

**THE EFFECT OF SUBSTITUTION DRILL TECHNIQUE
TOWARD PAST CONTINUOUS TENSE MASTERY AT
THE TENTH GRADE TKJ STUDENTS OF SMKS
HARAPAN PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Graduate
Degree of Education (S.Pd) in English*

Written by

WITA HUTABARAT
Reg. Number 21 20300037

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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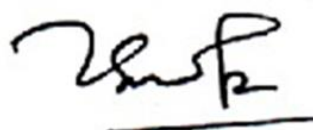
Assalamualaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Wita Hutabarat** entitled "The Effect of Substitution Drill Technique to Past Continuous Mastery at the Tenth Grade Students of SMKS Harapan Padangsidimpuan." we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English

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ABSTRAK

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Judul Skripsi : Pengaruh Substitution Drill Teknik terhadap Penguasaan Past Continuous Tense pada Murid Kelas Sepuluh SMKS Harapan Padangsidempuan

Penguasaan tata bahasa, khususnya penggunaan past continuous tense, masih menjadi tantangan bagi banyak siswa. Mereka sering melakukan kesalahan dalam membentuk tense tersebut dan membedakannya dengan simple past tense. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan teknik Substitution Drill terhadap penguasaan siswa dalam past continuous tense. Penelitian ini dilakukan di SMKS Harapan Padangsidempuan dengan menggunakan pendekatan kuantitatif dan desain pra-eksperimental, yaitu one-group pre-test and post-test design. Sampel penelitian terdiri dari 23 siswa kelas X dari jurusan Teknik Komputer dan Jaringan (TKJ) yang dipilih secara acak (random sampling). Data dikumpulkan melalui tes yang terdiri dari 25 soal pilihan ganda yang mencakup bentuk kalimat positif, negatif, interogatif, penggunaan verb-ing, dan penanda waktu (time signals). Hasil penelitian menunjukkan adanya peningkatan skor siswa yang signifikan setelah diajar menggunakan teknik Substitution Drill. Nilai rata-rata pre-test adalah 46,09, sedangkan nilai rata-rata post-test meningkat menjadi 65,39. Berdasarkan hasil analisis menggunakan uji paired sample t-test, diperoleh nilai signifikansi (2-tailed) sebesar 0,001 yang lebih kecil dari 0,05, serta nilai t-hitung (5.664) lebih besar daripada t-tabel (2,074). Temuan ini menunjukkan bahwa teknik Substitution Drill memberikan pengaruh yang signifikan terhadap pemahaman dan penggunaan past continuous tense oleh siswa. Sebagai kesimpulan, penggunaan teknik Substitution Drill terbukti efektif dalam meningkatkan penguasaan siswa terhadap past continuous tense. Oleh karena itu, disarankan kepada guru Bahasa Inggris untuk menerapkan teknik ini sebagai strategi yang efektif dalam pengajaran tata bahasa, khususnya untuk tenses yang membutuhkan pengulangan struktur dan latihan lisan.

Kata kunci: Substitution Drill Technique, Past Continuous Tense, Grammar Teaching, Drill, Tenses

ABSTRACT

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Grammar mastery, especially the use of the past continuous tense, remains a challenge for many students. They often make errors in forming the tense and distinguishing it from the simple past tense. Therefore, this research aims to investigate the effect of using the Substitution Drill Technique on students' mastery of the past continuous tense. The study was conducted at SMKS Harapan Padangsidimpuan using a quantitative approach with a pre-experimental design, specifically the one-group pre-test and post-test design. The sample consisted of 23 tenth-grade students from the Computer and Network Engineering (TKJ) class, selected through random sampling. The data were collected through a test consisting of 25 multiple-choice items covering positive, negative, and interrogative forms, the use of verb-ing, and time signals. The results revealed that students' scores significantly improved after being taught using the Substitution Drill Technique. The mean score of the pre-test was 46.09, which increased to 65.39 in the post-test. Based on the paired sample t-test analysis, the significance value (2-tailed) was 0.001, which is lower than 0.05, and the t-count (5.664) was higher than the t-table (2.074). These findings indicate that the Substitution Drill Technique had a significant effect on students' understanding and use of the past continuous tense. In conclusion, the use of the Substitution Drill Technique effectively improves students' mastery of the past continuous tense. Therefore, English teachers are encouraged to apply this technique as an effective strategy in grammar teaching, especially for tenses that require structural repetition and oral practice.

Keywords: Substitution Drill Technique, Past Continuous Tense, Grammar Teaching, Drill, Tenses

ملخص البحث

الاسم : وبتا هونابازات

رقم القيد : ٢١٢.٣٠٠.٣٧

عنوان البحث*: تأثير تقنية التكرار الاستبدالي على إتقان الزمن الماضي المستمر لدى طلاب الصف العاشر في مدرسة الأمل المهنية بـ بادنغ سيديمبعوان

يهدف هذا البحث إلى معرفة تأثير تقنية التكرار الاستبدالي على إتقان الطلاب في استخدام زمن الماضي المستمر. تم إجراء هذا البحث في مدرسة الأمل المهنية الخاصة بـ بادنغ سيديمبعوان باستخدام المنهج الكمي من خلال تصميم شبه تجريبي، وتحديداً تصميم مجموعة واحدة مع اختبار قبلي وبعدي. تكونت العينة من ٢٣ طالباً من الصف العاشر تخصص تقنية الحاسوب والشبكات تم اختيارهم عشوائياً. تم جمع البيانات من خلال اختبار مكون من ٢٥ سؤال اختيار من متعدد يركز على زمن الماضي المستمر، بما في ذلك الجمل المثبتة، والمنفية، والاستفهامية، وتكوين الفعل المنتهي"، واستخدام إشارات الزمن. أظهرت نتائج البحث وجود تحسن ملحوظ في درجات الطلاب بعد أن تم تعليمهم باستخدام تقنية التكرار الاستبدالي. حيث بلغ متوسط درجات الاختبار القبلي ٤٦,٠٩، بينما ارتفع متوسط درجات الاختبار البعدي إلى ٦٥,٣٩. وقد تم تحليل البيانات باستخدام اختبار "ت" للعينات المترابطة، وأظهرت النتيجة أن قيمة الدلالة بلغت ٠,٠٠١، وهي أقل من ٠,٠٥. وهذا يدل على أن تقنية التكرار الاستبدالي لها تأثير كبير على فهم الطلاب واستخدامهم لزمن الماضي المستمر. لذلك، يُوصى بأن يأخذ معلمو اللغة الإنجليزية هذه التقنية بعين الاعتبار كطريقة فعالة في تدريس القواعد النحوية، خصوصاً للزمن الذي تتطلب تكراراً بنوياً..

الكلمة المفتاح: تقنية التكرار الاستبدالي، الزمن الماضي المستمر، تدريس القواعد

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Because of the weaknesses in the research, this thesis is still far from ideal. Thus, it gives me great joy to get comments and advice from readers on how to improve this thesis.

Padangsidempuan, 14 September 2025

Researcher

A handwritten signature in black ink, appearing to be 'Wita Hutabarat', with a large, stylized 'X' or 'A' shape at the end.

Wita Hutabarat

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Grammar is one of the most important aspects of mastering the English language. Language is governed by complex underlying patterns. If there were no consistent patterns, people would not be able to communicate with one another, and, after all, language is all about communication.¹ Grammar helps construct sentences correctly so that the meaning one wants to convey can be clearly understood by others. Errors in grammar can cause confusion and misunderstanding. Grammar can be particularly difficult for student learning English as a second language since the structure of English grammar differs from original language. One of the important elements of grammar is tenses, which are used to indicate the time an action or events occurs.

Then, tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken is stated, which is “now.” In terms of grammatical expression, English verbs have three morphological forms that are usually described as present tense, past tense, and future tense. Thus, tenses are crucial in indicating the exact moment at which an event happens in a sentence.

In addition, tenses have been integrated into Indonesian education curriculum since junior high school and have become a required component of English language learning. Students are taught multiple tenses, such as present,

¹ Thomas Payne, *Understanding English Grammar*, First (New York: Cambridge University Press, 2011),
https://assets.cambridge.org/97805217/63295/frontmatter/9780521763295_frontmatter.pdf.

past and future, in order to assist them transmit information effectively based on the context of time, Even though students are regularly taught this material and it's a significant component of test. It is still a challenge for many students to distinguish between different types of tenses and how to employ in written and spoken.

Furthermore, the past continuous tense is one of the tense form that frequently confuses students. This tense is one of the tenses learned by ninth grade students in SMKS Harapan Padangsidimpuan. The past continuous tense is used to describe an action that was taking place in the past when another action occurred. Past continuous tense is used for an action over a period of past time, something that one was in the middle of.² In simple way past continuous tenses used to express on-going actions in the past. Understanding and using past continuous tense correctly can help students in clarifying the chronology of events in written and oral communication.

Also, past continuous tense has a specific use and often involves complex time contexts, which can confuse students. At SMKS Harapan Padangsidimpuan, many students have difficulty in understanding and applying the past continuous tense correctly. Students do not understand that past continuous tense does not only stand alone, but also often relates to other tenses in a sentence. For example, they do not know how to relate past continuous tense to past tense to show that one event was on-going when another event occurred. This concept can be very confusing. students often feel unsure about when to use past continuous tense,

² John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 2002), <https://doi.org/10.1063/1.3021875>, p.90.

especially when they have to consider the context of time and the relationship between events.³ In conclusion, many students find it difficult to use the past continuous tense correctly because they struggle to understand its relationship with the simple past and how to use it to show the timing of events.

In addition, students' interest in the subject matter has a significant impact on their ability to learn and understand new concepts. If students cannot see the relevance or direct connection between the past continuous tense and their daily lives, their motivation to learn the material is likely to decrease. For example, if the teaching is not accompanied by interesting examples or relevant situations, students may feel that the material is foreign and unrelated to their daily experiences. When students cannot relate what they are learning to a context they are familiar with such as events in their daily lives, or experiences they have had, they will have a hard time engaging. Irrelevant learning situations can make students feel like they are learning something useless, leading to boredom and lack of motivation.⁴ Students will learn better when lessons are connected to their daily lives; without this connection, they may feel bored and unmotivated.

The problems that students have in acquiring tenses, particularly the past continuous tense, are the primary motivations behind this research. Considering the importance of a proper understanding of the past continuous tense in English communication, a more effective and systematic teaching approach is necessary.

³ Private Interview, Adelita Harahap, S.Pd. Teacher of SMKS Harapan Padangsidempuan, (JL. Raya Angkola Julu, Pokenjior, 14th 2025, at: 10.00 WIB)

⁴ An-Nisa, "Improving the Students' Ability in Learning Past Continuous Tense by Roundtable Strategy at SMP Muhammadiyah 47 Sunggal" (State Islamic University of North Sumatera Medan, 2017), <http://repository.uinsu.ac.id/6977/> p.30.

Although, there are many methods for teaching tenses, including grammar translation method, which focuses on sentence translation, and communicative language teaching, which focuses on language use in real-world circumstances. Another popular method is direct method, which enables students to spontaneously acquire grammar through direct discussion. However, the researcher is currently focused on employing the substitution drill technique.

One of the techniques that can be effectively used in teaching grammar, especially for practicing sentence patterns, is the substitution drill. Freeman and Anderson states substitution drill can be easily applied to a grammar orally and directly. Substitution Drill technique is a strategy that enables students to engage in intensive practice through the repetitive substitution of phrase part. This technique involves drills where students replace certain elements in a sentence while maintaining the correct grammatical structure.⁵ The students repeat the line the teacher has given, substituting the cue into the line and its proper place. For example, the teacher can give a basic address such as "I was reading a Quran when you called me" and ask students to replace the object or subject with "we were reading a Quran" or "I was reading the magazine." The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence. This method enhances their understanding of sentence structure and supports the development of accurate language use.

⁵ Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2013), [https://www.google.co.id/books/edition/Techniques_and_Principles_in_Language_Te/iJ3Y_wkkw_a8C?hl=id&gbpv=1&dq=substitution drill technique&pg=PA39&printsec=frontcover](https://www.google.co.id/books/edition/Techniques_and_Principles_in_Language_Te/iJ3Y_wkkw_a8C?hl=id&gbpv=1&dq=substitution+drill+technique&pg=PA39&printsec=frontcover).

Therefore, this thesis aims to investigate the effect of the Substitution Drill technique on the mastery of the past continuous tense among ninth-grade students at SMKS Harapan Padangsisimpuan. This strategy is intended to help students comprehend the pattern of the past continuous tense and utilize it correctly in both oral and written context. The findings of this study are likely to help to design more effective teaching strategies for enhancing students' mastery of the past continuous tense.

B. The Identifications of the Problem

Based on the background of the problems above, the identification of the problem on this research are:

1. Students struggle with forming the past continuous tense correctly.
2. Students often confuse the past continuous tense with other past tenses, particularly the past tense.
3. Students struggle to understand the concept of an action being ongoing at a specific point in the past. The students are difficult to grasp the idea that the past continuous tense describes an action that was still in progress at a particular time in the past. Many students tend to think that all past actions are completed, as in the simple past tense. As a result, they often fail to recognize that the past continuous emphasizes the duration or continuity of an action rather than its completion.

Based on the problem above, the researcher decided to use substitution drill technique as a teaching technique. This technique is expected to help students practice the correct form of the past continuous tense through repetition and

structured substitution. By applying this technique, students internalize the grammatical pattern more effectively, reduce confusion with other past tenses, and develop a clearer understanding of how to express actions that were on-going at a specific point in the past.

C. The Limitation of the Problem

To avoid misunderstanding and to clarify the study, it is necessary to make the limitation of the study. The researcher focused on teaching past continuous through substitution drill technique. Then the study specifically examines the mastery of the past continuous tense in verbal sentence. Also, this research utilizes both of types of substitution drill technique; single-slot substitution drill and multiple-slot substitution drill.

D. The Definitions of Operational Variables

1. Substitution Drill Technique

Substitution drill technique is a language practice in which the teacher provides a basic sentence, and then students are asked to replace one word or part of the sentence with another word given by the teacher.

2. Past Continuous Mastery

Past continuous tense mastery is students' ability to comprehend the usage of past continuous tense in both oral and written communication.

E. The Formulations of the Problem

Based on the background of the problem, the formulation in this research as a follow:

1. How is the past continuous tense mastery of the students before learning by using substitution drill technique at the X Grade Students SMKS Harapan Padangsisimpuan?
2. How is the past continuous tense mastery of the students after learning by using substitution drill technique at the X Grade Students SMKS Harapan Padangsisimpuan?
3. Is there any significant effect of using substitution drill technique on the past continuous tense mastery at the X Grade Students SMKS Harapan Padangsisimpuan?

