umpan balik pada siswa yang memberikan penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
  - Memberikan konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
  - Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
  - Memberikan motivasi kepada siswa yang kurang bisa mengikuti dalam materi mengenai *simple past tense*.
- Kegiatan Akhir ( 10 menit )
    - Siswa diminta membuat rangkuman dari materi mengenai *simple past tense*
    - Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru mengucapkan salam penutup.

### **. pertemuan pertama**

- Pendahuluan ( 10 menit )
  - Guru mengucapkan salam dan memulai pembelajaran
  - Guru mengecek kehadiran siswa
  - Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

- Kegiatan Inti ( 60 menit )

#### *Explorasi*

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi *simple past tense*.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan *simple past tense*.
- Siswa membahas contoh soal dalam buku.

#### *Elaborasi*

Dalam kegiatan elaborasi guru:

- Guru membagi siswa ke dalam beberapa kelompok

- Siswa berlatih menggunakan *simple past tense* yang cocok untuk kalimat yang diberikan oleh guru dengan menggunakan flashcard.
- Memfasilitasi siswa melalui pemberian tugas dengan mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individu.

### *Konfirmasi*

Kegiatan konfirmasi guru :

- Memberikan umpan balik pada siswa yang memberikan penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberikan konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang bisa mengikuti dalam materi mengenai *simple past tense*.

- Kegiatan Akhir ( 10 menit )

- Siswa diminta membuat rangkuman dari materi mengenai *simple past tense*
- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru mengucapkan salam penutup.

## **G. Penilaian**

### 1. Penilaian Pengetahuan

- a. Teknik Penilaian : Test (Pre-test dan Post-test)
- b. Bentuk Instrument : Multiple Choices

### 2. Rubrik Penilaian

$$\text{Nilai} = \frac{\text{Jawaban benar}}{\text{Jumlah soal}} \times 100$$

**Mengetahui,**  
**Guru Mata Pelajaran Bahasa Inggris,**

**Medan, Juli 2019**  
**Peneliti,**

**NURMELI SITORUS, M.Pd**

**NIP. 196703122008012016**

**RABIKA RAHAWI**

**NPM: 1502050225**

## POST-TEST

**NAMA** :

**KELAS** :

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Dina : ..... your mother there last week?

Yaya : Yes, she ..... with my father

- |              |               |
|--------------|---------------|
| A. Are, Come | C. Was, Came  |
| B. Is, Comes | D. Were, Came |

2. Me and my family ..... live in Banda Aceh when i ..... in junior high school

- |             |              |
|-------------|--------------|
| A. Are, Am  | C. Were, am  |
| B. Are, Was | D. Were, Was |

3. Mrs. Shireen ..... some fruits and ..... it to me yesterday

- |                  |               |
|------------------|---------------|
| A. Bought, Gave  | C. Buy, Gives |
| B. Bought, gives | D. Buy, Gives |

4. Krystal : ..... you sleep well last night?

Bino : No, i .....

- |                |               |
|----------------|---------------|
| A. Do, Don't   | C. Do, Didn't |
| B. Did, Didn't | D. Did, Not   |

5. She ..... sick yesterday

- |        |         |
|--------|---------|
| A. Is  | C. Was  |
| B. Are | D. Were |

6. He ..... my wallet, and i forgive him

- |          |           |
|----------|-----------|
| A. Stole | C. Stolen |
|----------|-----------|



B. Was, Didn't

D. Is, Didn't

15. When you .... on your holiday,..... the food suit your taste?

A. Were, Was

C. Does, Do

B. Were, Is

D. Did, Do

16. She ..... her carrer by herself since she ..... young

A. Decides, Was

C. Decided, Is

B. Deciding, Is

D. Decided, Was

17. They ..... the class twenty minutes ago

A. Began

C. Began

B. Begin

D. Begining

18. When she ..... teenager, she .... very well

A. Is, Dancing

C. Wasn't, Danced

B. Is, Dances

D. Was, Dance

19. The students ..... happy when they ..... the competition

A. Wasn't, Does

C. Wasn't, Done

B. Weren't, Did

D. Weren't, Do

20. My father ..... me about it last night

A. Tell

C. Tells

B. Told

D. Telling

21. I ..... to the school alone yesterday

A. Walk

C. Walks

B. Walked

D. Walking

22. We .... in this restaurant two days ago

A. Ate

C. Eating

B. Eaten

D. Eat



23. I .... in this sofa with him

- A. Sleeping
- B. Sleep
- C. Slept
- D. Slepded

24. We .... each other two years go

- A. Love
- B. Be loving
- C. Are love
- D. Loved

25. .... he read novel last night?