F. The Objectives of the Research

According to the formulation above, the objectives of this research as a follow:

1. To examine the students' past continuous tense mastery at the X grade students SMKS Harapan Padangsisimpuan before learning by using substitution drill technique.
2. To examine the students' past continuous tense mastery at the grade X grade students SMKS Harapan Padangsisimpuan after learning by using substitution drill technique.
3. To examine whether there is a significant effect of substitution drill technique on students' past continuous tense mastery at the grade X grade students SMKS Harapan Padangsisimpuan, or not.

G. The Significances of the Research

Study results are expected to be useful information for all reader. This is also expected to make a good contribution, especially in using substitution drill technique in teaching past continuous tense. So, the writer concludes the significances of the study are below:

1. For students

For students, it assists them to solve their problem in understanding past continuous tense and helps them to express themselves in past continuous tense.

2. For teacher

It gives the alternative technique in teaching grammar especially in past continuous tense. This study will also help them to increase students' ability in grammar proficiency.

3. Further researchers

For further researchers who are interested in teaching grammar in senior high school level can get basic information from this study to do further research. They can also apply substitution drill technique for other English material or teach past continuous tense by using other teaching techniques.

H. The Outline of the Thesis

The systematics of this research is divided into five chapters. Each chapter consists of many sub chapters which will be detailed as follows. The first chapter contains the background of the problem, problem identification, problem limitations, problem formulation, research objectives, research interests and research outline.

The second chapter contains a theoretical description consisting of subchapters such as a definition of past continuous tense and substitution drill technique. The third chapter contains research methodology which includes the time and place of research, research methodology, population and sample, research instruments, data collection techniques, and finally data analysis techniques and thesis framework. Chapter four is the result of research that discusses data analysis.

Chapter four consists of data description, hypothesis testing, discussion and research threats. Finally, chapter five contains conclusions, namely providing conclusions about the research carried out and suggestions, namely suggestions given to students and teachers through research.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. The Concept of Substitution Drill Technique

a. The Understanding of Drill

A drill is a teaching technique that involves practicing something repeatedly, like words or sentences, to help students remember and use it more easily. It's like repeating exercises to get better and faster at using the language. According to Richards and friends, drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language based on guided repetition or practice. A drill which practices some aspects of grammar or sentences formation is often known as pattern practice.¹ Thus, drills are a useful language teaching technique that help students practice grammar and sentence patterns through repetition, often referred to as pattern practice.

Zumrah and Manurung stated that drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. This technique is generally applied to practice students' pronunciation or sentence structure in learning a language through repetition or practice.² Thus, the use of drill techniques in foreign language teaching not only assists students in mastering sentence

¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd ed. (New York: Routledge, 2002).

² Zumrah and Konder Manurung, "A Study on The Use of Substitution Drill Technique in Teaching Grammar," *English Language Teaching Society* 9, no. 3 (2021): 297–305. <https://share.google/8FHP1pC98INs6bHpY>

structure and pronunciation but also provides them to actively apply what they have learned.

Drill has long been applied in teaching of foreign language. It was a key feature of audio-lingual approaches to language teaching, which placed emphasis on repeating structural patterns through oral 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.³ Students can develop natural responses by frequently practicing the same patterns, which facilitates proper language use in everyday conversations. Over time, this consistent repetition helps in the development of fluency and confidence.

In summary, drill is valuable technique in language learning, allowing students to practice and repeat language elements like sounds, words, and sentence pattern to build familiarity and ease. It's like repeating exercises to get better and faster at using the language. In the following section the researcher explored the definition of substitution drill technique, a specify type of drill that focuses on replacing parts of sentences to reinforce language structure.

³ Yuriatson Jubhari, "The Effect of Using Substitution Drill on Students ' Tenses Mastery," *Scope of English Language Teaching, Literature and Linguistic* 1, no. 1 (2018): 53–62, [https://download.garuda.kemdikbud.go.id/article.php?article=1281816&val=17109&title=Improving Students Tenses Mastery Through Substitution Drill](https://download.garuda.kemdikbud.go.id/article.php?article=1281816&val=17109&title=Improving%20Students%20Tenses%20Mastery%20Through%20Substitution%20Drill). <https://share.google/UiCyspF0SriguYf5g>

b. The Definition of Substitution Drill

Substitution drill involves substituting a word or a phrase in a sentence to manipulate its form. The substitution always occurs in the same location of the sentence. It's helpful for reinforcing rhythm and intonation of a sentence, vocabulary pronunciation, and sentence structure.⁴ Furthermore, this technique is valuable technique to help students to enhance their fluency and confidence in communication.

Maharida stated that substitution drill is a classroom technique used to practice new language. It involves the teacher as the first modeling a word or a sentence and the learners repeat it. The learners then substitute one or more key words, or changes the prompt.⁵ Thus, Substitution drill facilitates an interactive learning environment where students actively engage with the language by practicing and modifying sentence, and reinforces their understanding and mastery of new structure and pattern.

Savitri et al stated that Substitution Drill counts as a technique when students adding vocabularies or phrases into a sentence and conjugating a verb.⁶ This technique uses sentences, pictures, numbers,

⁴ Rik Ruiter and Pinkly Y. Dang, *Highway to E.S.L: A User Friendly Guide to Teaching English As a Second Language* (Amerika Serikat: iUniverse, 2005), https://www.google.co.id/books/edition/Highway_to_E_S_L/gGhWkU5HgQYC?hl=id&gbpv=1&dq=A+User+Friendly+Guide+to+Teaching+English+As+a+Second+Language&pg=PA16&printsec=frontcover.

⁵ Maharida, "Using Substitution Drill Technique To Improve Students' Pronunciation Ability," *Exposure Journal* 179 3, no. 2 (2014), <https://share.google/8FHP1pC98INs6bYpH>.

⁶ Irma Savitri, Farhan Fuady, and Rikzan Kurniawan, "The Implementation of Substitution Drill in Teaching Simple Present Tense" 06, no. 02 (2022): 221–27, <https://doi.org/10.55215/pedagonal.v6i2.5657>.

names, and etc. For the example teacher gives a picture within a word under the picture. The students have to say the word under the picture and said it over and over then changing the verb or subject of the word under the picture into pattern of tense. It leads students more confident and enthusiastic. In sum, it is changing one part of the sentence into another of the sentence.

A substitution drill is a language teaching method that involves swapping out specific words or phrases in a simple sentence for other words or phrases while maintaining the sentence's structure and pattern. This technique helps students become more comfortable and self-assured when speaking the target language by reinforcing their knowledge of grammar, vocabulary, and sentence structure. An example of substitution drill would be using the sentence: I was going to the mosque. Then, "I" would be replaced with you, he, she, they, we or you and I to make new sentence.

In conclusion, substitution drill is an essential technique that helps students improve accuracy, confidence, and adaptability in using different sentence patterns. Substitution drill technique helps students to communicate more effectively and build strong foundation in language structure. Furthermore this technique ultimately prepares students for spontaneous, real-life conversation, making language learning more practical and beneficial. In the next section, the writer will explore the

objectives of the substitution drill technique to further understand its purpose in language learning.

c. The Objectives of Substitution Drill

Substitution drills can make students more active to learn sentence patterns. Robert Lado said that oral substitution becomes the most useful and powerful drill available to practice the pattern. It is fast, flexible, and versatile, and it approximates conversational use of the language.⁷ It will make students understand about the use of part of speech in the sentence. Substitution drill becomes more powerful and useful to overcome the restricted ability of being able to speak only a set of sentences of the same structure.

Substitution drill can greatly expand communication power and understanding of the structure of the language. Substitution drill is made by simply substituting words or phrases for those in a talk line. This drill is useful for learning verb form.⁸ This technique works by replacing specific words or phrases in a sentence with alternatives, allowing learners to practice and reinforce grammatical pattern.

Jubhari stated that this technique is effective to able to be used by students to develop their rules of a language such as pronoun, preposition, verb, and so forth. Furthermore, such technique provides the students with practice with the rules of the grammar where the purpose is to

⁷ Lado Robert, *Language Teaching A Scientific Approach* (New York: Tata McGrawHill Publishing, 1974).

⁸ Larry and D. Pate, *To Every People from Every People*, first (Amerika Serikat: Covenant Books, Incorporated, 2002).

internalize the structure by practicing the pattern.⁹ Through substitution drills, learners also learn to recognize the borders between the phrases that make up the sentence. They are also exposed to a variety of different sentences that have similar structures through repetition drills as well.¹⁰ Substitution and repetition drills help learners understand how sentences are formed by showing where phrases begin and end. These drills also give students practice with many different sentences that follow the same structure, making it easier to recognize and use correct patterns.

In conclusion, substitution drill is an essential technique that helps students improve accuracy, confidence, and adaptability in using different sentence patterns. Substitution drill technique helps students to communicate more effectively and build strong foundation in language structure. Furthermore, this technique ultimately prepares students for spontaneous, real-life conversation, making language learning more practical and beneficial. To gain more understanding, it is important to know the types of substitution drill technique. The next section will explore the different types of substitution drill, providing insights into how each type works and its specific role in improving language learning.

⁹ Jubhari, "The Effect of Using Substitution Drill on Students' Tenses Mastery."

¹⁰ Maharida, "Using Substitution Drill Technique To Improve Students' Pronunciation Ability."

d. The Kinds of Substitution Drill

1) Single-Slot Substitution Drill

Single-slot substitution drill contains cue words which may occur in the same position or slot in the utterance. The teacher models an utterance and the class repeats. Then the teacher gives a cue word. The class puts this cue word in the correct slot, giving the whole utterance as a response. The teacher reinforces the correct answer, and the students repeat this answer. The rest of the drill continues with the teacher giving only the cue word, the students giving the full response changing whatever is given as the cue. This drill can be done chorally and individually.¹¹ This drill helps students practice sentence structure by replacing words in a specific position. So, this technique reinforces correct usage and can be done both as a group and individually to improve fluency and accuracy.

In single substitution, the students should repeat a part of dialogue from the teacher by substituting the certain words with cue given. They should place the cue given into the correct place.¹² A word or phrase in a sentence pattern will be replaced with another word or phrase that has the same position, whereas in multiple substitution, not

¹¹ Cecile L. Motus, *Hiligaynon Lessons* (Amerika Serikat: Humanities Open Books program, a joint initiative of the National Endowment for the Humanities and the Andrew W. Mellon Foundation, 2019), p.7.

¹² Tenny Murtiningsih and Nanda Oetari Triana, "Teaching Speaking through Substitution Drill Technique," *Tefla* 1, no. 1 (2018): 18–23.

only one word or phrase is replaced but more than that. Below is an example of a simple substitution:

Teacher:	Do you know?
Student:	Do you know?
Teacher:	Understand
Student:	Do you understand?
Teacher:	Hear
Student:	Do you hear? ¹³

In conclusion, the single-slot substitution drill serves as an effective technique to strengthen students' understanding of sentence structure and grammatical accuracy. By substituting cue words in specific positions within a sentence, learners develop their ability to construct correct and meaningful sentences. This drill also enhances fluency through repetition and immediate reinforcement from the teacher. Furthermore, since it can be practiced both individually and in groups, the single-slot substitution drill promotes active participation and helps students internalize language patterns more naturally.

2) Multiple-Slot Substitution Drill

The multiple substitution drill, also called the progressive substitution drill, is an effective device for testing the student's comprehension of familiar material and for helping him to build fluency. The multiple substitution drill is called the progressive substitution drill because as individual students make the responses, each student must substitute in the sentence made by the student

¹³ Dery Purnama Saefudin and Ahmad Bakhtiar, "The Effect Of Substitution Drill Technique On Students ' English Speaking Skill" 8, no. 1 (n.d.): 471–78.

before him. The sentences change in various slots progressively, and each student must listen closely to every response with full attention on meaning in order to make the correct response when his turn comes.¹⁴ This technique is useful for testing understanding and building fluency, as students must listen carefully and respond by progressively changing parts of the sentence. This encourages active listening and helps reinforce sentence structure and meaning.

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.¹⁵ So, this drill not only helps students practice grammar and sentence structure, but also improves their ability to identify parts of speech and understand how words function within a sentence.

In multiple substitution, there are some multiple cues to be substituting in the dialog.¹⁶ Multiple substitution is not only one word or phrase is replaced but more than that. Below is an example of a multiple substitution:

¹⁴ *English Teaching Forum* (Amerika Serikat: Information Center Service, United States Information Agency, 1963), p.16.

¹⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, 2nd ed. (New York: Oxford University Press, 2000), https://www.google.co.id/books/edition/Techniques_and_Principles_in_Language_Te/iJ3Y_wkkw_a8C?hl=id&gbpv=1&dq=substitution+drill+technique&pg=PA39&printsec=frontcover, p.48.

¹⁶ Murtiningsih and Triana, "Teaching Speaking through Substitution Drill Technique."

Teacher: Do you like the train?

Student: Do you like the train?

Teacher: They

Student: Do they like the ship?

Teacher: She

Student: Does She like the plane?¹⁷

In conclusion, the multiple substitution drill is a valuable technique that promotes deeper grammatical understanding and linguistic flexibility. By requiring students to replace several words or phrases within a sentence, this drill encourages them to pay attention to sentence structure, parts of speech, and subject-verb agreement. It helps learners not only practice grammar but also develop listening accuracy and quick thinking as they respond to changing cues. Through continuous and progressive substitution, students enhance their fluency, comprehension, and confidence in constructing sentences correctly and meaningfully.

e. The Advantages and Disadvantages of Substitution Drill Technique

Substitution drill technique provides learners with opportunities to practice language patterns repeatedly, so that they can develop accuracy, fluency, and confidence in using the target language. By engaging in substitution drill, students are trained to quickly replace certain parts of a sentence with new words while still maintaining the correct structure. Such practice not only improves their linguistic competence but also helps them internalize the language through repetition. According to Amal, substitution drill can enhance students' fluency and build their

¹⁷ Murtiningsih and Triana.

confidence in speaking English because the structured practice reduces errors and supports them to respond more naturally in communication.

Below are some advantages of using Single-slot Substitution Drills:

- 1) Both teacher and students can be helpful for their teaching and learning.
- 2) Help student notice the correct form or pronunciation of the word or phrase.
- 3) The students are drilled in which their response so tightly structure, so the possibility of error is almost eliminated.
- 4) It can make the student think quickly to be able to analyze which part (slot) should be substituted with the cue given by the teacher.
- 5) Substitution drills leads to a certain fluency and confidence in the learner.

So, from the points above, it can be concluded that substitution drill technique provides several advantages in language learning. It not only facilitates the interaction between teacher and students but also helps learners notice the correct form and pronunciation. Through structured practice, errors can be minimized and students are trained to think quickly in substituting words or phrases with the given cues. As a result, this technique effectively leads learners to achieve better fluency and confidence in using the target language. However, despite these strengths, the substitution drill technique also has certain limitations that need to be

considered in its application. The disadvantages of substitution drill are as follows:

- 1) It only needs very little extra effort be made instances of communicative contextualized language use.
- 2) It can make students bored because they just repeat what the teacher says.
- 3) By doing substitution drills, the teacher needs extra time to check and control the students' speaking.¹⁸

From the points above, it can be concluded that substitution drill technique, while effective in training accuracy and fluency, still has several disadvantages. The use of substitution drill requires little communicative context, which may limit students' ability to practice meaningful language use. Furthermore, the repetitive nature of the drill can cause boredom, and it often demands more time and effort from the teacher to monitor and control students' performance. Therefore, teachers are advised to apply substitution drill in balance with other communicative activities. By combining drills with more interactive and contextualized practices, teachers can minimize boredom, maximize student engagement, and ensure that learners not only master the structure but also develop their communicative competence.

¹⁸ Haerul Amal, "Teaching and Learning Speaking through Single-Slot Substitution Drills Technique at the Eighth Grade of SMP Negeri 27 Bandar Lampung A" (Raden Intan Lampung, 2021), <https://share.google/8FHP1pD98Uns6bMgk>.

f. The Procedures of Substitution Drill

The teacher, in preparing for a substitution drill may feel that the students first need to go through it as simple repetition drill. In this case teacher would make the new sentences himself and then ask the students to repeat after him. The teacher would continue thus through the entire drill. When the teacher thinks the students are sufficiently prepared, he is then ready to begin the substitution drill previously illustrated.

According to Freeman using music substitution drill technique as follows:

- 1) Teacher present a simple sentence as a model sentence.
- 2) Teacher ask students to repeat the sentence.
- 3) The teacher leads single substitution, by replacing a word in the sentence with other word and asks the students to repeat the sentence.

Teacher: I have some pencils

Students: I have some pencils.

Teacher: I have some ink

Students: I have some ink

Teacher: I have some books

Students: I have some books

Teacher uses pictures that showing some activity or thing. Then teacher changes the noun or verb with the noun that showing in the picture. From her example the students realize that they are supposed

to take the cue which the teacher supplies, and put it into its proper place in the sentence.

- 4) Teacher would continue thus through the entire drill. When the teacher thinks the students are sufficiently prepared. Students then ready to begin the substitution drill with the cues given by teacher.¹⁹

According to Vidyarthi using substitution drill technique as follows:

- 1) The teacher presents a simple model sentence that contains the past continuous tense, such as “I was reading.” This helps students focus on the target structure.
- 2) The teacher asks students to repeat the model sentence several times so that they become familiar with the rhythm, intonation, and sentence structure.
- 3) The teacher conducts a single-slot substitution by changing one word in the sentence, while students repeat the new sentence. For example: “I was eating,” “I was studying,” and so on.
- 4) The teacher shows pictures of different activities to make the meaning clearer. Students then substitute the verb in the sentence based on the activity shown in the picture.
- 5) The teacher continues the drill using various cues, such as different verbs and subjects, so that students can practice subject-verb agreement and the correct use of the -ing form.

¹⁹ Larsen-Freeman, *Techniques and Principles in Language Teaching*.

Thus, the substitution drill procedure proposed by Vidyarthi will be applied in this research as the main teaching technique to improve students' mastery of the past continuous tense. The reason is that Vidyarthi's procedure is more detailed and specifically designed for teaching the past continuous tense, which is the focus of this study.

g. Teaching Past Continuous Tense by Using Substitution Drill Technique

One effective technique for introducing and reinforcing grammatical structures in language classrooms is the substitution drill. This technique is especially useful for beginner-level students, as it becomes a powerful tool for helping students understand verb forms, sentence structure, and time expressions in an interactive and structured way. And here is the procedure of teaching past continuous tense by using substitution drill technique, as follows:

Table III.1
The Procedures of Teaching Past Continuous Tense by Using Substitution Drill Technique

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	The teacher greets the students, opens the class, and asks them to pray according to their beliefs.	—	Students respond to the greeting and pray together.
	The teacher checks the students' attendance and motivates them before starting the lesson.	—	Students respond to the teacher and state their attendance.
	The teacher explains the learning objectives and introduces the topic of the past	—	Students listen carefully to the teacher and take notes.

Steps	Teacher's Activity	Procedures	Student's Activity
	continuous tense.		
While – Teaching	The teacher presents a simple model sentence. "I was going to school when Aisah came.:"	The teacher presents a simple model sentence.	Students listen to the teacher.
	The teacher asks students to repeat the model sentence several times.	The teacher asks students to repeat the model sentence several times so that they become familiar with the rhythm, intonation, and sentence structure.	Students repeat the model sentence several times.
	The teacher changes the subject of the model sentence. "She was going to school when Aisah came to school."	The teacher conducts a single-slot substitution by changing one word in the sentence.	Students repeat the new sentences after the teacher.
	The teacher guides students to make new sentence by changing the subject. Teacher point another subject that written in the board. "He"		Students make new sentence. "He was going to school when Aisah came to school."
	The teacher shows pictures of different activities. Teacher guides students to make new sentence based on the picture.	The teacher shows pictures of different activities to make the meaning clearer. Students then substitute the verb in the sentence based on the activity shown in the picture.	Students make new sentence based on the picture.
	The teacher continues the drill using various cues, such as different verbs and subjects.	The teacher continues the drill using various cues, such as different verbs and subjects, so that students can practice subject-verb agreement and the correct use of the <i>-ing</i> form.	Students practice repeating sentences with different verbs and subjects.

Steps	Teacher's Activity	Procedures	Student's Activity
Post – Teaching	The teacher asks the students about their understanding of the material.		Students respond to the teacher's questions and share their difficulties.
	The teacher summarizes the lesson, either by herself or together with the students.	–	Students listen carefully to the teacher.
	The teacher closes the teaching and learning activity with a prayer and greeting.	–	Students pray together and respond to the teacher's greeting.

2. The Concept of Past continuous tense

a. The Definition of Past continuous tense

The past continuous tense is one of the grammatical forms in English that used to describe an action which was in progress in the past. The past continuous tense is used to describe both actions occurred at the same time, but one action began earlier and was in progress when other action occurred.²⁰ This tense helps indicate that two event happened simultaneously, with one action already underway. For example, in the sentence “I was reading Quran, when she called me.”

Werner stated that past continuous tense describes activities that were happening or in progress in the recent past, at the specific time in

²⁰ Betty Schramper Azar, *Understanding and Using English Grammar*, Fourth (Washington: Longman, 2009), <https://english4u.com.vn/Uploads/files/Understanding and Using English.pdf>.

the past, or during period of time in the past. In forming past continuous tense, the past form of to be (was/were) following the present participle (-ing) are used.²¹ Past continuous tense is used to describe or indicate actions that began in the past and were continuing when another event occurred. It is important to note here that there may be two actions going on at the same time in the past, and one was interrupted by the happening of the other. Thus, both actions have occurred in the past. It is also known as the past continuous tense.²² It emphasizes the ongoing nature of a past activity.

In conclusion, the past continuous tense is a fundamental component of English grammar, used to describe actions or events that were ongoing at a specific moment in the past. Understanding and correctly using this tense is crucial for language learners as it enables them to convey past events with detail. Use the past continuous tense to talk about an action or an event which was going on at a particular time in the past. The next sections will explore the structure of the past continuous tense, offering a thorough description of its form and functions to assist reader better understand and use this tense.

²¹ Werner P.K, *Interaction 2 Grammar* (United State: Me Graw-Hill. 318, 2002), <https://share.google/5EpmPSEaPgAI2fgzR>.

²² B Lumoindong and A.H.F. Sanger, "Improving Students' Ability in Using Past Continous Tense by Using Life Experience Narratives," *Jurnal Pendidikan Bahasa Inggris Indonesia* 11, no. 2 (2023): 95–105, <https://doi.org/10.23887/jpbi.v11i2.2728>. <https://share.google/UdZgdi9nqcqrBT6b9>

b. The Formula of Past continuous tense

The past continuous tense is formed by combining the past tense of the verb "to be" (was/were) with the present participle (verb -ing).²³

1) Affirmative

Affirmative sentence in the past continuous tense shows what someone was doing at a specific time in the past. It uses the correct form of "was" or "were" based on the subject, followed by the main verb in its "-ing" form to show that the action was ongoing during that moment.

Table II.1
The Formula of Past Continuous Tense in Positive

Subject	Tobe	Present Participle
I	Was	Reading
She		
He		
It		
You	Were	
We		
They		

Example:

- a) She was reading a book.
- b) You were going to mosque

²³ John Eastwood, *Oxford Guide to English Grammar*.

2) Negative

In a negative sentence using the past continuous tense, we insert "not" immediately after "was" or "were" to indicate that the action was not happening at a particular time in the past.

Table II.2
The Formula of Past Continuous Tense in Negative

The Formula of Past Continuous Tense in Negative			
Subject	To be	Not	Present Participle
I	Was	Not	Reading
She			
He			
It			
You	Were		
We			
They			

Example:

- a) She was not reading a book.
- b) You were not going to mosque

3) Interrogative:

To form a question in the past continuous tense, we begin with "was" or "were," followed by the subject and then the verb in its "-ing" form.

Table II.3
The Formula of Past Continuous Tense in Positive

To be	Subject	Present Participle	Question Mark
Was	I	Reading	?
	She		
	He		
	It		
Were	You		
	We		
	They		

Example:

- a) Was she reading a book?
- b) Were you going to mosque?

c. The Formation of Past Participle

The past participle form also known as the V-Ing, is used to show that an action was in progress. When we add -ing to a verb, it might look simple, just attach -ing to the end, but not all verbs follow the same pattern. Some need small changes before adding -ing, especially depending on how the verb ends.²⁴ These are some way of spelling of past continuous tense.

²⁴ Rizky Junaidi, "An Analysis of Students' Errors in Translating Past Continuous Tense at the Second Grade of SMPN 1 Karimun" (State Islamic University of Sultan Syarif Kasim Riau, 2022). <https://share.google/hPyJMTiJUFfho0lVW>

- 1) When a verb ends in a single e, its dropped before ing :

Hope Hoping

Date Dating

Injure Injuring

Love Loving

Except after Age and Dye and verb ends in ee

Age Ageing

Dye Dyeing

Agree Agreeing

See Seeing

- 2) When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before ing:

Stop Stopping

Rub Rubbing

Run Running

Beg Begging

- 3) Verb of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable:

Admit Admitting

Begin Beginning

- 4) A final after a single vowel is however always doubled:

Signal Signalling

Travel Travelling

- 5) Ing can be added to a verb ending y without affecting the spelling of the verb:

Carry Carrying

Enjoy Enjoying

Hurry Hurrying

- 6) But for the infinitive ending with vowel e processed by vowel i, is substituted with y, then adding ing:

Die Dying

Lie Lying

Tie Tying

d. Time Signal of Past Continuous Tense

Time signals are often used in the form of time past continuous is:

1) When:

When is used to talk about a short action that happened while a longer action was happening. For instance, I was eating when she called me. The past continuous action is followed by “when” and ended by past action.

Past continuous + <i>when</i> + simple past

2) While:

While is Used to show that two actions were happening at the same time in the past. Both are usually in the past continuous. For instance, She was cooking while I was cleaning the house. The past

continuous action is followed by “while” and ended by other past continuous action.

Past continuous + while + past continuous

- 3) As: Similar to "while," it shows two actions happening at the same time in the past.²⁵

e. The Usage of Past continuous tense

- 1) The past continuous tense describes an activity in progress at a particular time in the past.

Ex: It was 10:00. Ali was sitting in the class

Ali began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress.

- 2) The past continuous tense describes an activity that was in progress (was happening) at the time another action happened.

Ex: I was studying when Jane called me yesterday

The studying was in progress when Jane called.²⁶

In conclusion, the past continuous tense functions to express actions that were in progress at a definite moment in the past or during the occurrence of another action. This tense highlights the continuity of an activity rather than its result.

²⁵ Raymond Murphy, *English Grammar in Use*, fifth (New York: Cambridge University Press, 2019), https://englishfrench.academy/wp-content/uploads/2020/09/235_7-English-Grammar-in-Use.-Murphy-R.-2019-5th-394p-.pdf, <https://share.google/Ao1tIcLBmgYvOInBb>

²⁶ Betty Schramper Azar, *Basic English Grammar* (Washington: Longman, 2006), p.434-440.

B. Related Findings

In writing this research, which discussed teaching by using substitution drill technique, the writer found some related researches that used substitution drill technique. Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

The first research was conducted by Zumrah and Manurung. This study was conducted by using a library research design to analyse, describe, and explain the implementation of the substitution drill technique in teaching grammar. This study examined data from ten studies conducted between 2011 and 2020. The result of descriptive data analysis showed that the substitution drill technique could enhance students' English abilities, such a mastering conditional sentence, simple present tense, past tense, progressive, degrees of comparison, and the use of auxiliary verb do and does. This study affirms that the substitution drill technique is effective in improving students' grammatical competence in various contexts.²⁷

The second research was conducted by Kusumawardani. This research discussed the importance of grammar in language learning to form communicative sentence or paragraphs. This research focused on teaching conditional if type 3 at XII IPA 5 at SMAN 2 Cikarang Utara, highlighting various challenges faced by students, such as limited vocabulary, difficulty memorizing verb forms (V1, V2, V3), and a lack of understanding of basic sentence structures. The study employed

²⁷ Zumrah and Manurung, "A Study on The Use of Substitution Drill Technique in Teaching Grammar."

a classroom action research approach consisting of four main stages: planning, action, observation, and reflection. The findings revealed that using a vocabulary substitution drill for conditional if material can improve student learning outcomes, seen from student learning outcomes that have increased significantly from each cycle and there is also an increase in the number of students who complete mastery by 34 students. students or be 94% of the total number of students in the class.²⁸

Thirdly, the thesis of Fatiha who said that the use of of the substitution drill technique is effective in improving students' simple past tense mastery. The result means score in the pre-test was lower than the mean score in the post-test (30>68). The research concluded that the use of the substitution drill technique is effective for improving students' simple past tense.²⁹

The fourth research was conducted by Maharida. This reserach applied Pre-Experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class X IPA of SMA Negeri 1 Galesong Selatan which consisted of 33 students. The result of the research showed that the tenth grade students of SMA Negeri 1 Galesong Selatan had fair score in pre-test. After treatment, their pronunciation ability significant improved. The result of the research was the mean score obtained by the students through pre-test was 5.77 which was classified as fair classification

²⁸ Dian Kusumawardani, "Improving Students' Understanding of Conditional Sentences Type 3 Using Vocabulary Substitution Drill," *Jurnal Inovasi Strategi Dan Model Pembelajaran* 2, no. 3 (2022): 320–31.