- A. Do
- B. Did
- C. Done
- D. Are

26. We .... to medan two weeks ago

- A. Gone
- B. Come
- C. Went
- D. Go

27. They .... this music two hours ago

- A. Listened
- B. Listen
- C. Listening
- D. Be listen

28. Anita .... me in this market yesterday

- A. Meeting
- B. Meets
- C. Met
- D. Meet

29. I .... this floor yesterday

- A. Swept
- B. Sweep
- C. Sweeps
- D. Sweeped

30. My brother .... this novel yesterday

- A. Reading
- B. Reads
- C. Read
- D. Readed



39. The house .... not empty two years ago

A. Is

C. Are

B. Were

D. Was

40. They .... didn't have a hat yesterday

A. Were

C. Is

B. Are

D. Was

## KEY ANSWERS

- |       |       |
|-------|-------|
| 1. D  | 21. B |
| 2. D  | 22. A |
| 3. A  | 23. C |
| 4. B  | 24. D |
| 5. C  | 25. B |
| 6. A  | 26. C |
| 7. D  | 27. A |
| 8. C  | 28. C |
| 9. B  | 29. A |
| 10. A | 30. C |
| 11. C | 31. D |
| 12. D | 32. C |
| 13. A | 33. B |
| 14. C | 34. B |
| 15. A | 35. B |
| 16. D | 36. B |
| 17. C | 37. B |
| 18. C | 38. B |
| 19. B | 39. C |
| 20. B | 40. A |



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Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya

Nama Mahasiswa : Rabika Rahawi  
NPM : 1502050225  
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Single Slot Substitution Drill Technique Through Flashcard on Students' Grammar Mastery	<i>nsa</i> 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Khairil, S.Pd., M.Hum.

Medan, 20 Maret 2019  
Hormat Pemohon

Rabika Rahawi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Rabika Rahawi  
NPM : 1502050225  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK = 3,50

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The effect of applying single slot substitution drill technique through flashcard on students' grammar mastery	
	An analysis comparative of the use English in student from SWASTA and NEGERI schools	
	Implementation of teaching reading by applying report text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 20 Maret 2019  
Hormat Pemohon,

Rabika Rahawi

Keterangan :  
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rabika Rahawi  
NPM : 1502050225  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Single Slot Substitution Drill Technique  
through Flashcard on Students' Grammar Mastery

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Khairil, S.Pd, M.Hum 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 22 Mei 2019  
Hormat Pemohon,



**Rabika Rahawi**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2376 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Rabika Rahawi  
N P M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Single Slot Substitution Drill Technique Through Flashcard on Students' Grammar Mastery.

Pembimbing : Khairil, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :  
Medan, 17 Ramadhan 1440 H  
22 Mei 2019 M



**Dr. H. Elianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



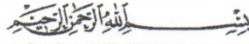


**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique through Flashcard on Students' Grammar Mastery

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16/5/2019	Topic	
	Chapter I	
	Chapter II	
	References	
	Appendix	
18/5/2019	Acc for Seminar	

Medan, Mei 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

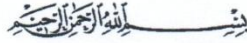
Dosen Pembimbing

(Khairil, S.Pd., M.Hum.)