²⁹ Ummul Fatiha, "Improving Students' Simple Past Tense Mastery by Using Substitution Drill at Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante" (State Islamic Institute of Pallopo, 2022), http://repository.iainpalopo.ac.id/5541/1/UMMUL_FATIHA.pdf.

and the mean score of the students on the post-test was 7.32 which was classified as good classification and the value of t-test was greater than t-table ($16.48 > 2.037$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Substitution Drill was effective to improve the students' pronunciation ability.³⁰

The other research was conducted by Rahayu. This research used quasy-experimental design in which the research subjects are the students of SMPN 1 Jati Agung. The research findings showed that there was a significant different in the students grammar mastery in the present progressive before and after using single substitution drill technique. The average score in the pre-test was 42,65, in the post-test was 76.81. Based on the result of the data analysis, the researcher concluded that, there is a significance influence of using substitution drills technique towards students grammar mastery in the present progressive tense at the second semester of the eight grade of SMPN 1 Jati Agung in the academic year of 2018/2019.³¹

After the review of journals above, the researcher get interested to prove this technique, whether this technique has an effect or not to students' past continuous tense mastery. The writer use the study above as the previous relevant study because we have same variable about substitution drill technique. Also, they have similar method with the writer in conducting the research. We were used an

³⁰ Maharida, "Using Substution Drill Technique To Improve Students' Pronunciation Ability."

³¹ Esti Rahayu, "Students Grammar Mastery in The Present Continuous Tense at The Second Semester of The Eighth Grade of Smpn 01 Jati Agung in The Academic Year 2018/2019" (State Islamic University of Raden Intan Lampung, 2019).

experimental study in the research. This research will do in SMKS HARAPAN Padangsidimpuan. The researcher hopes this research can get effect to students past continuous tense mastery.

C. The Conceptual Framework

The past continuous tense is an essential component of English grammar, describing actions that were on-going at a specific moment in the past. This tense often includes time markers such as "was/were + verb-ing," indicating the duration of past activities. The past continuous tense can be challenging for learners due to its structure and the need to differentiate it from other past tenses.

A substitution drill is a language teaching method where learners replace one word or phrase in a sentence with another. This technique is used to practice and reinforce grammatical structures. The teacher models the sentence, and students repeat it, substituting words as directed. The application of substitution drills should be based on the specific material provided to students. The teacher first models the word or sentence, and students practice by repeating and substituting key elements. This method helps students internalize the structure of the past continuous tense through repetition and variation.

Using the substitution drill technique in teaching the past continuous tense can enhance students' mastery of this tense. By making the learning process engaging and interactive, students are more likely to retain the grammatical structures and apply them correctly in various contexts. Based on the explanation above, conceptual framework can be seen from the figure below:

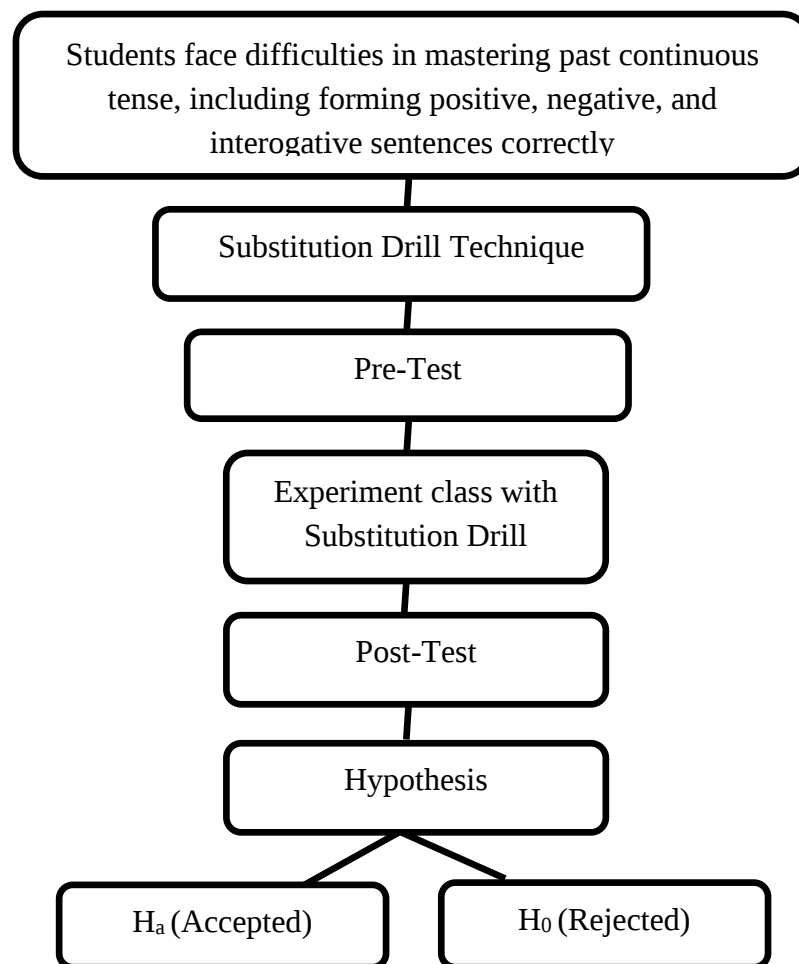


Figure II.1. The Conceptual Framework

D. The Hypothesis

Regarding to theory discussion of the previous studies, and the explanation of thinking frame work, The researcher formulated the hypothesis of this research as follows:.

1. Alternative hypothesis (Ha) : there is a significant effect of using substitution drill technique to past continuous tense mastery at the X Grade Students SMKS Harapan Padangsisimpulan.

2. Null hypothesis (H_0) : there is no a significant effect of using substitution drill technique to past continuous tense mastery at the X Grade Students SMKS Harapan Padangsisimpulan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The researcher conducted this research at SMKS Harapan Padang Sidimpuan. The location is at JL. Raya Angkola Julu, Pokenjior Dusun II Padangsidimpuan, Kec. Padangsidimpuan Selatan, Kota Padangsidimpuan, Sumatera Utara. Padangsidimpuan, start from October 2024 up to July 2025

B. The Research Design

The researcher used quantitative research and the experimental as a method in this research used a Pre-experimental design. Pre-experiment is a type of research design that belongs to one group pre-test post-test design. Pre experiment design make it possible to conduct research with small groups, so the researcher used pre-experimental design due to population limitations in the place studied by the researcher. It allows the researcher to measure students' learning progress before and after the treatment in the same group. By administering a pre-test, the researcher could identify the students' initial ability, and through the post test, the researcher was able to observe the effect of substitution drill technique on students' mastery of the past continuous. The design is also considered suitable with limited sample size, as it is simple, practical, and provides clear evidence of improvement after the treatment. Design can be seen in the following chart according to Sugiyono.¹

One group pre- test and post-test:

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R& D*, ed. Sugiyono, Bandung: Alfabeta (bandung: Alfabeta, CV. ISBN J1. Gegerkalong Hilir No. 84 Bandung, 2013).

O1	X	O2
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Note: O1: Pre-test

X: Experiment

O2: Post-test

1. Pre –test (O1) : Giving the test to know the limited of students in writing skill especially narrative text. The pretest gave before doing treatment it was to find out the prior ability of students in past continuous tense.
2. Treatment (X) by using substitution drill technique: After giving the pre-test the researcher gave treatment. It is in the form of teaching and learning process by using substitution drill technique.
3. Post test (O2) : Giving the test to know the improve of students in past continuous tense.

C. The Population and the Sample

1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research was all of TKJ students at grade X of SMKS Harapan Padangsidimpuan that consist of 23 students. Based on the interview with the administrative staff of SMKS Harapan Padangsidimpuan, the researcher found that the admission of new students was not determined through a placement test, but only based on students' interest in their chosen study program.² This indicates that the students entered the school with relatively similar English proficiency levels. In

² Private Interview, Muhammad Rasidin Siregar, S.Kom. Teacher of SMKS Harapan Padangsidimpuan, (JL. Raya Angkola Julu, Pokenjior, 14th 2025, at: 10.40 WIB)

addition, the material of past continuous tense had already been introduced to all students during the second semester of the ninth grade. Therefore the population in this study can be considered homogeneous, since the students shared similar prior knowledge and background related to the material being tested.

2. Sample:

The sample is a part of the population that is taken to represent the whole group in a research study. However, in this research, the researcher used total sampling technique, where all the members of population were included as the sample. Total sampling is a technique used when the numbers of population is relatively small, so the entire population can be taken as the research sample.³ So, the sample of this research consisted of all tenth-grade students of the Computer and Network Engineering (TKJ) program at SMKS Harapan Padangsidimpuan, totaling 23 students.

Table III.1
The Sample of The Research

No.	Grade	Total
1.	X- TKJ	23

D. The Instrument of Data Collection

In this research, the researcher gave pre-test, treatment and post-test to collect the data. The test of this research was multiple choice. The test consisted of 25 questions. To find out the scores of the students' answer, the researcher

³ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT Rineka Cipta, 2002).

gives 4 score for each item. So, the maximum score of test is 100. The indicator of this research can be seen in this table below.

Table III.2
Indicator of Past continuous tense Mastery

No.	Indicator	Indicator	Items Number	Total	Score
1.	Forming past continuous in verbal sentence	Positive sentence	1,7,11,17,23	5	20
		Negative Sentences	2,12,13	3	12
		Interrogative Sentences in the Past continuous tense	3,14,15,16	4	16
2.	Using correct verb-ing (V-ing) form in past continuous tense		4,9,19,20,21,22,24	7	28
3.	Identifying and using adverbs of time related to past continuous tense		5,6,8,10,18,25	6	24
Total				25	100

The scoring is obtained using the following formula:

$$\text{Score} = B/N \times 100 = 1/25 \times 100 = 4$$

Where:

B: Number of questions answered correctly

N: Number of questions⁴

⁴ Hikmawati Fenti, *Metodoogi Penelitian*, first (Depok: PT RajaGrafindo Persada, 2020).

E. The Validity and Reliability of Instrument

1. Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. In this research, the researcher used item validity analysis through the Product Moment correlation formula with the assistance of SPSS version 30. This technique is used to determine whether each item on the test is valid or not by correlating the score of each item with the total score obtained by the respondent. The instrument used in this study was a multiple-choice test consisting of 35 items administered as the pre-test to the tenth-grade students of SMKS Harapan Padangsidimpuan, specifically the Tata Busana class. The purpose of the validity test was to determine which items were appropriate to be used based on their correlation with the total score.

Based on the analysis using SPSS, the r table for $N = 23$ ($df = N - 2 = 21$) at the significance level of 5% is 0.4132. An item is considered valid if the r count $>$ r table. The results of the analysis showed that 27 out of 50 items were valid, meaning they had a correlation coefficient greater than 0.4132. These items are: 3, 5, 6, 8, 9, 11, 12, 14, 15, 16, 20, 21, 24, 26, 27, 30, 31, 32, 35, 36, 38, 40, 43, 47, 48, 49, 50. Meanwhile, 15 items were invalid, with r count values less than the r table. These invalid items are: 1, 2, 4, 7, 10, 13, 17, 18, 19, 22, 23, 25, 28, 29, 33, 34, 37, 39, 41, 42, 44, 45, 46. These results show that the instrument used in the pre-test was partially valid, and the valid items were retained for further data analysis in this research. The results of the validity test calculation can be seen in appendix 15.

2. Reliability

Reliability is the degree to which an assessment tool produces stable and consistent result. Similarly, Hughes adds that to be valid a test must provide consistently accurate measurement. It must therefore be reliable. It means that reliability is necessary in the research to assess the good instrument or not. In this research, the reliability of the test instrument will be assessed using the test-retest method. Research instrument whose reliability is tested test re-test are conducted by trying the instrument several time to the students in another class

F. The Research Procedure

1. Pre-test

The pre-test is conducted to find out the students' initial ability in using the Past Continuous tense before the Substitution Drill technique was applied.. In this case, the researcher uses some steps. They were:

- a. The researcher prepared 25 test items.
- b. The researcher gave the test paper of the research to students.
- c. The researcher gave instructions to the students.
- d. The researcher gave time to the students to answer the question.
- e. The students answered the question.
- f. The students gave the researcher their paper test.
- g. The researcher checked the answer of students and found the mean score of pre-test

2. Treatment

The treatment was conducted in one meeting using the Substitution Drill technique. The procedure consisted of three main stages: pre-teaching, while-teaching, and post-teaching.

a. Pre-teaching

- 1) The teacher greeted the students, opened the class, and asked them to pray according to their beliefs.
- 2) The teacher checked attendance and motivated the students before starting the lesson.
- 3) The teacher explained the learning objectives and introduced the topic of the Past Continuous Tense.

b. While-teaching

- 1) The teacher presented a simple model sentence (e.g., “I was going to school when Aisah came.”).
- 2) The students repeated the model sentence several times to become familiar with rhythm, intonation, and sentence structure.
- 3) The teacher conducted a single-slot substitution drill by changing one word in the sentence (e.g., subject change: “She was going to school when Aisah came.”).
- 4) The students practiced making new sentences by substituting the subject, guided by the teacher (e.g., “He was going to school when Aisah came.”).

- 5) The teacher showed pictures of different activities to help students substitute the verb in the model sentence with the activity shown (e.g., “He was playing football when Aisah came.”).
- 6) The drill was continued using various cues such as different verbs and subjects so that students could practice subject–verb agreement and the correct use of the -ing form.

c. Post-teaching

- 1) The teacher asked the students about their understanding of the material and invited them to share difficulties.
- 2) The teacher summarized the lesson together with the students.
- 3) Finally, the class was closed with prayer and greeting.

3. Post Test

Following treatment, the researcher used a post-test, which is different from the pre-test and wasn't done in the earlier study. This post-test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are:

- 1) The researcher prepared 25 test items.
- 2) The researcher gave the test paper to the students.
- 3) The researcher explained what students do.
- 4) The researcher gave student time to answer the question.
- 5) The students answered to the question.
- 6) The students gave the researcher their paper test

- 7) The researcher checked the answer of students and finds the mean score of post-test.

G. The Technique of Data Analysis

1. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used SPSS v.26 using the Shapiro wilk test a significant level of 5% or 0.05 with criteria. If the significant value is lower 0.05, the students pre-test and post-test were normally distributed.

2. Hypothesis Test

The researcher made hypothesis from the data have been analyzed by looking at the t-count and compare it to t-table. The researcher made the hypothesis from the data that have been analyzed by looking at the t-table and compare it to t-table if $t\text{-count} > t\text{-table}$, it means the alternative hypothesis is accepted that is (there is significant effect). Then, if $t\text{-count} < t\text{-table}$ means hypothesis is rejected (there is no significant effect).

3. Mean Score

The results of the research can be seen from the mean score. The mean score showed whether there was a difference between mean score of the pre-test and mean score of the post test, which means that the technique was useful or not. According to Ridwan the category interpreted of mean score can be seen in the table below:

Table III.3
The Criteria Score Interpretation of Mean Score⁵

Percentages	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Enough
61%-80%	Good
81%-100%	Very Good

Based on the table above, the mean score of pre-test before using substitution drill technique was 46.09 So, the category was Enough. And the mean score of post-test after using substitution drill technique was 65.39, and the category was good.

⁵ Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2005).

CHAPTER IV

RESEARCH FINDINGS

In this chapter, in order to find out the effect of Substitution drill technique on students' past continuous mastery at the tenth grade students of SMKS Harapan, the researcher has taken the data by pre-test and post-test and the researcher has applied quantitative analysis in this research. Then the researcher described the data as follow:

A. Description of Data

1. Description of Data in Pre-Test

To know the students' past continuous mastery before using substitution drill technique, the researcher describes the data of the pre-test in the table below.

Table IV.I
Score in Pre Test

No	Descriptions	Statistics
1.	Total Score	1060
2.	Highest Score	68
3.	Lowest Score	24
4.	Range	44
5.	Interval	5
6.	Mean	46.09
7.	Median	48.0
8.	Modus	56
9.	Variant	213.628
10.	Standard Deviation	14.616

The 25 question multiple choice pre-test was given to the students before the implementation of the treatment using the Substitution Drill Technique. The researcher calculated the students' scores based on their responses in the

pre-test and then ranked the results in an interval class form, starting from the lowest to the highest score. The statistician employed standard statistical formulas to determine the range, interval, mean, median, mode, variance, and standard deviation. The scores were obtained through calculation by the researcher.

From the table above, it can be seen that the total score achieved by all the students in the pre-test was 1,060, which represents the overall number of points obtained by all participants. The highest score was 68, and the lowest score was 24, giving a range of 44. This range shows a significant variation in student performance, which indicates different levels of understanding among students.

The interval used for class distribution was 8. The mean score was 46.09, meaning that, on average, students scored around 46 out of the maximum possible score, which categorizes their performance as low. The median score was 48.0, which indicates that half of the students scored above 48 and the other half scored below 48. This provides a clearer picture of the central tendency of student achievement.

The modus (mode) of the pre-test score was 56, which appeared most frequently in the data set (appearing 4 times). This suggests that 56 was the most common score among students. The variance was 213.63, showing the degree of spread in the data, while the standard deviation was 14.62, indicating a relatively high dispersion of scores from the average.

The final result of the students' score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table below:

Table IV.2
The Frequency Distribution of Students' Score in Pre-Test

No	Interval	Mid Point	Frequency	Percentage
1	24 – 32	28.0	3	13.04%
2	33 – 41	37.0	5	21.74%
3	42 – 50	46.0	6	26.09%
4	51 – 59	55.0	5	21.74%
5	60 – 68	64.0	4	17.39%
Total	—	—	23	100%

After calculating the mean, median, and modus, the next step was to determine the midpoint of each interval and convert the frequency into percentages to analyze the distribution of students' scores in the pre-test. Each student's score was calculated and arranged from the lowest to the highest, and then grouped into six class intervals with a class width of 8. The frequencies and percentages of students within each interval were calculated to give a clearer picture of the distribution of scores. From the frequency distribution table, it can be seen that the highest number of students, 7 students (30.43%), scored within the interval 56–63. This indicates that most students were concentrated around the middle-to-high score range. The next highest intervals were 24–31 and 40–47, each containing 4 students (17.39%), showing that a considerable portion of students still performed at a lower level.

Meanwhile, 3 students (13.04%) scored within the interval 32–39, and the same percentage of students scored in the interval 64–71. Only 2 students (8.70%) were found in the 48–55 interval, which represents the smallest group in the distribution.

Overall, the results show that before receiving treatment, students' performance was varied and mostly centered in the lower-to-middle ranges, with fewer students achieving scores at the higher levels. This highlights the need for instructional intervention, such as the Substitution Drill technique, to help raise student achievement and reduce the gap between lower and higher performers. Then the researcher presented the data in the form of histogram as follow:

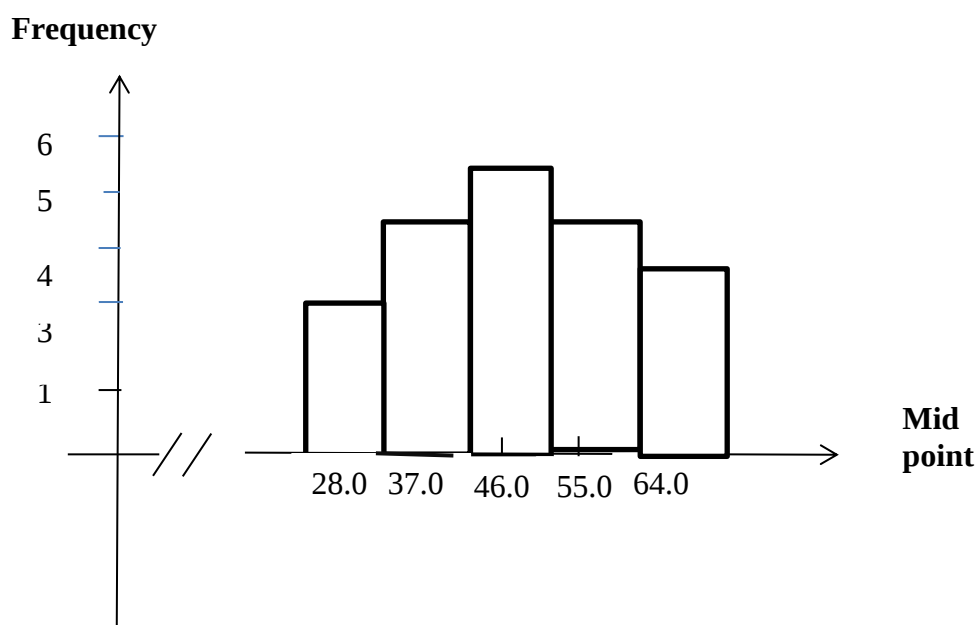


Figure IV.1 Histogram of Students' Grammar Mastery in Pre Test

The histogram of the pre-test in the figure described the students' scores based on score intervals. The X-axis showed the interval scores obtained by

the students, while the Y-axis represented the number of students who got those scores. There were 7 students who got scores in the interval 24–32, indicating the most dominant score group. Then, 3 students achieved scores in the interval 33–41. Meanwhile, only 2 students got scores between 42–50, which was the lowest frequency among all intervals. In the interval 51–59, there were 6 students, showing a relatively high concentration in the middle score range. Finally, 5 students scored in the interval 60–68, indicating some students were close to or above the minimum completion criteria.

Thus, before the treatment was given, the students' ability to use the past continuous tense was still low. The result of the pre-test showed that the mean score was 46.09, which was below the minimum mastery level. Most of the students found it difficult to construct sentences correctly using *was* and *were*, to form verbs ending in *-ing*, and to distinguish the past continuous tense from the simple past tense. Therefore, it can be concluded that the students' mastery of the past continuous tense before the implementation of the Substitution Drill Technique was generally poor.

2. Description of Data in Post-Test

To know the students' past continuous mastery after using substitution drill technique the researcher describes the data of the post-test in the table below.

Table IV.3
Score in Post Test

No	Descriptions	Statistics
1.	Total Score	1504
2.	Highest Score	84
3.	Lowest Score	36
4.	Range	48
5.	Interval	5
6.	Mean	65.39
7.	Median	68.00
8.	Modus	68
9.	Variant	179.794
10.	Standard Deviation	13.409

The 25 questions multiple choice post-test was given to the students after being given treatment using the substitution drill technique. The researcher calculated the students' scores based on their post-test responses, and then organized the results into an interval class form, starting from the lowest score to the highest. The statistician used statistical formulas to calculate the total score, highest and lowest scores, range, interval, mean, median, modus, variance, and standard deviation. These values were obtained through manual and software-based calculation.

From the table above, it can be seen that the total score achieved by all the students in the post-test was 1.504 which shows the cumulative performance of all students after receiving the treatment. The difference between the highest score and the lowest score was 48, indicating a consistent range compared to the pre-test, but with a general improvement in overall scores. The interval used was 5, dividing the data into more structured score

categories. The mean score obtained was 65.39, which indicates that on average, students achieved a better performance than in the pre-test (which had a mean of 46.09).

Therefore, the post-test scores fall into the “good” category. The median was 68, meaning that half of the students scored below or equal to 68, and the other half above, suggesting a balanced distribution of performance. The modus was 68, meaning this score appeared most frequently in the dataset. A high concentration of students achieving this score suggests that many were able to reach the targeted level of understanding. The variance was calculated to be 179.794, and the standard deviation was 13.409, showing that although there is some spread in the scores, the variability is lower than that of the pre-test (which had a variance of 213.628 and SD of 14.616). This indicates a tighter clustering of scores around the mean and a more uniform performance level.

Overall, the post-test results show significant improvement among students after the treatment. More students reached or passed the minimum completion criteria (KKM), suggesting that the learning method applied had a positive effect on their understanding and mastery of the material. The final result of the students’ score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students’ score can be seen on the table below:

Table IV.4
The Frequency Distribution of Students' Score in Post-Test

No	Interval	Mid Point	Frequency	Percentage
1	36 – 45	40.5	3	13.04%
2	46 – 55	50.5	5	21.74%
3	56 – 65	60.5	6	26.09%
4	66 – 75	70.5	5	21.74%
5	76 – 85	80.5	4	17.39%
Total	—	—	23	100%

The 25-question multiple-choice post-test was given to students after they received treatment using the Substitution Drill technique. The researcher calculated each student's score based on their post-test responses. After collecting the scores, they were arranged in order from the lowest to the highest, and then grouped into five interval classes using a class width of 9. Statistical methods were applied to determine the frequency and percentage of scores within each interval class

From the frequency distribution table, it can be seen that the highest concentration of students, 9 students (39.13%), scored within the interval 66–75. This indicates that a large proportion of students achieved scores in the higher-middle range after receiving treatment. The next most frequent interval was 76–85, with 6 students (26.09%), showing that more than a quarter of the class reached very high scores. In contrast, only 4 students (17.39%) scored in the lowest interval 36–45, suggesting that a few students were still struggling even after treatment. Another 4 students (17.39%) scored in the interval 56–65, representing those in the transitional middle range. Interestingly, there were no students (0.00%) in the interval 46–55, indicating a performance gap between lower and middle achievers.

Overall, the results demonstrate that after the treatment, students' scores shifted significantly toward the higher intervals. The majority of students (65.22%) scored in the 66–85 range, which reflects a notable improvement in mastery of the Past Continuous Tense. These findings suggest that the Substitution Drill technique had a positive impact on student achievement. These results suggest that after the treatment, the majority of students showed notable improvement in their understanding of the material. The shift in score distribution from lower to higher intervals demonstrates that the Substitution Drill technique had a positive impact on student achievement. Then the researcher presented the data in the form of histogram as follow:

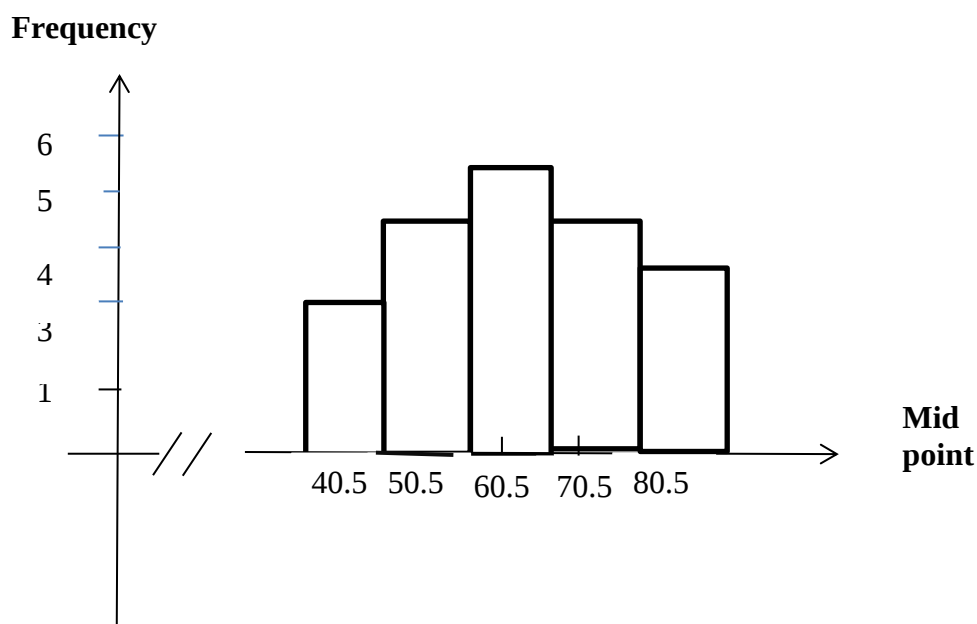


Figure IV.2 Histogram of Students' Grammar Mastery in Post Test

The histogram above illustrates the frequency distribution of students' scores in the post-test after receiving treatment using the Substitution Drill technique. The data is grouped into six interval classes with a class width of 9,

ranging from 36 to 89. Then the highest frequency of student scores appears in the 72–80 interval, with 8 students achieving scores within this range. This suggests that a significant portion of the class performed very well on the post-test, indicating a strong grasp of the material after the treatment.

The second most frequent interval is 63–71, with 7 students, also showing that many students achieved scores in the upper-middle range. Only 1 student scored in the highest interval (81–89), which includes the maximum score of 84. Although this interval had the lowest frequency, it still represents excellent individual achievement. On the other end of the spectrum, 4 students scored in the lowest interval (36–44), indicating that while most students improved, a small group still struggled despite the treatment. The interval 54–62 was occupied by 3 students, suggesting moderate improvement. The histogram shows a clear upward trend in student achievement, with most students scoring in the higher intervals.

After the treatment using the Substitution Drill Technique, there was a notable improvement in the students' scores. The result of the post-test revealed that the mean score increased to 65.39, showing a significant rise compared to the pre-test. This improvement suggests that the Substitution Drill Technique helped the students better understand the structure and use of the past continuous tense. Through the process of repetition and substitution, they practiced forming sentences accurately and became more confident in recognizing time signals and distinguishing verb patterns. The learning

activity also made them more active and focused during grammar practice, which contributed to better comprehension and fluency.

3. Description of Comparison in Pre-Test and Post-Test

After getting the result in pre-test and post-test, the researcher made the data comparison in the form of table. It can be seen in the table below.

Table IV.5
The Comparison Data in Pre-Test and Post-Test

No	Descriptions	Pre-Test	Post-Test
1.	Total Score	1060	1504
2.	Highest Score	84	84
3.	Lowest Score	24	36
4.	Range	44	48
5.	Interval	6	5
6.	Mean	46.09	65.39
7.	Median	48.0	68.00
8.	Modus	56	68
9.	Variant	213.628	179.794
10.	Standard Deviation	14.616	13.409

After getting the result in pre-test and post-test, the researcher made the data comparison in the form of table. The result of pre-test and post-test score compared the differences. The result of data consists of total score, highest score, lowest score, range, interval, mean, median, modus, variant, and standard deviation.