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**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Rabika Rahawi

N.P.M : 1502050225

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique  
Through Flashard on Students' Grammar Mastery

Pada Kamis, tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

**Erlindawati, S.Pd., M.Hum**

Dosen Pembimbing

**Khairil, S.Pd., M.Hum**

Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd., M.Hum**



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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique Through Flashard on Students' Grammar Mastery

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



**Rabika Rahawi**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Rabika Rahawi

N.P.M : 1502050225

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique  
Through Flashard on Students' Grammar Mastery

Pada Kamis, tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

**Erlindawati, S.Pd., M.Hum**

Dosen Pembimbing

**Khairil, S.Pd., M.Hum**

Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd., M.Hum**





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30.  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Single Slot Substitution Drill Technique  
through Flash Card on Students' Grammar Mastery

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh  
Pembimbing

**Khairil, S.Pd., M.Hum.**



**UMSU**

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 087/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 02 Dzulhijjah 1440 H  
03 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMP Negeri 3 Satu Atap Labuhan Deli  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Rabika Rahawi  
N P M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Single Slot Substitution Drill Technique Through Flashard on Students' Grammar Mastery.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

  
Dr. H. Elnanto Nst, S.Pd, M.Pd. A  
NIDN : 0115057302

\*\* Pertinggal \*\*



PEMERINTAH KABUPATEN DELI SERDANG  
DINAS PENDIDIKAN  
UPT. SPF SMP NEGERI 3 LABUHAN DELI SATAP

Alamat :Jln.Mandor Hasyim Desa Telaga Tujuh Kecamatan Labuhan Deli Deli Serdang Pos .20373  
NPSN : 10264649 Email :smpnegeri3labuhadeli@yahoo.co.id NSS : 212070102040

Nomor : 421.3/ 033 /SMPN.3 L. Deli/2019 Labuhan Deli , 27 Agustus 2019  
Lampiran : 1 (satu) set Kepada Yth :  
Perihal : Ijin Riset Pimpinan UMSU

**SURAT KETERANGAN**

Yang bertanda tangan dibawah ini :

Nama : **Drs. SUWARNO, M.Si**  
NIP : 19670903 1998011001  
Pangkat/ Gol.Ruang : Pembina, IV/a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 3 Labuhan Deli Satap  
Kabupaten Deli Serdang  
Alamat Sekolah : Jalan Mandor Hasyim Telaga Tujuh Labuhan Deli

Menyatakan benar :  
Nama : Rabika Rahawi  
NIPM : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : UMSU

Sesuai permohonan melaksanakan Judul penelitian "The Effect of Applying Singel Slot Substitution Drill Technique Through Flashcard on Students Grammar Mastery. telah kami terima,Dengan ini memberi keterangan bahwa nama tersebut diatas benar telah mengadakan Penelitian SMP Negeri 3 Labuhan Deli Satu Atap Desa Telaga Tujuh Kecamatan Labuhan Deli

Demikianlah Keterangan ini saya buat dengan sebenarnya,untuk dapat dipergunakan seperlunya

Labuhan Deli, 27 Agustus 2019  
Kepala SMP Negeri 3 Labuhan Deli Satap

  
**Drs. SUWARNO, M.Si**  
Pembina, IV/a  
NIP 19670903 199801 1 001



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Single Slot Substitution Drills Technique  
Through Flashcard on Students' Grammar Mastery

sudah layak disidangkan.

Medan, 3 Maret 2020

Disetujui oleh:  
Pembimbing

Khairil, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Rabika Rahawi  
N.P.M : 1502050225  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Single Slot Substitution Drills Technique Through Flashcard on Students' Grammar Mastery

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
28/2/2020	Chapter I	
	Chapter II	
	Chapter III	
3/3/2020	Chapter IV	
	Chapter V	
	Final / acc for skripsi examination	

Medan, 3 - 3 2020

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Khairil, S.Pd, M.Hum)

## **CIRRICULUM VITAE**

### **Personal Information**

Name : Rabika Rahawi  
Place / date of birth : Telaga Tujuh, 20 June 1997  
Sex : Female  
Religion : Islam  
Address : jln. Mandor hasyim, telaga tujuh labuhan deli

### **Parents**

Father's name : Raihan  
Mother's name : Siti Fatimah  
Address : Jln. Mandor hasyim, telaga tujuh labuhan deli

### **Education**

Elementary school (2003-2009) : SDN 106157 Telaga Tujuh  
Junior High school (2009-2012) : SMP Negeri 2 Hamparan Perak  
Senior High school (2012-2015) : SMA Negeri 1 Stabat  
University (2015-2020) : English Department of University of  
Muhammadiyah Sumatera Utara: Islam  
: Jalan Marelan II Psr. 4 Timur Gg. Abadi