Based on the table, the researcher found that most of students got low score in pre-test. The lowest score in pre-test was 24 and the highest score was 68. But, after get the treatment, the post-test of students VIII gets the lowest score was 36 and the highest score was 84. Based on this data, it can be concluded that the students' past continuous mastery score was higher in

the post-test that the students' score in pre-test. The improvement of the students score after giving treatment can be indicated as follows;

$$\begin{aligned}\text{Increased percent} &= \frac{\text{different}}{\text{initial value}} \times 100\% \\ &= \frac{19,3}{46,09} \times 100\% \\ &= 41,88\%\end{aligned}$$

B. Data Analysis

This data has been analyzed with normality test and hypothesis test. It can be seen in the table below.

1. Normality Test

The normality test in this research used Shapiro-Wilk. It can be seen in the table below.

Table IV.6
Normality Test

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Student learning Outcomes	Pre-Test	0.921	23	0.072
	Post-Test	0.889	23	0.025

The normality test in this research used Shapiro-Wilk. The data was calculated by using SPSS version 26. From the table test of normality above, can be seen that the significances is 0.072, where $0.072 > 0.05$. It means the data is normal.

2. Hypothesis Test

The hypothesis in this research was carried out by using the One Sample Test. This research used the SPSS version 29 application to calculate hypotheses statistically. It can be seen in the table below.

Table IV.7
Hypothesis Test

Test	n	Statistic Description	Paired T-Test		
			<i>t</i>	<i>Df</i>	Sig.(2-tailed)
Pre-Test	23	46.09 (14.616)	5.664	22	0.001
Post-Test		65.39 (13.409)			

From the table above, it can be seen that the t-count is 5.664. To find out whether the hypothesis is accepted or not, the researcher looked at the t table with a significance level of 0.05. The t table is 2.074. This means that t count > t table ($5.664 > 2.074$). It means that the hypothesis is accepted. This means that “There is a significant effect of Using Substitution drill technique on students’ past continuous mastery at the ninth grade students of SMKS Harapan Padangsidimpuan.

C. The Result

The results are based on the data obtained from the pre-test and post-test given to the tenth-grade students of SMKS Harapan Padangsidimpuan. The purpose of conducting these tests was to determine the students’ mastery of the past continuous tense before and after being taught by using the Substitution Drill Technique, as well as to find out whether the technique had a significant effect on their improvement.

Before the treatment, the students were given a pre-test consisting of 25 multiple-choice questions related to the past continuous tense. The test aimed to measure their initial understanding of the tense before being taught using the Substitution Drill Technique. The result of the pre-test showed that the total score of all students was 1060, with the highest score of 68 and the lowest score of 24.

The mean score was 46.09, the median was 48, and the mode was 56. The variance was 213.628, and the standard deviation was 14.616.

These results indicate that the students' mastery of the past continuous tense before receiving treatment was relatively low. Most students struggled to construct correct positive, negative, and interrogative sentences and to use the –ing form and time signals properly. It shows that they still had difficulty distinguishing between the past continuous tense and the simple past tense.

After the treatment using the Substitution Drill Technique, students took the post-test with the same number of questions and structure as the pre-test. The post-test aimed to measure the improvement in students' understanding and use of the past continuous tense after learning through this technique. The total score of the post-test was 1504, with the highest score of 84 and the lowest score of 36. The mean score was 65.39, the median was 68, and the mode was also 68. The variance was 179.794, and the standard deviation was 13.409. Based on these results, there was a notable improvement in students' scores after the treatment. The mean score increased from 46.09 in the pre-test to 65.39 in the post-test, showing an improvement of 41.88%. This improvement suggests that the Substitution Drill Technique effectively enhanced students' ability to understand and use the past continuous tense more accurately and fluently.

To determine whether the improvement was statistically significant, the data were analyzed using the Paired Sample T-Test. The test was used because the same group of students was measured twice, before and after the treatment. The normality test results using the Shapiro-Wilk Test showed that the data were

normally distributed since the significance value for the pre-test was 0.072 (>0.05), and although the post-test value was 0.025, the difference was still acceptable for small samples. The result of the paired sample t-test showed that the significance value (2-tailed) was 0.001, which is less than 0.05. The t-count value was 5.664, which is greater than the t-table value (2.074) at the 0.05 significance level.

This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a significant effect of using the Substitution Drill Technique on students' mastery of the past continuous tense. The results clearly show that after learning through this technique, students became more capable of forming sentences correctly, using the -ing form appropriately, and distinguishing between ongoing and completed actions in the past. The repetitive and structured nature of the Substitution Drill Technique helped strengthen their grammatical understanding and fluency in using the tense.

D. Discussion

The findings of this study revealed that the use of the Substitution Drill Technique had a significant effect on students' understanding of the Past Continuous Tense. The result of this study is theoretically in line with Larsen-Freeman, who stated that substitution drill can be easily applied to a grammar orally and directly. This technique is a strategy that enables students to engage in intensive practice through the repetitive substitution of phrase part and

grammatical structures.¹ This indicates that substitution drill is effective in teaching past continuous tense, because students are required to repeatedly substitute subjects, verbs and adverbs of time in various grammatical pattern. Thus, the result of this research support the theory put forward by larsen-freeman and then the researcher compares the results with previous research

Furthermore, this is proven by the results of the mean posttest score was higher than the mean pretest score (65.39 compared to 46.09). Specifically, the experimental class experienced an increase of 41,88. This effectiveness was further supported by performing a t-test on the posttest results. The t-test of the pretest-posttest shown that there was a significant difference where probability value was lower. than alpha ($0.00 < 0.05$) and t-count $>$ t-table ($5.664 > 2.074$). This indicated that the substitution drill technique has significant effect to students' past continuous mastery.

The result is consistent with several previous studies that found substitution drills help learners develop accuracy and fluency in sentence construction. The drill technique allows learners to focus on structure while gradually substituting vocabulary or phrases, reducing cognitive load and enhancing retention. The results of this research encourages Fatiha statement who said that the use of the substitution drill technique is effective in improving students' simple past tense mastery. The result means score in the pre-test was lower than the mean score in the post-test ($30 > 68$). The research concluded that

¹ Larsen-Freeman, *Techniques and Principles in Language Teaching*.

the use of the substitution drill technique is effective for improving students' simple past tense.²

The results are similar to previous studies such as the research done by Jubhari. Who applied substitution drill as a teaching technique and applied pre-experimental design employing one group pretest and posttest. The result of the study indicated that there were differences between students' achievement of tenses mastery in pretest and posttest. It was proved by the value of t-test was greater than the value of t-table ($22.24 > 2.056$) with the level of significance ($P = 0,05$) and degree of freedom ($N-1 = 26$). The mean score of the posttest (71.62) was higher than the mean score of pretest (52.44). It may conclude that 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.³

However the research done by Rahayu who applied substitution drill technique in teaching present progressive tense that used quasy-experimental design, this research applied substitution drill technique to past continuous tense. Rahayu conducted the research in SMPN 1 Jati Agung. The research findings showed that there was a significant different in the students grammar mastery in the present progressive before and after using single substitution drill technique. The average score in the pre-test was 42,65, in the post-test was 76.81. Based on the result of the data analysis, the researcher concluded that, there is a significance influence of using substitution drills technique towards students' grammar mastery

² Fatiha, "Improving Students' Simple Past Tense Mastery by Using Substitution Drill at Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante."

³ Jubhari, "The Effect of Using Substitution Drill on Students ' Tenses Mastery."

in the present progressive tense at the second semester of the eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019.⁴

Furthermore, during the learning process, students appeared more engaged and active. The structured format of the drills provided clarity and built their confidence in using English, especially when forming sentences in the Past Continuous Tense. This reflects the benefits of mechanical practice in second language acquisition, especially for beginners or intermediate learners. In contrast, during the pre-test, many students made errors related to verb forms (e.g., not using verb-ing) or the use of appropriate time signals (e.g., “while,” “when”). However, these issues were significantly reduced in the post-test, showing that substitution drills helped them internalize the grammatical rules.

Thus, it can be concluded that the Substitution Drill Technique is not only helpful in improving grammatical accuracy but also effective in supporting learners' confidence, understanding, and performance in using the Past Continuous Tense.

E. Threats of the Research

The research found some threats of the research as follows:

1. Student Participation and Engagement

Substitution drills require active student participation. However, in classroom settings, not all students may be equally motivated or confident to take part in the activity. Passive learners or those with low speaking confidence may not engage fully, thus limiting their improvement.

⁴ Rahayu, “Students Grammar Mastery in The Present Continuous Tense at The Second Semester of The Eighth Grade of Smpn 01 Jati Agung in The Academic Year 2018/2019.”

2. Student Differences in Learning Styles

The substitution drill technique is more auditory and oral-based, which may not suit all students equally. Visual or kinesthetic learners may struggle to keep up, causing unequal benefits among participants.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before learning by using substitution drill technique, the students' past continuous mastery was low. It can be seen from the mean score of the pre-test was 46.09, it can be classified into low category.
2. After learning by using substitution drill technique, the students' past continuous mastery increasing became better than before. It can be seen from the mean score of the post-test was 65.39, it can be classified into good category.
3. The result of t-test where t-count is 5.664 and sig (2-tailed) is 0.001. this meant t-count is higher than t-table ($5.664 > 2.074$) and sig (2-tailed) is smaller than 0.05 ($0.001 < 0.05$). This indicated that H_a was accepted, so there were significant effect of substitution drill technique on students' past continuous mastery at the ninth grade of SMKS Harapan Padangsidempuan.

B. Implication

Based on the research entitled "The Effect of Substitution Drill Technique to Past Continuous Tense", several implications can be drawn from the results of the study, including:

1. As an Effective Teaching Technique

The findings suggest that substitution drill technique can be effectively applied in teaching grammar, especially the past continuous tense. This technique helps students focus on sentence structure by repeatedly practicing and substituting different components within a fixed pattern, which supports deeper understanding.

2. Increasing Teacher's Awareness

This research can raise teachers' awareness of the importance of applying various teaching techniques to enhance students' learning experience. The use of substitution drills offers a more structured and interactive approach compared to traditional grammar teaching.

3. Improving Students' Grammar Mastery

The positive effect shown in this study implies that substitution drill technique can significantly help students improve their grammar, particularly in mastering the structure and use of the past continuous tense.

4. Encouraging Communicative Practice

Although substitution drills are often mechanical, this study implies that when combined with context-based sentences, they can also support students' communicative competence by familiarizing them with useful sentence patterns.

C. Suggestion

After completing this research, the researcher gained valuable insights into the English teaching and learning process. Therefore, the researcher offers several suggestions as follows:

1. For Headmaster of SMKS Harapan Padangsidempuan

It is recommended that the headmaster supports and motivates English teachers to implement various effective teaching techniques that can enhance students' grammar mastery. One of those is the Substitution Drill Technique, which has proven to be beneficial in improving students' understanding of the past continuous tense.

2. For English Teachers

English teachers are encouraged to apply the Substitution Drill Technique as an alternative method in teaching grammar. This technique can help students practice sentence patterns systematically and improve their accuracy in using grammatical structures. It also reduces students' fear of making mistakes and increases their confidence in constructing sentences.

3. For Future Researchers

The researcher suggests that future researchers conduct further studies related to this topic by applying the technique to different grammar materials or in different educational settings. They can also explore the combination of substitution drills with other communicative activities to evaluate a broader impact on students' English proficiency.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMKS HARAPAN PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X-/Ganjil
Materi Pokok	: Past Continuous Tense
Alokasi Waktu	: 1 x Pertemuan (1 x 45 Menit)

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan international.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya

disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)

4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan tentang kejadian/ kegiatan yang sedang berlangsung pada satu titik waktu di masa lampau.
2. Mengidentifikasi beberapa kejadian, kegiatan yang sedang berlangsung pada satu titik waktu di masa lampau.

3. Menyusun kalimat tentang kejadian/ kegiatan yang sedang berlangsung pada satu titik waktu di masa lampau.
4. Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa yang sedang berlangsung pada satu titik waktu di masa lampau.
5. Mengidentifikasi kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang dilakukan pada satu titik di waktu lampau.

D. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan tentang kejadian/ kegiatan yang sedang berlangsung dimasa lampau.
2. Peserta didik mampu menganalisis fungsi social, struktur teks, dan unsur kebahasaan tentang kejadian/ kegiatan yang sedang berlangsung dimasa lampau.
3. Peserta didik mampu menyusun (C-6) kalimat tentang kejadian/kegiatan yang sedang berlangsung dimasa lampau.setelah mengidentifikasi materi dengan benar.
4. Peserta didik mampu mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa yang sedang berlangsung pada satu titik waktu di masa lampau.

E. Materi Pembelajaran

PAST CONTINUOUS TENSE

The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

Rumus Past continuous tense

Pola Kalimat	Rumus
Positive	S - be (was/were)- Ving - Compliment
Negative	S - be (was/were)- Not - Ving - Compliment
Interogative	be (was/were) - S - Ving – Compliment?

Examples:

- Positive: Aisah was reading Quran
- Positive: Umar was doing homework
- Negative: They were not waiting us
- Interrogative: Were you watching tv?

F. Pendekatan Pembelajaran

Substitution Drill Technique

G. Alat/Media Pembelajaran

1. Buku Paket
2. Gambar

H. Sumber Pembelajaran

Buku Cetak siswa Bahasa dan Sastra Inggris Kelas XI SMA/MA, yang telah dinyatakan layak oleh Menteri Pendidikan dan Kebudayaan RI.

<https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukasiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>

I. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Peserta Didik	
Pendahuluan	1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran. 2. Guru memeriksa kehadiran peserta didik . 3. Guru menjelaskan tujuan pembelajaran yang akan dicapai. 4. Guru mengaktifkan pengetahuan siswa (Enggage Knowledge) agar siswa aktif dalam berbicara didalam kelas tanpa terfokus pada grammar atau structure. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.	1. Peserta didik menjawab salam dan berdoa Bersama. 2. Peserta didik menjawab kehadiran. 3. Peserta didik mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.	15 menit
Kegiatan	Eksplorasi 1. Guru menjelaskan materi tentang past continuous tense. 2. Guru memberikan materi dalam bentuk gambar, berkaitan dengan past continuous tense dan ditampilkan di depan kelas. 3. Guru memberikan contoh past continuous tense kepada peserta didik . “I was going to school when Aisah came.” 4. Guru meminta siswa untuk mengulang contoh yang sebelumnya. 5. Guru mengganti subjek dari kallimat sebelumnya	1. Peserta didik mendengarkan dengan seksama. 2. Peserta didik mengamati materi dalam bentuk gambar secara seksama. 3. Peserta didik memperhatikan dan mendengarkan contoh secara seksama. 4. Peserta didik mengulang kalimat yang diucapkan guru. 5. Siswa memperhatikan	60 menit

Kegiatan	Deskripsi Kegiatan		Alokasi
Inti	deangan menunjuk seorang siswa perempuan (menunjukkan bahwa subjek yang akan digunakan adalah dia perempuan) “She was going to school when Aisah came.” Lalu menyuruh siswa mengulangnya. 6. Guru menunjuk siswa laki-laki (menunjukkan/ mengisyaratkan bahwa subjek dari kalimat sebelumnya akan diganti menjadi “he.” Guru tetap memandu siswa untuk menyusun kalimat dan menyuruh siswa mengulangnya. 7. Guru menunjuk dirinya sendiri dan semua murid (menunjukkan subjek selanjutnya adalah “we”. Guru dapat memberi kesempatan pada siswa untuk menyusun kalimat. 8. Guru menampilkan gambar yang menunjukkan kata kerja kepada siswa. Guru memandu siswa untuk menyusun kalimat baru berdasarkan kata kerja yang ditampilkan di gambar. “I was running yesterday when Aisah came” 9. Guru memandu siswa untuk mengulang kalimat dengan mengubah subjeknya, seperti kegiatan sebelumnya.	pergantian subjek dalam kalimat. Lalu mengulang kalimat baru yang telah diucapkan guru. “She was going to school.” 6. Siswa mencoba mengganti subjek dari kalimat sebelumnya. “He was going to school.” 7. Siswa mengganti subjek dari kalimat sebelumnya. “We were going to school.” 8. Siswa menyusun kalimat past continuous tense berdasarkan verb dalam gambar yang ditampilkan guru. 9. Peserta didik mengulang kalimat sebelumnya dengan melakukan pergantian subjek, verb, dan adverb. 10. Peserta menyusun kalimat baru berdasarkan gambar yang ditampilkan.	

Kegiatan	Deskripsi Kegiatan		Alokasi
	10. Guru kembali menampilkan gambar berbeda dan menyuruh siswa menyusun kalimat baru berdasarkan kata kerja yang ditampilkan. Kemudian melakukan melanjutkan pergantian subjek maupun adverb. Elaborasi 11. Guru meminta siswa untuk membuat kalimat past progressive berdasarkan pengalaman pribadi. Konfirmasi 12. Guru melakukan feedback terhadap peserta didik agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam memahami past continuous tense. 13. Guru memberikan beberapa cara dan saran praktis dalam meningkatkan kemampuan siswa dalam past continuous tense.	11. Siswa membuat kalimat past continuous tense berdasarkan pengalaman pribadi.	
Kegiatan Penutup	1. Guru meminta peserta didik menyimpulkan apa yang telah mereka pelajari. 2. Guru memberi semangat dan memotivasi peserta didik agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.	1. Peserta didik membuat Kesimpulan. 2. Peserta didik mendengarkan motivasi secara seksama. 3. Peserta didik berdoa Bersama dan menjawab salam.	15 menit

Kegiatan	Deskripsi Kegiatan		Alokasi
	3. Guru menutup Pelajaran dengan berdoa dan mengucapkan salam.		

APPENDIX 2

INSTRUMENT OF PRE-TEST

DIRECTION:

1. The test is conducted to find out students' grammar mastery in "past continuous tenses" at the ninth grade of SMKS Harapan Padangsidimpuan.
2. This test is only used for a research purpose, and it will not influence your English score.
3. Thanks for your participation in doing this test.

PENILAIAN: Jumlah benar $\times 4$

- The children playing outside at six o'clock last night.
a. am b. are
c. was d. were
- He writing a poem when the lights went out.
a. have not b. has
c. were not d. was not
- you cooking dinner when I called you?
a. are b. were
c. is d. was
- Was she her room when I knocked?
a. cleaning b. cleaned
c. clean d. cleanning
- My friends were walking home it started to rain.
a. when b. where
c. while d. what
- I was reading, she was making a phone call.
a. When b. While
c. Where d. Which
- I taking a shower when my friend called me.
a. is b. was
c. were d. am
- My sister was listening to music I was doing my homework.
a. when b. while
c. where d. which
- We were English when the bell rang.
a. study b. studied
c. studying d. studing
- She arrived I was cooking lunch.
a. when b. as
c. while d. after
- The baby sleeping at 9 o'clock last night.
a. is b. are

- c. was
- d. were
12. I not studying when you called me.
 - a. was
 - b. were
 - c. am
 - d. is
13. I saw Lily in the library while she writing.
 - a. is not
 - b. are not
 - c. was not
 - d. were not
14. you reading a book when the lights turned off?
 - a. were
 - b. was
 - c. is
 - d. are
15. he using your phone last night?
 - a. Was
 - b. Is
 - c. Were
 - d. Are
16. they talking to the teacher when you came in?
 - a. Were
 - b. Was
 - c. Are
 - d. Is
17. I reading the newspaper when the cat eat.
 - a. am
 - b. was
 - c. is
 - d. were
18. My mother was watching television my father was reading a news paper.
 - a. when
 - b. while
 - c. Where
 - d. Which
19. He was when I called him.
 - a. Runing
 - b. Running
 - c. Runn
 - d. Runned
20. The girl was not when her mom entered the room.
 - a. sleeping
 - b. sleepingg
 - c. sleaping
 - d. sleep
21. I was a birthday cake when the phone rang.
 - a. making
 - b. makeing
 - c. makking
 - d. made
22. Uncle Ali was the me when I walked.
 - a. Calling
 - b. Caling
 - c. Call
 - d. Called
23. They driving the car when I visited.
 - a. were
 - b. are
 - c. is
 - d. was
24. The cat was under the table when I got home.
 - a. sleep
 - b. sleeping
 - c. sleepping
 - d. sleping
25. I was studying English my sister was playing guitar.
 - a. next
 - b. while
 - c. then
 - d. when

APPENDIX 3

INSTRUMENT OF POST-TEST

DIRECTION:

1. The test is conducted to find out students' grammar mastery in "past continuous tenses" at the ninth grade of SMKS Harapan Padangsidempuan.
 2. This test is only used for a research purpose, and it will not influence your English score.
 3. Thanks for your participation in doing this test.
1. They studying hard at seven o'clock last night
 - a. am
 - b. are
 - c. was
 - d. Were
 2. He writing a letter when the bell rang.
 - a. have not
 - b. has
 - c. Were not
 - d. Was not
 3. you watching TV this time yesterday?
 - a. are
 - b. were
 - c. when
 - d. Was
 4. Was she was..... her friend when I came?
 - a. Meets
 - b. Met
 - c. meeting
 - d. Meting
 5. My mother and father were eating..... I came.
 - a. when
 - b. where
 - c. while
 - d. Which
 6. the teacher was explaining the lesson, the student suddenly laughed.
 - a. When
 - b. While
 - c. Where
 - d. Which
 7. I going to school when my uncle visited my house.
 - a. Is
 - b. were
 - c. am
 - d. Was
 8. My mother was watching television my father was reading a news paper
 - a. when
 - b. while
 - c. Where
 - d. Which
 9. We were English while he was watching television.
 - a. Studied
 - b. Studied
 - c. Studying
 - d. Studying
 10. My sister arrived we were eating our dinner.
 - a. When
 - b. Whose
 - c. Where
 - d. as
 11. Zahra Studying English at 07.00 pm last night.
 - a. is
 - b. are
 - c. was
 - d. Were
 12. I doing my homework when my mother called me.

- | | |
|---------|--------|
| a. is | b. am |
| c. Were | d. Was |
13. I saw Andi in the park when he sitting and reading
- | | |
|-------------|------------|
| a. is not | b. are not |
| c. Were not | d. Was not |
14.you taking a shower when I sang?
- | | |
|---------|--------|
| a. am | b. was |
| c. Were | d. Is |
15. He playing football yesterday afternoon?
- | | |
|---------|--------|
| a. Was | b. is |
| c. Were | d. Are |
16. they washing when I visited them yesterday?
- | | |
|---------|--------|
| a. Were | b. Is |
| c. Was | d. Are |
17. I eating when you called me.
- | | |
|-------|---------|
| a. Am | b. Was |
| c. Is | d. Were |
18. The studeents were studying the phone rang.
- | | |
|----------|---------|
| a. when | b. as |
| c. while | d. were |
19. He was reading book I was writing book.
- | | |
|---------|----------|
| a. were | b. while |
| c. was | d. When |
20. Teacher was not when the bell rang.
- | | |
|------------|------------|
| a. Caming | b. Comeing |
| c. Cameing | d. Coming |
21. I wasabout the past continuous when the bell rang.
- | | |
|--------------|---------------|
| a. Teaching | b. Teachiiing |
| c. teacheing | d. Teach |
22. Umar was a cake while I was cleaning the room.
- | | |
|------------|------------|
| a. Makeing | b. Makiing |
| c. Making | d. Made |
23. They sweeping the floor when I came.
- | | |
|---------|--------|
| a. Were | b. Are |
| c. Was | d. Is |
24. Mom was.....vegetables when I came.
- | | |
|-----------|--------------|
| a. Cooked | b . Cookking |
| c . Cook | d. Cooking |
25. I was watching a movie my brother listening to the music.
- | | |
|----------|----------|
| a. Next | b . When |
| c . Then | d. While |

APPENDIX IV

Key answer of pre test and post test

Pre Test

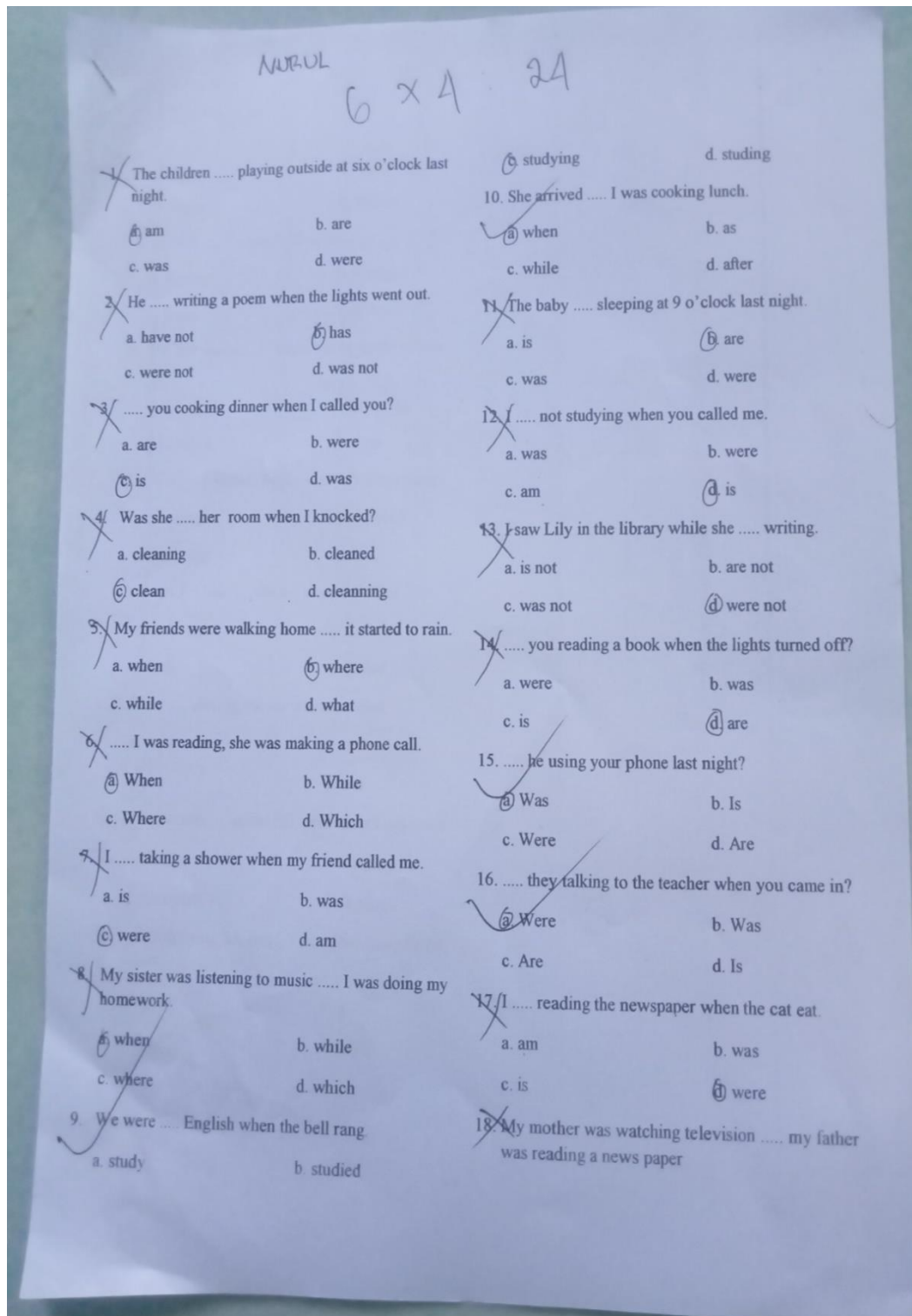
- | | |
|-------|-------|
| 1. D | 14. A |
| 2. D | 15. A |
| 3. B | 16. A |
| 4. A | 17. B |
| 5. A | 18. B |
| 6. B | 19. B |
| 7. B | 20. A |
| 8. B | 21. A |
| 9. C | 22. A |
| 10. A | 23. A |
| 11. C | 24. B |
| 12. A | 25. B |
| 13. C | |

Post Test

- | | |
|-------|-------|
| 1. D | 14. C |
| 2. D | 15. A |
| 3. B | 16. A |
| 4. B | 17. B |
| 5. A | 18. A |
| 6. A | 19. A |
| 7. D | 20. D |
| 8. B | 21. A |
| 9. B | 22. C |
| 10. A | 23. A |
| 11. C | 24. D |
| 12. D | 25. D |
| 13. D | |

Appendix V

The Students Lowest Score in Pre Test



- a. when b. while
c. Where d. Which

~~19.~~ He was when I called him.

- a. Runing b. Running
c. Runn d. Runned

~~20.~~ The girl was not when her mom entered the room.

- a. sleeping b. sleep
c. sleaping d. sleep

~~21.~~ I was a birthday cake when the phone rang.

- a. making b. makeing
c. makking d. made

~~22.~~ Uncle Ali was the me when I walked.

- a. Calling b. Caling
c. Call d. Called

~~23.~~ They driving the car when I visited.

- a. were b. are
c. is d. was

~~24.~~ The cat was under the table when I got home.

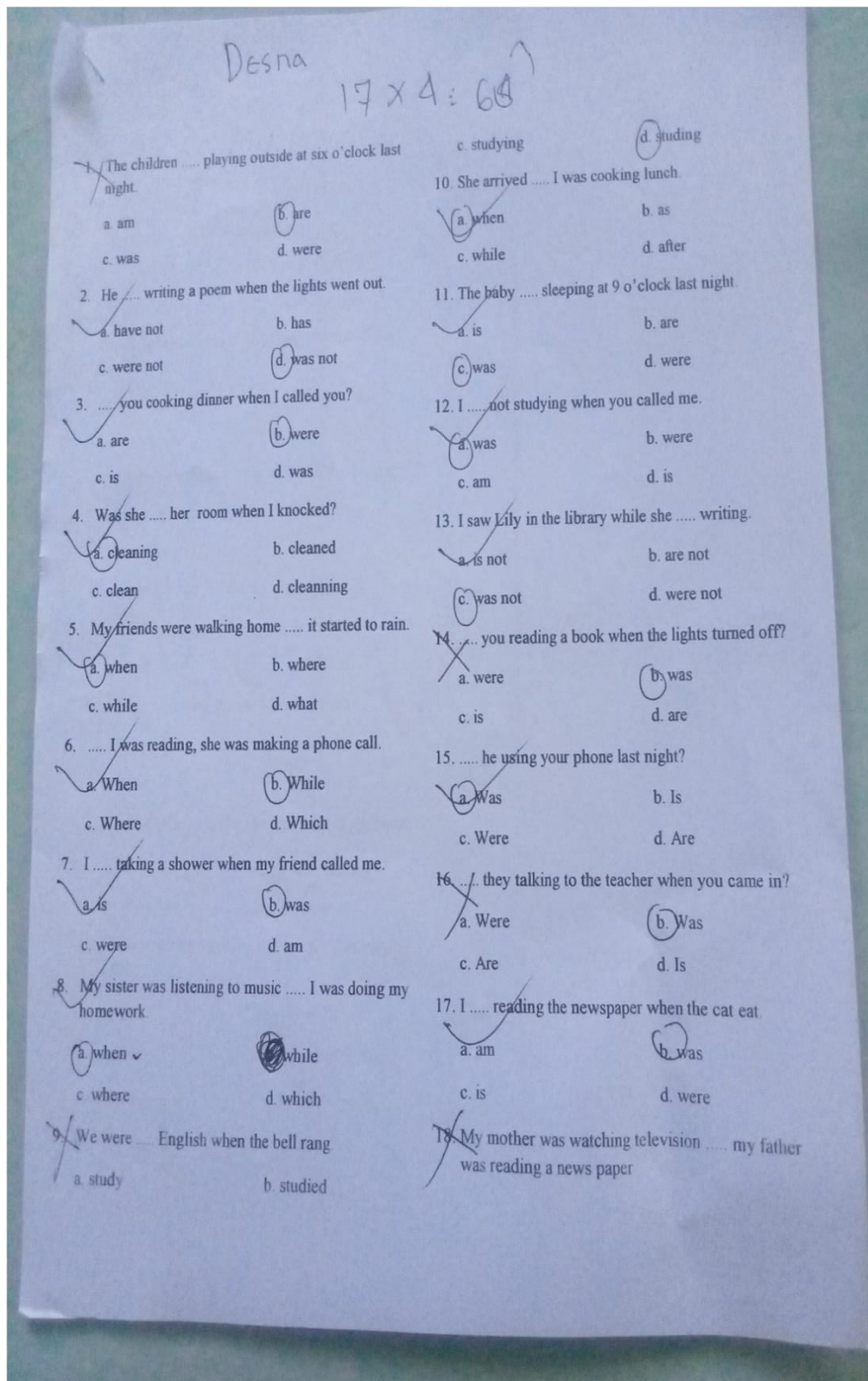
- a. sleep b. sleeping
c. slepping d. sleping

~~25.~~ I was studying English my sister was playing guitar.

- a. next b. while
c. then d. when

Appendix VI

The Student Highest Score in Pre Test



- a. when b. while
c. Where d. Which

19. He was when I called him.

- a. Runing b. Running
c. Runn d. Runned

20. The girl was not when her mom entered the room.

- a. sleeping b. sleeppeing
c. sleaping d. sleep

21. I was a birthday cake when the phone rang.

- a. making b. makeing
c. makking d. made

22. Uncle Ali was the me when I walked.

- a. Calling b. Caling
c. Call d. Called

23. They driving the car when I visited.

- a. were b. are
c. is d. was

24. The cat was under the table when I got home.

- a. sleep b. sleeping
c. sleeppeing d. sleping

25. I was studying English my sister was playing guitar.

- a. next b. while
c. then d. when

Appendix VII

The Students Lowest Score in Post Test

Nama : Solwa Nabila HEP
KIS : XI TUG

9 X 4 = 36

- They studying hard at seven o'clock last night
☒ a. am b. are
☐ c. was ☒ d. Were
- He writing a letter when the bell rang.
☒ a. have not b. has
☐ c. Were not ☒ d. Was not
- you watching TV this time yesterday?
☒ a. are b. were
☐ c. when d. Was
- Was she was..... her friend when I came?
☒ a. Meets b. Met
☐ c. meeting ☒ d. Meting
- My mother and father were eating..... I came.
☒ a. when ☒ b. where
☐ c. while d. Which
- the teacher was explaining the lesson, the student suddenly laughed.
☒ a. When ☒ b. While
☐ c. Where d. Which
- I going to school when my uncle visited my house.
☒ a. Is b. were
☐ c. am ☒ d. Was
- My mother was watching television my father was reading a news paper
☒ a. when b. while
☒ c. Where d. Which
- We were English while he was watching television.
☐ a. Studied ☒ b. Studied
☐ c. Studying d. Studying
- My sister arrived we were eating our dinner.
☒ a. When b. Whose
☒ c. Where d. as
- Zahra Studying English at 07.00 pm last night.
☒ a. is b. are
☐ c. was ☒ d. Were
- I doing my homework when my mother called me.
☒ a. is b. am
☒ c. Were d. Was
- I saw Andi in the park when he sitting and reading
☒ a. is not ☒ b. are not
☐ c. Were not d. Was not
-you taking a shower when I sang?
☒ a. am b. was
☒ c. Were d. Is
- He playing football yesterday afternoon?
☒ a. Was b. is
☒ c. Were d. Are
- they washing when I visited them yesterday?
☒ a. Were b. Is
☒ c. Was d. Are
- I eating when you called me.

- a. Am b. Was
c. Is ☒ d. Were

18. The students were studying the phone rang.

- a. when b. as
☒ c. while d. were

19. He was reading book I was writing book.

- ☒ a. were ☒ b. while
c. was d. When

20. Teacher was not when the bell rang.

- ~~a. Caming~~ b. Comeing
☒ c. Cameing d. Coming

21. I was about the past continuous when the bell rang.

- ~~a. Teaching~~ b. Teachiiing
☒ c. teacheing d. Teach

22. Umar was a cake while I was cleaning the room.

- ~~a. Makeing~~ b. Makiing
☒ c. Making ☒ d. Made

23. They sweeping the floor when I came.

- ☒ a. Were b. Are
☒ c. Was d. Is

24. Mom was vegetables when I came.

- ~~a. Cooked~~ b. Cookking
☒ c. Cook d. Cooking

25. I was watching a movie my brother listening to the music.

- a. Next ☒ b. When
c. Then d. While

Appendix VIII The Students Highest Score in Post Test

Melinda Syahri
XI THJ 21 x 4 : 84

- They studying hard at seven o'clock last night
☒ a. am b. are
☐ c. was ☒ d. Were
- He writing a letter when the bell rang.
☒ a. have not b. has
☐ c. Were not ☒ d. Was not
- you watching TV this time yesterday?
☒ a. are ☒ b. were
☐ c. when d. Was
- Was she was..... her friend when I came?
☒ a. Meets b. Met
☒ c. meeting d. Meting
- My mother and father were eating..... I came.
☒ a. when b. where
☐ c. while d. Which
- the teacher was explaining the lesson, the student suddenly laughed.
☒ a. When b. While
☐ c. Where d. Which
- I going to school when my uncle visited my house.
☒ a. Is b. were
☐ c. am ☒ d. Was
- My mother was watching television my father was reading a news paper
☐ a. when ☒ b. while
☐ c. Where d. Which
- We were English while he was watching television.
☒ a. Studied b. Studied
☒ c. Studying d. Studying
- My sister arrived we were eating our dinner.
☒ a. When b. Whose
☐ c. Where d. as
- Zahra Studying English at 07.00 pm last night.
☒ a. is b. are
☒ c. was d. Were
- I doing my homework when my mother called me.
☒ a. is b. am
☐ c. Were ☒ d. Was
- I saw Andi in the park when he sitting and reading
☐ a. is not b. are not
☐ c. Were not ☒ d. Was not
-you taking a shower when I sang?
☒ a. am b. was
☒ c. Were d. Is
- He playing football yesterday afternoon?
☒ a. Was b. is
☐ c. Were d. Are
- they washing when I visited them yesterday?
☒ a. Were b. Is
☐ c. Was d. Are
- I eating when you called me.

- a. Am ~~Was~~
c. Is d. Were

18. The students were studying the phone rang.

- ~~a. when~~ b. as
c. while ~~were~~

19. He was reading book I was writing book.

- a. were ~~while~~
~~c. was~~ d. When

20. Teacher was not when the bell rang.

- ~~a. Caming~~ ~~b. Comeing~~
c. Cameing d. Coming

21. I was about the past continuous when the bell rang.

- ~~a. Teaching~~ b. Teachiing
c. teacheing d. Teach

22. Umar was a cake while I was cleaning the room.

- ~~a. Makeing~~ b. Making
c. Making d. Made

23. They sweeping the floor when I came.

- ~~a. Were~~ b. Are
c. Was d. Is

24. Mom was vegetables when I came.

- ~~a. Cooked~~ b. Cookking
c. Cook ~~Cooking~~

25. I was watching a movie my brother listening to the music.

- a. Next b. When
c. Then ~~While~~

Appendixes IX

1. The Students Score in Pre Test and Post Test

Name	Score in Pre-Test	Score in Post Test
SN	32	36
AA	44	80
RH	40	76
RS	32	60
MS	56	84
AS	56	56
NY	32	40
PN	56	68
SF	56	44
RH	68	60
FA	60	76
KB	40	68
SS	24	68
AN	52	72
DS	68	72
SWS	24	72
NK	28	68
AS	60	80
NAH	24	44
SRS	48	68
FRA	40	68
AM	56	80
PAS	64	64

Appendixes X

Calculation of Pre-test Group Distribution Table Data

1. Total of Data (n) = 23
2. Determine the number of classes (K)
 $K = 1 + 3,3 \log_{10} n$
 $K = 1 + 3,3(1,3617)$
 $K \approx 1 + 4,4936 = 5,4936$ (5)
3. Determine the Range (R)
 $R = 68 - 24 = 44$
4. Determine the Class Interval (i)
 $I = K/R = 44/5 = 8.8 \rightarrow 9$
5. The Table is Arranged

No	Interval	Mid Point	Frequency	Percentage
1	24 – 32	28.0	3	13.04%
2	33 – 41	37.0	5	21.74%
3	42 – 50	46.0	6	26.09%
4	51 – 59	55.0	5	21.74%
5	60 – 68	64.0	4	17.39%
Total	—	—	23	100%

Appendixes XI

Calculation of Post-test Group Distribution Table Data

1. Total of Data (n) = 23
2. Determine the number of classes (K)
 $K = 1 + 3,3 \log_{10} n$
 $K = 1 + 3,3(1,3617)$
 $K \approx 1 + 4,4936 = 5,4936$ (5)
3. Determine the Range (R)
 $R = 84 - 36 = 48$
4. Determine the Class Interval (i)
 $I = K/R = 48/5 = 9,6 \rightarrow 10$
5. The Table is Arranged

No	Interval	Mid Point	Frequency	Percentage
1	36 – 45	40.5	3	13.04%
2	46 – 55	50.5	5	21.74%
3	56 – 65	60.5	6	26.09%
4	66 – 75	70.5	5	21.74%
5	76 – 85	80.5	4	17.39%
Total	—	—	23	100%

Appendixes XII

The Data Description of Pre-test and Post-test

Descriptives

			Statistic	Std. Error
Pretest	Mean		46.09	3.048
	95% Confidence Interval for	Lower Bound	39.77	
	Mean	Upper Bound	52.41	
	5% Trimmed Mean		46.10	
	Median		48.00	
	Variance		213.628	
	Std. Deviation		14.616	
	Minimum		24	
	Maximum		68	
	Range		44	
	Interquartile Range		24	
	Skewness		-.160	.481
	Kurtosis		-1.321	.935
Posttest	Mean		65.39	2.796
	95% Confidence Interval for	Lower Bound	59.59	
	Mean	Upper Bound	71.19	
	5% Trimmed Mean		65.99	
	Median		68.00	
	Variance		179.794	
	Std. Deviation		13.409	
	Minimum		36	
	Maximum		84	
	Range		48	
	Interquartile Range		16	
	Skewness		-.895	.481
	Kurtosis		.014	.935

Appendixes XIII

The Result of Normality Test in SPSS 26

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.186	23	.038	.921	23	.072
Posttest	.229	23	.003	.899	23	.025

a. Lilliefors Significance Correction

Appendixes XIV

The Result of Hypothesis Test in SPSS 26

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	23	46.09	14.616	3.048
Posttest	23	65.39	13.409	2.796

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	15.122	22	.000	46.087	39.77	52.41
Posttest	23.388	22	.000	65.391	59.59	71.19

Paired Samples Test

Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest - Posttest	-19.304	16.344	3.408	26.372	12.237	5.664	22	.000

Appendixes XV

THE VALIDATION OF PRE TEST

No	R table	R count	Ket
1	0.4132	0.229	InV
2	0.4132	0.354	InV
3	0.4132	0.468	V
4	0.4132	0.320	InV
5	0.4132	0.458	V
6	0.4132	0.410	V
7	0.4132	0.076	InV
8	0.4132	0.814	V
9	0.4132	0.675	V
10	0.4132	0.374	InV
11	0.4132	0.660	V
12	0.4132	0.507	V
13	0.4132	0.315	InV
14	0.4132	0.843	V
15	0.4132	0.801	V
16	0.4132	0.947	V
17	0.4132	0.339	InV
18	0.4132	0.290	InV
19	0.4132	0.241	InV
20	0.4132	0.840	V
21	0.4132	0.675	V
22	0.4132	0.267	InV
23	0.4132	0.290	InV
24	0.4132	0.526	V
25	0.4132	0.360	InV
26	0.4132	0.868	V
27	0.4132	0.947	V
28	0.4132	0.350	InV
29	0.4132	0.270	InV
30	0.4132	0.482	V
31	0.4132	0.667	V
32	0.4132	0.509	V
33	0.4132	0.228	InV
34	0.4132	0.281	InV
35	0.4132	0.668	V
36	0.4132	0.814	V
37	0.4132	0.297	InV
38	0.4132	0.628	V

39	0.4132	0.378	InV
40	0.4132	0.843	V
41	0.4132	0.297	InV
42	0.4132	0.239	InV
43	0.4132	0.931	V
44	0.4132	0.323	InV
45	0.4132	0.370	InV
46	0.4132	0.378	Inv
47	0.4132	0.869	V
48	0.4132	0.437	V
49	0.4132	0.590	V
50	0.4132	0.686	V

Appendixes XVI

DOCUMENTATION





